

rcvd 28-3-13



35 Amyes Road CHRISTCHURCH 8042 Phone: 349 7212 Fax: 349 2370 principal@branston.school.nz

28 March 2013

To: Hon Hekia Para
Minister of Education

Tēnā koe Minister Parata

The Board acknowledge receipt of your proposed document, received on the 18 February 2013, and now provide our response.

The Board wishes to make its response in two parts. Firstly, to respond to some of the Ministry's points raised in their rational for closure. The Board identifies some important points in response, to correct and to challenge the statements made by the Ministry. The second part of our response is to make a further recommendation that the Board believes will offer a better solution for the learners, their community and the Ministry.

The Board would like to highlight how difficult it has been to acknowledge the need for change but accepts appropriate change is necessary in today's world. The Board, in recognising the need for change, has at all times maintained a focus on shouldering its community elected responsibility for ensuring the educational opportunities of its students both present and future.

In brief:

The Board stands opposed to the interim decision of the Minister in her letter dated the 18 February 2013.

The Board makes a number of responses to the Ministry's report "Education Report: Consideration of Closure of Branston Intermediate School (3298)."

The Board makes a further proposal, as invited by the Minister on her visit of the 13 March 2013, that Branston Intermediate close, or merge with South Hornby Primary. That South Hornby Primary re-capitate to a full primary and the other primary schools in the Hornby area also be permitted to re-capitate.

The Boards response to the Education Report: Consideration of Closure of Branston Intermediate School (3298)

Time Frame

The Ministry had advised the Board, directly and via the Principal that there would be no action on closure, if at all, of the school until January 2015. The school, based on that promise, made undertakings to the school community of educational certainty until that date. The Board also feel that the rationale proposed by the Ministry ignores the downstream effect of such a rapid change, the little time it realistically leaves for transition planning and increases the risk to learners.

By advancing the time of closure to January 2014, there is insufficient time to prepare for the transition. The Ministry provides costing for students to move to Hornby High School at \$600,000 which would provide three relocatable classrooms. The Board is aware that Hornby High has no spare teaching spaces available, these being removed for use elsewhere after the 2011 earthquake. Three rooms would not provide enough space for the 180 students from Branston Intermediate. Hornby High School is also due to be rebuilt, as it has remained in relocatable buildings since its opening in 1974. (It is understood by the Board that this is due to be completed by 2016). If the proposal was to go ahead it would make more sense to keep the students at Branston Intermediate until the development was completed.

The Ministry has indicated in its report (pg 14, 55) that there would be risks involved in the large intake of students with the transitioning process. There is no plan proposed on how to manage this transition and little time is available now to plan for a successful transition of students to Hornby High School from Branston Intermediate. This combined with a shortage of spaces exacerbates any risk in this process.

Property

The Ministry advises that there would be a cost of approximately \$7.8 million to earthquake strengthen the school (pg 4, 7), this was a paper-based costing exercise, with no onsite inspections undertaken. The Ministry report also states (pg 10, 48) the "*Board of Trustees did not query the property information provided*". This is incorrect. The Board via its Principal requested, on three occasions during the proposal process, that property information be provided. The Principal also made a direct request to Coralanne Child for information and was sent a brochure on what a DEE report was. In the eyes of the Board, this was simply being disingenuous, and frustrated our ability to respond effectively. The Board via its Principal also raised the matter of the 2007 visit of an engineering team to undertake strengthening of the school. The engineers advised that no work was required as the buildings met all the technical requirements. Despite requesting the report, this information was not provided to the school.

The Board also notes that the Ministry sent their engineering team to begin the DEE survey on the 18 February 2013, the date of the interim decision release. The Board is unaware of any date being set to complete the DEE despite it signalling to the Ministry that it saw this as an important document to help it work through this process.

Consultation

The Board undertook an extensive programme of community consultation. The Board received a strong response from the Hornby community indicating that there was very little support for moving students to Hornby High School. The response was overwhelmingly in support of retaining Branston Intermediate.

The Ministry (pg 6, 20c) reports that Hornby High School consulted with its community and the response was supportive. Hornby High School draws from the same community as Branston Intermediate yet their document claims are at odds with the survey results obtained when Branston surveyed the community at the end of 2012. The Hornby High School survey results were not published on the Ministry website (www.shapingeducation.minedu.govt.nz) despite the letter of the 18 February 2013 stating that "I am releasing all of the information that I have received and used in coming to my interim decisions". (Parata, 18/3/13).

The Board has been made aware of certain claims, that members of the community have been consulted, (eg Hope Presbyterian Church) yet these members have no memory of this. The Board is also concerned about the extent of the Hornby High consultation undertaken, and the

number of participants involved. The Board believes this consultation data is of very low quality and misleading.

The Ministry make the assertion (pg7, 22) that the "strong community will continue to be available for learners." but the Branston Intermediate Board community survey has signalled this would not be at, or for Hornby High School for year 7 and 8 students.

Technology

The Board, through its community and student survey, identified the importance placed on technology as a component in the learning at Branston. The closure of Branston Intermediate would see the ending of this learning. The Ministry talk of the Hornby Learning Community Cluster providing the technology provision (pg7, 29) yet no concrete provision is in place and would be some years away, leaving Hornby area learners without the opportunity to participate in the technology part of the curriculum.

