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Chisnallwood Intermediate School Submission to the Minister of Education March 2013



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"Takina nga moka o te pae ka korari o parirau"

"Challenge the margins of time and explore what is beyond."



This treasure was designed and carved by children aged eleven and twelve at Chisnallwood Intermediate School, Christchurch. It depicts the circle of life and speaks of the kinship of all.

At the centre is the child, above it are the grandparents who are the teachers, and on either side the parents, the guardians. They are all joined to the web of life, a net of relationships that weave into each other, and into the wider fabric the realms of the stone, trees, birds and fish.

Hanging on the rim of this circle, that is but one great family, are flax sandals to carry us along the pathways of life.

They await the trail makers, those born of the questing spirit, those who find their excitement in walking the margins where truth resides. They speak of all the journeys that are part of life – the journey of the mind, the heart and the spirit.

This Tohunga is central to the spirit of Chisnallwood. It provides us with a place of celebration, a place of reflection, a place of reverence and a place of peace. Today it points the direction. It engages us to stand firm in our beliefs. To look beyond what we have and to look for a way that will allow all of us to fully Challenge the Margins of Time and Explore what is Beyond.



Statement of Position

The Chisnallwood Intermediate Board of Trustees categorically rejects the Government proposal to close Chisnallwood Intermediate and to rejuvenate it as part of the proposed Year $1\ \text{to}\ 13\ \text{school}$ in Aranui.

This rejection is based on extensive community consultation and discussion, as well as evidential research undertaken by professional research company, Research First.

The Board of Trustees is grateful to all those who have made submissions regarding this issue and to all those who have contributed to the formulation and presentation of this report.

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C.tw. Ellio

Richard PatonPrincipal

Cushla Ellis Board Chair

1. Introduction

The purpose of this report is to capture the results of the community engagement process that was initiated by the Minister of Education's Rationale for Change relative to Chisnallwood Intermediate School.

The community of Chisnallwood Intermediate wishes to note its concern at the consultation process implemented by the Ministry of Education.

The following concerns are drawn from a large number of individual and group discussions and representations. They include the following:

- 1. Lack of a robust educational rationale behind the year 1 to 13 proposal.
- 2. Confusion about the site or sites where the proposed school may be located.
- 3. Lack of detail regarding wrap-around services being discussed.
- 4. Lack of information relating to the redevelopment of the total eastern area.
- 5. Lack of information regarding business and recreational developments as red zone areas are remediated.

- Inconsistent messages and lack of information from the Ministry of Education regarding rationale for change including sound educational benefits for all parties.
- 7. Lack of information regarding Intermediate/ Middle School education options for the majority of Chisnallwood families should Chisnallwood be closed.
- 8. Lack of information about Technology provision for Year 7 and 8 learners should Chisnallwood be closed.

Confusion as to why the largest Intermediate School in the South Island, with a national reputation and a roll of over 700 students and despite being in the middle of the earthquake area, would be considered for closure.

The process of engagement adopted by Chisnallwood Intermediate School has involved community consultation, interviews, conversations, surveys, social media commentary, professional research and stakeholder workshops for parents, staff, community, students and the Board Trustees.

2. Executive Summary

2.1 Response to current proposal

The Chisnallwood Board of Trustees report categorically rejects the Government proposal to close Chisnallwood Intermediate and for it to become part of a Year 1 to 13 school in Aranui.

The report overwhelmingly supports the:

- retention of Chisnallwood Intermediate as a Year 7/8 stand-alone Intermediate School on its current site (94% with a maximum margin of error of 4+/-5%), (ref. 8.5 Community Consultation Process Part 2) or
- relocation of Chisnallwood to a site nearer its genuine student catchment area if compelling evidence yet to be presented means that in the future it must move from its current location. (85% with a maximum margin of error of 4+/-5%).(ref. 8.5
 Community Consultation Process Part 2)

The Board of Trustees has ensured the consultation process has been thorough and rigorous, and meets all consultation requirements recommended by CERA, the Office of the Auditor General and judgments handed down by Justice Goddard in 1993. Two facilitators were employed to provide further authenticity to the process. A highly reputable and professional research company, Research First, was also employed to conduct a statistically robust and independent survey of community opinion.

The intent of the Board of Trustees to allow the community voice to be heard has been achieved through the wide range of meetings and opportunities for parents and the wider community to comment and make submissions.

The Board has been determined to provide a solution-focused approach to a proposal fraught with issues and complexity. Its success in this regard is evident throughout the body of the report.

Within this positive approach the Board:

- acknowledges that rationalisation and change has to be made to the schooling sector particularly in the East;
- believes that change must benefit all learners in this wider area from early childhood to secondary and beyond

In seeking solutions, the Board has included in its entirety the Community perceptions of Proposed School Changes Report prepared by research professionals in Research First (Tuesday, 26 February 2013).

The Board acknowledges that this report:

- casts serious doubt over the viability of the Government proposals;
- fully supports the alternative proposals as submitted by the Board of Chisnallwood Intermediate;
- shows that there is sufficient need for a more detailed analysis of schooling needs in Eastern Christchurch if education opportunities for all learners are to be maximised;
- illustrates the high level of interest in the concept of middle schooling; and
- urges discussion around the development of a more collaborative approach to education in Eastern Christchurch

The Board believes at this stage that the Ministry of Education should take these actions.

- As part of the rationalisation of education in the east, it should enter into serious dialogue regarding the establishment of an Eastern Learning Network of Schools. This development should include the possible establishment of an Eastern Learning Office or Support Team
- It should develop an Eastern Learning
 Strategy. This strategy should be shared with
 all stakeholders so that all people and groups
 contributing to discussion, and proposals
 have full access to all the relevant facts and
 information. It should relate to all aspects of
 education from early childhood to secondary
 and beyond

The Chisnallwood Intermediate Board of Trustees has taken a reasoned and analytical approach in developing this submission. It has accurately presented the feelings of the Chisnallwood community and the wider community. It has supported this community voice with evidence-based research.

From this analysis, the Board contends that there is compelling evidence for a rejection of the Government proposal and for the investigation of a collaborative network that will bring about the best educational outcomes for all learners in the wider eastern area.





2.2. Alternative proposals

The Chisnallwood Board of Trustees agrees with the Ministry of Education in its endeavours to maximise the opportunity before us, and to create a 21st Century education system where inequities are addressed and where every learner has access to a world class system of education, whilst still allowing for diversity and choice in an economically viable way.

The Board of Trustees totally rejects the Ministry proposal to close Chisnallwood Intermediate on the grounds that it does not meet Government intent.

The Chisnallwood Board of Trustees contends such a move to close the school would diminish learning opportunities for Chisnallwood and the wider community. This would be fiscally irresponsible and detrimental to the social, education and economic recovery of east Christchurch.

After engaging with the school community and wider stakeholders, the Chisnallwood Intermediate School Board of Trustees, representing the community it serves proposes the following:

Option 1 - Retention and Enhancement

That Chisnallwood Intermediate remains in its present form as a Year 7/8 school on its current site.

The Reasons

- The Community consultation clearly illustrates that this is the strong and favoured preference of the wider Chisnallwood community
- It has been illustrated and affirmed that Chisnallwood is a high achieving, high profile, high performing, highly resourced school with capacity to expand

- The success of the school is well documented. It will remain a school of choice for parents in the wider eastern area and beyond
- 4. The support for parental choice in relation to Intermediate /Middle School education is clearly evident and forcefully reflected through community consultation and evidence-based research. Chisnallwood allows that choice and provides that option
- 5. The academic rationale and research relating to the importance of specialist education facilities for pre-adolescent learners is clearly documented in Education Renewal Proposals for Christchurch. (David Bycroft 2012)
- 6. Through Community consultation and evidential research, the Chisnallwood community overwhelmingly rejects the idea of closure and becoming part of a Year 1 to 13 school in Aranui
- 7. The Chisnallwood Board of Trustees believes that, by staying on its current site, Chisnallwood can strengthen relationships with all the secondary schools it feeds into and interacts with, as well as contributing and neighbouring primary schools
- 8. The Chisnallwood Board acknowledges the close physical proximity of Avondale Primary school and supports this school in its proposal to remain on its own site with opportunity for a closer alignment to Chisnallwood Intermediate (resources and governance)

- By remaining on its current site Chisnallwood can closely network with its contributing schools and in doing so it:
 - allows the natural progression from Avondale, Burwood/Windsor and other contributing schools;
 - allows parental choice for those in the wider area seeking the schooling options that Chisnallwood affords;
 - allows for choice of secondary school on completion of Year 8
- 10. The retention of Chisnallwood saves an already damaged community from being dealt another unnecessary and cruel blow to its infrastructure and sense of being
- 11. It has not been proven that the land, the buildings and the people are reasons to close the school

Enhancement through development of an Eastern Learning Network:

The Chisnallwood Board of Trustees contends that, to maximise opportunity, the cluster concept could be extended to become part of a schooling network for all students in the eastern part of Christchurch.

This network would not diminish Governance responsibilities or reduce school individuality. It would simply allow for a greater degree of coordination and collaboration, enhance the availability of support services for all, and enhance the sharing of best practice and the growing of capacity.

Such a network would allow for primary schools to retain their special character and to serve their specific communities. It would also allow for parent choice and flexibility in the middle years of schooling and beyond.

An Eastern Learning Network would see the following advantages.

- Secondary schools would be retained allowing choice of single sex and coeducational schools with a greater degree of collaboration within these schools subject to the special nature of the courses they offer
- Chisnallwood would remain as an Intermediate/ Middle school on its current site, closely aligned to secondary counterparts, and closely linked to contributing and surrounding primary schools
- Chisnallwood would be a central and leading figure in this network contributing specialist services (e.g. Music, Technology, Computer Science, Education Outside the Classroom and others) and support to the wider area
- Schools would retain individual Boards with representation to an overarching Advisory Board

Opportunity would exist for shared governance as appropriate and as required.

To support this Network The Chisnallwood Board of Trustees recommends discussions on the formation of an Eastern Learning Network Office or Support Group.

This office would provide support for schools in many areas, including the following:

- Governance and Management
- Oversight of shared governance systems that may be in place amongst some schools
- Administrative support particularly in areas of finance and property
- Provision and coordination of an IT development plan that would include provision of improved infrastructure and services and the monitoring of district-wide progress in achieving aims. This relates to the report of the parliamentary select committee on 21st Century and Digital Learning, December 2012



- Oversight of area-wide professional development and the establishment of cross-school pedagogical teams
- The efficient and meaningful transition of students from early childhood to primary school, to intermediate /middle school and to secondary and beyond
- Māori and Pasifika support educators to support teachers and to teach Māori and Pasifika languages interactively throughout the eastern network and beyond
- International education through shared marketing initiatives, multiple staircasing and shared organisational capacity (Language and Pastoral Care), and equitable distribution of revenue amongst participating schools
- Coordination of youth support services ensuring the interest of youth are met in a consistent and concerted way
- Coordination of health, youth and social services to ensure equitable use of resourcing
- Maintaining close links with tertiary providers to help position students of any age for the emerging work force

In summary, the network is about coordinating and encouraging collaboration. It is about rationalising resources and providing support. It is about striving for and achieving excellence through expansion of the cluster concept to a more District based model.

This model could be further expanded when proven to become an adopted model for New Zealand schooling.

Option 2 - That Chisnallwood Intermediate School be relocated to a site geographically closer to its main student catchment area

- 1. That consideration be given to it including Years 9 and possibly 10
- 2. This relocation is not Chisnallwood's preferred option because of the significant negative impact on the Avondale and surrounding community

- 3. In considering such a move it should be remembered that Chisnallwood is still within a 4 kilometre radius (approximately) of its surrounding contributing schools and green field development areas of Preston's Road. It currently shares the boundary with Avondale Primary school, and is only 1.5 km from the Windsor/Burwood merged school
- 4. If this relocation was to happen, a disadvantage would be that Chisnallwood and all that it is, could then be removed from the school network it is in and the opportunity to be a strong and significant contributor to the Eastern Learning Network diminished

The Chisnallwood Board of Trustees acknowledges that there would need to be considerable discussion around the educational and demographic rationale for this proposal.

The Board of Trustees has not made a detailed submission on this alternative proposal as it believes it is outside this current period of consultation.

3. Rationale for Change

The Rationale for Change¹ was received by the Principal and Board of Trustees on 12 October 2012. The rationale cites six areas that provide reasons for a merger: Land; Bulldings; 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 prioritizing action that will have a positive impact on learners in greatest need of assistance.

Innovative, cost effective, and sustainable options for organizing 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."

 $^{^{1} \ \}text{http://shapingeducation.minedu.govt.nz/wp-content/uploads/2012/10/Chisnallwood-School-Rationale-for-Change.pdf}$



4. Chisnallwood Intermediate Response to the Rationale for Change

4.1 Strong Education Network

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

The Chisnallwood Board agrees a strong network is vital to the renewal for greater Christchurch and particularly for the Eastern suburbs but does not believe that the government proposal maximises that opportunity. The establishment of a wider network of schools than that proposed in the cluster would allow for creation of a much stronger, innovative and coordinated basis for collaborative learning opportunities and governance.

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.

The Chisnallwood submission agrees that some rationalisation of schooling is required.

This rationalisation will result in some merging of primary schools in the Aranui cluster but this does not include the closure of Chisnallwood Intermediate or Avondale Primary School. Rather it sees a much closer working relationship between Chisnallwood and Avondale schools with opportunity to consider shared governance, shared resources and greater degrees of collaboration.

4.2 People

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.

Because of the size of the Chisnallwood community catchment, the school roll has not been affected as much as it would have been had it been centralised solely in the red zone area.

It is difficult to accurately predict trends in forthcoming years but given Chisnallwood's central location to primary schools and secondary schools, its reputation as a high profile, high performing school, and its place in the learning community, it is expected that it will plateau at around 680 in 2014 and then increase again in line with red zone regrowth and remediation.

A strong, vibrant secondary school positioned to draw students from the wider Christchurch area as well as nationally and internationally would add to the attraction of the overall area as a zone of educational excellence.

Improved transport infrastructure, cycleways, walkways and bus transport, plus a remediated red zone for recreational, housing and business opportunities would ensure social, economic and education success.

For these reasons, the issue of people and roll is not seen as a reason for closure. To the contrary, it is seen as the reason to remain open.

4.3 Integrated Recovery and Transition

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.

The Chisnallwood submission agrees there is opportunity to improve options and outcomes and to support greater diversity and choice. This can be achieved by looking beyond the Government proposal and strengthening learning opportunities by creating an Eastern Learning Network of Schools. Chisnallwood will remain a key school within this wider network.

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 prioritizing action that will have a positive impact on learners in greatest need of assistance.

The Chisnallwood submission agrees with this point of rationalization but stresses improved outcomes opportunities and choice for all learners through the creation of the Eastern Learning Network.

4.4 Physical infrastructure

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.

The Chisnallwood submission emphasises fiscal responsibility through utilisation of existing facilities and land within a framework of Improved infrastructure and access (physical and digital).

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 which are running in parallel to consultation around formal proposals.

The Chisnallwood submission endorses the need for greater collaboration between schools and communities and encourages exploration of shared physical resources, shared governance within a District-based Advisory Board and closer links from early childhood to tertiary education. A District based office or coordinating team would be established to ensure consistency, support and progress.

The Land

The rationale Document states that the land surrounding Chisnallwood is predominantly CERA technical category 3. (TC3)

Preliminary assessments suggest geotechnical considerations are likely to be a factor when undertaking development at this site. Significant foundation engineering is likely to be required.

Given that Chisnallwood and Avondale share the same land, one can only assume that the comments in the Avondale submission are equally applicable to Chisnallwood.

Given that the Chisnallwood buildings have come through the earthquakes with minimal damage and that the land sustained minimal liquefaction or external disturbance, it would suggest that the Chisnallwood land is as good as any and in fact better than most for continued utilisation as a school site.

The Buildings

The buildings on the Chisnallwood Intermediate site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to re-levelling uneven floors.

Indicative Property Costs

An indicative cost of \$12.5 million dollars has been assigned to Chisnallwood.

From this only \$750 000 is earthquake related.

The remaining amount is presumably made up of possible weather tightness issues and strengthening.

This being the case, other than the earthquake issue, Chisnallwood is no different from a vast number of schools throughout New Zealand.

4.5 Teaching and Learning

This submission demonstrates that Chisnallwood Intermediate is widely recognised as one of the most successful intermediate schools in New Zealand

The following provides a glimpse of what Chisnallwood is offering and will provide direction for future focus. These sections are fully outlined in the accompanying appendices. These comments are intended to provide examples of the sense of feeling and understanding that this is a schooling opportunity that should not be lost.

International Programme

Chisnallwood is acknowledged as a "ground breaker" in the area of International education. Following February 2011 the programme almost came to a halt. However in 2013 it is on target to have a minimum of 100 international students through its door on one programme or another. More details on the programme and its future focus are included in Appendix 2.

Te Whare o Ruia Te Kakano and links to Ngai Tahu

The Whare is central to Te Reo and Tikanga programmes of Chisnallwood. Used widely as a place of learning and inspiration by groups including The University of Canterbury, Boards of Trustees, varying secondary and primary schools for staff meetings and professional development, and for the Ngai Tahu Tonga Puoro three day Wananga.

This is a special place. A place to meet. A place to engage. A place to reflect.

Further details on Te Whare o Ruia Te Kakano and links to Ngai Tahu are included in Appendix 4.

Chisnallwood Music Programme

The Chisnallwood Music programme is acknowledged Nationally and Internationally.

In a purpose-built facility (Performing Arts Centre) the programme combines high end technology and generous resourcing from self-generated funds. It has been specifically designed and built to commercial standards and, as a result, it is used by a wide range of groups, individuals and professional musicians for teaching, recording, presenting and encouraging music.

an assistant Director and sixteen professional musicians combine to provide an opportunity that is not equalled in New Zealand.

Further details on the Music Programme are outlined in Appendix 1.

Chisnallwood Information Technology

Information Technology is high on the list of priorities for Chisnallwood Intermediate with the school vision clearly stated.

Vision:

There are three aspects to IT in education:

- Using IT for education (e-learning)
- Learning to use IT effectively to live in a digital world (digital citizenship)
- Learning to be a creator of new technologies rather than just a user (programming, web and media design, and more)

Further information on the current and future pathway for Chisnallwood IT is included in Appendix 3.

Technology at Chisnallwood Intermediate

Technology is strength of Chisnallwood Intermediate. Chisnallwood has capacity to become a technology provider within an Eastern Learning Network (further explained in Appendix 5.)

Chisnallwood's Camp Taylor

Camp Taylor is located on leasehold land on the site of the old German Bay School now known as Takamatua.

Approximately 500 Chisnallwood students experience the Camp each year, adding to the thousands who acknowledge it as an important part of youth development. As well as normal outdoor and aquatic activities, the camp is used for gifted and talented programmes, leadership activities, art and language based camps, Tikanga Māori and cultural awareness programmes and a range of other activities.

The site is an excellent example of community and school cooperation whereby the local community has access as it needs it. In the meantime, it is being used as an educational facility to an extent far greater than ever included in its original intention 100 years ago.

Further details on Camp Taylor are included in Appendix 6.



Statement of Academic Achievement

Deputy Principal Iva Hamilton has provided a Statement of Academic Achievement for Chisnallwood Intermediate, which is included in full in Appendix 7; in summary it outlines the following key achievement areas and underlying curriculum principles:

- Successes in teaching and learning programmes
- Literacy and Numeracy
- Effective Pedagogy
- Data Informing Teaching and Learning (ERO report 2012)
- School Leadership
- Gifted and Talented Programmes

- E Learning Pedagogy
- Strong Focus on the Ministry of Education identified priority learners
 - Māori and Pasifika Learners
 - Learners with Learning Needs
- English for Speakers of Other Languages
- Sustainable Performance

4.6 Future Governance

As evidenced by the Education Review Office (2012) Chisnallwood is acknowledged for its strong leadership and governance.

The school remains in a very sound financial position despite a freeze of property funding as well as reduced operational funding relating to roll fluctuations.

