



rcvd 28.3.13.

27 March 2013

Kathryn Palmer
Acting Regional Manager
Ministry of Education
PO Box 2522
Christchurch 8140

Dear Kathryn

Please find attached our submission, following the Minister of Education's interim decision to close Manning Intermediate School.

We were asked to consider the two options:

- to recapitate Hoon Hay School, Rowley Avenue School, Spreydon School and West Spreydon School to become Year 1-8.
- to change the class of Hillmorton High School to become Year 7-13.

Our submission should be read in conjunction with Manning Intermediate's original submission of December 2012.

Yours sincerely

Ann Brokenshire
Principal

Joan Leighton ✓
Board of Trustees Chair

**Te Kura Tuarua o Horomaka
Hillmorton High School**

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A submission from Hillmorton High School Board of Trustees re the Minister of Education's interim decision to close Manning Intermediate.

This submission is in response to one of the two options that are under consultation at present:

- To change the class of Hillmorton High School to become Year 7-13.

Before discussing in more detail the option that Hillmorton High School becomes a Year 7-13 school we would make the following points:

1. We supported Manning Intermediate's original submission that Manning Intermediate remains open.
2. We believe that Year 7 and 8 can receive a sound education in all types of educational settings, be these kura, Year 1-6 contributing schools, full primaries, intermediates or middle schools, 1-13 area schools or 7-13 high schools.

The quality of the education depends most on the quality of the teaching including the teacher-student relationship and the relationship between the school and the families.

Educational leadership also has a sizable effect on educational outcomes.

3. We respect the community desire for a longer period of consultation in the belief that together, the Halswell Learning Cluster can indeed come to an agreement on the best way forward to ensure the on-going educational needs of our Year 7 and 8 students are met.

However, if the Minister of Education, the Honourable Hekia Parata, makes the decision within the currently provided timeframes, we ask that our following comments are taken into consideration:

- 1) The Hillmorton High School Board of Trustees embraces the opportunity presented to become a Year 7-13 school, but we express our concern at the timeframe being so very short. We believe that as a Year 7-13 school we will indeed meet the needs of Year 7 and 8 students.
- 2) Any change of class to Hillmorton High School should be resourced to a level to allow sufficiently thorough planning, further community input into such planning to take place, and suitable facilities to be put in place.

In more detail the following points need to be considered:

- Our diverse community hold a variety of views on how to provide the best education for Year 7 and 8 students.

Amongst our own staff more favour the 7-13 option than oppose it. Within our parent and student community some favour and some prefer the Year 1-8 option. Many would like to see Manning remain open.

The Manning voice is strongly for some form of middle years schooling but their preference is for Manning to remain open.

The Year 1-6 schools vary in their opinions. South Intermediate are concerned with being in competition with the Primary Schools if the 1-8 option goes ahead.

We believe that the best way to gain momentum as a community cluster of schools is for the 7-13 option to go ahead, understanding this also brings challenges with our traditional Year 9 intake coming from a range of schools including Manning Intermediate (50%) , Oaklands School (Year 1-8) (19%), Rowley (7%), Christchurch South Intermediate (6.5%), Halswell School (Year 1-8) (4.7%) and least 10 other schools from within Christchurch.

- Ours is a diverse community in terms of socio economic status, ethnicity, special needs and indeed prior learning and learning pace. All of the Government priorities feature strongly, including the focus on Māori, Pasifika, low SES, and Special Needs.

In meeting these needs placing Year 7 and 8s at Hillmorton allows for an economy of scale not necessarily possible in Year 1-8 primary school.

A focus on language, culture and identity is more able to occur when there is a critical mass of students from each ethnic background. This applies also to our growing number of students from Muslim backgrounds. The reality of offering first language maintenance is not straight forward but is an important consideration.

Hillmorton is already acknowledged as having an inclusive environment and being successful with students who have special needs. We have the Upland Unit where students with serious multiple disabilities are based with attendance in mainstream class as is appropriate.

We also have a capable and well-staffed Learning Support Centre to meet the needs of students within a fully mainstreamed environment. Extending these opportunities to Year 7 and 8 students offers choice for parents of students with special needs.