Area Growth

The Ministry does not respond fully to the point raised by the Board, that the greater Hornby area is now in a growth phase and will remain so for at least the next decade. The new arterial road, commercial and property developments make Branston Intermediate well placed for roll growth since the 2011 earthquake. The Ministry quotes 2008 to 2012 figures but does not appear to factor the future south east city developments into its rational. The Christchurch Press on its front page (Friday March 22, 2013) reports on the phenomenal growth of housing in Christchurch with 11,590 houses being created in the Wigram, Halswell and Sparks Road areas that would have an influence on Hornby area school enrolments, along with 1,194 in Prebbleton.

The Board remains unconvinced that the closure of Branston Intermediate is in the best interest of 'good educational outcomes' but if the Minister continues down this unpopular option we strongly support the need to delay the closure, to allow proper preparation for student transition (staff preparation, curriculum development, school culture) and the construction of suitable facilities for the year 7 and 8 students at Hornby High School, as well as the construction of facilities for the delivery of the technology component of the curriculum in the Hornby area.

The Board's Counter Proposal

To Merge, or have students attend the Recapitated South Hornby Primary

The Board acknowledging the need for change and having consulted the community as well as having a focus on the best learning outcomes for the students under its responsibility make the following proposal : (in order of priority)

That the Primary School (Gilberthorpe, Hornby, Sockburn, and South Hornby) recapitate.

That Hornby becomes the technology centre to service the Hornby Cluster and other surrounding schools.

That Branston Intermediate merge with South Hornby Primary.

The Board has communicated with the primary schools in the Hornby Learning Cluster and are aware that they have concerns about sending their learners to Hornby High School. These schools are in the process of, or are considering becoming full primary schools.

Sockburn Primary will be making application on the 1st of April

Gilberthorpe is considering an application

South Hornby have considered this option in the recent past

Hornby Primary has already made two unsuccessful applications in the past.

The Branston Board identifies this as an ideal outcome for both the Ministry and the community.

The following factors have been considered with regard to this counter proposal:

Property and Finance

The initial discussions with the affected schools indicate they have classroom capacity to become full primary schools, except South Hornby Primary, which may require another classroom to house students until the year 7 and 8 numbers normalise around the associated schools. This would reduce the cost to the Ministry considerably, relative to any of the other proposed changes. The increased roll sizes would also offer increased efficiencies of scale for these schools.

"It would be fiscally prudent, there would be no need for any temporary building in any school, so money could be spent on developing new 21st Century learning spaces based on the educational needs of the learners" (Branston "A fresh look at education for Hornby. 2013")

Pedagogy

Students would remain in a literacy and numeracy focused environment with access to teachers trained to deliver these programmes specific to this age group. Students would be allowed to mature in their present school culture and learning environment and the risk identified (pg 14, 55) for entering Hornby High Schools environment would be better managed when they entered as year 9 students.

Community Support

The community, through the consultation process have identified this as a preferential option over a year 7 – 13 school. The results of the survey conducted by the Board indicate that this would receive a favourable response if the proposal was to be presented to the local schools' communities.

The Ministry acknowledges that there is resistance to sending year 7 and 8 learners to the High School but believes this will only be temporary. The Board, who know the community, believe that this decision will cause a mass exodus of pupils to schools outside the area.

Furthermore, the Board, through its consultation, strongly believes that the recapitulation of primary schools in Hornby will have the desired effect of keeping learners in Hornby at year 7 and year 8 and will have the flow-on effect of having more children from the area enrolling at Hornby High School.

Technology

The school communities in the area will still be able to receive the technology component of the curriculum uninterrupted until such time as the Ministry was able to finalise future delivery of this component of the curriculum. Should technology continue to be delivered from the Branston site there would be advantages for South Hornby with additional staff providing extra curricular activities for students.

Summary

In summary the Board identifies this counter productive as the most beneficial path for moving forward, in particular as it meets some of the needs and expectations of the community. The Board recognises strong pedagogical rationale that would benefit our learners in keeping them focused on literacy and numeracy in the primary school environment with teachers trained in the skills to deliver this learning. The schools have indicated they have capacity (with the temporary exception of South Hornby) to manage this change at little cost. This will contain the threatened flight of year 7 and 8 students from the Hornby area as was indicated in the Boards community survey.

The Board feels this would be a solution that would work to the advantage of our learners and their community and request that this proposal is considered.

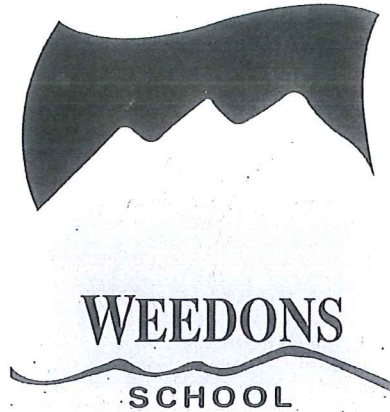
You are also invited to read the attached document prepared by the Board:

"A fresh look at education for Hornby: Lighting the fire for the primary years, adolescence and beyond."

Yours sincerely

Andrew Royfee
Chair Person
Board of Trustees
Branston Intermediate School

revd 28.3.13
with Branston
Additional Info



25th March 2013

To whom it may concern

I am aware that there is an interim decision to close Branston Intermediate at the end of 2013. Our year 7/8 students travel to Branston for technology and have done so for a number of years. We see Technology as an important learning area for this age group and while it would be great to be able to run a programme within the school, we know that we do not have the resources, space or expertise to provide the hands-on experiences that are part of this programme.