Chisnallwood remains very well positioned to move positively through the transitional period ahead.

The Board brings expertise in the following areas:

- Governance
- Strategic planning
- Financial guidance and control
- Community and parental awareness
- Legislative obligation
- Good employer expectation

The current Board will offer themselves again as trustees to ensure stability through the forthcoming period.

The Chisnallwood Intermediate School Board of Trustees is open to exploring future governance models that will contribute to better outcomes for students, families and all they serve and represent

5. Chisnallwood Intermediate School Community Background

Chisnallwood Intermediate School is a Year 7-8 state co-educational intermediate school situated in central Christchurch. As of February 2013, the roll is 700 students.

Established in 1967 as the provider of Intermediate education for Eastern Christchurch with direct contributing schools of Aranui, Wainoni, Windsor, Burwood and Avondale, the school is built on land donated by early landowners, Chisnall and Wood.

Following the Education reforms of 1989, a number of surrounding schools recapitated to overcome declining rolls. However, Chisnallwood Intermediate continued to position itself and build a reputation as a school specialising in Intermediate /Middle School education for the wider Eastern part of Christchurch.

Much of the organisation and management was based on school systems (pedagogical, management and governance) experienced and observed in countries including the USA (South Carolina) Japan, Singapore, the UK, Malaysia, Australia and others. Its programmes of professional development are based on education and business models within and outside of New Zealand.

By applying a business model to education, the school involved itself in International Education and built a financial capacity that allowed physical and pedagogical support and development beyond the scope of normal funding entitlement.

This approach is reflected in enrolments for the period 1991 to 2013 which show a peak in 2005 when the roll rose to 965 and then a gradual decline as an imposed enrolment zone restricted numbers to 815.

The earthquake of February 22nd 2011 saw significant demographic shifts in Eastern Christchurch. However, the impact on Chisnallwood has not been as great as may have been expected.

With a current roll of 700 students, Chisnallwood remains as the biggest Intermediate in the South Island with a reputation of being a high profile, high performing school.

It continues to serve the wider eastern part of Christchurch, drawing on students from approximately 30 different schools and preparing them for the secondary schools of their choice across the city.

Many of these students come from high decile areas often travelling with some inconvenience to attend Chisnallwood which remains in the earthquake zone and bordering a challenged economic area.

The land on which the school is sited has been designated TC3 and estimated earthquake damage to buildings is approximately \$750,000.

A total rebuild to bring the school to 21st Century standards is proposed at \$12.5 million. However, given that it already has a state of the art performing arts facility, a \$1.8 million gymnasium upgrade (2010) Science labs, an Outdoor Education Centre with chalet accommodation for 40 people (Takamatua), and an upgraded administration area, this figure could be debated.

The school shares a campus area with Avondale School which already has a substantial number of new classrooms and which has capacity to double in size back to its previous preearthquake roll as population in the area continues to rebuild.

As the red zone land is remediated and the land cleared of empty houses, Chisnallwood will be sited on the edge of what will most likely become a highly desirable aquatic and sporting reserve.

It remains centrally located for students from the wider eastern area and is only 4 kilometres from the new housing subdivisions of Waitikiri, Tumara Park and Prestons Road.

It is also central to the wider eastern area and is already served by a comprehensive bus service which allows for ease of transport to and from the school.

Chisnallwood Intermediate remains operative in every respect and continues to be a magnet school for eastern Christchurch despite the uncertainties of schooling provision, the roading and bridge access problems, the lack of cycle and walkways, and the demographic changes.

The International programme for which it is renowned is once again fully operational following the mass exodus of international students post 2011. For 2013, it is an achievable goal to have in excess of 100 International students back into this programme

It is our belief that the roll will dip in 2014. However, research from comparative red zone areas internationally would indicate that remediation, development and change will bring positive socio economic and demographic change.

Distinguishing Features

- The school has been part of the wider community for almost 50 years
- It is multi generational
- It has a sense of place and belonging
- It is a place where all people come together regardless of socio economic backgrounds, ethnicity or culture. It is a place of opportunity and challenge
- It is an essential part of the social and educational heart of eastern Christchurch
- It is the community school for the thousands who have attended it

The most recent Education Review Office (ERO) report on the school from 19 September 2012² describes the following features of Chisnallwood Intermediate School:

"Students come from a wide range of backgrounds and schools. This contributes to the celebration of diversity and an inclusive school culture. The board and staff maintain a strong focus on providing a broad curriculum to meet students' interests and needs, and to make ongoing improvement to school facilities and resources. There are good levels of stability and experience within the board and staff.

The earthquake has had significant impact for many students, their families and the staff. Challenges have been effectively managed and students well supported. The school is proactive in planning for its future in a changing environment."

 $^{^2\,}http://ero.govt.nz/index.php/Early-Childhood-5chool-Reports/School-Reports/Chisnallwood-Intermediate-19-09-2012$



Relative to student learning, engagement, progress and achievement ERO comments that:

"Reviewers observed very good levels of student engagement within class programmes.

Students are well motivated to learn and achieve across a range of curriculum areas. The school's analysed achievement information shows that overall; students achieve well, and some very well. Their achievement is highest in reading. The spread of student achievement is greatest in written language. Māori students achieve a little below that of others. Pacific students achieve at levels closer to their peers.

The principal and curriculum leader have identified the need to continue to improve teachers' abilities to make reliable and consistent judgments about students' achievement levels. Work is continuing through the Student Achievement Function (SAF) project.

Useful targets have been adopted and some suitable steps are being taken to raise achievement in written language and to promote the progress of both Māori and Pacific students. Students usually make good progress towards achieving the annual improvement targets set by school leaders.

A strong feature of achievement across the school is the high level of success of individuals, groups and teams in cultural and sporting events and competitions. Many students are benefiting from the opportunities they have to develop their leadership skills. All of these successes are well acknowledged and celebrated.

Teachers continue to improve the consistency with which they gather achievement information. They use data to:

- Identify students' learning needs
- Group students within class programmes and provide additional specialist teaching for learning support, gifted and talented and particular learning interests
- Set achievement targets, including accelerated learning for students achieving below National Standards
- Monitor the progress of students
- Report progress and achievement to students, their parents and the board"

The report identified the strengths of the school's curriculum including promotion and support of student learning.

"The school's curriculum provides students with a broad, balanced and varied range of learning experiences that help to promote students' interests and engagement.

Features of the curriculum include:

- An appropriate focus on literacy and mathematics
- The wide range of opportunities for students to achieve academic, cultural and sporting success, within and beyond the school
- The variety of programmes taught by specialist teachers and tutors

Reviewers confirmed the judgments made by the principal and curriculum leader about the overall quality of teaching. Teachers use a very good range of teaching approaches to foster students' learning. These include:

- The fostering of respectful, affirming relationships between students and teachers and the creating of a positive and supporting learning environment
- Focused and well paced lessons and questioning that extends students' thinking
- Regular feedback to students about their learning and guidance in goal setting
- Creating good opportunities for cooperative learning
- Adapting class programmes in response to the range of students' learning needs
- Providing additional learning support for both high and low achievers

Students' learning is well supported by good levels of resourcing for information and communication technologies (ICT).

Teachers and school leaders are continuing to develop the school's curriculum. The usefulness of documented guidelines would be enhanced through better reflecting the uniqueness of the school, students and community.

The curriculum could make more explicit reference to the particular needs, interests and circumstance of the school's students and community and how teachers respond to these areas.'

ERO makes the following commentary about how effectively the school promotes educational success for Māori, as Māori.

"The school acknowledges and celebrates the culture of Māori and Pacific students. The whare is well established and a focal point within the school. It provides an appropriate context for all students to learn about and appreciate aspects of tikanga Māori. There are cultural groups for Māori and Pacific students through which students celebrate their cultures. The school supports good role models for students within the school to help develop and support good relationships.

All students have opportunity to learn te reo Māori. Displays around the school help to acknowledge New Zealand's bicultural heritage"

The report also acknowledges that the school is very well placed to sustain and improve its performance highlighting:

- The board and principal work in partnership to develop and achieve common goals
- The strategic plan has been revised and provides useful future direction for the school
- Trustees strongly support curriculum initiatives and provide resources to support them
- The principal provides strong leadership and support for staff, students and the board. He works well with staff to set high expectations, encourage innovation and maintain a strong focus on students' achievements and well-being
- School leaders work in ways that foster a culture of collaboration and on-going improvement
- Appropriate management structures are in place to support the day to day operations of the school
- Improvements are being fostered through professional development and reflective practices
- Teachers indicated they feel well supported in their work with students

ERO indicates its support for the principal's plans to further develop several aspects of leadership and management including exploring further ways of building leadership capacity among those holding positions of responsibility.

The school leadership is open to learning and conducts a variety of self-reviews including the board of trustees and principal of the school completing the ERO Board Assurance Statement and Self-Audit Checklists. In these documents the board attested that they had taken all reasonable steps to meet their legislative obligations related to:

- Board administration
- Curriculum

- Management of health, safety and welfare
- Personnel management
- Financial management
- Asset management

The engagement process conducted over the consultation period has re-emphasized the excellence of Chisnallwood Intermediate its achievements and strengths of the school and its wider community.

More over it highlights that since the earthquakes the school continues to achieve in the face of significant adversity.

6. Endorsements

Subsequent to the announcements of 13 September 2012, the Principal has contributed to over 20 television, radio and media responses. Many of these have resulted in ongoing discussion on talk back in social media and in formal and informal groups.

In all instances the responses are the same.

They are representative of the wider community feeling, the anger, the anguish and the knowledge that, in this case, the Ministry of Education has got it wrong.

Appendix 8 contains endorsements from members of our wider community.

- Dr Roger Buckton
 Associate Professor, School of Music, University of Canterbury
 Manager: Te Puna Puoru National Centre for Research in Music Education and Sound Arts (MERC)
- Dr Rodger Fox Lecturer, Jazz Ensembles and Coordinator Jazz Brass. The New Zealand School of Music
- Dr Tom Rainey
 HOD Creative Industries Christchurch Polytechnic Institute of Technology
- Dr David Lisik
 Lecturer in Jazz, NZ School of Music, Victoria University of Wellington
- Celia Stewart
 Musical Director, Christchurch School of Music. Co-President Music Education
 Canterbury
- Julie Wylie
 Senior Paediatric Music Specialist Champion Centre.
 Founder NZ Musical Parenting Association Inc.
- Dr Tim Bell, Professor
 Department of Computer Science and Software Engineering, University of Canterbury
- Ravil Atlas
 Acclaimed vocalist and choral teacher.
- Student Voice –
- Quotes from Parents/Community. A further 400 quotes remain on file.

7. Community Engagement

7.1 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) principles³ and practice.

7.2 Canterbury Earthquake Recovery Authority

CERA Recovery Strategy

The Canterbury Earthquake Recovery Authority (CERA) has developed a Recovery Strategy⁴ 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 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 framework⁵ 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 Canterbury⁶:

> "Our goal is to enable you and your communities to participate in decision making around the rebuilding and revitalization of greater Christchurch."

CERA Recovery Principles

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

³ http://www.iap2.org/associations/4748/files/spectrum.pdf

⁴ http://cera.govt.nz/recovery-strategy/overview

⁵ http://cera.govt.nz/sites/cera.govt.nz/files/common/cera-community-engagement-framework.pdf

⁶ http://cera.govt.nz/sites/cera.govt.nz/files/common/cera-community-engagement-strategy.pdf

Chisnallwood Intermediate 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"⁷.

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

⁷ http://cera.govt.nz/recovery-strategy/overview/read-the-recovery-strategy/section-2-guiding-principles

7.3 Office of the Auditor General

In October 2012 The Office of the Auditor General (OAG) presented a Parliamentary paper⁸ 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 Organization 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, coordination, 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 Chisnallwood Intermediate 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 Chisnallwood Intermediate School and wider school community.

 $^{^{8} \ \}text{http://www.oag.govt.nz/2012/canterbury/2012/canterbury/docs/canterbury.pdf} \ 15BN 978-0-478-38388-1 \ (online)$



8. Consultation

8.1 Legal Definition of Consultation

Chisnallwood Intermediate School and its community accept there are legal definitions of consultation 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 <u>reasonably ample and sufficient opportunity</u> to express views or to point to problems or difficulties...
- "(6) Consultation must be allowed sufficient time...
- "(7) Genuine effort must be made to <u>accommodate the views</u> of those being consulted; consultation is to be <u>a reality</u>, not a charade...
- "(9) Consulting involves the <u>statement of a proposal not yet finally decided upon</u>, <u>listening</u> to what others have to say, <u>considering</u> their responses, <u>and then deciding</u> what will be done…"

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

8.2 Engagement Process

This submission is based on a highly rigorous and thorough process of engagement within the parameters of the timelines allowed.

It represents the interest and concerns of students, parents, teachers and the community - past present and future.

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 Education's Information for School Reorganisation provided to consultant Facilitators¹⁰.

⁹ 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.

¹⁰ Provided to consultant facilitators at two workshops in November 2012.

The facilitators contracted to support Chisnallwood Intermediate's engagement process were:

- Chris Mene (Mene Solutions Ltd)
- Geoff Allen (Ex Education Review Office, Ex Secondary Inspector, Ex Ministry of Education, Acting Manager Network Provision)
- Weekly meetings were held with the Chisnallwood Intermediate Board of Trustees (excluding the Christmas break) and regular meeting were also held with Principals and BOT members in the Aranui Cluster group through until 1 March 2013

8.3 An invitation to participate

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

These opportunities included:

- 1. Community Consultation evening at the school on Wednesday 31 October 2012
- 2. Visit by the Minister of Education, Rt Hon. Hekia Parata on Tuesday 6 November 2012
- Community stakeholder meetings on Wednesday 14 and Tuesday 20 November 2012
- 4. ACTIS Meetings 26 October, 1, 14, 23 November 2012
- Hui with Maori and Pasifika Whanau on 20 February 2013
- 6. Meeting with Parents on 20 February 2013
- Community Survey by Research First conducted in the week beginning 18 February 2013
- 8. Discussions with Principals' of local secondary schools
- Social Media
- 10. Community Consultation meeting on 26 February 2013 seeking endorsement of the Board's decision and recommendations

Key stakeholders identified included the following:

- 1. Past and current students
- 2. Past and current parents
- 3. Prospective parents
- 4. Prospective students
- 5. Local education leaders
- 6. Community providers and leaders
- Board of Trustees



8.4 The Consultation Process Part 1

Community Consultation meeting Wednesday 31 October 2012

This meeting was attended by approximately 600 people. In addition there were 200 written apologies and numerous verbal apologies. The meeting was chaired by Mr Geoff Allen.

The meeting was filled with emotion, anger and outrage.

The Ministry of Education representatives were unable to give justification for the proposed closure and were unable to answer questions to the audience's satisfaction.

At the conclusion the principal presented a vision for strengthening learning opportunities in Eastern Christchurch with the establishment of an Eastern Learning Network of schools and support services. The vision was received in the form of a standing ovation from the 600 present.

The following questions were asked and responded to as follows:

1) I oppose the Government proposal to close Chisnallwood and make it part of a Year 1-13 school in Aranui.

for98	.0%
against1	.0%
abstention 1	.0%

2) I believe it is important to retain a specialised Intermediate/Middle School option in Eastern Christchurch.

for9	9.0%
against	0.2%
abstention	0.8%

3) I support the idea that Chisnallwood Intermediate School should remain as a Year 7/8 on its current site.

for94	1.0%
against	2.0%
abstention	4.0%

4) I support the idea of investigating making Chisnallwood Intermediate School a Year 7/8/9 school on its current site.

for	87.0%
against	10.5%
abstention	2.5%

5) I support Chisnallwood in its attempts to work with other schools in Eastern Christchurch to provide innovative learning opportunities for all students.

for9	5.0%
against	3.0%
abstention	2.0%



2. Visit by the Minister of Education, Rt Hon. Hekia Parata on Tuesday, 6 November 2012

This meeting was held at 3.30pm and attended by 289 people. It was chaired by Mr Geoff Allen.

The meeting was emotive and anger was expressed by many.

The Minister was informed through many voices of the success of the school and the place it holds in the wider eastern Community.

People talked of the importance of choice, the success of the school, the place of the school in community, and the strength and reputation of Chisnallwood Intermediate.

The importance of retaining choice of Intermediate/middle school options and the importance of choice in Secondary schooling was asserted.

The Minister reaffirmed that consultation was genuine, that as an elected representative she was there to listen and that there was no specific targeting of Intermediate Schools by Government. This was reaffirmed on National News on 18 February 2013.

The Minister also indicated that perhaps the strengths of Chisnallwood could be utilised as the catalyst for positive change in a new environment.

The Principal in replying acknowledged that he accepted the consultation as being true and that it was being entered into with the integrity proposed.

The Minister's clear statement of no deliberate targeting of Intermediates was acknowledged as being authentic and made with integrity.

3. Community stakeholder meetings on Wednesday 14 and Tuesday 20 November 2012

Community stakeholder meetings were held on Wednesday 14 and Tuesday 20 November 2012. Approximately 35 people participated in the first workshop and 65 in the second. Approximately 30 people attended both workshops that consisted of parents, staff, students and community members. The school principal, Richard Paton, hosted the workshop that was facilitated by Chris Mene.

Workshop Process

The process used in the workshop is the same one used in several other schools that are a part of the Ministry of Educations proposed Shaping of Education provision in Greater Christchurch. The core purpose was to identify:

- Individual priorities shared in small groups (retained as hard copies)
- 2. Group validated 'non-negotiable' priorities shared with the plenary
- 3. Plenary validated 'non-negotiable' priorities

Through this workshop process the place and importance of Chisnallwood was strongly validated. The response from these workshops is clearly stated in the rejection of the proposal and the formulation of the alternative proposals.



4 ACTIS (Aranui Community Trust Incorporated Society) Meetings

The Principal and Chisnallwood representatives attended four meetings with ACTIS held on 26 October, 1, 14, 23 November 2012.

At these meetings discussion was open and honest.

Media representation of expressed viewpoints was discussed and the air cleared for future direction.

The general feeling from these meetings was that Chisnallwood did not fit the mould and the model being proposed (to amalgamate on one site in Aranui).

Strong feelings from many Aranui people have been fully supportive of retaining Chisnallwood as an Intermediate/Middle School option.

Whatever the outcome, Chisnallwood acknowledges and values its Aranui community members and is supportive of the Aranui community having the model that best suits its education and social needs within the wider Fastern network.

5. Hui with Maori and Pasifika Whanau on 20 February 2013

A representative group of 14 Maori and Pasifika whanau met with the Principal, staff and facilitator Chris Mene.

An update was provided regarding the consultation process and what the emerging thinking was.

Discussion centred around the likely proposals from the Chisnallwood Board of Trustees and reasons surrounding these.

Chris Mene provided a wider perspective of the process and included information regarding proposals and emerging proposals from the other schools in the cluster.

The consensus was that people were comfortable and supportive of the process. They had been heard and that they were understanding and supportive of the proposals.

6. Meeting with Parents 20 February 2013

A gathering of approximately 300 parents attended this meeting. Richard Paton and Chris Mene updated them on the consultation process and the emerging thoughts and proposals.

The proposals likely to be agreed by the Board were presented and were accepted by the group as being logical and appropriate.

Discussion during and after the meeting expressed outrage that Chisnallwood should be considered for closure.

7. Community Survey by Research First conducted in the week beginning 18 February 2013

This is documented as consultation process part two.



8. Discussions with Principals' of local secondary schools

The Principal has had discussions with the Principal's of Avonside Girls' High School, Shirley Boys' High School and Aranui High School.

Central to all discussions was the need to work closely together.

Also discussed with Avonside Girls' High School and Shirley Boys' High School was the opportunity for combined international marketing in a programme referred to as Strategy Three. Education could be marketed internationally as a cross sector effort rather than marketing as Individual schools.

Discussions also centred on ways relationships could be strengthened through closer curriculum and pedagogical relationships and professional development opportunities.