In general, approximately 50% of Hillmorton's Year 9 cohort comes from Manning Intermediate. Our other main contributing schools include Halswell Primary, Oaklands Primary, Rowley Avenue School and South Intermediate. All of these students come well prepared for high school in terms of social readiness but there is a diverse range of prior learning and learning needs exhibited in the cohorts from each school. This is consistent with PISA studies.

The socio economic disparities within the community has significant implications for 21st century education especially in the access to a 24/7 e-learning platform. Planning must be cognisant of this reality.

- Community Consultation
It will be important to involve the community, consulting with and educating parents/whānau/wider community. This will help to ensure the community is actively engaged in the setting up of the Year 7-13 school. This engagement will, we hope, flow on to better educational outcomes for the students.
- Age appropriate facilities and space
Ideally we would like to develop a Junior High School (probably Year 7-10) and a Senior High School (Year 11-13).

A Junior High School including the younger Year 7 and 8 students would need to have their own separate age-appropriate 21st century facilities and spaces. Currently Hillmorton is above its entitlement for classrooms but to simply reconfigure the current use of spaces would not meet the needs of the younger students. In addition to this the specialist facilities in technology (both hard materials and soft materials) will not meet any increase in demand. We currently provide technology education to Year 7 and 8 students from Halswell, Oaklands and Rowley Avenue Schools. We have had to turn down an approach from Cathedral Grammar due to insufficient rooming and staffing.

Our current gymnasium is extremely small and already over prescribed by our Year 9-13 physical education requirements. We would embrace the opportunity to develop a community recreational facility and library.

- Curriculum

Time will be needed to thoroughly research and plan for a 21st century Year 7-10 curriculum which will lead seamlessly into the senior high school NCEA environment. This is exciting but time-consuming work and needs to be carefully thought through.

- Culture and Transitioning

It will be essential to honour the heritage, values and culture currently evident at Manning Intermediate which are of importance to this community.

In addition new relationships will need to be forged with Spreydon, Hoon Hay, West Spreydon and potentially other schools if we are transitioning students from Year 6 into Year 7 and again from Year 8 into Year 9. These transition programmes will also need to be carefully planned. Our current involvement in the Sport in Education project will help us to develop positive relationships with our contributing schools.

Manning Intermediate has a number of carvings and sculptures which are of significant emotional and spiritual value to the community. These must be dealt with in a way which enhances not harms community relationships and the relationship with the Ministry of Education.

- Financially impacting decisions

Whatever decisions are made, these must not impact financially on families in this community.

- Staffing

Hillmorton currently has a small Year 9 cohort of 127. The impact of the earthquakes has caused dropping rolls across the city and subsequent enrolments into higher decile schools from out of zone have impacted more significantly on the mid and lower decile non-zoned schools of which Hillmorton is one. Additionally, more students than usual have left for employment or apprenticeships within the rebuild.

If the 2014 (or 2015) staffing predictions, with the inclusion of Year 7 and 8 students, were similar to our current staffing, this will prevent a CAPNA and/or employment of sufficient specialist Year 7 and 8 teachers. The employment of such teachers will be essential to meet

the particular curriculum needs of Year 7 and 8 students although it is anticipated that some of the high school subject specialists will also be involved in teaching the Year 7 and 8 students.

Creating a successful Year 7-13 high school needs to be done with purpose and intention. Creating a successful Year 7-13 school with a junior and senior high school framework requires different structures and systems to a Year 9-13 school.

The following resourcing will be essential prior to Year 7 and 8 students arriving at Hillmorton. It is important to note that we will have a new Board of Trustees from June, 2013.

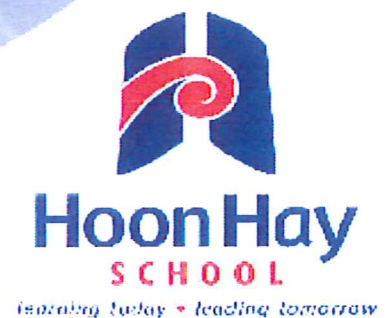
- Community Facilitator
- Transition Manager (liaison with MOE)
- Property planning and implementation
- Marketing and Communication Strategy
- Governance support and education (property, operations grant, legislation, employment, National Standards)
- Equity of access to an e-Learning platform
- Time for researching and developing the curriculum and transitioning models
- Staff professional learning
- Community consultation and education
- Evaluation of current administration systems and staffing needs
- Staffing – employment of suitably qualified and trained teachers for Years 7 and 8
- Student voice input

We do believe that reclassing Hillmorton as a Year 7-13 high school, will have positive benefits for all of our students and for the community.