In the ever-changing and fast pace of our world today, many of our parents are two-income working families. I would say that few have time to potter in the back yard shed or the kitchen with their children to make and create or to teach them how to use technical equipment that is part of traditional technology classrooms. There is still a need for these practical skills in our world and for many of our students, the Branston programme is their first opportunity to develop in this area. The hands-on technology programme our students are a part of at Branston opens up new worlds for many of them. Some of them discover an area of the curriculum that they excel at. The programmes encourage creativity and problem-solving in a learning environment rich with the equipment, resources and teacher expertise that our children benefit greatly from.

I am concerned about how we will fill our Technology needs in 2014 should the school close at the end of 2013. It is my understanding that the other option close to our school, Lincoln Primary, is at capacity for Technology. If we have to travel further into Christchurch, our students lose even more valuable learning time.

Branston has served us well over the years and deserve the opportunity to preserve the resources and expertise that they provide for year 7&8 students in the technology area.

Yours faithfully

Kathy Bell
Principal Weedons Primary School



Ara Tū Whakata

Wm Branstn
Additional Info

recd 28.3.13

163 Gilberthorpes Road
Hei Hei
Christchurch

Phone: (03) 349-7363

Fax: (03) 344-1363

Email: principal@gilberthorpe.school.nz

21 March 2013

Re: The Minister of Education's interim decision that Branstn Intermediate School should close and move to Hornby High School

The Gilberthorpe Board of Trustees and the School Community could support the closure providing the Contributing Schools in the Hornby Cluster are able to recapitate and become full primary schools Year 0-8.

Through the consultation process our own school went through last year, it was clear that the families in our community do not want to be sending their children to an Intermediate School on High School grounds. Data we collected overwhelmingly shows that the community would prefer our school was a full primary school.

If we do not accommodate for the whole Hornby Cluster we will see our community taking our children out of Hornby to get their education. This in the long run will also have a negative effect on the High school as it will be hard to bring families back after they already left.

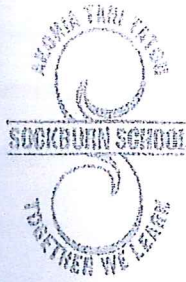
We need to continue building a strong Hornby community and cannot do this when we are unable to offer choice within our cluster.

The BOT and Gilberthorpe community urge the MOE and Minister to look carefully at this information and the detrimental effect it could have on the Hornby Community if they close Branstn Intermediate and do not recapitate the Contributing Schools

Yours sincerely
Penny Osborne

Chairperson
School Board of Trustees

recd 28-3-13 with Branston Additional
Info



SOCKBURN SCHOOL

SPRINGS ROAD

CHRISTCHURCH 4

PHONE 349-7325

FAX 349-7382

26 March 2013

Andrew Royfee
The Chairperson
Branston Intermediate School
Aymes Road
Hornby
Christchurch

Dear Andrew

With the Ministry of Education interim proposal to close Branston Intermediate School, and provide Year 7 & 8 education opportunities at Hornby High School, the Sockburn School Board of Trustees has decided to apply to the Ministry to recapitate Sockburn School from 28 January 2014.

The Sockburn School Board of Trustees supports Branston Intermediates latest proposal to the Ministry of Education to:

1. Merge Branston Intermediate with South Hornby School on the Branston site.
2. Recapitate all Hornby primary schools.
3. Expand the Technology Centre currently on the Branston site for all recapitated and existing, full primary schools.

We wish you every success with your current proposal.

Yours sincerely

Ken Sowden
Board Chair
Sockburn School

rcvd 28.3.13. with Branston
Additional Info

WIGRAM RESIDENTS ASSOCIATION

25th February 2013

32 Bermuda Drive
Hornby
CHRISTCHURCH 8042

Mrs Jennifer O'Leary
The Principal
Branston Intermediate School
Amyes Road
CHRISTCHURCH 8042

Dear Jennifer

I write on behalf of the Wigram Residents Association which covers 1500 homes in the immediate area of the Branston Intermediate School in support of the school being kept as a Intermediate School in our local area and ask you to forward this submission to the Minister of Education..

At our recent meeting there was deep concern shown and we ask that you consider the following concerns we have.

- The distance our children will have to travel on our very busy roads in this part of the city and Carmen Road becoming two lanes. It is extremely dangerous.
- Our children having to go to Hornby High School which would have a huge age gap between the years 7 to 13. The age gap is far to wide.
- Our population is growing with the new Wigram Skies development and families moving in to the existing area from the eastern side of our city. Our older population are moving into smaller homes and families are moving into existing properties..

We request you consider these matters when you make your decision

Yours sincerely

Mrs Gina Bolton
Wigram Residents Association Secretary



A fresh look at education in Hornby.

*“Lighting the fire for the primary years,
adolescence and beyond.”*

A vision for the future of our community compiled by the Board of Trustees – Branston Intermediate School

Background

In the first round of Consultation our Community unanimously told us (97%) that they had no desire to send their child to Hornby High School should it become a Year 7-13 School.