The Chisnallwood Principal presented ideas regarding the strengthening of relationships through the building of an Eastern Learning Network and also introduced the idea of Chisnallwood being a Year 7 8 9 school in a new era. The latter was met with mixed responses because of the complexity of the notion and the impact on secondary rolls.

Discussions saw the closure of Chisnallwood and the removal of a major "education player" in eastern Christchurch as having a very negative impact on the redevelopment of education opportunity in the wider area.

9. Social Media

- On a parent initiated Facebook site there are 1481 contributors supporting Chisnallwood and vehemently against its closure
- An on-line petition in support of Chisnallwood has in excess of 1000 supporters
- In separate parent initiated petition there are over 2000 signatories supporting Chisnallwood

The communication in all instances carry the same messages "Chisnallwood Must Not Be Closed."

10. Community Consultation meeting on 26 February 2013

The intent of this meeting was to share the results of the community consultation process and to inform those present of the decisions that have been reached.

The strong emerging thoughts had been well communicated and documented in previous Newsletters and correspondence to parents as well as having been shared at the meeting of February 20, and as expected only a small group attended this meeting.

All points leading to the decisions were discussed and general consensus was that the alternative proposal as presented by the Board of Trustees truly reflected the information and feelings gained from the community engagement.

Meeting was hosted by Richard Paton.



All of the above strands of engagement produced the following major findings:

- Overwhelming support for the retention of Chisnallwood from parents, community members, students and other schools throughout Christchurch
- 2. Consistent amazement that a high performing high profile school of 700 students would be considered for closure
- Overwhelming support for the retention of choice when selecting Intermediate/Middle School and Secondary school options
- Overwhelming endorsement of the opportunities that Chisnallwood offers and its proven success as a performance school in Music, Education Outside the Classroom, ICT, Performing Arts ,Cultural awareness and International Education
- Overwhelming acknowledgement for Chisnallwood as a school that is in itself a fine cross section of New Zealand society where people of all cultures are embraced regardless of socio economic position
- 6. Overwhelming support for Chisnallwood as a school of opportunity and initiative

Overwhelming support for Chisnallwood as a school that has demonstrated that by applying a business model to education it is possible to attract high decile families to lower deciles areas. The acknowledgement that Chisnallwood as a school has enabled challenged families and children to break the mould in an arena where success is encouraged and celebrated.

Final Acknowledgement

In a newsletter to parents and social media on Monday 4th of March the Principal acknowledged the immense contribution made by individuals, groups, parents, community members, students and staff.

Acknowledgement was also made of the contribution made by Principals' and Board Members of surrounding schools, Community Board representatives, local body representatives and Members of Parliament.

Further acknowledgement was made of the huge number of people who had contributed on social media sites and those who had made comment through the many avenues available through the media.

Specific mention was made of parents and students who had initiated support initiatives and the vast contribution this had made to increasing public awareness.

Gratitude was also expressed to the hundreds of people who had endorsed Chisnallwood through emails, letters and comments of encouragement.

In closing the Principal acknowledged the Chisnallwood Board of Trustees and in particular the immense contribution made by Mrs Cushla Ellis (Board Chair).

As a concluding comment to the overall period of consultation the Princpal included a statement from a letter of support from Dr Roger Buckton.

"It is comparatively easy to build a school. It is much harder to develop the human resources and associated facilities into a meaningful programme of the calibre of Chisnallwood."

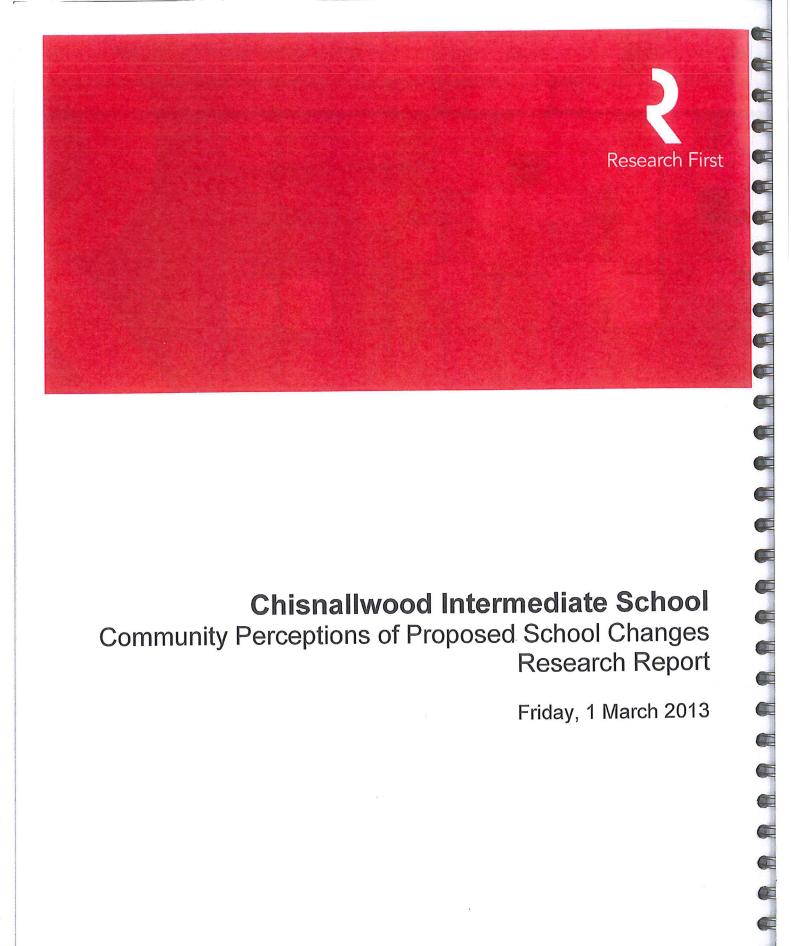
Summary

From the detailed process of consultation process part 1, the Chisnallwood Community expressed a very strong and forceful rejection of the Government proposal.



8.5 Community Consultation Process Part 2





Chisnallwood Intermediate School Community Perceptions of Proposed School Changes Research Report

Friday, 1 March 2013



Chisnallwood Intermediate School

Community Perceptions of Proposed School Changes, 1 March, 2013



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Disclaimer

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Chisnallwood Intermediate School

Community Perceptions of Proposed School Changes, 1 March, 2013



1 Introduction

1.1 Research Background

Chisnallwood Intermediate School (Chisnallwood) is a Decile 5 school providing education to students in the Eastern suburbs of Christchurch. The school has been meeting the needs of intermediate students since 1967. The school has a current role of over 700 students, most of whom enrol at Chisnallwood after having completed primary education at one of thirty primary schools in the area.

In September 2012, the Ministry of Education announced plans for a series of mergers and school closures in the Greater Christchurch area with an aim of addressing post-earthquake issues regarding suitable locations for schools based on both structural and functional requirements.

As part of the 'Shaping Education – Future Direction' the review has presented a case for the closure of five schools in the Aranui cluster, and the corresponding opening of a new campus providing educational services for Years 1 to 13¹. Following the release of the proposals, the schools have entered into a consultation phase. This consultation has been legislated as part of any school closure within New Zealand, and is targeted at providing the opportunity for affected schools to review and either validate or challenge the government decision. As part of the consultation, in December 2012, Chisnallwood contracted Research First to conduct research among the affected community to understand the community's perceptions of the proposed changes.

This research took place in February 2013. The results of the research are provided here. The key messages for Chisnallwood are outlined on page 4, and the research results are discussed in detail starting on page 6.

1.2 Research Design

The research reported here is the product of a telephone survey completed with stakeholders within the Chisnallwood community. This included families of current and ex-students of Chisnallwood and those with future enrolments. From this group, Research First had a target achieved sample of 380 participants. The surveys were completed between February 18 and 24, 2013, and resulted in 382 surveys (providing data with a maximum margin of error² of +/-4%³).



Chisnallwood is one of five schools that the Ministry of Education is proposing to close and merge into a new Year 1 to 13 school in Aranui.

¹http://shapingeducation.minedu.govt.nz/wp-content/uploads/2012/09/ProposalsForFutureOfChristchurchEducation180912.pdf

² Maximum margin of error for a 50% sample at the 95% confidence interval.

This is below the conventional threshold at which survey results are said to be statistically 'robust' (+/-5%) but any sub-groups identified in the report have small sample sizes. Therefore, any conclusions about variations between groups need to be made carefully (because these variations are as likely to be due to sampling errors as real differences in attitudes). This is because the precision of a survey's results is a function of the total sample size, regardless of the population size.





2 The Survey Sample

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As noted in Section 1, 382 surveys were completed with stakeholders within the Chisnallwood community. This included families of current and exstudents of Chisnallwood and those with future enrolments. The composition of the achieved sample is outlined in Section 8.

The response rate for this survey was 75% (i.e., 382 completions from 508 qualifying calls, Table 8.1). From experience, credible response rates from the general population providing data with high confidence are around 30% - 35%. The high response rate achieved in the current survey provides very high confidence in the validity of the findings. It is worthwhile noting that the sample used was based on Chisnallwood stakeholders (who were involved in some way with the school) and that those included in the sample had a high level of engagement with the research topic.

Table 2.1: Response Rate by Location and Weighting Factor

	NUMBER	PERCENTAGE
Total Numbers called	1029	
Disconnected/wrong no	188	18%
Business/Fax	8	1%
Total Valid Calls	833	81%
No Answer	300	29%
Total Valid Calls Answered	533	52%
Non Qualifier	14	1%
Language Barrier	11	1%
Total Valid Calls Answered and Qualifying	508	49%
Not Interested	126	25%
Total Survey Completions	382	75%

Data were analysed using SurveyPro[™] and Q[™]. Note that in some cases the percentages shown in the tables and figures do not add to 100%, this is due to rounding.



Community Perceptions of Proposed School Changes, 1 March, 2013



3 Key Messages

Data were collected using a telephone survey design. A total of 382 surveys were completed providing a response rate of 75%. The high response rate achieved in the current survey provides very high confidence in the validity of the findings. The sample used was based on a database of Chisnallwood stakeholders and those included in the sample had a high level of engagement with the research topic.

Ministry of Education's proposal concerning the closure of

Chisnallwood

Intermediate

93% did not

support the

3.1 Perceptions of Chisnallwood Intermediate

Most respondents had positive impressions of Chisnallwood Intermediate. These included:

99%

 Supported parents being able to choose where their children go to school.

95%

 Felt that Chisnallwood is centrally located in the Eastern suburbs

3.2 The Proposed Changes

There was a high level of awareness with the proposed changes but respondents disagreed that the changes should go ahead. Specifically:

93%

• Felt that Chisnallwood should continue to operate as is, where is.

95%

 Did not support the Ministry of Education's proposal concerning the closure of Chisnallwood Intermediate.

93%

• Disagreed that a Year 1 to 13 school would meet the needs of the Chisnallwood community better than their current schooling options.

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Some respondents commented on the proposed changes. Most respondents were against the idea of closing Chisnallwood and merging the schools in the Aranui cluster. Several such respondents stated that they would not be willing to send their children to a Year 1 to 13 school in Aranui.

3.3 Alternate Options

Three alternate options have been suggested for Chisnallwood Intermediate: (1) a 'Learning Network'; (2) a middle school; and (3) the relocation of Chisnallwood. The third option was proposed as an alternative if the Ministry provided compelling evidence that Chisnallwood should close. Fewer than 20% of respondents disagreed with each of these alternative options.



 Supported the concept of a Learning Network. More suggested it should be explored by the Ministry of Education.



• Supported the establishment a middle school. More wanted the Ministry to consider the idea.



 Supported relocating Chisnallwood closer to its overall catchment area and continuing to operate (if the Ministry's proposal of the Year 1 to 13 school went ahead).

Some respondents commented in favour of the Learning Network. These participants welcomed a collaborative approach between schools and the sharing of resources.

With regard to the middle school concept, there were mixed reviews. Some participants felt that students need to be at high school for Years 9 and 10 so they are prepared for the senior years. Others supported the creation of a middle school.



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4 Awareness

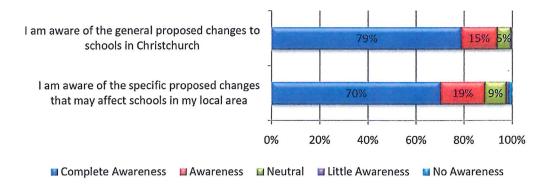
To begin the survey, respondents were asked whether they were aware of the general proposed changes to schools in Christchurch. Almost all respondents were aware of the proposed changes to schools in Christchurch (94%), and most were also aware of the specific proposed changes that may affect schools in their local area (89%).

There was a high level of awareness of the proposed changes

Table 4.1: Awareness of Proposed Changes

	OVERALL AWARENESS	COMPLETE	AWARENESS	NEUTRAL	LITTLE AWARENESS	NO AWARENESS
Awareness of the general proposed changes to schools in Christchurch	94%	79%	15%	5%	1%	0%
Awareness of the specific proposed changes that may affect schools in local area	89%	70%	19%	9%	1%	1%

Figure 4.1: Awareness of Proposed Changes



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5 Choices Regarding Schooling Options

Throughout this survey respondents were asked to rate their agreement with a number of statements regarding the proposed changes to schools in Christchurch. This was done by measuring how much respondents agreed or disagreed with a range of factors. The respondents were asked to rate their level of agreement using a simple five point Likert Scale, with the following options:

1	2	3	4	5
Strongly Disagree	Disagree	Ambivalent	Agree	Strongly Agree

To make these results easy to interpret, those respondents who either 'strongly agreed' or agreed' with each statement have been combined to make a composite 'more than agree' (MTA) score.

5.1 Parents' Choice

There was a very high level of agreement with regard to parents having a say in what schools their children attend. Almost all (99%) respondents agreed that parents should have a choice in the schooling options of their children.

99% agreed that parents should have a say in what school their children attend

Table 5.1: Choices about Schooling Options

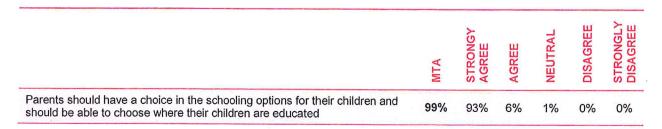
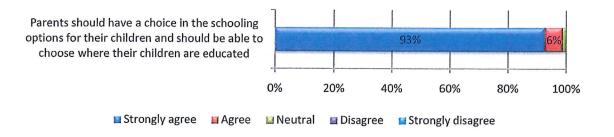


Figure 5.1: Choices about Schooling Options



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Community Perceptions of Proposed School Changes, 1 March, 2013



6 The Proposed Change

6.1 Perceptions of the Change

Respondents were asked about their perceptions of the proposal from the Ministry of Education concerning Chisnallwood. To provide some context for these questions, the respondents were first read some information about the proposed changes:

The Ministry of Education has proposed that Chisnallwood Intermediate be closed, the current buildings vacated and the functions currently provided moved to the new proposed Year 1 – 13 school in Aranui. This new Year 1 -13 Aranui School will be located at a yet to be clarified location in Aranui, and will incorporate pupils from Year 1 (5 years of age) to Year 13 (18 years of age) education. The schools to be included in the new 'cluster' are Wainoni Primary (100 students), Avondale Primary (340 students), Aranui Primary (160 students), Chisnallwood Intermediate (740 students), and Aranui High School (490 students).

The results show that 94% of respondents agreed that Chisnallwood should be left to function in its current form on its own site if the Ministry of Education's proposal to close and merge schools goes ahead. Few respondents agreed that Chisnallwood should merge with other schools in the Aranui cluster (2%) or that a new Year 1 – 13 school in Aranui would better meet the needs of the Chisnallwood community (3%). Perhaps it is more telling to look at how many people disagreed or strongly disagreed with these statements. Almost all participants 'more than disagreed' that Chisnallwood should be closed and merged with the other schools in the Aranui cluster (93%). Similarly, 86% of respondents 'more than disagreed' that a Year 1 – 13 school on a single site in Aranui would better meet the needs of the Chisnallwood community (Table 6.1, overleaf).

94% of respondents indicated that Chisnallwood should be left to function in its current form on its

Community Perceptions of Proposed School Changes, 1 March, 2013



Table 6.1: Perceptions of the Proposed Merger of Schools

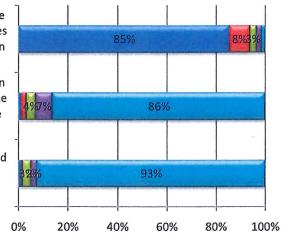
	MTA	STRONGY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Chisnallwood should be closed and merged with the other schools in the Aranui cluster on a new site	2%	1%	1%	3%	2%	93%
A new Year 1 – 13 school on a single site in Aranui would better meet the needs of the Chisnallwood community and school age children	3%	1%	2%	4%	7%	86%
If the Ministry of Education's proposal to close and merge schools into a Year $1-13$ school goes ahead, Chisnallwood should be left to function in its current form on its own site	93	85%	8%	3%	2%	2%

Figure 6.1: Perceptions

If the Ministry of Education's proposal to close and merge schools into a Year 1-13 school goes ahead, Chisnallwood should be left to function in its current from on its own site

A new Year 1 - 13 school on a single site in Aranui would better meet the needs of the Chisnallwood community and school age children

Chisnallwood Intermediate should be closed and merged with the other schools in the Aranui cluster on a new site

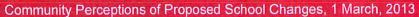


Strongly agree

■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

Respondents were given the opportunity to comment on the proposed changes. Most of the more frequently mentioned comments were negative perceptions of the proposed Chisnallwood closure and merger with the other schools in the Aranui cluster. Over half of the respondents mentioned that the changes were a 'bad idea' (55%). The next most common statement was that Chisnallwood is a great school (34%, Table 6.2, overleaf).

Other factors respondents highlighted included issues they envisaged resulting from a merged Year 1 to 13 school in Aranui. Respondents were opposed to younger children being exposed to the behaviour of older children. It was also thought that younger children would be scared around large numbers of teenagers and that older children might bully those who were younger.





Another issue some respondents had with a merged school in Aranui was that it would mean difficult access for those who lived further away. Having more schools in the Eastern suburbs means easy access for most parents and children. But if those schools are merged, those who live further away from the new school would need to consider alternative transport options than biking or walking, leading to further expenses for the parents.

Some parents indicated a willingness to move to another area of Christchurch so their children could attend different schools.

Many respondents were critical of the Ministry of Education and their proposal to merge schools in Christchurch. It was thought that greater community consultation was needed. Some felt that the Ministry was too quick to make these decisions following the earthquakes. These respondents suggested that more consideration needed to be given to how this would affect the children's mental well-being and that more families (with school aged children) would be moving back to the Eastern suburbs in the coming years and need schools and other resources.

Table 6.2: Comments Regarding Proposed Changes⁴

	% OF RESPONDENTS	NO. OF RESPONDENTS
Bad idea/ Don't fix what isn't broken/ Should not happen	55%	187
Against Year 1 to Year 13 blending/ Super school	34%	117
Chisnallwood is a Great school/ leading intermediate	26%	90
Against removing intermediate stage/Leave Chisnallwood as Is	20%	69
We will/ People will move schools rather than use Super School	15%	53
Aranui site not acceptable	9%	32
Decision is financially based/ Short sighted/ Ministry taken the 'easy' route	9%	32
Minister/ Ministry misinformed/ wrong/ misguided	6%	20
Social experiment	5%	18
Other Comments	19%	67

⁴ Note that respondents were able to make multiple comments regarding the proposed changes, each comment was counted separately.



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7 Three Alternate Proposals

7.1 A 'Learning Network'

A community meeting suggested an alternative plan for Chisnallwood. Respondents were read some information about this idea before being asked for their perceptions of it:

A community meeting suggested that the schools in the Eastern Suburbs should become a 'learning network'. This would result in a system where schools would still retain their locations and identity, staff, management and Board of Trustees, but they would be networked in such a way that all children would benefit from schools working collaboratively, sharing resources (such as swimming pools, libraries and music studios) and learning opportunities. All the wrap around social and support services (guidance councillors and specialist resource teachers) would be available for everyone as opposed to being centralised to one area.