We believe strongly in working in collaborative ways. We have proven, in our work with Lincoln and Hornby High Schools, that collaboration leads to improved educational outcomes for **all** students and that we are, together, responsible for ensuring **all** students learn, across the cluster.

We believe that as a 7-13 school we can lead this work successfully within our local community.

YR 7&8 for rcvd 27.3.13.
Manning.



**Submission from the Hoon Hay School Board of Trustees on the
proposed closure of Manning Intermediate**

27 March 2013

Title Submission from the Hoon Hay School Board of Trustees on the proposed closure of Manning Intermediate

Version 1.0

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Name Role

27/3/2013
Date

Contents

Summary of Comments

Submission

Appendix 1 Hoon Hay Community Survey Summary Results

Date of Issue 27 March 2013

Introduction

Hoon Hay School is committed to contributing positively to the schools renewal process. Our primary objective is to ensure that children in South West Christchurch continue to receive an outstanding education.

Background Information

The Hoon Hay School roll has increased significantly since March 2012. We are currently forecasting the Year 1-6 roll to reach 480 by the end of 2013. The roll is likely to increase in the near future as the school zone has significant areas of vacant land that is planned for new housing.

Currently approximately 50% of Hoon Hay year 6 students attend Christchurch South Intermediate for their Year 7-8 education; 25% attend other schools and 25% attend Manning Intermediate.

School Roll Graph

	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2007	366	368	381	380	393	402	403	419	426	431	434
2008	381	386	388	392	391	404	409	405	413	415	417
2009	367	-	-	391	390	399	408	415		428	
2010	388	392		398	403		409	415	434		
2011	402	412	414	413	420	420	421	423	428	429	435
2012	388	391	395	393	402	418	428	438	442	449	453
2013		421									

School Leavers Data

Year	School Attended	Number of Students
2008	Manning	16
	Christchurch South	33
2009	Manning	19
	Christchurch South	31
2010	Manning	20
	Christchurch South	34
2011	Manning	13
	Christchurch South	32
2012	Manning	15
	Christchurch South	35

2013 Ministry-facilitated survey

Hoon Hay School conducted this survey electronically through survey monkey. It is our experience that this is our community's preferred survey method as evidenced by the significant number of respondents (219). Paper copies were also distributed and results entered.

Option 1 Review: Recapitate Hoon Hay School, Rowley Ave School, Spreydon School and West Spreydon School.

It is possible to have a strong, positive, vibrant year 7 and 8 programme within a full primary context. The Ministry-facilitated 2013 survey shows 46% (100 people) of our respondents support this option.

However, we see significant issues around the viability of this option:

Critical mass:

- To deliver a credible Year 7-8 programme we believe that the school would need to retain all of our year 6 children. This would give us the critical mass (two classes per year group – four classes in total) that we believe is required to run a quality intermediate programme.
- However, in 2012, Hoon Hay contributed 15 students to Manning Intermediate. If Hoon Hay retained just this number it would have half a class of year 7's in 2014, which is insufficient for a viable programme.
- Manning Intermediate currently has about 80 students per year group, which divided among the four schools proposed for recapitulation means that each school is likely to face this issue of having too few students to run a viable programme.
- If Hoon Hay did retain the full number of Year 6 students the school roll could potentially grow to around 700. This would put significant pressure on our school site and negatively impact the educational outcomes of all students at the school.
- If Hoon Hay retains all of our Year 6 children into Year 7-8, this will impact the other schools that have previously taken our Year 7 - 8 roll, in particular the modernised Christchurch South Intermediate.
- Fluctuating rolls at years 7 and 8 will make planning difficult for all year 7 and 8 providers. This will impact on staffing, funding and collaboration.