This raises a larger issue in terms of retention of families in the greater Hornby Cluster of Schools. In time if we lose families at Year 7 and 8 seeking an alternative option out of Hornby than the one that might be provided at the High School, then we run the risk of it being detrimental to all schools in the area, as families with younger siblings may find it easier to also remove those younger children from schools in Hornby to ease the acceptance into other Intermediates or High Schools of their choice further down the track. Whilst future plans for stricter zoning by the Ministry may solve this issue, there is also the possibility that families would leave Hornby altogether as it would not be seen as a desirable location for their family and provide choice in terms of schooling.

In respect of the current proposal to have Hornby High become a Year 7-13 School, the Board of Trustees at Branstion Intermediate understands there are examples of these models in successful operation. However we have found on further investigation for these models to be successful appropriate periods of time (at least two years) was given for those school to adequately prepare themselves in terms of staffing, curriculum planning, school culture and buildings for the arrival of their new learners. Branstion currently has staff members that have worked in these sorts of schools and have also been stakeholders during those times of restructure (Southland). The Board however strongly feels that looking at the Year 7-13 option based on community needs, that it is the wrong one for Hornby.



What is best for our Community?

"Research supports our view that children at Years 7-8 need good quality primary trained teachers and homeroom-based teaching. This is a time when children can be easily turned off education and that's why middle schooling is a very important and specialized area of teaching." — Ross Tyson, NZAIMS President

A way forward for education in Hornby.

Our Proposal

The Branston Intermediate Board of Trustees and Staff are excited to put forward this proposal based on the feedback from the Hornby Community that informs us they place value in the safety of their children whilst at school, that curriculum is cohesive, and that the environment that they learn in is modern, well resourced and staffed appropriately.

Re-capitate all current Year 1-6 schools in the Hornby Cluster to become Year 1-8.

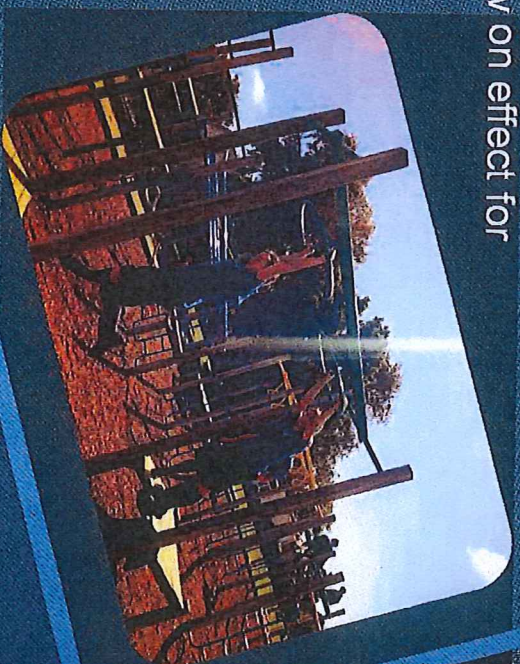
Merge South Hornby School with Branston Intermediate on the Branston site.

Retain Branston Intermediate's Technology Centre on site to service Hornby Cluster Schools Year 7 and 8 students.

Rationale

Merging South Hornby School with Branston Intermediate School on the Branston site is in line with the Ministry's desire to better utilize and rationalize the number of teaching spaces in the Hornby Cluster and create a provision for modern facilities for a significantly higher number of learners.

Re-capitulating current Year 1-6 schools to become Year 1-8 would retain more students in the Hornby area, students attending primary education at a Hornby school are less likely to seek other options (like Kirkwood Intermediate) at Year 7-8 therefore increasing the number of learners, and having a flow on effect for Hornby High School's roll growth.



A way forward for education in Hornby.

Strengthen Maori education in Hornby through the ability to maintain the Whānau approach to Maori Immersion Education. Children in the Bilingual Unit at Hornby Primary School, would have a solid Year 2-8 foundation in the Maori language, with one less transition in the process.

Bilingual/Immersion Education: Indicators Of Good Practice

Final Report to the Ministry of Education S. May, R. Hill, S. Triakiwai (2004)

Wit Malcolm Institute of Educational Research School of Education, University of Waikato

May et al's (2004) study concludes the following recommendations for schools providing bilingual/immersion education in New Zealand.

These recommendations strongly support our case for retention of our senior primary students within the well established immersion programme at Hornby Primary School.

'The minimum requirement for effective additive bilingual education is 50% in the target language. Programmes with less than 50% have consistently been found to be less effective in establishing bilingualism and biliteracy for students (p127).

We are anxious to avoid an early exit situation from our 5-1-80% immersion programme for our students. We know that such programmes are not continued into our local secondary school context.

May also recommends *'The need to encourage/inform parents and whānau to keep their children in bilingual/immersion programmes for a minimum of 6 years in order to achieve bilingualism and biliteracy successfully.'*

By having our local bilingual option at Hornby Primary continuing through undisturbed from year 2-8, our students will receive at least 6 years as recommended, to have the greatest linguistic and ensuring educational benefits. There will also be less likelihood of programme quality being affected by late entry monolingual students, this has been problematic in the intermediate school environment where students enter the programme from many contributing schools which have not offered Māori immersion programmes.

By enabling students to continue into their senior primary years in a stable immersion programme until the latest possible exit (year8), the better the return will be for all concerned in investing in language revitalisation and equipping these students to *'live successfully as Māori.'* (Durie 2004).