There was general support among respondents for the idea of a learning network. Most respondents (74%) agreed that the concept of a learning network should be explored by the Ministry of Education. Two-thirds of respondents (64%) agreed that a learning network would be a practical solution to addressing the education needs of children living in the Eastern suburbs of Christchurch. Around two thirds of respondents also agreed that sharing resources and expertise between schools would be a good thing (66%) and that the concept of a Learning Network provides an opportunity for establishing a 21st century approach to education (63%).

Most respondents (74%) agreed that the Ministry of Education should consider the concept of a 'Learning Network'

Table 7.1: Perceptions of a 'Learning Network'

	MTA	STRONGY	AGREE	NEUTRAL	DISAGREE	STRONGLY
The concept of a Learning Network should be explored by the Ministry to address longer-term educational requirements in Christchurch's East	74%	48%	26%	14%	7%	5%
Sharing resources and expertise between schools in a learning cluster is a good thing	66%	37%	29%	18%	8%	8%
The concept of a Learning Network provides a practical solution to addressing education needs f or all children in the Eastern suburbs	65%	33%	32%	18%	9%	9%
The concept of a Learning Network provides an opportunity for establishing a 21st century approach to education for all children in the Eastern suburbs	64%	34%	30%	20%	9%	8%

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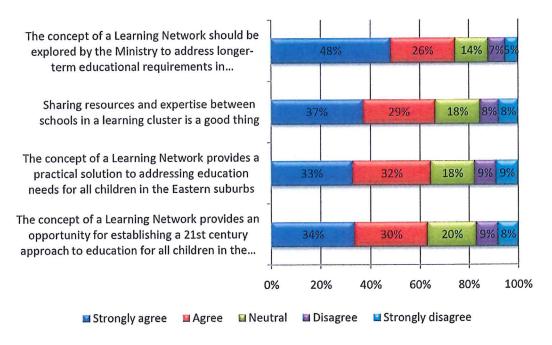
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Figure 7.1: Perceptions of a 'Learning Network'



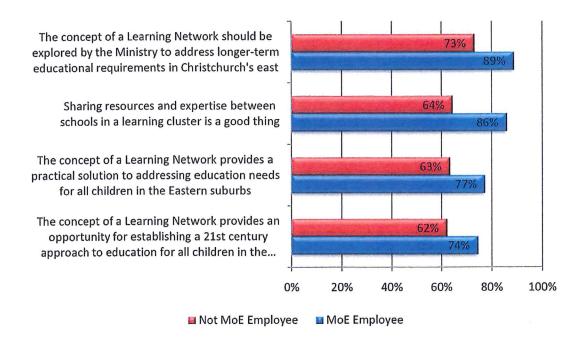
Data were analysed by whether or not respondents were employed by the Ministry of Education. Of the 382 respondents surveyed, 35 (9%) were employed by the Ministry of Education (or a school). These respondents were more likely to indicate support for the 'Learning Network' concept ⁵.

⁵ Note that given the small sample sizes the data provided cannot be said to be statistically valid.

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Figure 7.2: Perceptions of a 'Learning Network', by Employment



Respondents were also informed that:

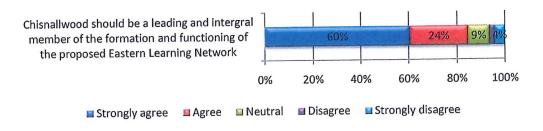
This approach would also allow for the establishment of a shared governance model that could involve the formation of an overarching advisory group that would help shape education in Eastern Christchurch. This advisory group would ensure all schools had representation and a voice.

The results show that 85% of respondents felt that, if a 'Learning Network' was established, Chisnallwood should be an integral member of the formation and functioning of that network. In contrast, just 6% of respondents disagreed that Chisnallwood should be a member of such a network.

Table 7.2: Involvement in a 'Learning Network'

	MTA	STRONGY	AGREE	NEUTRAL	DISAGREE	STRONGLY
Chisnallwood should 'be a leading and integral member of the formation and functioning of the proposed Eastern Learning Network	84%	60%	24%	9%	2%	4%

Figure 7.3: Involvement in a 'Learning Network'



7.2 A Middle School

Respondents were also asked to rate their perceptions of another option that was suggested for Chisnallwood; a middle school. The information concerning this proposal provided to participants was:

Since being established, Chisnallwood has provided education for Year 7 and 8 students. An alternative proposal has been suggested that would lead to the creation of a 'middle school' at the Chisnallwood site. This would result in Chisnallwood expanding its provision to Year 7 – 10.

The results show that there was some support for the establishment of a middle school. Two-thirds (65%) of respondents agreed that the Ministry of Education should consider the creation of a middle school at the Chisnallwood site as part of the solution for the Eastern Learning network. Fewer participants, but still 48%, agreed that expanding Chisnallwood to include Year 9 and 10 would benefit the wider community.

Two-thirds of respondents agreed that the Ministry of Education should consider the creation of a middle school at the Chisnallwood site

Table 7.3: Perceptions of the Establishment of a Middle School

•	MTA	STRONGY	AGREE	NEUTRAL	DISAGREE	STRONGLY
Ministry of Education should give consideration to the establishment of a middle school as part of the solution for the Eastern Learning Network	65%	34%	31%	22%	7%	6%
An expansion of Chisnallwood's educational programme to include Year 9 and 10 would benefit the wider community	48%	21%	27%	32%	10%	9%

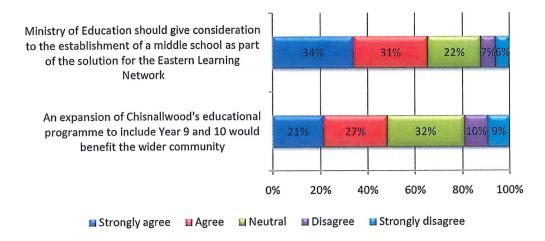
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Figure 7.4: Perceptions of the Establishment of a Middle School



7.3 A Relocation

Participants were also asked to consider a variation to the Ministry of Education's proposal if the Ministry provided compelling evidence that the school should close. The proposed variation was that Chisnallwood should continue to operate as a stand-alone school but relocate closer to its student catchment area. The results show that 84% of respondents agreed that Chisnallwood should continue to operate as a stand-alone school at an alternate campus location.

84% of respondents supported the idea of Chisnallwood relocating rather than closing.

Table 7.4: Perceptions of Chisnallwood Operating at an Alternate Location

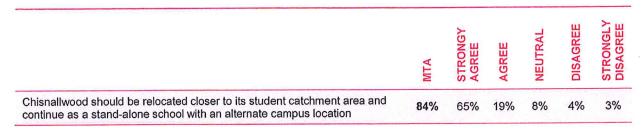
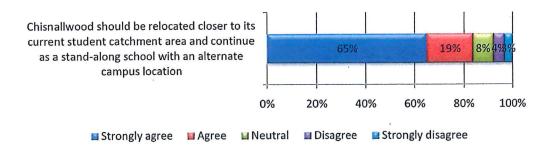


Figure 7.5: Perceptions of Chisnallwood Operating at an Alternate Location



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8 Location and Zoning

Respondents were asked some questions concerning the location of Chisnallwood. First, respondents were read some important information to provide context for these questions:

Chisnallwood Intermediate does not draw its entire roll from the Aranui area or the Chisnallwood zone. In fact, the majority (64%) of its students come from outside of zone from over 35 schools in the wider Eastern area that includes other areas, such as Shirley, St Albans, Windsor, Queenspark, North Shore and Parklands.

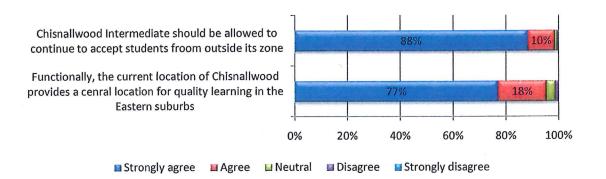
Respondents were very positive about the current location of Chisnallwood, with 95% of respondents indicating that Chisnallwood's current site provided a central location for quality learning in the Eastern suburbs of Christchurch. Most respondents (98%) also agreed that Chisnallwood should be able to continue to accept students from outside its zone.

Respondents were very positive about the current location of Chisnallwood

Table 8.1: Perceptions of the Location of Chisnallwood

	MTA	STRONGY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY
Chisnallwood Intermediate should be allowed to continue to accept students from outside its zone	98%	88%	10%	1%	1%	0%
Functionally, the current location of Chisnallwood provides a central location for quality learning in the Eastern suburbs	95%	77%	18%	3%	1%	0%

Figure 8.1: Perceptions of the Location of Chisnallwood



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9 Suggestions for Improving Education

Respondents were asked to suggest ways in which education could be improved in the Eastern suburbs. The most frequently mentioned comment was that improvements need to be made (14%). Respondents were particularly interested in seeing more secondary schools in the Eastern suburbs.

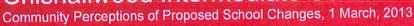
Some respondents supported the merger of some primary schools (but not Chisnallwood Intermediate, 12%). Several respondents commented that an intermediate school is needed to bridge that gap between primary school and high school. It was thought that primary school did not prepare students for the mental maturity needed for high school nor the workload they would encounter.

One-tenth (9%) of respondents indicated they were happy with the status quo. Others (6%) indicated that some of the smaller primary schools could be merged but Chisnallwood should remain a stand-alone intermediate school.

Table 9.1: Ideas for Improving Education⁶

	NO. OF RESPONDENTS	% OF RESPONDENTS
Need to improve secondary education options in Eastern Suburbs	14%	37
Support the merger of some primary schools but this should not include Chisnallwood Intermediate	12%	30
Need centralised sharing of resources/ learning network	9%	24
Don't close/ merge the schools	9%	23
Happy with status quo	9%	22
Don't change Chisnallwood Intermediate	8%	21
Needs to be more consultation with community/ teachers	8%	20
Support the merger of primary schools/ smaller rolls	6%	16
Happy with Chisnallwood as it is	5%	14
Needs to be more thought about how children will travel to school	5%	12
Other comments	54%	138

⁶ Note that respondents were able to make multiple comments regarding the proposed changes, each comment was counted separately





10 Who Completed this Survey?

Table 10-1: Gender of Respondents

	NO. OF RESPONDENTS	% OF RESPONDENTS
Male	74	19%
Female	308	81%

Table 10-2: Age of Respondents

	NO. OF RESPONDENTS	% OF RESPONDENTS
Under 24	6	2%
25 – 34	37	10%
35 – 44	186	49%
45 – 54	135	35%
55 – 64	14	4%
65+	4	1%

Table 10-3: Ethnicity of Respondents⁷

	NO. OF RESPONDENTS	% OF RESPONDENTS
NZ European/ Pakeha	338	88%
NZ Maori	36	9%
Pacific Islander	7	2%
Asian/ Indian	10	3%
Other European	8	2%
Other	2	1%

⁷ Note that respondents were able to choose as many ethnicities as applied to them.

Community Perceptions of Proposed School Changes, 1 March, 2013



Table 10-4: Income of Respondents

	NO. OF RESPONDENTS	% OF RESPONDENTS
Under \$25,000	31	8%
\$25,000 to \$49,999	72	19%
\$50,000 to \$74,999	103	27%
\$75,000 to \$99,999	93	24%
Over \$100,000	68	18%
Declined	15	4%

- Research First Friday, 1 March 2013





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11 Appendix 1: The Survey Questionnaire

Questionnaire Number:		Obio	مالممد	hood	
Research First, a member of the Market Research Society of New Zealand, has been cont Intermediate School to conduct research that helps it better understand the communities for proposed school closures and mergers in eastern Christchurch.	eling	abo	ut the))	
Can I begin by asking if you are employed in market research or journalism? <if and="" call.="" if="" no="" proceed="" questionnaire="" terminate="" than="" the="" their="" time="" with="" yes=""></if>	the	resp	onde	nt fo	r
Are you employed by the Ministry of Education					
☐ Yes ☐ No					
Today we are conducting a survey to identify community perceptions of the proposed char system in eastern Christchurch. The interview will take about five minutes to complete. Ple • All responses will remain strictly confidential, you will not be identified individually in the • Research First operates under the code of practices of the Market Research Society of • All responses will be treated in total confidence. Should you have any questions regarding this survey, please contact Roger Larkins on (05)	final r New 2	eport Zeala	; nd;	ol	
Section 1: Awareness of the Ministry of Education's Proposal to Close or Merge	SCHO	JIS			
Please rate your agreement to the following statements on a scale of 1 to 5, where $1 = no$ and $5 = complete$ awareness:	awar	eness	s, 3 =	neuti	ra
	- No awareness	2 - 2	e 3	4	
2. I am aware of the general proposed changes to schools in Christchurch3. I am aware of the specific proposed changes that may affect schools in my local	1 — No awareness	2 2	en 3 3	4	the state of the s

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Section 2: Perceptions of Change

INTERVIEWER, READ:

The Ministry of Education has proposed that Chisnallwood Intermediate be closed, the current buildings vacated and the functions currently provided are moved to the new proposed Year 1 - 13 school in Aranui. This new Year 1 -13 Aranui School will be located at a yet to be clarified location in Aranui, and will incorporate pupils from Year 1 (5 years of age) to Year 13 (18 years of age) education. The schools to be included in the new 'Cluster' are Wainoni Primary (100 students), Avondale Primary (340 students), Aranui Primary (160 students), Chisnallwood Intermediate (740 students), Aranui High School (490 students).

Please rate your agreement to the following statements on a scale of 1 to 5, where 1 = strongly disagree, 3 = neutral and 5 = strongly agree:

	— Strongly disag	Disagree	Neutral	— Agree	- Strongly agree
4. Chisnallwood Intermediate should be closed and merged with the other schools in the Aranui cluster on a new site	1	2	3	4	5
5. A new Year 1 - 13 school on a single site in Aranui would better meet the needs of the Chisnallwood community and school age children	1	2	3	4	5
 If the Ministry of Education's proposal to close and merge schools into a Year 1- 13 school goes ahead, Chisnallwood should be left to function in its current form on its own site 	1	2	3	4	5

INTERVIEWER, READ:

A community meeting suggested that the schools in the Eastern Suburbs should become a 'learning network'. This would result in a system where schools would still retain their locations and identity, staff, management and Board of Trustees, but they would be networked in such a way that all children would benefit from schools working collaboratively, sharing resources (such as swimming pools, libraries and music studios) and learning opportunities. All the wrap around social and support services (guidance councillors and specialist resource teachers) would be available for everyone as opposed to being centralised to one area.

Please rate your agreement to the following statements on a scale of 1 to 5, where 1 = strongly disagree, 3 = neutral and 5 = strongly agree:

		— Disagree	Neutral	— Agree	— Strongly agr
 Sharing resources and expertise between schools in a learning cluster is a good thing 	1	2	3	4	5
The concept of a Learning Network provides a practical solution to addressing education needs for all children in the Eastern Suburbs	1	2	3	4	5
 The concept of a Learning Network provides an opportunity for establishing a 21st century approach to education for all children in the Eastern Suburbs 	1	2	3	4	5
 The concept of a Learning Network should be explored by the Ministry to address longer-term educational requirements in Christchurch's east 	1	2	3	4	5





INTERVIEWER, READ:

This approach would also allow for the establishment of a shared governance model that could involve the formation of an overarching advisory group that would help shape education in eastern Christchurch, this advisory group would ensure all schools had representation and a voice.

Please rate your agreement to the following statements on a scale of 1 to 5, where 1 = strongly disagree, 3 = neutral and 5 = strongly agree:



ree

11. Chisnallwood should be a leading and integral member of the formation and functioning of the proposed Eastern Learning Network

Section 3: Location

INTERVIEWER, READ:

Chisnallwood Intermediate does not draw its entire roll from the Aranui area or the Chisnallwood zone. In fact, the majority (64%) of its students come from outside of zone from over 35 schools in the wider eastern area that includes other areas, such as Shirley, St Albans, Windsor, Queenspark, North Shore and Parklands.

Please rate your agreement to the following statements on a scale of 1 to 5, where 1 = strongly disagree, 3 = neutral and 5 = strongly agree:

	Strongly disagr	Disagree	- Neutral	— Agree	Strongly agree
 Parents should have a choice in the schooling options for their children and should be able to choose where their children are educated 	1	2	3	4	5
 Chisnallwood Intermediate should be allowed to continue to accept students from outside its zone 	1	2	3	4	5
 Functionally, the current location of Chisnallwood provides a central location for quality learning in the Eastern Suburbs 	1	2	3	4	5
 If the Ministry of Education provide compelling evidence that the school should close 					
Chisnallwood should be relocated closer to its current student catchment area and continue as a stand-alone school with an alternate campus location	1	2	3	4	5





Community Perceptions of Proposed School Changes, 1 March, 2013

Section 4: Scope	of Enrollment						
INTERVIEWER, REA	D:		1112				
has been suggested t	ed, Chisnallwood has provide hat would lead to the creation expanding its provision to Ye	of a 'middle school	ar 7 and 8 students I' at the Chisnallwo	a. An alter and site.	native p This wou	roposa .lld	1
Please rate your agreen	ement to the following statem	ents on a scale of 1	1 to 5, where 1 = s	trongly dis	sagree,	3 =	
notici and 0 = sitong	ij agroo.			Strongly disagreeDisagree	Neutral	— Agree	
 An expansion of 0 would benefit the w 	Chisnallwood's educational pr vider community	ogramme to include	e Year 9 and	1 2	3	4 5	and the same
	tion should give consideration olution for the Eastern Learni		ent of a middle	1 2	3	4 5	Carlos
Section 5: Any Oth	ner Comments						
INTERVIEWER, REA	D:						
	r comments to make regardir the Aranui area and create a		ducation's proposa	ls to close	• Chisna	ıllwood	
			250				
Do you have any ideas	for how education could be i	mproved in the eas	tern suburbs?				
						75	
	P. Carlotte					700	
Section 6: Demogra				349			
	g some questions about you:						
6.1 What is your age go	□ 35 - 44 □ 45 - 54 □ 5	5 - 64 🔲 65+ 🔘	Declined				
	your household annual incom						
Under \$25,000 \$25,000 to \$49,999	\$50,000 to \$ \$75,000 to \$		Over \$100,0 Declined	00			
Gender	Which ethnic group of responses acceptable		rself part of? Do n	ot prompt	. Multipi	le	
☐ Male ☐ Female	NZ European/ Pake NZ Maori Other:		Asian Pacific Islander				
Which Suburb do you liv	/e in?						
Name:		Phone:					
	Thank you for taking th As noted, all information y						
Interviewer:		Date:					



1

9. Likely impact of closure

9.1 Closure in relation to the school and community

The consultation process has highlighted the enormity of the impact on the Avondale and wider community should Chisnallwood be closed.

Although poised for remediation and redevelopment much of the riverside areas remain in a 'decomposing state'.

The school, however, provides heart and strength as students leave their relatively undamaged areas to travel back into the redzone for their daily education.

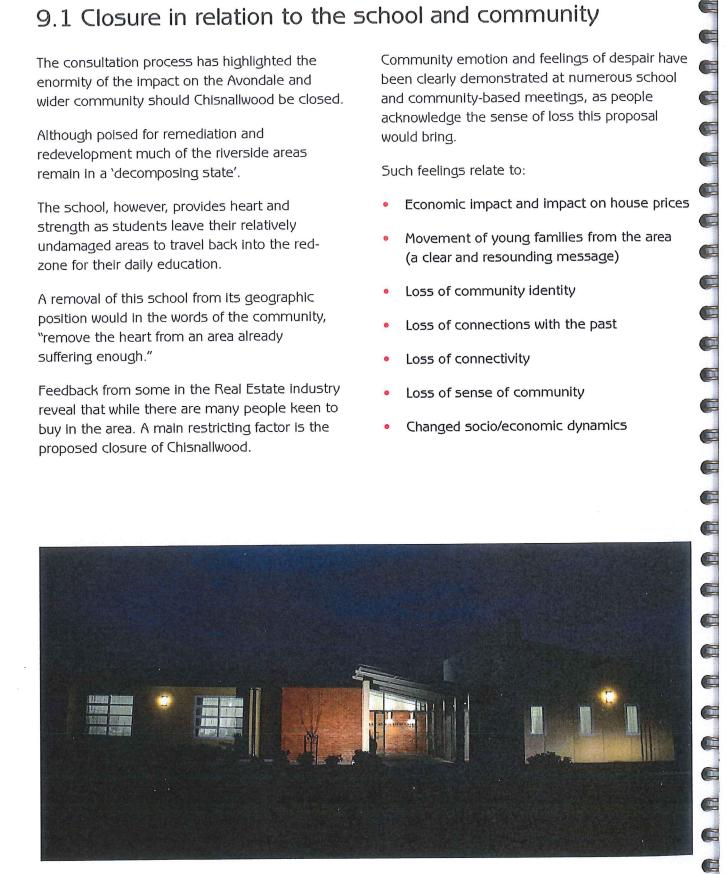
A removal of this school from its geographic position would in the words of the community, "remove the heart from an area already suffering enough."