Zones

- If the decision is made to recapitate Hoon Hay School, enrolment zones in the area would need to be aligned and strictly enforced to ensure children attend their closest school. However, this will impact on parental choice and our community values parental choice.
- The Year 7-8 environment Hoon Hay would be providing is initially temporary and hurriedly installed prior to the school rebuild. It will not compare well to the new facilities and scale of options available at Christchurch South Intermediate.

Time Frame

- It is unrealistic to expect Hoon Hay School to be ready to accommodate Year 7 students in 2014 and be ready to provide a quality programme. In this timeframe we would be rushed to be able to place two second hand portacom classrooms on the edge of the playing field.

- Hillmorton High School and Christchurch South Intermediate currently have classroom space available. It does not make sense to have the cost of obtaining additional buildings to accommodate children on the Hoon Hay School site, and leave the spaces at Hillmorton High School and Christchurch South Intermediate vacant.

Competition

- Schools in South West Christchurch enjoy strong relationships. This collaborative culture will be compromised by requiring these schools to compete for the same students.

Community Concerns:

- A 2012 community consultation identified the following areas of concern:
 - a) school roll increasing and the subsequent loss of positive school culture
 - b) the reduction of playing areas and fields
 - c) the loss of leadership opportunities for Year 5 and 6 students
 - d) traffic and vehicle congestion.

Option 1 Summary

With a growing school roll, a small site, unclear resourcing, funding and numbers, the Hoon Hay School Board of Trustees sees significant risks to be able to successfully implement a quality programme under this option. There is a high probability that it would not only negatively impact the Year 7 & 8 students' educational outcomes but could also negatively impact the currently very successful Year 1-6 programme.

Option 2 Review: To change the class of Hillmorton High School to become Year 7-13

20% (44 people) of Hoon Hay School's respondents to the Ministry-facilitated survey of 2013 support this option. A further 18 respondents indicated this option as a second preference.

- For this to be a successful option, once again, a critical mass is required. To ensure this, enrolment zones will need altering, and this would impact on our Hoon Hay community having continued access to Christchurch South Intermediate. 57 respondents have nominated Christchurch South as their first preferred intermediate school.
- Zoning irregularities currently exist within the Hoon Hay School area regarding access to secondary schooling e.g., families can be in the Hoon Hay and Cashmere high school zones but outside the Christchurch South Intermediate zone. In this example students would be required to attend Hoon Hay School, then Hillmorton High School for Year 7-8, followed by Cashmere as their preferred high school.

Option 2 Summary

The Hoon Hay School Board of Trustees sees this option as having no direct impact on the continued provision of quality Year 1-6 education. It offers parents of the Hoon Hay community choice providing there is continued access to Christchurch South Intermediate.

Option 1a: The Christchurch South Intermediate School proposal to extend CSIS enrolment zone to include the entire Hoon Hay School enrolment zone allowing Hoon Hay School to remain a contributing primary school.

The Board of Christchurch South Intermediate has proposed a variation to the Ministry's Option 1, that they call Option 1a. Please refer to *Christchurch South Intermediate's Comments on the Impact to Christchurch South Intermediate of the proposed closure of Manning Intermediate*, 13 March 2013.

Option 1a proposes to extend the Christchurch South Intermediate enrolment zone to the west, to include the existing Hoon Hay school enrolment zone. Hoon Hay School would remain a year 1-6 contributing primary school.

The Hoon Hay School Board of Trustees sees this option as addressing the issues of competition between schools and critical mass of Year 7 and 8 students to run viable programmes.

The 2013 Ministry facilitated survey at Hoon Hay School reports 40 % (89 respondents) of our parents indicate their preference for an intermediate option, and of those, 57 people nominated Christchurch South Intermediate as their preferred intermediate.

The Hoon Hay School Board of Trustees supports this option.

Q5. Views on proposed timeframes

The Hoon Hay School Board of Trustees believes that the timeframes are impractical, unrealistic, rushed and will compromise continued superior education at Hoon Hay School. The Board believes that significantly more time is needed to achieve the best education renewal outcomes across Christchurch

Summary of MOE Survey results collected and considered within this submission:

- Total 219 respondents
- 46% support recapitulation of Hoon Hay School, years 1-8
- 20% support reclassification of Hillmorton High School, years 7-13
- 34% supported another option

Note: 54% support specialised year 7-8 education

Of the 34% (75 respondents) support for another option:

- 41 support continued access to Christchurch South Intermediate
- 16 support Intermediate schooling
- 14 support for Manning Intermediate to remain open.
- 14 support reclassification of Hillmorton High School as second preference*

*14 respondents suggested if their first preference (i.e., access to Christchurch South Intermediate, access to any intermediate or if Manning was to close) then they would prefer Hillmorton High School to be reclassified.