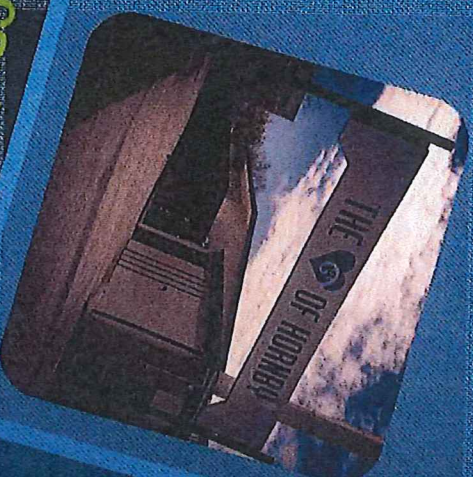
The retention of our immersion programme students at senior primary levels at Hornby Primary is simply the best option for our bilingual students and whānau.

Why this choice?

Why this choice?

- Taking this option means not wasting money on a temporary rushed fix, but will give time to create a well planned, well thought out school that is informed by Curriculum and Learner needs.
- Taking the appropriate time is prudent in terms of housing children, this means there will be less time pressure and the ability to fully engage the community, conduct research, BOT to appoint appropriate Principal and staff, complete appropriate staff Professional Development, make informed plans for new buildings based on School Culture, Curriculum, needs of Learners and the Community.
- It would be fiscally prudent, as there would be no need for any temporary buildings in any school. Money could be spent on developing new 21st Century learning spaces based on the educational needs of the learners.
- Contributing schools are already considering / applying for re-capitation, in response to what their community is asking for.
- A strong pastoral approach is required for children in Year 7-8, a full primary is better resourced with staff and outside agencies to support these needs. As well as the ability to provide a more needs based Literacy and Numeracy Curriculum.
- Provide students opportunities for leadership at the upper primary level, before moving onto High School.
- All of the primary schools and the Branston site have the capacity to re-capitate and still reduce the number of schools in the Hornby area in line with the Ministry's wishes.
- Being a full primary with Technology Centre attached means valuable assets could be made available for greater use in the community.
- Swimming Pool
- Hall / Community Centre
- Ron Armstrong Lodge—EOTC Centre for all Hornby Schools to use

- Community resistance to embrace change due to reluctance to send children to the High School.
- Teachers at Hornby High reluctance to have Year 7 and 8's on their site. It was mentioned at a Public Meeting Hornby High School teachers admitted "they don't know much about Year 7 and 8 kids." Rapport and pastoral support would already be in place at the learner's current primary school and eliminates one transition in the journey through schools.
- Dissolve community feeling of this happening in a rush. A stress free approach of Year 7's remaining with their current primary school for 2014, Year 8 continue at Branstons Intermediate for 2014, 2015 see process complete with all Custer Primary Schools becoming Year 1-8.
- With the level of Maori and Pasifika students who disengage in a High School setting, on consultation both groups told us they would prefer their Year 7 and 8 children to stay in a Primary School than go to High School.



Key Issues that could be solved by re-capitulation of all primary schools.

- GATE/Extension - At the moment Branston provides an extension class for like-minded pupils who have been identified as gifted learners or high achievers. They attend workshops at the High School, and make use of many resources in the community to extend their learning. It has been proven that these children learn better in a learning environment specific to their needs as quicker learners, and also develop the confidence to be proud of who they are.
- 'There are two types of giftedness. Both are important, and they often interact. Academic giftedness refers to efficiency and success in traditional school-learning situations. Creative-productive giftedness describes those activities where development of original material and products that are purposefully designed to have an impact on one or more target audiences are emphasised.'
- Summarised from Equity, Excellence and Economy in a System for Identifying Students in Gifted Education Programs, A Guidebook, Joseph Renzulli, 2005.
- Science Fairs
- "has established a number of links with the local area, including a curriculum community focus group made up of local community and business members. Also has contact with local iwi, Pacific and other cultural support organisations to support students' learning and wellbeing." ERO
- Technology Evening
- Sharing of Facilities (Hall)
- Music Festivals
- ICT Contract – Shared Professional Development
- Hornby High students coaching sports in Primary Schools
- Positive links with Community Policing
- Business and Church relationships formed and ready to work with all schools in the cluster.
- "The extensive edible school garden is a new initiative and is used to support the local community." ERO
- PB4L
- 24/7 Youth Workers

Current links across the schools in our community:

- Redevelopment of EOIC Centre in Whitecliffs (Ron Armstrong Lodge) as an asset for ALL Hornby Schools
- An adequately sized Swimming pool on the Branston site suitable for school and community use
- Community night classes
- A technology hub for Year 1-8 in the Hornby Cluster of Schools, with cohesive links to classroom teachers
- Hornby Cluster schools sport competitions
- Hornby Cluster schools academic competitions
- Creation of collective buying power within the cluster for resource purchasing



Possible future ventures across the schools in our community.

"the consultation process our school went through last year, families do not want to be sending their children to the High School. Data we collected overwhelmingly shows that the community would prefer our school was a full primary.

If we do not accommodate for the whole Hornby Cluster we will see our community taking our children out of Hornby to get their education..... this will also have a negative effect on the High Schools roll..... we need to continue building a strong Hornby Community and cannot do this when we are unable to offer choice within our cluster.