Feedback from some in the Real Estate industry reveal that while there are many people keen to buy in the area. A main restricting factor is the proposed closure of Chisnallwood.

Community emotion and feelings of despair have been clearly demonstrated at numerous school and community-based meetings, as people acknowledge the sense of loss this proposal would bring.

Such feelings relate to:

- Economic impact and impact on house prices
- Movement of young families from the area (a clear and resounding message)
- Loss of community identity
- Loss of connections with the past
- Loss of connectivity
- Loss of sense of community
- Changed socio/economic dynamics



9.2 School closure and the overall plan

There is a large degree of vagueness surrounding the Government proposal.

There has been no discussion or presentation of educational rationale or academic reasoning for the Year 1 to 13 school.

There has been no confirmation of where the site of this school may be.

There has been no statement of provision for pre-adolescent alternatives (Intermediate/Middle School) in the wider Chisnallwood catchment.

There has been no comment regarding technology provision.

There has been no evidence of the existence of an overall Eastern education strategy.

The Chisnallwood Board of Trustees contends that such information is central to any informed decision making and is critical of the fact that such research has not been undertaken or presented.

The direct impact is readily apparent. Should Chisnallwood be closed, the large community that values this school and relies on it for the education of their children will have seriously diminished leaning opportunities.

Facts

- The vast majority of learners in the Chisnallwood Community will not attend the Year 1 to 13 school in Aranui
- Parents and families in Eastern Christchurch overwhelmingly support the retention and provision of specialist Intermediate / Middle school education option in eastern Christchurch
- Removal of Chisnallwood and the provision of a Middle School /education opportunity for parents in the wider East raises serious issues of equity when related to the wider Christchurch education network
- Removal of Chisnallwood will remove a contributor that can bring strength and confidence to the education, social and economic growth of eastern Christchurch
- Removal of Chisnallwood will seriously impact children in Chisnallwood's natural contributing schools
- Parental choice regarding schooling options for pre-adolescent learners will be seriously diminished

10. Concluding Comment

In every public meeting and every media comment where Chisnallwood has been represented the belief in the promised integrity of the consultation process and the assurance of Government to listen to community voice has been stated.

This document and this consultation clearly and forcefully reflect that opinion and that voice.

Little more can be said.

The photo carving on the front of this document encourages all associated with this school to Challenge the Margins of Time and Explore what is beyond.

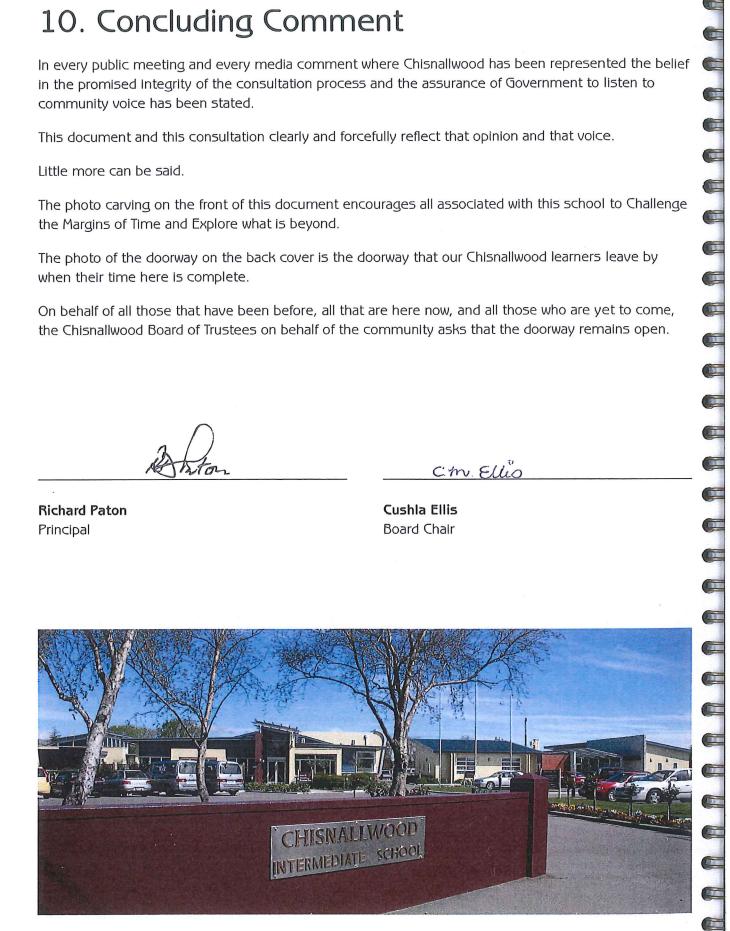
The photo of the doorway on the back cover is the doorway that our Chisnallwood learners leave by when their time here is complete.

On behalf of all those that have been before, all that are here now, and all those who are yet to come, the Chisnallwood Board of Trustees on behalf of the community asks that the doorway remains open.

C.M. Ellis

Richard Paton Principal

Cushla Ellis **Board Chair**





Appendices

Appendix 1 Chisnallwood Music Programme

CHISNALLWOOD MUSIC PROGRAMME SUMMARY 2013

Introduction

The section on music at Chisnallwood has been extended to illustrate the importance of this programme in this school, this community and the music community of Canterbury and beyond. The Chisnallwood Music programme is acknowledged Nationally and Internationally.

In a purpose built facility (Performing Arts Centre) the programme combines high end technology, generous resourcing from self generated funds.

It has been specifically designed and built to commercial standards and as a result is used by a wide range of groups, individuals and professional musicians for teaching, recording, presenting and encouraging music.

Guided and motivated by the Music Director, an assistant Director and sixteen provide an opportunity that is not equalled in New Zealand.

Richard Paton

Principal

Goals and Purpose

The goal of the music programme is to give Chisnallwood students music opportunities that will prepare them well for high school and lifelong learning, for both recreation and profession in the field of music. Students can also learn valuable skills that will be useful outside of music such as teamwork, self management, commitment, perseverance and confidence in front of an audience. We aim to give students the opportunity to discover any passion they may have for music and give them the tools

and experience to take it to levels that may even surprise them as well as set them up well for the future.

A goal is to have available a high level of many different facets of music education as possible, with small and large groups, a large range of instruments, and different styles to both cater for a diverse community as well as expose students to a range of genres, theory and computer technology.

We give students the opportunity to experience how music can help them as individuals and groups as well as how they can use music to serve others in the community. For example, in 2012 students played for the school production, a child cancer fundraiser ball, a senior citizens' concert and other professional gigs where they are expected to provide what is needed at the right time, in the right way and at the right volume. In a school such as Chisnallwood students can meet kindred spirits rather than possibly feeling isolated and lonely. This social aspect of high-level engagement encourages them to excel with pride and helps them graduate into high school with healthy selfesteem and confidence in their own potential.

The 10 to 13 age group is a vital time for learning and social development. At this period of fast growth for them it can be a lonely time, but having music and camaraderie with other passionate musicians can turn this into some of their most successful and happy years, and this can positively impact all their school study. We aim to remove barriers to learning such as cost and availability of instruments. We provide specialist teachers and enable students to learn whatever instruments they choose and join groups that they are interested in and suited to.



Through the proposed mergers and closures of Christchurch schools, what has come through loud and clear in the community meetings is the strong value the community place on the unique music opportunities offered to their children at Chisnallwood. We have been given wonderful support from the school, parents, community and from around NZ over the years and the students have continued to excel and exceed expectations in music.

What we currently do to achieve the goals

In 1998 the Chisnallwood music program had only 5 itinerant teachers in one teaching room, with about 25 students, 2 groups and only a handful of instruments. It has now grown to 16 itinerant teachers in a purpose-built performing arts block, with about 350 students learning instruments, and 16 groups playing together regularly in 2012.

There are 16 itinerant teachers teaching instruments (strings, woodwind, brass, percussion, keyboard, guitar and vocals) to approximately 350 students, as well as hip hop dance lessons. During this time students have the opportunity and support to sit internationally recognized music exams such as ABR5M and Trinity Guildhall.

We now have around 64 **instruments available** to hire.

Resources in the performing arts centre include a recording studio, drum kits, PA systems, guitars and amplifiers, timpani, pianos, computer suite with specialist music software, a performance room, media room and teaching rooms.

The music groups available for students to join include an orchestra (about 50 students), jazz band (big band), jazz combo, five rock bands, ukulele band, marimba group, recorder group, brass group, Irish band, chamber, theory club, and choirs. The types of small groups vary a little each year depending on the particular strengths of the students each year.

For example one year we had an advanced bagpiper, another year a virtuosic recorder player, another a boy soprano, bassoonist or reggae-style performer and songwriter.

- School orchestra. All students are welcome to join the orchestra as soon as they have basic skills on their instrument. Most music is especially arranged for the players and some repertoire is selected by the students
- Jazz band. This group provides an excellent opportunity for students to combine classical music skills (such as reading and technique) with more contemporary sounds (such as drum kit and bass guitar). It also gives them experience in combo and big band settings, and gives them some contact with the jazz standard repertoire including blues, swing, ballads and Latin. It is particularly good for developing their rhythmic feel, and jazz students are able to learn skills of improvising, trading, jazz scales and chords, and phrasing and articulation
- Rua Te Kakano and Pasifika. Chisnallwood School has strong Maori and Pacific cultural groups taken by
- Theory club. This popular after-school club learns music theory through interactive games as well as working through conventional theory books with the opportunity to sit exams at any level
- School production. In alternating years the school puts on a production (or movie) which involves many music students either in the orchestra or singing on stage
- Percussion ensemble. This group is available to any student interested in playing percussion instruments, including drum kit, marimba, and even "found" instruments such as 44-gallon drums
- Ukulele Band. All-comers ukuleles, vocals and rhythm section

- String ensemble. For Violin, viola, cello and double bass students
- Brass group. A group for any brass players
- Recorder ensemble. This is for recorder players. The school has bass, tenor and alto recorders available
- Flute Ensemble. For flute students to develop ensemble skills
- Irish Band. This group features stylistic playing and instruments such as fiddle, tin whistle, recorder, bass, guitar etc
- Chamber group. Small groups of players are selected to play in chamber groups. In this environment students are solely responsible for their part. There is no conductor so they must learn to listen and work together
- Choir. The choir learns vocal technique and theory as well as developing repertoire. It takes part in the Christchurch School's Music Festival as well as other performances. In 2012 they sung with the CSO
- Rock Bands. Groove, ensemble skills, rhythm section, vocal technique, stage presence, song writing, setting up a PA. They have the opportunity to perform at Rockquest, BandQuest and Pasifika Beats
- Technical skills. Interested students are trained in sound production, lighting, camera, recording and other technical aspects supporting music performance
- There is also a group of trained **sound and lighting technicians**.

Chisnallwood awards include the following:

- NZSM Jazz Festival (High School jazz competition in Wellington), Special Adjudicators' Award to Chisnallwood Intermediate School (both jazz bands) in both 2011 and 2012. Chisnallwood also won best bass player, best guitarist and special award for the vocalist in 2011
- Jazzquest (High School Jazz Competition in Christchurch) Gold Award for the combo in 2011 and 2012 (means getting over 85% - the only other schools to get gold were St Andrews College, Burnside High and Hagley College.) and Gold award for the Big Band in 2012 (the only other schools to get gold were St Andrews College and Burnside High)

- JAZZQUEST awards since it started in 2008
 are: one bronze, 5 silver and 3 gold awards
 as well as "best combo", best guitarist, best
 improv award, and an original song award.
 Every Chisnallwood band has won an award
 since it started
- Bandquest (Christchurch regional Primary and High Schools rock band competition). In 2012 Chisnallwood bands won Best original song: Re-start, Best lyrics: Re-start and Best musicianship: True Culture. In 2011 a Chisnallwood band won the Canterbury regional final
- Pacifica Beats (primarily a high school event)
 2012, Chisnallwood band "True Culture" won
 1st equal place
- Rockquest Primarily a high school rock band competition where the songs must be original, Chisnallwood has had many bands get through to the regional final level since 1999, including one band who got placed at the that level and went on to a national level. Chisnallwood has a number of bands take part each year
- ASB Chamber music competition.
 Chisnallwood chamber group came first
- Kiwilele National Ukulele competition.
 Chisnallwood Ukes came third in 2011
- KidsFirst Short Film Competition in USA.
 Chisnallwood movie "Truth and Dare" came first place in 2008
- There are good computer music technology facilities, with about 18 computer workstations running educational and professional music software including Sibelius, Musition, Mixcraft, and Band-in-abox, which students use for composition, recording, theory and aural practice and radio and video production.

Full list of Software available:

- Sibelius 6 (Notation)
- Musition 4 (Theory)
- Auralia 4 (Ear training)
- Groovy City (theory and creating)
- SuperDuperMusicLooper and Jam Trax (loops and recording)
- SongSmith (record and Songsmith creates backing)
- Garage Band (mac only loops, recording, midi, editing)
- Mixcraft (windows only loops, recording, midi, editing)
- Audacity (recording, editing)
- Band in a Box (backing tracks)
- Transcribe (slow down music for transcribing)
- Final Draft (for writing movie scripts)
- Final Cut Express (more advanced movie editing software than iMovie)
- iMovie
- iDVD
- Selected online music software can be accessed by students from the music wiki

Each year we produce **school CDs** featuring most of the music groups. This is so the students can take away a lasting memory of some of their Chisnallwood music experiences.

Cross-curricula activities are run in the performing arts centre for class projects.

Extensive use is made of the **Internet for communication** with students, parents and the community, including a dedicated website (chisnallwoodmusic.org.nz) and an intranet site ("backstage").

At the beginning of each year every year 7 student is given a **test of musicality** to identify any students with a gifting in music who may not have previously considered learning. Each year this identifies several students who are invited to learn an instrument, and many of these have turned out to be excellent musicians.

We often have **exchanges** with other schools, both in Christchurch, and out of town. This has included a jazz band tour to Kaikoura, Picton and Wellington in 2012, in the past we have had orchestra exchanges with Tawa Intermediate.

The performing arts centre is heavily utilized after hours by the community. Regular users include the Caledonian Pipe Band, "Muse" community music programmes, private instrumental lessons, and professional development sessions for Christchurch music teachers.

Future Focus

We have a number of ideas to enhance the programme in the future.

We have started to develop **stronger links** with contributing schools to give the opportunity for potential contributing students to get more of a musical head start and ensure we are supporting the local primary effectively. This includes having students from contributing schools join in with our music groups to gain experience; this also gives our students experience as mentors. We are also developing links with high schools to ensure that students have a pathway for their musical endeavours beyond intermediate.

With improving Internet access we are able to have improved music e-learning facilities, including cloud-based access for the "Musition" theory and aural tuition software allowing students to use it from home, and automated input and marking of work such as our musicality tests using Google forms.

The hall is a multifunctional space that is used as a gymnasium and performance space. It is stretched to house the scale of performances and productions that we put on, and long-term a larger purpose-built auditorium would allow more parents to attend events at once, would enable the school to attend performances in one sitting rather than having to repeat performances, and could have more appropriate acoustic and technical design. A well-designed auditorium would be valuable to the community, as there are extremely limited facilities in this part of town for live performances.

The computer music lab currently accommodates 18 students, and they are spread around different locations, which means that is isn't suitable for a whole class at once. Developing a single larger music technology lab using state-of-the-art hardware and software would provide better access, and again would be a facility that the community could make use of after hours.

The Chisnallwood Music programme has simply grown out of creating working solutions for realized music needs and potential at this age group. It has become widely recognized and we have continuous visitors, teachers and trainees to the department from around NZ and the world who come to observe and interview staff. Observing and working with the Chisnallwood music programme has been part of the University of Canterbury Music Education course for the last two years. Many families send children to Chisnallwood because of its unique music programme amongst the other great things the school offers. There is international interest in the programme. Exemplars of some of our work are on the TKI website and in magazines such as MENZA's Sound Arts. Because of the way the popularity and success of the programme has grown, it may be possible to turn it into a more definitive long lasting model, with training structure and links to tertiary education strengthened.



CONCERTS and EVENTS in 2012

There were **over 50 school group performances in 2012. 30** of these were performed outside school, **in the community**.

TERM ONE 2012

Wednesday Feb 8th - Itinerant teachers **demo concert** for year 7s.

Tuesday Feb 14th - visiting **performances and masterclass**- Leonie Adams and Michael Higgins (cello and piano).

Friday Feb 17th - Ukulele group played for the **Opening of the ChCh Flower Festival** in Hagley park with Natalie Slade.

Monday April 2nd - **Ukulele Launch** by Mayor Bob Parker at Chisnallwood. Our ukulele group provided 20 minutes of entertainment.

APRIL HOLIDAY5

Sound tech training.

Jazz rehearsal.

TERM TWO 2012

Thursday April 26 - **Jazz band** performance at Chisnallwood for guests.

Friday May 4th - NZ Playhouse Theatre at Chisnallwood.

Thursday May 10th - Jazz Band and uke performance 10.30am.

Monday 14th - Jazz band trip to BH5 to rehearse.

Friday May 18th - 8.45am Burnside High School audition workshop.

Friday May 18th – Burnside high School and Chisnallwood Jazz Bands perform at Chisnallwood 10am.

Friday May 25th - Jazz bands, rock bands and ukes to perform at **Avondale Primary community lunch** 12.30 - 1.30pm.

Monday May 28th - rock night for parents (preparation for rockquest) 7pm - 8pm.

Wed May 30th - rockbands in assembly.

May 31st RDU records rockbands and offers class tours of their mobile recording truck.

May 31st Hook Line and Singalong.

June 2, 3 RockQuest.

June 16 Theory exam.

June 16, 17 **PasificaBeats** and **RockQuest** finals.

June 25-28 PRODUCTION - Beauty is a beast.

June 28 - Jazz Band, ukes and soloists concert for Christchurch Music Centre "Afternoon delights" series.

TERM THREE 2012

Sun July 22nd **JazzQuest** (Big Band and Combo).

Wed July 25th Open Night - all groups.

August 15-20 **NZSM jazz festival** in Wellington. This included three performances and two clinics. They also toured and performed in Picton, Tawa and Kaikoura.

Sept 1st Jazz Band gig at ChCh Airport for **Child Cancer fundraiser ball**. 5.30pm.

Fri Sept 14th - NZ5O at school 11.30am. Hosted the ChCh educational concert.

Sept 15th (Saturday) **BandQuest** - rockbands at Kalapoi High.

Wednesday Sept 26th at school from 11am-1pm. Performances in hall for local schools. "Taster Day".

Sept 27 Kids in Town 12.30pm Hagley Park as part of IceFest - Jazz and Irish bands.

HOLIDAYS

Saturday Sept 29th 1.45pm-2.15pm **US Antarctic Airbase Open Day**, at Antarctic Centre.
Jazz bands.

Sunday Sept 30th - 10am-11am **Family Fun Day** at the "Undercroft" at University of Canterbury.

Jazz bands and Irish band performed.

Sat Oct 13th - C5O - special ticket offer and rehearsal visit for orchestra due to having school C5O ambassadors.