- 60% of survey respondents believe that the current timeframes are too short.
- 20% of survey respondents believe that should the decision be to close Manning Intermediate, current students should be able to complete their education at Manning Intermediate finishing end 2015.

Conclusion

The Hoon Hay School Board of Trustees has considered the results from the 2012 community survey, the 2013 Ministry-facilitated survey, feedback from 10 community meetings, consultation with the Ministry of Education, school data and research on the changing demographics in the South West area.

The Hoon Hay School Board of Trustees' preference is to remain a contributing school within an extended Christchurch South enrolment zone that includes the Hoon Hay School enrolment zone, allowing an intermediate option for our parents.

The Hoon Hay School Board of Trustees also supports the opportunity for Hillmorton High School to establish a genuine middle school comprising students from years 7, 8, 9 and possibly 10, along with a senior school for the older students.

We see this as an opportunity for a modernised and well-resourced Hillmorton High School to innovate, change and provide outstanding educational choices in South West Christchurch.

Thank you for the opportunity to present this submission representing the views of the Hoon Hay School Board of Trustees.

Hoon Hay Ministry-facilitated Survey Data

Appendix 1

APPENDIX 1 - Hoon Hay Community Survey Summary Results

Data Hoon Hay School Renewal Survey

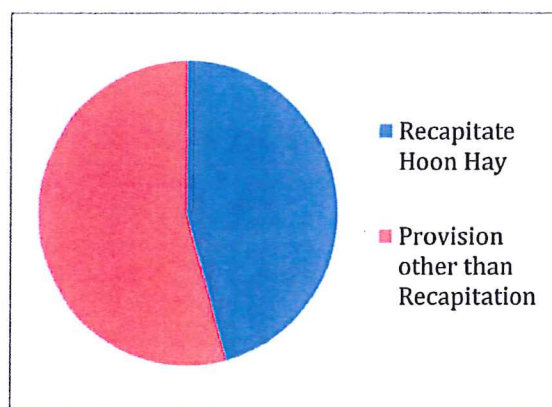
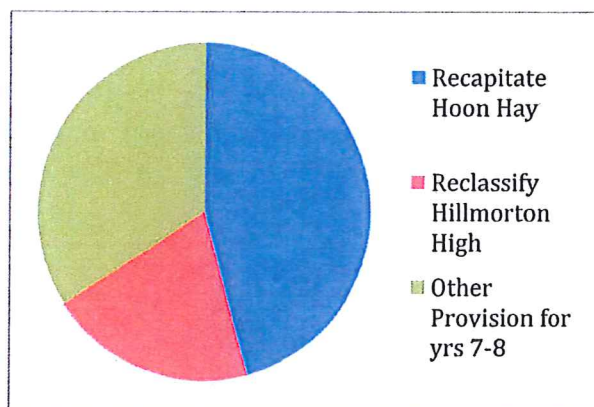
Question 2

I am...	Percent	No. Responses
A parent of children at one or more of the schools listed below	70.1%	150
A grandparent of children at one or more of the schools listed below	3.3%	7
A relative of children at one or more of the schools listed below	2.3%	5
A parent of children who will attend one or more of the schools listed below when they are older	23.8%	51
A member of the Hillmorton/Spreydon community	12.1%	26
A staff member	8.9%	19
Other: Live locally concerned person May use the school in the future A Grandparent parenting a child at one of the schools listed below		

Question 3 My children (or grandchildren, or related children) attend: Please enter the number of children attending each school.