The BOT and Gilberthorpe Community urge the MOE and Minister to look carefully at this information and the detrimental effect it could have on the Hornby Community" – *Penny Osborne, Chairperson, Gilberthorpe School BOT*

"technology education is an important component for our Year 7 and 8 students, it is important to us that there is provision for this in Hornby" - *Jo Smith, Principal, St Bernadette's School*

- "at our recent meeting there was deep concern and ask that you consider the following;
- travel distance and very busy roads for children to cross, Carmen Road soon to be 4 lanes
 - large age gap if children were to go to the high school
 - population growth within Wigram with new Wigram Skies development, large majority of red zone families coming into the area, older generation moving on and being replaced with *families*." - *Gina Bolton, Wigram Residents Association.*

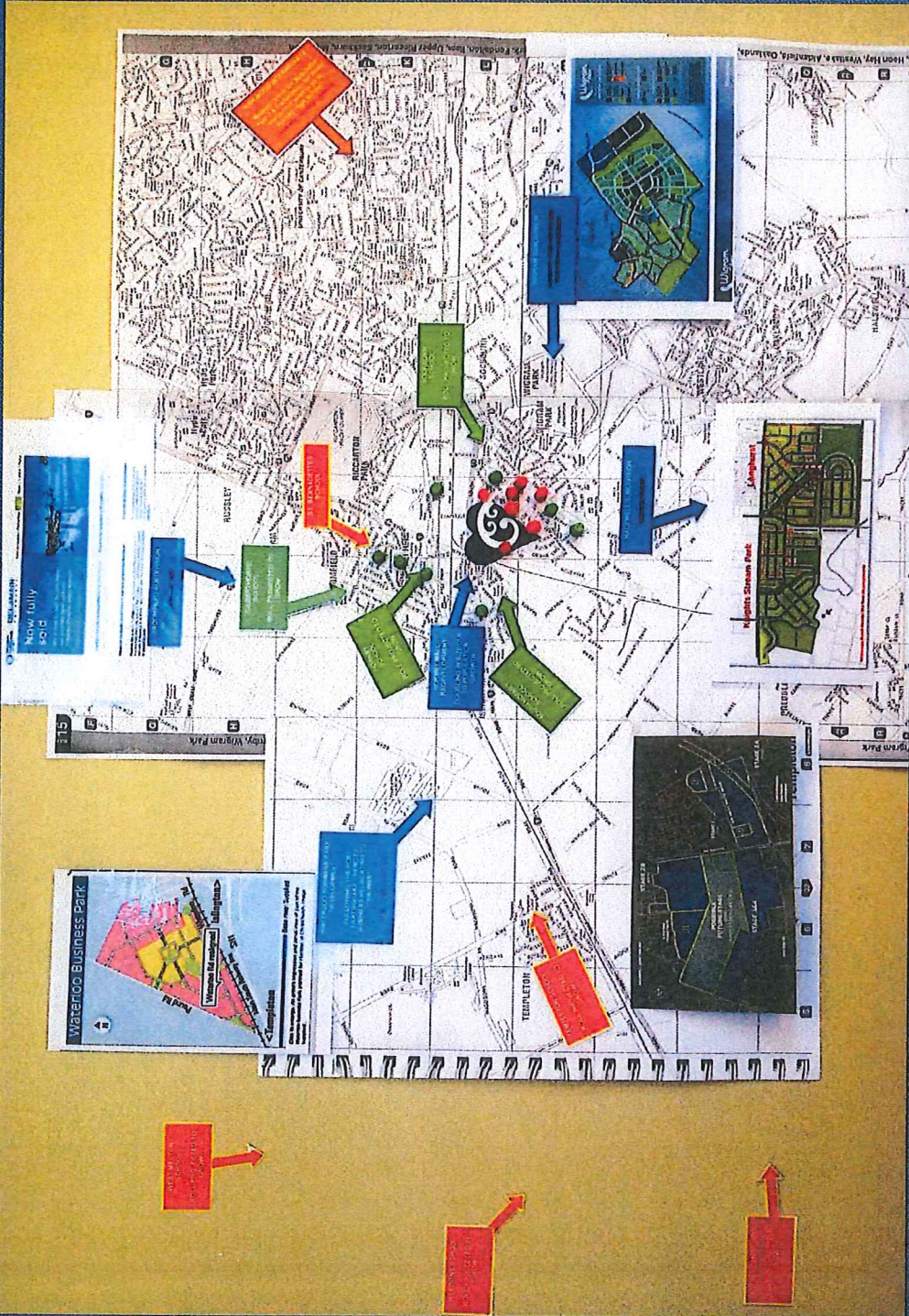
Support from contributing schools and community groups.