TERM FOUR 2012

Wed Oct 17th Jazz and Irish **busking at Akaroa** as part of Art Camp.

Friday 19th Oct 11am Jazz, Irish performance at **North Loburn School.**

Sunday 21st (Labour weekend) Community bands day at the Court Theatre
- ChCh Big Band Festival.

Monday 22nd Oct (Labour weekend) Youth clinic at BH5 - **ChCh Big Band Festival**.

Oct 25th - Chisnallwood Choir at CBS Arena for the **ChCh Schools' Music festival**.

Oct 24-26 – ChCh festival Special Group representatives at the CB5 arena.

Wed 31 Oct – Big Band at Community Consultation meeting.

Nov 3rd - Marimba festival.

Tuesday 6th November – Jazz Combo for ASB Community Bursary Awards luncheon.

Tuesday 6th November - Orchestra and Choir for Hekia Parata.

Sat Nov 10th - Theory exam and **IRMT Jazz event** at Chisnallwood (Combo performed).

Wed Nov 14 5.30pm-7pm- Itinerant night 1 - drums, vlolin, vocals, flute.

Monday 19th November **NZEI graduation** at Aurora Centre.

Wed Nov 21 6.30pm - itinerant night 2.

Wed Nov 28th 6.30pm - **itinerant night 3** hiphop dance.

Saturday 1st December 10am - **New Brighton Santa Parade** (jazz band).

Saturday Dec 8th - **Ukulele Festival** at Chisnallwood. Chisnallwood's uke group plus many schools from around Canterbury.

Sunday December 9th (afternoon) Both Jazz Bands played at **QEII Farewell**.

Sunday December 9th **Re-Percussion** Concert 6pm (Chisnallwood percussion group item).

Thursday December 13 12.30-1pm - Choir and Jazz Band at Re:Start Mall - Kids In town.

Sat Dec 15 – Chisnallwood Choir at CBS Arena for **Christchurch Symphony Christmas Concert.**

Tuesday Dec 18 - formal **certificate assemblies** – orchestra, choir and jazz band.

Wed Dec 19th - final **prizegiving** - orchestra, choir and jazz band.



TU

TOV

Professional Development 2012

MENZA/TRCC - attended a 3 day Music Technology conference in Wellington (Music Education New Zealand Aotearoa) 3-5 Oct called "Keeping up with the Play to Create, Perform and Capture in Music".

Specific workshops and keynote: John Psathas and Warren Maxwell on their compositional collaboration Pouamu followed by composition workshop. Overview of high school NCEA music standards (Stephen Rowe). Tertiary representative panel. Compositional ideas using free software (Andrea Rabin). Gareband/Mixcraft workshop (Michael Buick). Full day workshop Production/Recording – recording, editing, postproduction of a music video (Sarah Hunter, transmit).

ISME - 4 day International music conference in Greece – attended multiple sessions and concerts from countries. Examples of sessions I attended (out of a choice of over 500): Jazz for children. Jazz Urlinie. Jazz for string students. Music Technology. Choral – to Glee or not to Glee. Exploring Finnish Folk music, Vocal techniques from other cultures, Symposium – mapping music education in different countries.

I also got to experience many authentic performances from countries such as Greece, Turkey, India, Egypt, UK, and USA. There 60 performances from 23 countries over the four days.

2012 Jazz session with visiting German sax player, Klaus Doldinger as part of the ChCh International Jazz festival.

N25M Jazz festival workshops 1. Brass workshop with Alexis French 2. Rhythm section tips with WJO rhythm section (Nick Tipping, Nick Granville and Lance Phillips) 3. Looking after you voice workshop with Jane Keller.

M2 Music Commission - workshop on song writing with Hera and Industry panel of songwriters – Moses Robbins, Ben Campbell, Hera and Mark Vanilau.

MENZA PD Day – 1. Plenary Session with Ravil Atlas. 2. Music Industry Panel with NZ on Air, APRA etc.

Concerts. I have deliberately chosen to attend a range of selected concerts to help my professional development.



Presentations, publications and professional service

Presentations given:

MEC AGM Presentation on the "Chisnallwood Music programme" after the earthquakes.

ISME (International Society for Music Education) in Greece. Presented a paper called "Nurturing Children in a Music programme through a natural disaster" co-authored with Tim Bell 2012.

ISME (International Society for Music Education) in Greece. Presented a session on "Music Education in NZ" as the MENZ representative for the Symposium – mapping music education in different countries 2012.

ISME in Italy 2008 Presented a paper and posters on musically gifted children, most of it in the context of the Chisnallwood Music Programme.

Jazz workshops for Registered music teachers for 5 years annually.

Jazz workshop for Music Education Otago – for teachers and students 2009.

Music technology workshop for Music Education Otago teachers.

Music Technology for the private music teacher – workshops for Registered Music teachers 2012 and in 2009 at IRMT National Conference.

Jazz workshop for National MENZA conference 2009.

Various ukulele Workshops for teachers in ChCh.

 Presented two papers at Lithuania International Music Education Conference in 2006 – one was on the Chisnallwood Music programme and the other on music teaching games. I have been invited back to present again.

- Two workshops at Learning Through the Arts
 Conference in Christchurch for teachers
 in 2006. One on the Chisnallwood Music
 Programme and one on Musicality testing.
 I was invited to present again in 2011 but
 the conference was cancelled due to the
 earthquake and loosing the venue.
- Presented a Jazz workshop and taught improvisation class at the University of Michigan 2006.

Publications

Bell, J., & Bell, T. (2012). Nurturing students in a school music program through a natural disaster. 30th ISME World Conference (International Society for Music Education), Thessaloniki, Greece.

Bell, T., Fellows, M., Rosamond, F., Bell, J., & Marghitu, D. (2012). Unplugging Education: Removing barriers to engaging with new disciplines. Proceedings SDPS Tran disciplinary Conference on Integrated Systems, Design, and Process Science, June 10-14 (pp. 168–1 – 168–8). Berlin, Germany: SDPS. Retrieved from http://sdps.omnibooksonline.com/2012/index.html

Bell, T., Marghitu, D., & Bell, J. (2011). Workshop: C5 Unplugged - Computational Thinking without Computers. In H. Pirkul, M. W. Spong, R. Shah, & S. Suh (Eds.), Proceedings of SDPS-11. Jeju Island.

Bell, J., & Bell, T. (2008). Keeping musically gifted children in tune with their passion and their peers at primary school. 28th ISME World Conference (International Society for Music Education).

Bell, J., & Bell, T. (2008). Extending musically gifted pre-school children. Early Childhood Music Education Conference (ECME), Frascati, Italy, July 2008.



Also, articles in MENZA's Sound Arts magazine, most recently: Notes from the ISME 2012 30th ISME World Conference on Music Education. Past articles include Computer Music projects (2009), iPhone uses for music teachers (2010) and Notes from ISME (2008).

The Chisnallwood music web site, www.Chisnallwoodmusic.org.nz "useful music links page" was highly recommended in a Sound Arts publication in 2012.

Committees and boards 2012

MEC (Music Education Canterbury) Co-chair.

Christchurch Big Band Festival Committee Co-chair

CPIT Advisory Board member for the Musical Arts Bachelor Degree programme.

Acknowledgement

The success of the music programme is a result of the efforts, vision and support of the Principal, Board of Trustees and wider community.

February 2013.

Appendix 2 International Programme

Chisnallwood is acknowledged as a "ground breaker" in the area of International education.

Since 1994 Chisnallwood has actively engaged in International programmes with a view to being part of the globalisation of education as well as for the financial return.

Whilst markets were originally developed in Thailand and Korea the school has also undertaken marketing activities in Vietnam, Hong Kong, Malaysia, China, Japan and others.

Following February 2011 the programme almost came to a halt, however this year is on target to have a minimum of 100 international students through our door on one programme or another.

For five years the school has provided scholarships for disadvantaged Thai children from the Municipality of Muang Phon (an agreement between the Chisnallwood Principal and the Mayor of that Municipality).

This programme which is very high profile in Muang Phon has now gained provincial funding and has extended to five municipalities in Thailand.

International staff are also involved in these programmes as a means of furthering our International partnerships and understanding, and staff and students from Chisnallwood have also had opportunity for extensive travel and experience overseas.

Chisnallwood has been a long standing member of Education NZ and Christchurch Educated, and has numerous affiliations at provincial, sister City, business and personal levels.

The International programme has been significant in allowing Chisnallwood to generate income and to achieve to the heights it has.

Within the appropriate structure there is considerable opportunity to maximise the international advantages and to ensure International education is reinstated as a major source of income.

Future Focus

- Retention of the Strategy Three programme whereby participating secondary schools combine with Chisnallwood to engage in joint marketing ventures
- This allows for multiple staircasing, greater marketing opportunities, a greater number of programmes to offer, more flexibility in delivery
- Continued rebuilding of the programme through appropriate staffing and innovative marketing
- Fiscal capture that benefits Chisnallwood and the immediate community as well as contributing to the National objective to rebuild International Education as a major export earner.



Appendix 3 Information Technology

Chisnallwood IT

Vision:

There are three aspects to IT in education:

- using IT for education (e-learning)
- learning to use IT effectively to live in a digital world (digital citizenship)
- learning to be a creator of new technologies rather than just a user (programming, web and media design, and more)

At Chisnallwood Intermediate we think that students should not just be consumers of information but co-creators of it. They should take an active role in developing technology that will shape their futures and be inspired to take ownership of their learning.

We want ubiquitous computing for staff, teachers and students. Through personalising the learning and accessing the web students and teachers are able to collaborate and interact in virtual learning environments, grow their global and cyber citizenships as well as bring life to their inquiries.

Current Situation:

There are computers in every classroom, interactive whiteboards and digital projectors as well as other supporting AV equipment. Added to this we have five computer labs.

- Music department- (42 computers) create, learn and record music
- 2 x Inquiry learning (36 computers)
 eLearning focus
- Digital technology (32 computers) Digital literacy focus
- SuccessMaker (12 computers) an individualised, measurable, adaptable and accountable tool for teaching and learning

School Radio Station (Chizzy Sounds 107.7FM)

Term 3, 2011 saw the realisation of a two year goal. The earthquake events of 2010 and 2011 put hold on this project, so it was great to launch the radio station at the end of July 2012 and strengthen our engagement with the schools community. We believed and have since witnessed that a school radio station is a powerful literacy tool. The impact on student motivation and participation is striking. Students share their written and oral presentations as well as their own original and recorded music. We are committed to maximising opportunities for student learning to be shared and showcased with an authentic audience.

Google Apps for Education is our cloud based platform for seamless collaboration, professional virtual learning as well as our commitment to a paperless green footprint.

In March 2013, the school broadband connection will be upgraded to VDSL 10mbit "Very-highbit-rate digital subscriber line. This will enable us to grow the above scenario for our students increasing their learning engagement as well as facilitating whanau participation in their child's education.

This increased access to Virtual Learning Network Communities will promote the concept of classrooms without walls, where learners and educators have the flexibility to connect with each other 24 hours a day, 7 days a week. Learning and collaborating anywhere and anytime.

We have students accompanied by a Chisnallwood Intermediate teacher, enrolled in the Computer Science Club at the University of Canterbury, Computer Science Department. The club is run by academic staff and tutors from the department of Computer Science and Software Engineering. The department is known internationally for its work on computer science education (including the popular csunplugged. org), and has been heavily involved in designing standards for computing in NCEA. This club is intended for those who aren't yet doing NCEA but would like to get started on learning about the exciting world of programming and computer science. In collaboration with the US-based "CS Field Guide" (http://www.csfieldguide. org/) Chisnallwood's relationship with UC is well established with many of our students and teachers contributing in world-wide recognised research and exemplars.

Our association with GCSN (Greater Christchurch Schools Network) is invaluable. This established Professional Development Network has facilitated increased learning opportunities for both staff and students. GCSN staff with their experience, knowledge and networks have expedited many a solution as we strive to overcome any barriers our internet connection could limit us to when planning new learning experiences for our students.

As a member of this community teachers attend workshops and our school has been the venue for some of these. Shortly we are hosting Kevin Honeycutt an inspirational speaker, who is an advocate for using technology in innovative ways to enhance student learning. This keynote will focus on Learn 2 Love 2 Learn – Connecting with Learners.

Future Development:

IT-based learning hubs that use best practices in e-learning for schools, supported by e-learning experts from the UC college of education.

Digital technology learning opportunities for students to become confident and competent users of technology as they live and work in a digital world.

Digital technology learning opportunities, preparing students to be creators of new technologies. NZ is a leader in the western world

in its introduction of this approach to NCEA in the new digital technologies standards, which are intended to be drivers for NZ to meet the huge demand for software developers and digital innovators. Now that the new achievement standards have been established (introduced from 2011 to 2013), it is becoming clear that having preparation prior to year 11 would be highly effective, and Years 7 and 8 (and 9 and 10) are particularly valuable. Having a hub of excellence in digital technologies would provide opportunities for students from the eastern parts of Christchurch who have the creativity and ability to pursue such a career. Chisnallwood has a long record of working with the internationally recognised Computer Science Education research group at the University of Canterbury in this area, and such work will be formalised and aligned with NCEA so that students would get a solid grounding rather than encountering the topics for the first time in year 11. Experience has shown that year 11 is too late for the first exposure to this material, and Year 7 students are able to do well in this area. This would become a world-leading model for teaching digital technology innovation.

Development of a Green Screen Film and Video Studio. Another powerful tool is Chroma Key Green Screen. We have a mobile situation but look forward to a separate studio increasing student access. A step closer to live stream television production.

Chisnallwood Intermediate has a history in film making. Pupils became global stars after the short film 'Truth and Dare' won first prize at an international film competition in 2009. The film beat entries from schools around the world to win the Santa Fe film festival's 'Kidsfirst Jury Awards'.

Around 200 pupils were involved in every aspect from acting and camera work, to editing and catering, as well as the writing and making of the original music score. The seven minute film focused on the problem of bullying.



Appendix 4 Te Whare o Ruia Te Kakano and links to Ngai Tahu

The Whare is central to Te Reo and Tikanga programmes of Chisnallwood and it is used widely as a place of learning and inspiration by groups including The University of Canterbury, Boards of Trustees, varying Secondary and Primary schools for staff meetings and professional development, and for the Ngai Tahu Tonga Puoro three day Wananga.

This is a special place. A place to meet. A place to engage. A place to reflect.

Established in 1989 in the form of an old 1930'3 prefab a twenty year period of development under the guidance of acknowledged artist, story teller and teacher, Mr Gavin Britt, Te Whare o Ruia Te Kakano and its carvings within are the school's Te Whare Wananga for cultural understanding and learning. They define our commitment to Te Tiriti o Waitangi.

"The 'Pou Whenua' and the 'Whare' Te Ruia o Kakano acknowledge and represent the relationship between the Tangata Whenua, Ngai Tahu, their ancestors and their environment or Turangawaewae (place of standing). By their presence, we, the school community, are connected to the people and the land.

Ruia te Kakano, the Whare "Kapai te whakato o nga pura pura. Kapai te puawaitanga". Prepare the seed bed well and the crop will prepare itself. The heart of the school is our 'Whare', a special place of learning. The 'Taonga,' carvings within, were created by the students and each 'Taonga' have shaped our thinking and our expression of it. They are a celebration of accord, a visual story telling of how we are united by ancient voices of the land, Te Waipounamu, an expression of harmony and pride. When we know the stories we gain a greater knowledge and a deeper understanding of the people and the environment and ultimately our place within it.

The 'Taonga' speak to us. When we listen, we are motivated to care and preserve our living world. They guide us in how we communicate with one another. They are the posts that mark the trail, they dictate the tikanga."

The carving on the front of this document and displayed in the school foyer, features on the front cover of Mr Barry Brailsford's book 'Song of the Old Tides' was showcased at the Peninsular Arts Exhibition in Plymouth, England in May 2006.

A group of Chisnallwood students accompanied this work to that exhibition and through music, drama and dance featured in the opening ceremony.

The sister to this work is located in the foyer of the Ministry of Education, Wellington, a gift from the children of Chisnallwood to celebrate 60 years of UNESCO.

Future Focus:

- The ongoing development of Te Whare as a Whare Wanaga
- Updating of associated resources including the DVD Haumie E, Taieke E filmed in various locations in 2009, professionally republishing the book "The Flax Family" which support5s the DVD
- Further promoting and offering this house of learning as a resource for schools and groups in the wider Eastern area and beyond

Appendix 5 Technology

Technology at Chisnallwoood

What does technology mean to us?

In line with the New Zealand Curriculum (Ministry of Education 2007), Technology at Chisnallwood means intervention by design, i.e. exploring the use of practical and intellectual resources to develop technological outcomes suitable to the needs of preadolescent learners.

These technological outcomes are based on the following understanding:

- That human possibilities can be expanded by addressing needs and realising opportunities
- That innovation alongside adaptation is at the heart of technological practices
- That quality technological outcome is the result of thinking and practices that are informed, critical and creative
- That learners are enabled to develop a broad technological knowledge and practical skills
- That through technology, learners are given the opportunities to follow processes and develop a wide range of contemporary skills
- That technology teaches children to be innovative, creative, show initiative, work cooperatively and problem solve within a structured framework

Organisation

Technology at Chisnallwood provides hands on opportunities for students to work with varieties of materials and where learners are required and guided to plan, develop and execute a range of outcomes.

The technological areas offered are: Foods, Hard and Soft materials, Electronics and Visual Art. Each area comprises three strands: Nature of Technology, Technological Practice and Technological Knowledge. The programmes of work developed by individual specialist teachers may integrate all three strands or in some learning programmes it may be appropriate to focus the attention on a single strand.

Highlights and successes

Electronics: As a learning area, electronics has grown rapidly over the past four years and is now leading the way in Canterbury for students of this age group with its nationally recognised programmes.

Robotics as part of our electronics programme has achieved awards regionally and nationally.

The electronics programme at Chisnallwood, benefits and values the collaboration established with the University of Canterbury and Future Tech.

Workshop technology uses modern materials which require the use of modern machinery. This programme encourages learners to develop and acquire a wide range of contemporary skills and processes.

Textiles programmes encourage students to become confident machinists and to develop life skills. Students are encouraged to be innovative and creative in design and construction. The projects designs allow for individuality and students are exposed to the use of modern equipment and techniques. Many students continue this subject at high school and through to tertiary education.

Food technology teaches students basic cooking skills, bio technology, food safety, hygiene, basic nutrition and healthy eating. Students are encouraged to experiment, explore and develop food ideas that demonstrate healthy eating in a society fast becoming a convenience food culture.

The added strength of technology at Chisnallwood are the teachers who have strong technical expertise and a solid understanding of the design principles and theory that underpins their respective disciplines. Students are inspired to think creatively, laterally and accurately to find solutions to real life issues, as lifelong learners.

Future directions

Technology programmes at Chisnallwood has the potential to be expanded to cater for the needs of the wider community, local industry and surrounding schools.

Chisnallwood has the potential to be developed into a Technology centre, catering for the learning needs of learners from the wider Eastern Learning Network. Other students would access and benefit from a successful programme that Chisnallwood students have enjoyed for many years.

The subject options offered could be expanded to incorporate digital technology, stand-alone bio technology, and graphics and design, thus offering a whole new range of options and dimensions for students' learning.

Collaborations with secondary schools can be strengthened by initiating dialogue with colleagues to ensure students are entering high school with the necessary skills and knowledge required for working towards NCEA.

Links with our diverse cultural community and companies can be expanded to provide additional resources to support and enhance current practices e.g. Future Tech and ethnic group cooking classes.

Modern trends in technological areas will be reflected in our programmes, e.g. computer aided drawing (CAD), plotters and cutters, robotics & programming exposure to current food trends, wearable art and design. Technology will ensure students are kept up to date with current trends, future proofing them for possible careers and leisure pursuits.

Technology adds to the strength of Chisnallwood Intermediate and a point of difference we are proud of.

Appendix 6 Camp Taylor

Education Outside the Classroom, Camp Taylor, Takamatua

Chisnallwood's Camp Taylor is located on leasehold land on the site of the old German Bay School now known as Takamatua.