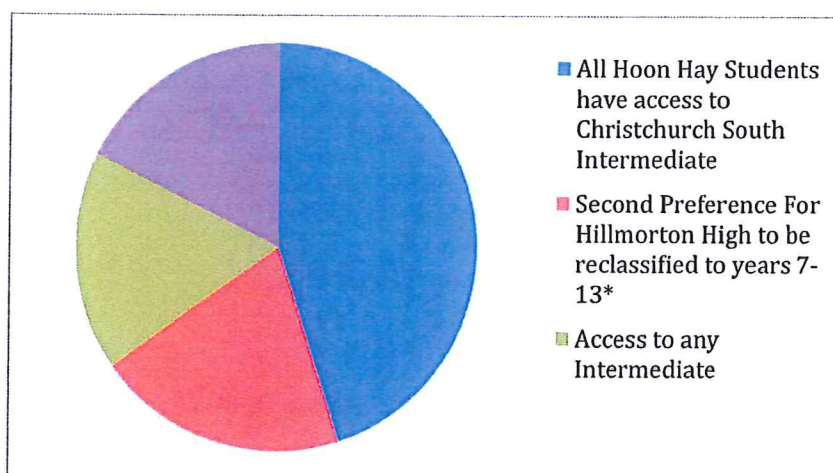
	1	2	3	4	Total
Hillmorton High School	93.3% (14)	6.7% (1)	0.0% (0)	0.0% (0)	15
Cashmere High School	81.3% (13)	6.3% (1)	12.5% (2)	0.0% (0)	16
Manning Intermediate School	86.7% (13)	6.7% (1)	6.7% (1)	0.0% (0)	15
Christchurch South Intermediate	86.7% (13)	6.7% (1)	6.7% (1)	0.0% (0)	15
Hoon Hay School	59.0% (98)	33.7% (56)	6.6% (11)	0.6% (1)	166
Rowley Avenue School	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0
West Spreydon School	100.0% (2)	0.0% (0)	0.0% (0)	0.0% (0)	2
Spreydon School	100.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	3
Other School					
Hillview					
I teach at Hoon Hay School but have no children					
My children have just finished attending Cashmere High School (and Hoon Hay School in the past)					
Hillview					
Oaklands School					
Oaklands School					
(Cherrys on Maryhill preschool)does not apply.. teacher at Hoon Hay	60.0% (6)	40.0% (4)	0.0% (0)	0.0% (0)	10
Cherry's daycare					
Courtyard Montessori					
PreschoolOaklands School					
Hillview Christian school					
Christchurch Girls' High School					
not yet at school					
Have not started school yet.					
Dont attend yet					
2 at Preschool					
Villa Maria College					

Question 4 Please tick the box of the ONE option below you would like most:Options	Percent	No. Respondents
If Manning Intermediate School is closed, I would prefer to see the primary schools become Year 1- 8 Schools. This way, Year 6 children would stay on for two more years in the school they are in now. This change would apply to Spreydon School, West Spreydon School, Rowley Avenue School, and Hoon Hay School.	45.7%	100
If Manning Intermediate School is closed, I would prefer Hillmorton High School to become a Year 7 - 13 secondary school. This way, Year 6 pupils would leave primary school at the end of the year and go to Hillmorton High School.	20.1%	44
I would prefer some other way of providing schooling for Years 7 and 8. This could include a variation on one of the options above. Please briefly describe what that would be.	34.2%	75



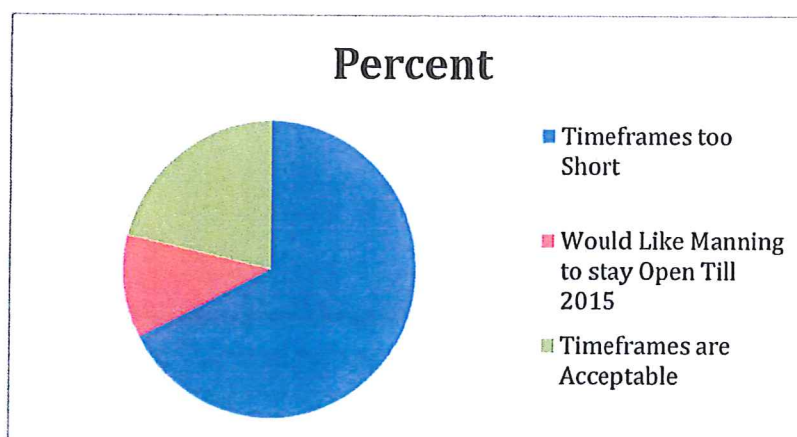
Breakdown of other ways of providing schooling for Years 7 and 8.	Percent	No. Respondents
All Hoon Hay Students have access to Christchurch South Intermediate	18%	41
Second Preference For Hillmorton High to be reclassified to years 7-13*	8%	18
Access to any Intermediate	7%	16
Keep Manning Open	7%	16

*Please note 18 respondents identified that if their first option could not be implemented they would prefer Hillmorton to be reclassified to years 7-13.