- "families with Year 7 and 8 students at Rolleston School are already asking what has been arranged for Technology education at Branston for next year, given the announcement about school closures. I support the idea of Branston remaining open to provide this service" – *Andrew Morral, Principal, Rolleston School*

"is still a need for these practical and problem solving skills in our world the Branston programme is an opportunity to develop these skills..... Branston staff open up new worlds for our students. Some of them discover an area of the curriculum they excel at.... programmes encourage creativity and problem-solving in a learning environment rich with equipment, resources and teacher expertise that our children benefit greatly from. Branston has served us well and deserve the opportunity to preserve the resources and expertise they provide to the community" – *Kathy Bell, Principal, Weedons School.*

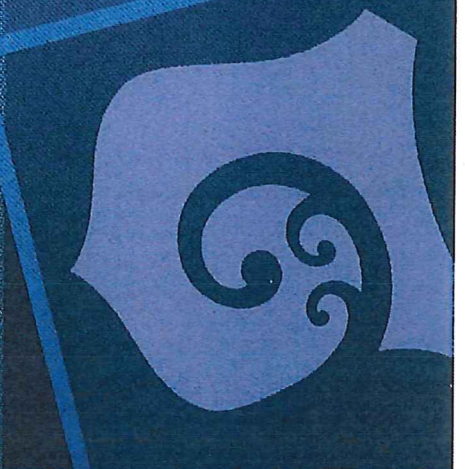
Support from contributing schools and community groups.

Current population growth in the Hornby area.



Technology Centre

"Specialists in Technology and Art Education for Year 7 and 8"



Background

Since 1971 Branstion Intermediate School has provided Technology Education for the wider Hornby community. We pride ourselves on exposing and engaging adolescents to new and exciting learning experiences that spark interest and foster creativity. These provide them with a solid foundation to expand these skills during their time at High School. The purpose of the Technology Curriculum is to create informed citizens that have access to Technology related careers, as a child growing up in Hornby it is imperative that they have access to this area of the Curriculum delivered by teachers that understand their learning needs at this pivotal point in their development.

Technology education encourages risk taking, challenges students to show initiative, make choices, take responsibility for their own learning and realize their career aspirations.

It provides opportunity for specialist input from the community and often requires children to work cooperatively and collaboratively.

Christchurch now more than ever, has an immediate and long term need for people with skills in these areas.

Hornby's Technology Centre.

Background

With the recent introduction of the new technology curriculum in schools, technology as a subject has evolved and moved away from specific craft based subjects to a more holistic subject that embraces many facets and creates cross-curricular links. The Branston Intermediate School Board of Trustees had previously been in the pre-planning stages of an upgrade of Technology facilities at Branston, unfortunately plans for this were stalled due to the earthquakes and the halt of property spending by the Ministry. We now have an opportunity to reshape the way space dictates our curriculum, moving away from fixed work units that impede cooperative work and fostering participation and contribution.

An open plan building with a 21st Century learning focus lends itself to co-operative teaching and greater links between classroom teachers and technology teachers.

Guidelines for Technology in schools state that "the nature and direction of the senior secondary school is changing and this will also have an impact upon the facilities accessible". The Curriculum document itself talks about groupings of students in relation to strands of the curriculum and by nature a Technology Centre based on a primary school site better caters for coverage of those targeted strands. Although we have already completed much work on developing our Technology Curriculum at Branston and can adequately deliver this in our current rooms we now have an opportunity to re-evaluate how current facilities increase the potential to deliver the curriculum more effectively.

Hornby's Technology Centre.

While a new innovative building will enhance our delivery of programmes, it is the full co-operation of staff that will make it successful, as a team we have already undertaken a review of our department, our last ERO visit states "Review of technology. The principal and syndicate leader have reviewed the teaching of technology and improved the programme. They visited other centres and have worked with an advisor. Another teacher has been appointed to expand the range of learning opportunities offered for students. The syndicate leader is working with the teachers to improve the focus placed on students developing technological capabilities. Students receive good coverage of all technology strands. Students spoken with by ERO said that they particularly enjoy technology classes.

Hornby's Technology Centre.

A way forward for education in Hornby.

Our Proposal

Retain Branston Intermediate's Technology Centre on site to service Hornby Cluster school's Year 7 and 8 students.

- Sockburn School
- Hornby School
- Gilberthorpe School
- Templeton School
- Branston / South Hornby merged school

Retain current client schools, until another facility may be made available in the Selwyn area;

- St. Bernadettes School
- Weedons School
- West Melton School
- Rolleston School

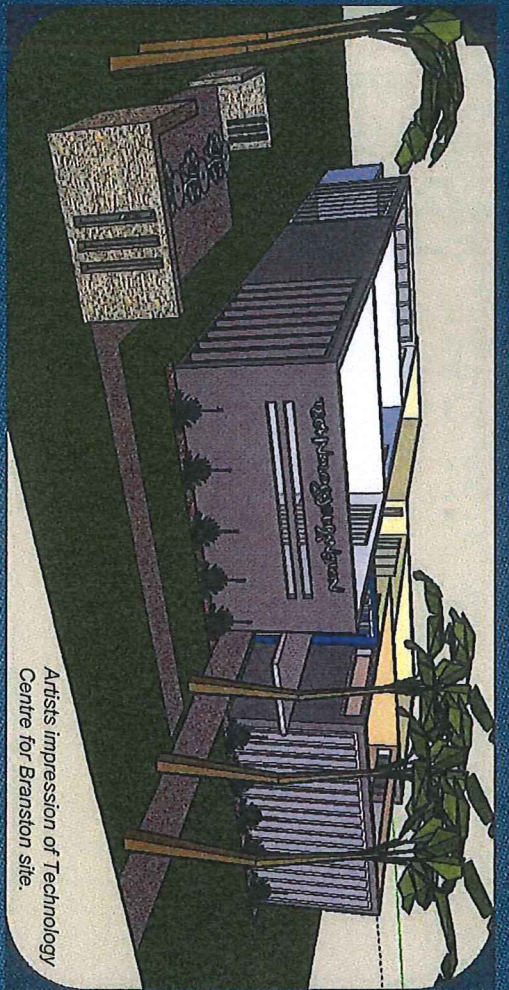
Schools to service in the future with a restructure of zoning for Technology provision;