The site comprises the original school dwelling which has been considerably modified but still within its historic character, chalet accommodation for 32 students, adult accommodation for 8 and a full complement of kitchen and ablution facilities.

Storage garages house an array of yachts, sea kayaks and a motorised rescue craft and the surrounding land is developed to provide an experience of adventure with security.

The school has installed water storage systems (used by locals at times of emergency), appropriate underground sewerage systems and fully maintains the site all at its own cost using self generated funding.

The school has had access to this site since the mid 1970's and has since then worked to restore it back to being a central and historic piece of the Banks Peninsula history.

It is used by Chisnallwood students for approximately 25 school weeks per year and is also available for community and approved groups to use by arrangement with Chisnallwood Intermediate and in accordance with the lease agreement.

As well as normal outdoor and aquatic activities the camp is used for gifted and talented programmes, leadership activities, art and language based camps, Tikanga Maori and Cultural awareness programmes and a range of other activities.

Approximately 500 Chisnallwood students experience the Camp each year, adding to the thousands who acknowledge it as an important part of the development.

The site is an excellent example of community and school cooperation whereby the local community have access as they need it and in the meantime it is being used as an educational facility to an extent far greater than ever included in its original intention 100 years ago.

Future Focus

- Extended use by Takamatua social groups
- Extended use by approved community and police groups
- Extended use by Secondary schools in the Chisnallwood circle of learning





Appendix 7 Academic Achievement

Statement of academic achievement

Curriculum – underlying principle

Our school vision reads- "Challenge the margins of time and explore what is beyond". It represents our aspirations for our students and community and everything that our school is about. It encourages us to remove barriers, to look for reasons why we can rather than why we cannot, to dream our dreams and to live our lives in the fullest and most meaningful way. Our vision is central to the Chisnallwood philosophy and to our Curriculum.

We all want our learners to have high expectations of themselves as learners; we want learners who feel confident about their capacity to learn, to set high goals for their learning and construct enjoyable, challenging learning pathways to their future (Absolum, 2006).

The following notes do not intend to quantify all that is present in the Chisnallwood curriculum and its delivery. Instead they will simply illustrate that the construction and delivery of the Chisnallwood curriculum is appropriate and successful.

Evidence from ERO report 2012:

The school's curriculum provides students with a broad, balanced and varied range of learning experiences that help to promote students' interests and engagement.

Features of the curriculum include:

- an appropriate focus on literacy and mathematics
- the wide range of opportunities for students to achieve academic, cultural and sporting success, within and beyond the school

 the variety of programmes taught by specialist teachers and tutors

Reviewers confirmed the judgments made by the principal and curriculum leader about the overall quality of teaching. Teachers use a very good range of teaching approaches to foster students' learning. These include:

- the fostering of respectful, affirming relationships between students and teachers and the creating of a positive and supporting learning environment
- focused and well-paced lessons and questioning that extends students' thinking
- regular feedback to students about their learning and guidance in goal setting
- creating good opportunities for cooperative learning
- adapting class programmes in response to the range of students' learning needs
- providing additional learning support for both high and low achievers
- students' learning is well supported by good levels of resourcing for information and communication technologies (ICT)

Successes in teaching and learning programmes

Chisnallwood Intermediate has quality learning opportunities and programmes in the following:

Literacy and Numeracy

Literacy and Numeracy have been the focus of our school annual plan for the last 2 years. Within that period, extensive in school and out of school professional development was available



to all teachers. A model of peer support, strong leadership and collaboration that existed within the school has seen the improvements in student outcomes in the last 2 years.

"School leaders work in ways that foster a culture of collaboration and on-going improvement.

Appropriate management structures are in place to support the day to day operations of the school.

Improvements are being fostered through professional development and reflective practices. Teachers indicated they feel well supported in their work with students". (ERO report 2012).

% at and above

National Standards	2011	2012
Reading	82%	88%
Writing	74%	79%
Maths	76%	79%

Effective pedagogy

In line with the New Zealand Curriculum and the Chisnallwood curriculum, the curriculum coordinator and curriculum leaders have been fostering teaching approaches that have a positive impact on student learning through professional learning and mentoring over the last five years.

Teachers are very aware of:

- creating a supportive learning environment for their learners
- the fostering of respectful, affirming relationships between students and teachers and the creating of a positive and supporting learning environment (ERO report 2012)
- encouraging reflective thought and action
- enhancing the relevance of new learning

- facilitating shared learning-regular feedback to students about their learning and guidance in goal setting
- creating good opportunities for cooperative learning (ERO report 2012)
- making connections to prior learning and experience
- providing sufficient opportunities to learn
- the wide range of opportunities for students to achieve academic, cultural and sporting success, within and beyond the school
- the variety of programmes taught by specialist teachers and tutors. (ERO report 2012)
- teaching as inquiry at Chisnallwood continues to promote valued student outcome

Data informs teaching and learning (ERO report 2012)

Students are well motivated to learn and achieve across a range of curriculum areas. The school's analysed achievement information shows that overall, students achieve well, and some very well.

A strong feature of achievement across the school is the high level of success of individuals, groups and teams in cultural and sporting events and competitions. Many students are benefiting from the opportunities they have to develop their leadership skills. All of these successes are well acknowledged and celebrated.

Teachers continue to improve the consistency with which they gather achievement information.

They use data to:

 Group students within class programmes and provide additional specialist teaching for learning support, gifted and talented and particular learning interests



- identify students' learning needs
- set achievement targets, including accelerated learning for students achieving below National Standards
- monitor the progress of students, report progress and achievement to students, their parents and the board

School leadership

At Chisnallwood, school leaders are effective pedagogical leaders. They create conditions that ensure quality teaching in every classroom. "Teachers in high performing schools report that their leaders are initiators of and active participants in professional learning and a valuable source of advice on pedagogical problems" (Robinson et al, 2009).

The principal provides strong leadership and support for staff, students and the board. He works well with staff to set high expectations, encourage innovation and maintain a strong focus on students' achievements and well-being. (ERO REPORT 2012).

Gifted and talented

Definition

Chisnallwood's definition of gifted and talented is:

Gifted children are those who have the potential to learn and/or perform at an exceptionally high level compared to their peers, in any area of human endeavour, including intellectual, academic, creative, leadership, physical, visual and performance fields, that is valued within a particular culture or society. Talented children are those who actually do the above rather than have the potential!

The Gifted and Talented Unit

These students have been placed in two extension classes in year 7 and two extension classes in year 8. In 2012 we also had a cluster group of gifted students in a mainstream classroom.

The classroom programmes for these students are differentiated and targeted at above national standards. Planning has been undertaken as level 4 in year 7 and level 5 in year 8. All programmes have been planned within the current year's curriculum requirements.

The Programme

The programme has been set by individual curriculum areas who have provided planning for the following compulsory activities:

- A list of characteristics specific to gifted students in their area. Each area has defined their chosen methods of identifying gifted students
- 2. A register of these students has been compiled in the core subject areas maths and English and also in science. Social Science is a difficult area to identify the gifted and this currently being done on a general knowledge basis
- 5. Provision for GT students takes the form of differentiated work within each area. A plan is developed that will provide for in-class and enrichment programmes. At this time we have had a leadership camp and EOTC camps and a robotic's workshop. Also undertaken have been three writing workshops. Various sporting workshops have also being held
- 4. Participation in specialist competitions, internal and out of school

E - learning pedagogy

In line with the New Zealand Curriculum, at Chisnallwood for 2013, e-learning involving technology integration and blended learning will be our major focus in our annual plan.

Our ultimate aim is for seamless technology integration where students are not only using technology daily, but have access to a variety of tools that match the task at hand and provide them the opportunity to build a deeper understanding of content. Teachers will use a blend of face to face teaching and online virtual sessions.

Strong focus on the ministry identified priority learners

Maori and Pasifika Learners

Chisnallwood continues to prioritise raising the achievement of our Maori and Pasifika students. Strategies and programmes are in place to ensure success for both groups and students achievements show improvement.

The Pasifika Education Plan and Ka Hikitia have provided the framework for our programmes and pedagogy. We have also been involved with a SAF practitioner and now have in place a robust framework to address the needs of our identified priority learners.

The school leadership team and board consults with our Maori whanau and Pasifika family annually and a hui is held twice per year. The school has a strong Kapa Haka group and a Pasifika Cultural Group to which all ethnic groups are invited to join.

Learners with Learning Needs

Quality teaching focused on raising student achievement (including social outcome). (Alton-Lee 2003).

At Chisnallwood, we have over a number of years developed a robust framework of support including teacher expertise and knowledge, programmes, resources, systems, processes and links with outside support agencies.

Pedagogical practices enable classes and other learning groupings to work as caring, inclusive, and cohesive learning communities. (Alton-Lee 2003).

Our school culture promotes inclusivity which is embedded into and supported through pedagogical practices, organisational structures, school systems and infrastructures.

Effective links are created between school and other cultural contexts in which students are socialised, to facilitate learning.
(Alton- Lee 2003)

At Chisnallwood, important emphasis and attention is made during the transition period of a new learner enrolled at our school, i.e. before and during the first few weeks of starting.

English for speakers of other languages

We have particular expertise and experience in our ESOL department with the head of department having qualification and training in this field. One to one support and small group support is provided out of class with a support teacher. Classroom teachers can excess support with resources through the department.

Ero reports- evidence of shift in pedagogical knowledge promotes high quality teaching and improved student achievement

2005:

The teaching of reading and mathematics has improved. During 2004, student achievement in reading improved for all groups of students. Students made similar gains in some aspects of numeracy.



Teachers use good to high quality teaching practices to engage students in learning. They emphasise the teaching of key skills and understandings, provide focused group teaching and use questions that extend students' thinking and learning. Many teachers make sure students are aware of the purpose of activities and receive useful feedback about their achievements. These practices were most consistently evident in reading programmes.

2008:

The most positive features of the school evident during the review were:

- the range of learning opportunities and the resources provided for students;
- the support and guidance students receive and the provisions for international students;
- the overall quality of the teaching programmes across the school and the impact professional development is having on teaching practices;
- the efforts teachers are making to motivate all students, including Māori students, to prepare them for their future learning and to raise student achievement; and
- the quality of professional leadership and teachers' commitment to improving teaching and learning.

2012:

Sustainable performance

The school is well placed to sustain and improve its performance.

The board and principal work in partnership to develop and achieve common goals. The strategic plan has been revised and provides useful future direction for the school. Trustees strongly support curriculum initiatives and provide resources to support them.

The principal provides strong leadership and support for staff, students and the board. He works well with staff to set high expectations, encourage innovation and maintain a strong focus on students' achievements and well-being.

School leaders work in ways that foster a culture of collaboration and on-going improvement.

Appropriate management structures are in place to support the day to day operations of the school. Improvements are being fostered through professional development and reflective practices. Teachers indicated they feel well supported in their work with students.

Appendix 8 Endorsements

College of Arts

School of Music Tel: +64 3 364 2183, Fax: +64 3 364 2728 www.music@canterbury.ac.nz

17 Feb 2012



Music at Chisnallwood Intermediate School

It has been my pleasure to be involved in the music at Chisnallwood Intermediate over the past five years. The University of Canterbury has a long history of teaching and research in music education and is recognised by other universities for this role. Te Puna Puoru National Centre for Research in Music Education and Sound Arts (MERC) is based at the university and amongst other works, it produces the Australasian *e-journal of studies in music education*.

My knowledge of music at Chisnallwood is therefore based on experiences of studying and experiencing its programme through various student studies at the under-graduate and post-graduate levels.

Without doubt, this is one of the best-quality and most enriching school music departments in New Zealand. There are excellent facilities and a programme of activities that would be the envy of many high schools. It has been very important to the university in that it shows what intermediate schools and their students can achieve at that particular age level. That over half the children in the school are involved voluntarily in one type of music activity or another, is testament to the demand for, and value of, music – providing the tuition is of a high calibre.

All this could be said about Chisnallwood, wherever in New Zealand or Christchurch, it was based but the remarkable fact is that the school is situated in a lower than average decile zone and one which was very badly affected by the earthquakes. It was remarkable how quickly the school and its music programme got back on its feet and provided that essential degree of 'normality' through those difficult times.

It is comparatively easy to build a school. It is much harder to develop the human resources and associated facilities into a meaningful programme of the calibre of Chisnallwood. The responses of the children and their parents to any prospect of closure will surely reflect this.

Very sincerely

Dr Roger Buckton

Associate-Professor, School of Music

Ch Broke

Manager: Te Puna Puoru National Centre for Research in Music Education and Sound Arts (MERC)

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University of Canterbury Private Bag 4800, Christchurch 8140, New Zealand. www.canterbury.ac.nz

Letter of endorsement for Chisnallwood intermediate School

22 February 2013

To the ministry of education,

It has been my pleasure to be associated with Chisnallwood Intermediate school for the past two years. I came to Chisnallwood as part of my interest and research into vocal music education and have been taking their choir once a week. I cannot express, in terms that do it justice, the esteem in which I hold the music programme, the staff, and the leadership of the school.

As a professional performer, researcher, and teacher I have been associated with music education programmes and schools in four countries for more than 30 years. Chisnallwood is a clear example of excellence in education on an international as well as a national level. So often, education programmes and ministries proclaim their support for excellence in education but rarely do we see this put into concrete action, as we do at Chisnallwood.

The Chisnallwood vision passes from the leadership of the administration straight though the teaching staff, to the students. They all take a personal ownership in the excellence of their school. The music programme, in particular, is unique, innovative, and has an enormous impact on the lives of the students.

I understand that a merger is under consideration for Chisnallwood. I think this would be a tragic mistake. If this merger were to happen it would destroy the fabric of the school and it's programmes. The very nature of the school, being limited to the two years, means that each and every child has a stake in their school. It is not overrun with other factors that an integrated school would bring and allows the staff to focus on the development stage this age-group presents in a focused environment. It strikes me as odd, that the Ministry would want to destroy the very thing they proclaim to support: excellence in education.

I would like to hereby give my heart-felt and enthusiastic endorsement for the retention of the current Chisnallwood Intermediate school as an example for the country of excellence in education.

Sincerely,

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18 February 2013

To whom it may concern -re Chisnallwood Intermediate School Music Programme

I am writing in support of Chisnallwood Intermediate and its wish to remain a stand-alone intermediate school. In particular I would like to express my utmost support for the music programme currently operating at the school.

The music programme at Chisnallwood is the envy of every other intermediate and many secondary schools across New Zealand, not just for the number of children engaged in the many music groups but also the quality of these groups. The school jazz band and combos have won gold awards consistently over the last few years at both local and national jazz festivals, competing against secondary schools. Rock bands from the school have also received multiple awards at competitive events. The school also boasts a marimba ensemble, a recorder ensemble, choirs, a ukulele band, and Irish band, chamber music groups and an orchestra, which is an astonishing achievement for a school in a low socio-economic area of Christchurch. Opportunities for lessons in a wide range of instruments are also available for the students at the school. Chisnallwood music groups are frequently asked to play at events around the city and they have an outstanding reputation for their musical precision, their excellent manners and their discipline.

As Musical Director at the Christchurch School of Music and co-president of Music Education Canterbury, I have had the privilege of being involved in many of the events where Chisnallwood music groups have played and it is always obvious that these children gain an enormous amount of pleasure and pride from their music making.

The outstanding success of the Chisnallwood music programme is due to two important factors: 1) the support of the principal and BOT of music in the school and the decision to employ a full time specialist music teacher to oversee and direct the music programme and 2) the ability and dedication of the specialist music teacher, Judith Bell. Judith is an outstanding teacher who has worked tirelessly over the last 16 years to build the Chisnallwood music programme into one that is recognized both nationally and internationally. She has built a culture where music is highly valued by the students, the staff and the parents at the school.

Immediately following the quakes of 2010 and 2011, it was clear that the music programme played a very important role in providing comfort and security to the children whose lives had been devastated. Many parents made the point that it was the music that the children missed most of all when the school was closed and which provided them with a distraction and a purpose when they were able to return.

It would be a tragedy if this programme were not able to continue in the Performing Arts Centre built especially for these students and I implore the Ministry of Education to allow Chisnallwood to remain as a stand alone Intermediate so this music programme can continue to benefit and support Christchurch children for many years to come.

Kind regards

Celia Stewart

Musical Director, Christchurch School of Music

Co-president, Music Education Canterbury.

Department of Creative Industries

Telephone: +64-3-940 8430 Email: tom.rainey@cpit.ac.nz



24 February 2013

Re Proposed closure of Chisnallwood Intermediate.

I would like to add my voice in support of retaining Chisnallwood Intermediate in its present form in the current restructuring of Christchurch Schools.

As past programme leader of CPIT Jazz School's Bachelor of Musical Arts, and current head of Performing Arts, I have had a close association with Chisnallwood's music department, under the inspirational leadership of Judith Bell, since its inception.

The music programme at Chisnallwood is unique in New Zealand, and possibly the world. The excellence in music that has been attained at the school over more than a decade is not only a testament to the efforts and vision of the staff and leadership at the school, but also indelible evidence of the value and merits of the intermediate school system.

In the face of the apparent challenges of developing students into effective musical performers despite their short tenure, Chisnallwood has raised the bar in what can be achieved by primary-level music groups. Students coming into this special environment gather skills and confidence at a breath-taking speed, nurtured by an environment that is both enabling and nurturing.

There is no doubt that the incredible successes of the school have earned it a reputation that stretches well beyond its local community, or Christchurch. Often performing and competing at a national level, the school has been placed and ranked alongside secondary schools on numerous occasions. In addition, the school's various musical groups undertake extensive community-based performance.

The hard-earned, special nature of Chisnallwood is precious within its own community, and to the wider city, and should be protected. This reputation has seen the school become a beacon for ten to thirteen year old children throughout Christchurch, opening its doors to students from other areas who themselves are unable to access the specialist music groups and level of achievement available at Chisnallwood.

CPIT is honoured to have been part of the Chisnallwood story.

Since the inception of CPIT's JazzQuest jazz competition for schools in 2008, Chisnallwood has competed with distinction, carrying off awards despite the competition being for secondary schools. Our various judges, some from overseas, have marvelled at the discipline and dedication of the Chisnallwood bands, and what they achieve in performance. Often surpassing secondary schools in ensemble playing, as well as individual improvisation and performance levels, prizes including best combo, best guitarist, best improvisation and best original song have been awarded to Chisnallwood musicians.

Many CPIT graduates have worked as music tutors at Chisnallwood, passing on skills in jazz and contemporary performance. And many graduates of Chisnallwood are now fulfilling their tertiary music ambitions with distinction at CPIT as well as other tertiary providers, including the NZ School of Music and the University of Canterbury.

For the music community of Christchurch, at whatever level, Chisnallwood music has become an inspiration - an example of what can be achieved in a short time with children who are given the very best environment in which to shine. That musical community and the community surrounding Chisnallwood need and deserve to have this jewel retained.

It is my sincere hope that very special qualities of Chisnallwood will be recognised, and it can be allowed to continue its valuable work in providing a training ground for the shining musical stars of the future.

Yours sincerely

Tom Rainey

Head of Department - Creative Industries Christchurch Polytechnic Institute of Technology PO Box 540 Christchurch 8140 New Zealand Ph 940 8430 Ph 021 262 4934



21 February, 2013

To whom it may concern:

The letter is being written on behalf of the Chisnallwood Intermediate Music Programme. I moved to New Zealand in 2010 to take a position as Lecturer in Jazz at the New Zealand School of Music, and first became aware of the work being done in the Chisnallwood Jazz Programme as the founder and producer of the NZSM Jazz Festival. This festival has become an annual event providing what we hope are exceptional educational experiences for New Zealand public schools and their music students. At both of the New Zealand School of Music Jazz Festivals, the quality of the ensembles from Chisnallwood have caused the international guest judges to create special awards that didn't exist in order to recognize the outstanding nature of the music being created by Chisnallwood students and director, Judith Bell. The quality of the music coming of the jazz programme and the calibre of the students at Chisnallwood is unique in New Zealand.