Question 5 The Minister is interested in hearing your views on the proposed timeframes. If you wish to comment on this timeframe, please do so in the box below:

Issues Identified	Percent	No. Respondents
Timeframes too Short	60%	72
Would Like Manning to stay Open Till 2015	20%	23
Timeframes are Acceptable	10%	13
Non Specific	10%	13



Question 4 - Small Sample of Comments (15 out of 85)

Retain Manning, and modify zoning to spread the catchment more evenly between Chch South and Manning. There is huge population growth in the south west and it seems very short-sighted to close Manning just as this growth begins.

Just keep ALL INTERMEDIATES OPEN, Problem sorted.

All Year 6 children have entry to Chch South Intermediate

All year 6 children from Hoon Hay have entry to Christchurch South

If Manning Intermediate School is closed, I would prefer to see a Junior High and Senior High structure established on the Hillmorton High School site from 2015. All Year 6 children, impacted by the premature closure of the established, in zone, year 7 & 8 provision, to have right of entry to Christchurch South Intermediate in 2014 for year 7 followed by their year 8 education. This option better maintains future diversity to meet the needs of Halswell cluster emergent adolescents. Offering on-site access to full technology, specialist and culturally based education with a more appropriate implementation time frame is more likely to achieve quality provision.

I am a big fan of Middle schools eg. 4 years at primary 4 years at middle and continue onto high school, or 5 years primary, 3 years middle and continue to high school.

I want to keep manning open as this is the best options for my family and none of the options work for us at all!!!!!!!!!!!!!!!!!!!!!!

It would be good to have the Intermediate kids seperate so they do not influence or are influenced by other age groups.

Guaranteed acceptance into Christchurch South

All Year 6 children from Hoon Hay School have entry to Christchurch South Intermediate - this is the education path we'd hoped out children would pursue.

All year 6 children from Hoon Hay School to have entry to Christchurch South Intermediate

An intermediate school please! or what about a middle school at Hillmorton if we can't have intermediate, it needs to cater for the needs of you hormonal teenagers.

Intermediate school that is close to my home; or if not a junior school at Hillmorton (Year 7-10)

Either: 1. All Hoon Hay Year 6 children have entry to Christchurch South Intermediate 2. A Year 7 - 10 'Middle School' Option within Hillmorton, another high school, or as a separate body

Both my children went from Hoon Hay primary to ChCh South Intermediate, I believe intermediate is a very important step before High school, a chance to mix with same age children from a wide intake. If my children were still currently at Hoon Hay and it became a year 8 school, I would still take my children out at year 6 and send to ChCh South Intermediate.

Question 5 - Sample of Comments on Timeframes (7 out of 121)

The timeframe is much too rushed. Stretch it out by at least another year.

Just keep ALL INTERMEDIATES OPEN, Problem sorted.

I would not wish my Yr 7 children to go to Hillmorton

The timeframe is too short. The primary schools/Hillmorton High School would not have enough time to prepare for taking the students. 2015/2016 for primary schools or 2015 for Hillmorton High would be much better.