- New school in West Halswell
- Oaklands School
- Yaldhurst Model School
- Prebleton School
- Halswell School

Rationale

- With the completion of the new motorway we are centrally placed to efficiently service a number of surrounding areas. Looking to the future we are also suitably placed to support schools in Halswell, Wigram and Selwyn as the restructure or building of new schools will require them to attend Technology in a zone close to their school.
- Our Technology rooms are currently well equipped, ICT rich and undamaged and function well until provision was made for a new purpose built facility onsite.
- We are staffed with highly skilled and experienced Technology Specialists who are trained to work with this age level.
- We have high expectations of our students and set them up them to be creative thinkers and life long learners.

A way forward for education in Hornby.

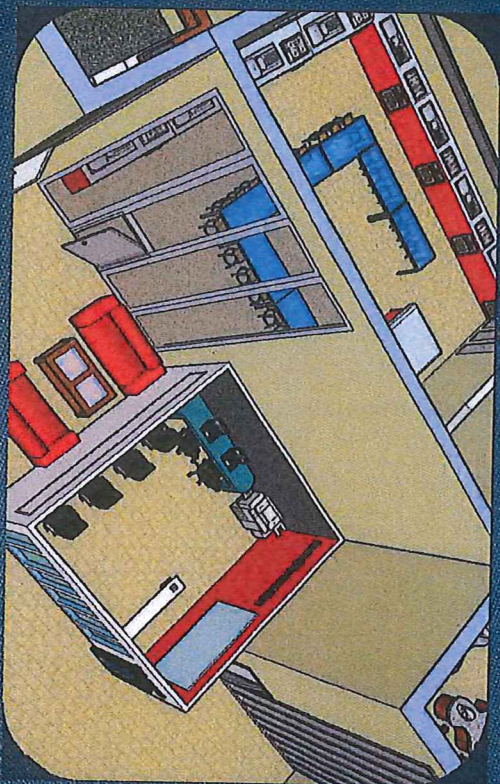


Artists impression of Technology Centre for Bransdon site.

Our vision for the future

- Future proof learning spaces that are not subject specific and lend themselves to exploring all facets of the Technology Curriculum.
- Providing a Curriculum that fosters innovation and creative thinking that meets the needs of our community through coherence, cultural diversity and being based on the specific needs of each client school we service.
- The ability to plan alongside teachers from the Year 1-6 areas and contributing schools, provide them assistance for classroom based Technology planning that supports the seamless coherent transition to Technology learning in Year 7-8.
- Learning intentions community specific to our children, acknowledging Hornby is a predominantly working class area. A focus for setting our children up for success in the workplace.

Our vision for the future.



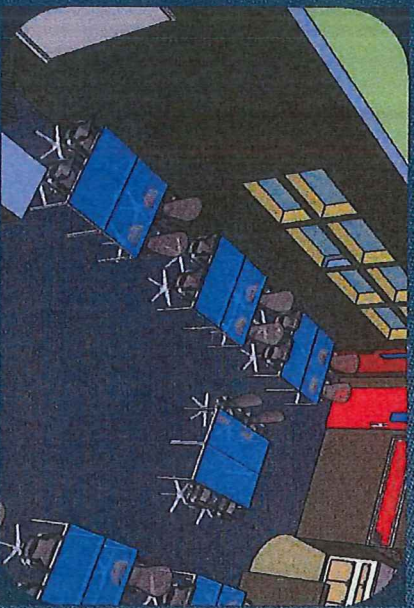
Taking the time to plan and build a Technology Centre that has;

- Rooms are multi-use not bound by subject and are sustainable and future proof as the Technology Curriculum evolves and the needs of our Learners adapt and change.
- Open learning spaces, only bound by glass dividing walls so spaces can be opened up to create integrated learning areas.
- Is an asset to the community in terms of its human resources and buildings. (Night classes, community break-out programmes, mentor links)
- A strong focus on cultural needs for our community, enhance Maori and Pasifika achievement by including activities based on cultural developments and applications.
- A diversified evolving curriculum that caters for different learning styles.

Our vision for the future.

Considerations for a 21st Century Learning space;

- curriculum specific design and planning
- natural lighting and ventilation
- optimised acoustics
- noise controlled spaces away from machinery
- high-tech sustainable services
- inline with current health and safety practice
- optimised supervision capabilities
- settings that allow creativity to flourish
- interconnecting spaces
- glass walls, opening windows, central atriums, moving partitions, communal shape to the building
- movable furniture



Our vision for the future.

What we can offer.

Offering full coverage of the Technology Curriculum, we have experienced staff and well equipped teaching spaces ready to deliver;

- Horticulture
- Hydroponics
- Electronics
 - Design
 - ICT
- Hard Materials
- Soft Material
 - Visual Art
 - Photography
- Animal Husbandry
- Structures and Mechanisms