The benefits of an early arts education in New Zealand are well understood and public support for the arts in general rarely requires an argument. Music education specifically however, is in need of significant changes in the near future if we are to have our students maximize the benefits of a general music education and especially if students electing to pursue music and the arts at the university level. At this point we are looking to the uniqueness of the Chisnallwood music programme, currently without peer in its quality and effectiveness, to provide national leadership in changing the perspective among music educators and students about what is possible for students at the intermediate level.

Through the university system and the New Zealand Jazz Foundation, we are endeavouring to provide supplemental activities like the National Jazz Workshops and the New Zealand Youth Jazz Orchestra that will help the nation's music students to succeed but the vast majority of the task has to be done in the daily work of public school teaching and the work of Judith Bell at Chisnallwood is essential to this equation. Unfortunately, the expertise that she possesses and the amount of time and energy that she dedicated to the students of Chisnallwood is the exception rather than the rule.

As jazz festival hosts, we have marveled at the success of her ensembles and individual students and have been looking for other schools to use the model of her success to build similar programmes elsewhere. I am hoping that the significance of what she has created will be recognized, and her work allowed to continue.

Dr. David Lisik Lecturer in Jazz

New Zealand School of Music Victoria University of Wellington

TO WHOM IT MAY CONCERN

I am writing in support of the outstanding Chisnallwood Intermediate School Music Programme which has gained national and international recognition. This music programme acts as a magnet, attracting students from other parts of Christchurch. It offers a diverse range of music experiences that prepare students for specialized high school music programmes and further tertiary music study.

Judith Bell and her staff work hard to maintain a first class music programme. Sixteen top itinerant music teachers offer students the best possible music tuition and past students have gone on to make a career in music. Students have experience in top bands, orchestras, choirs, recording and computer music technology. Every student in the school has the opportunity to participate in some aspect of music making. This has a huge impact on students' self-esteem, cultural pride, respect for and ability to work cooperatively with others. I am always impressed with the enormous pride students have when performing together and for others. The school offers valuable outreach programmes for the whole community, visiting teachers, other schools and pre-school music programmes. This has a flow-on effect of inspiring other schools and other students to listen to and work together to create music.

Judith Bell has been invited to present aspects of the music programme nationally and internationally. Last year she was invited to present at the International Music Education conference in Greece. During the recent earthquake the school and music department staff played a vital role in holding a whole community together through the ongoing music making and sense of hope that music offers.

A student from Chisnallwood Intermediate School told me that it was hearing students perform the "most exciting music" that inspired her to come to the school and to try to be the best musician and student she could be.

Chisnallwood Intermediate School provides students with an outstanding learning environment. The music programme underpins the whole school philosophy of excellence in education and must be maintained.

Julie Wylle Mus. B Hons (1st class), B.A. A.T.C.L. Dip. Tchg, A.I.R.M.T.N.Z

Senior Paediatric Music Specialist Champion Centre. Founder NZ Musical Parenting Association Inc.

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23 Feb 2013

Richard Paton, Principal, Chisnallwood intermediate School

Dear Richard,

I am pleased to have the opportunity to write to you in support of the value of the role that Chisnallwood Intermediate plays in its community.

Chisnallwood has had a key role in computer science education research run from my research group at the University of Canterbury, and so I have gained a strong appreciation for the ICT aspects of Chisnallwood's offerings. The research we have been doing with Chisnallwood has resulted in a programme that has been acclaimed around the world, and it has convinced me of the value of working with the intermediate age group as a separate cohort. I have been particularly impressed with the culture at Chisnallwood that has meant we have had achievements with your students that my colleagues around the world found very surprising, and thus has broken new ground.

My initial contact with the school was when our son enrolled there in 1998, but I have appreciated the long association that has continued since then as the school has played a key role in the development and research for the *Computer Science Unplugged* project, which has grown to become a well-known approach to teaching computer science internationally. In January this year the work received a medal for being a "fundamental contribution to Computer Science education" from *Eidgenössische Technische Hochschule Zürich* (ETH, in Switzerland), which is widely regarded as the second highest ranked technical university in Europe after Cambridge. (I should note that "Unplugged" is also held in high regard at Cambridge, and I have been invited there to speak about it as well.)

Having worked with many classes from Chisnallwood (as well as classes from other primary and secondary schools) I am convinced that this is a very fertile age to engage with these students on topics in Computer Science that many would consider too advanced for such students. The attitude of Chisnallwood teachers has been impressive, with them being eager to learn alongside the students and give them every opportunity.

The Computer Science Unplugged project has been widely used overseas and has been translated into 18 languages. Most of the videos showing the work were filmed at Chisnallwood; some of these have been presented at the top international Computer Science education conference (SIGCSE, in the USA), and one of the Chisnallwood videos went viral and has been viewed over 70,000 times online. Chisnallwood has had an influencial role in showing the world that this approach works, and the success is due to the culture of the school, and the value of working with this age group. As usual with a lot of Ideas developed in NZ, this approach has been widely adopted overseas, but is only just starting to be used in our own country.

In 2012 we started a club on the University of Canterbury campus for year 7 to 10 students who wanted to study computer science in more detail, and as usual Chisnallwood was very involved University of Canterbury Private Bag 4800, Christchurch 8140, New Zealand. www.canterbury.ac.nz



right from the start, with a teacher and parents driving students 30 minutes across town to the university once a week for meetings, and staying to participate in the sessions. The club was oversubscribed, and once again showed the value of providing opportunities for this particular age group — a club that we ran a few years ago with a wider age range was unsuccessful because the older students felt uncomfortable having younger students doing well, and the younger ones were intimidated by the older ones. In ICT (and I expect in other subjects) a year 8 student with a good environment can do as well in many aspects as a year 12 student, but when mixed together they will have lower expectations, and the year 12 students will need considerable maturity to not reinforce those lower expectations.

In the future we are keen to start a club on the east side of town to save these students having to travel so far (especially given the road conditions), and Chisnallwood is the obvious hub for this because we know that the school understands the value of this sort of opportunity and provides such a good environment for the age group.

On a personal note, two of our sons have been students at Chisnallwood, and we are grateful the deep value the school had for them at a very important stage of their lives. I hope that the school will be allowed to continue to play this role for students from this part of town.

Yours sincerely

Tim Bell Professor Deputy HOD

Director, CS Unplugged (csunplugged.org)

Member, Ako Aotearoa Academy Of Tertiary Teaching Excellence

University of Canterbury Private Bag 4800, Christchurch 8140, New Zealand. www.canterbury.ac.nz

Rodger Fox & Associates

P.O. Box 5535, Terrace End, Palmerston North, New Zealand. 4441

21 February 2013

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To whom it may concern

Re Chisnallwood Intermediate Music Programme

It has been my privilege to work regularly with Judith Bell and the jazz bands and combos from Chisnallwood Intermediate and I am always very impressed with the quality of these young musicians and the excellent training they have received. The Chisnallwood jazz bands and combos have performed in the last two years at the NZ School of Music Jazz Festival and have, in both years, competed successfully against secondary school bands, receiving multiple awards for both individuals and groups. It has been my pleasure to run workshops with these young players and their enthusiasm and obvious love of what they are doing is always obvious.

In my view, the music programme at Chisnallwood Intermediate is unique in the quantity and quality of music making opportunities provided for this age group. These opportunities will, without a doubt, set these young people up for a lifetime of pleasure from their music which will aid their academic, social and emotional development. Many of the young students who began their music education at Chisnallwood have gone on to be members of youth bands that I have worked with and these students are extremely grateful for the excellent start they got at Chisnallwood under Judith Bell. Judith has an outstanding ability to bring out the best in every student she works with and the success of the music programme is testament to her dedication and ability.

The music programme at this school is well known, respected and envied all across NZ and I believe it is essential that Chisnallwood Intermediate remains as a separate school to ensure the ongoing success of its outstanding music programme and the many children who will continue to benefit from it.

Yours singerely

Ør Rodger Fox

Lecturer, Jazz Ensembles and Coordinator Jazz Brass

The New Zealand School of Music

Student voice

My name is and I had the two best years of my schooling so far at Chisnallwood in 2011 and 2012. I remain so passionate about Chisnallwood that I had to write to you in support of them remaining open.

Chisnallwood was my school of choice.

At my time at Chisnallwood, I saw many, many students turning up each day to school with smiles on their faces, clearly sharing good friendships and looking forward to the day ahead. I saw students leaving at the end of the day with looks of enjoyment and pride. I had heard so many wonderful stories from ex-students who couldn't speak highly enough of everything about Chisnallwood. Some from as recently as the previous year and some from students from 15 years ago. Obviously Chissy had been a great school for a long time so I knew it would continue to be so during my time. The choice of subjects and facilities were quite impressive for any school. The leading music department, unbelievable IT programme, wonderful outdoor education programme at Takamatua and outstanding sporting opportunities — I thought 'what more could a student need?' Well, throw in incredible leadership experiences, opportunities to meet and hear from some successful kiwis, a second to none international cultural experience to Thailand and I wonder how I got as many chances as I did in only two years. I was never disappointed.

. I loved the chance to help my fellow students as a peer mediator, a role that taught me a lot about others and myself. And I absolutely loved the chance to have a lead role in the school production and to be given the responsibility of helping choreograph some of the dancing. It was a once in a lifetime experience being involved in the set-up of the new school radio station and being a DJ on that.

I had heard a lot about the great teachers and how teaching was more than a job to them. I can't begin to describe how unbelievable our friends in the staff room were. Each day I turned up enjoying the safe and welcoming atmosphere.

To say I was prepared for High School is an understatement. Chisnallwood gave me the confidence to turn up to a large new school knowing hardly anyone yet feeling comfortable from day one. Because of the close relationship Chisnallwood teachers share with their students, building new relationships with my teachers at high school was easy. Academically I learnt some things at Chisnallwood that my new high school class mates haven't done before. I know Chisnallwood prepared me for beyond middle school. Chisnallwood taught me the importance of being organised, independent and respectful and having a great work ethic. Being recognised at my new high school by receiving one of their leadership scholarships is evidence of the excellent job Chisnallwood has done in setting me up for life.

I cannot thank Chisnallwood enough for the contribution they have made to me and truly hope many, many other students get the same opportunity at this great school.

Quotes from Parents/Community

The following comments are drawn from unsolicited parental feedback:

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I am adamant that the school should remain open. I have been so impressed with the students and staff at Chisnallwood and the pride that they have in their school, their achievements and most importantly themselves. I put this down to the opportunities, the extensive curriculum, and the extramural subjects and support that the school offers to this very impressionable year 7 and 8 age group.

The only reason why our family is still living here in Parklands, is because we have impressive schools like Chisnallwood to send our children to.

Can I just say how shocked, dismayed appalled and downright angry I am with the recent news of the school's possible closure and amalgamation.

What agenda is running that in any way will improve learning opportunities beyond which Chissie already achieves!

I believe that if Chisnallwood closes as is proposed, the impact on the community will be huge in every respect.

We believe that Chisnallwood, is an excellent intermediate and should remain as it stands now. Its closure would be to the detriment of the eastern suburbs community.

Although our kids no longer attend we know what a gem the school is and what it has offered the community and our children and will continue to do so given the opportunity.

We are so proud of our siblings and grandchildren and owe Chisnallwood Intermediate so much for their guidance and molding of such important skills that they have all developed. Chissy is a fantastic school and before him) has had a wonderful two years and is very proud of his school.

I feel gratitude to Chisnallwood every school day. My daughters have had such an excellent education at Chisnallwood, we could not have wished for better. They have been excited and enthusiastic about going to school.

The common theme from all our children was that Chisnallwood was "the most positive and rewarding part of their education". We agree totally with this.

I send my children to this school for a reason and that is to get the best education, music and experience of what a well run school is like.

My children have achieved so much from Chisnallwood.

Beautifully planned with such extensive grounds and colourful well attended gardens, it has escaped severe damage from the quakes and aftershocks of the past two years and is the pride of Avondale.



As for the school itself, what an asset it is to this community.

That you received a standing ovation at the conclusion of your presentation of that vision speaks for itself in community support and, as it is effectively an educationally driven revitalization of the eastern suburbs, having schools in our Ward informed and, hopefully, in agreement can only be good — probably wonderful!

Just wanted to contact you ASAP to reassure you that I am one of many parents soooo...opposed to the closure of Chisnallwood and many of the other crazy decisions made by the MOE.

We have 4 kids who have wonderful times at Chissie and have grown up and had amazing opportunities there.

I believe that if Chisnallwood closes as is proposed, the impact on the community will be huge in every respect. The East have weathered the worst of the Earthquake and now the Ministry are inflicting an educational disaster on the school communities.

If it was not for the incredible music department at Chisnallwood would not have gained the experience or confidence that she has in music. She is in two groups at the Christchurch School of Music, six groups at high school and gained a place in the New Zealand Secondary Schools Symphony Orchestra this year. Her ambition is to head to the CSO and further. Because of the interest in Jazz that Mrs Bell has took up the Tenor Sax last year bringing her instrument total to ten.

As a family although our sons end their time at Chisnallwood this year we would hate to see the school go. It has provided us an excellent choice for school. Given all our children wonderful opportunities and experiences and an incredible kick start to their futures. People will not know what they will miss if Chisnallwood goes.

It seems ridiculous that your school, such a vibrant and well respected school is part of the school closures the government have earmarked.

Chisnallwood is an amazing school with tons of opportunities. My sons have thrived there and I would like my youngest son to have the same opportunity of attending this great school as his brothers have had.

All our family cherish their years at Chisnallwood which gave them such a broad education in all areas, sports, music, technology and prepared them in those important years to mature with peers in their own age group and to integrate effortlessly into the Secondary school system comfortably.

We are amazed and outraged at this announcement.

There is no way we would ever support the proposal put forward by the Ministry of Education of closing Chisnallwood Intermediate school and building a Year 1 to Year 13 school in Aranui.

As for the changes proposed for Chisnallwood and the other schools in the area I feel this is devastating for all of us who live in the east of Christchurch. The government wants to take all of our choices away. The communities in this area will support you to keep Chisnallwood as a standalone intermediate school.

Chisnallwood is an amazing place, giving our young students a quality intermediate education.

We cannot allow this to disappear.

I am strongly against the merger of Chisnallwood Intermediate School. I am a former pupil of the school and still live in the community my own son is due to attend the school in 2015 the year the school is proposed to merge and become a year 1-13 super school. My years at Chisnallwood were the best educational years of my life and shaped the man I have become today.

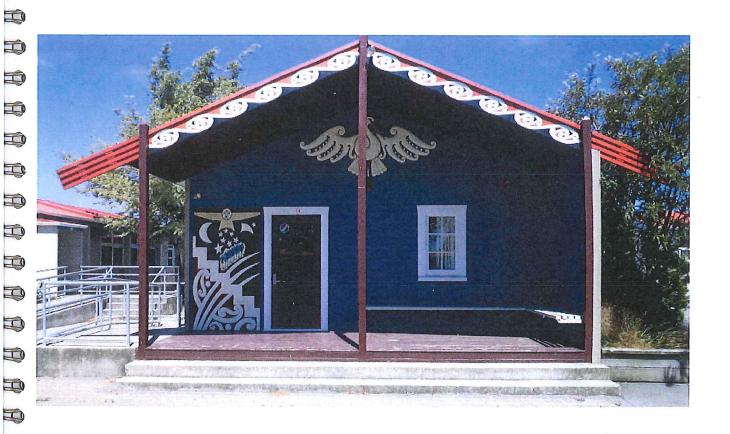
Subsequent events have left us all shocked. As a relatively new resident to New Zealand I find not only the current 'decisions' that have been made but the manner in which they were 'communicated' incredulous. This is the not the New Zealand I thought I was coming to live in.

As a parent of a past student and with two children about to start next year I was absolutely shell shocked to hear the Governments proposed closing of Chisnallwood, so I can only imagine how you are all feeling. This would have to have been one of the worst, least thought out proposals to come out of this government.

With the shopping centre completely demolished, it is Chisnallwood School with all its parent, teacher, children, neighbourhood residents involvement which is the central focal point of this Avondale community.

We wish to assure you of our ongoing thoughts, prayers and support for you all, following yesterday's announcements by the Minister of Education

Two of my children attended Chisnallwood between 1998 and 2002 and in all the years I have been involved with schools as a parent, Chisnallwood has continued to have an outstanding reputation with parents and children alike.



My daughter started at Chisnallwood this year (in room 1 with and loves it - the staff, the opportunities and the standards are amazing and I am sure the community support you will get to convince the government that they are indeed wrong will be there - and backing you and the staff team 100%.

It is with great shock to watch New Zealand's school system being taken apart.

Working in the High Tech export sector I see initiatives such as your radio station, your Electro-technology resources and your music department being second to none, even better than many secondary schools that I have visited. If I was at the meeting I don't know if I would be able stand-up and adequately find the words. But Iwould be screaming on the inside. I would urge the ministry not to rip the guts out this community, not to cut the heart of this school and not to undo all of the good work that has built Chisnallwood into to what it is today.

I want to add my voice of concern regarding the Government's plans for Chisnallwood School. In my opinion there is not a better school. I feel gratitude to Chisnallwood every school day.

Although our kids no longer attend we know what a gem the school is and what it has offered the community and our children and will continue to do so given the opportunity we must not lose Chisnallwood.

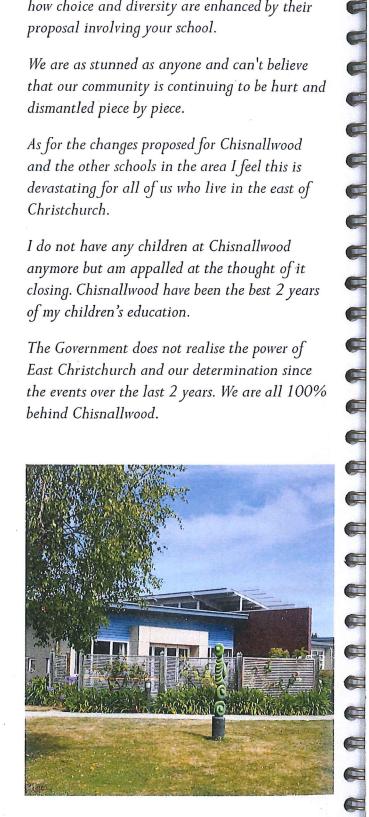
We believe that Chisnallwood, is an excellent intermediate and should remain as it stands now. Its closure would be to the detriment of the eastern suburbs community. The MoE talks about enhancing choice and diversity. I cannot see how choice and diversity are enhanced by their proposal involving your school.

We are as stunned as anyone and can't believe that our community is continuing to be hurt and dismantled piece by piece.

As for the changes proposed for Chisnallwood and the other schools in the area I feel this is devastating for all of us who live in the east of Christchurch.

I do not have any children at Chisnallwood anymore but am appalled at the thought of it closing. Chisnallwood have been the best 2 years of my children's education.

The Government does not realise the power of East Christchurch and our determination since the events over the last 2 years. We are all 100% behind Chisnallwood.



Go through this portal,
And remember as you walk
that our children follow.

Do as we do,
Learn from all we say,
and expect the best of us
day after day.

Are we ready to be the world
We want to see?







CHISNALLWOOD INTERMEDIATE SCHOOL

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Email: info@chisnallwood.school.nz

5 March 2013

Hon Hekia Parata MP Minister of Education Freepost Parliament Private Bag 18 888, Parliament Buildings Wellington 6160

Dear Ms Parata

Enclosed is the submission from the Chisnallwood Board of Trustees re the proposed closure of Chisnallwood Intermediate School.

It is the Board's hope that by having taken a solution focussed approach to the proposal, that the information provided will help you come to a decision that will best meet the needs of all learners in the wider eastern part of Christchurch.

The submission highlights that the information included from the consultation and the research analysis, raises serious questions regarding the appropriateness of the Government proposals. This information also provides suggestions for future direction that most certainly require more detailed and serious consideration.

We wish you and your advisors well as you move through this part of the decision making process.

Yours sincerely

Cushla Ellis

C.M. Ellio

Board Chair

Richard Paton

Principal