2015 Manning closed and primary enrols 1-8 is the best of the bunch in my opinion, but as mentioned before, I like middle schools. However, this doesn't seem to have been considered. I would like my kids to go to Christchurch South when they all leave Hoon Hay School, but we are not in zone and may not be able to. Our obvious choice was then to go to Manning. With that possibly gone I am very concerned, as my eldest only has another year after this one and I am worried about the 'lost children' that will be in no man's land in between transitions. On a personal note, I think the way this process has taken place is disgusting. I believe that the minister has jumped the gun and with her data and this side of town is only getting busier and more clustered. I don't understand the concept of closing a perfectly good, well-equipped and placed school. I'm sure improvements are to be made and I understand that we have to keep up with the times and update, but this is way beyond that and I 100% disagree with how this situation has been introduced to everyone, from school boards and staff through to the children and their families. Ugly proposals and insensitive procedures have left nothing but stress, distrust, hurt and anger. These schools have been our rock and stability and have been the closest thing to normality for not only our children, but for the parents, teachers and community. I don't believe the minister has shown any compassion in Christchurch's situation and has not let the undisturbed dust settle on many shattered lives. I believe that MP's have to develop a tough skin to a certain degree, because unfortunately the nature of the job allows for them to be bombarded with negativity and resilience. I understand how you have to believe in yourself and push ahead what you believe is better for the people and the country long-term. However, this is a very different and unusual situation that Christchurch has found itself in and the Education Minister, Hon Hekia Parata, has not listened enough to so many of the people who are not in favour of her ideas. She also needs to be aware that there are a great deal of people who are tired and don't believe that they can make a difference. Because of this, a lot of people who I know, feel that they 'cannot be bothered' with standing up for what they think is right. They just don't think it will make the difference and they don't have the energy to fight anymore.

don't close Manning Intermediate and then all these schools wouldn't need to make changes.

I would prefer not for Manning intermediate to be closed at all. but if so to give the primary schools enough time to set up for year 7/8 either of the two options involving the primary schools would be satisfactory at a push. definitely not keen on the Hillmorton high school option at all. I think it is disgraceful for the students that started Manning this year and being told that they would do year 7 and 8 there now being told that they may be closing the school at the end of the year. not fair on these children and parents being told one and then told that it is not an option now, gosh someone hasn't got a heart.

28 MAR 2013

Kathryn Palmer,
Acting Regional Manager,
The Ministry of Education,
PO Box 2522,
CHRISTCHURCH 8140



22nd March 2013

**Oaklands School's preference for the future of
Year 7-8 provision in the Halswell area**

Oaklands School has had a long and proud history as a full primary school. We have had 3 or 4 generations of the local community attend the school. The community is very supportive of the school providing education for Year 7 & 8 students and would not support Hillmorton High School becoming a Year 7-13 school. We feel this is not in the best interest of building a strong Halswell Learning Cluster. As Halswell School has already been identified to be rebuilt to include Year 7 & 8 students it seems a logical progression for the other local primary schools to follow this model.

At Oaklands School we are providing all our students, and especially our senior Year 7 & 8 students, with opportunities to be global citizens. Our school prides itself on our continual growth and development and we have achieved great progress in both our ERO reviews and our National Standards Data. We are very confident in saying we are providing high quality education for all of our students from Year 0 to 8, in a strong full primary school.

We see many benefits in having a full primary school at Oaklands School including:

- There is one less transition point for children to adjust to in their school lives by continuing their education as Year 7 & 8 students.
- The senior students (Years 7 & 8) benefit from their senior status and have many leadership responsibilities entrusted to them. This is very strongly developed within our school environment, and we truly believe that these leadership opportunities help create well rounded, strong, valued students who go on to be leaders of the future.
- Senior students are buddied up with junior students to encourage them in their learning and to develop community within the school. These senior students are seen as role models, and they help reach out to our younger students and grow their sense of community.
- Analysis of our student achievement data shows that we are making a big difference to the learning needs of our school students and progress is being made in all curriculum areas, especially within our senior school.





- Our students are encouraged to become independent learners who have the skills to take on leadership roles. This is developed from Day 1, but is strongly imbedded in our Year 7 & 8 students.
- They learn to become well-rounded citizens, to be involved members of the community, which prepares our students to be global citizens. Our senior student team have a “challenge” system which encourages them to take on learning and giving activities outside of school and in the community. This again helps them to grow into responsible, well-rounded students.
- A boys-only class has proved very popular and successful in developing the achievements of our Year 8 boys.
- We encourage a high interaction with ICT and give our senior students the opportunity to help develop the knowledge of our younger students.

On the basis of these benefits, the Board of Oaklands School on behalf of the school community supports the re-capitation of Spreydon, Hoon Hay, Rowley Ave and West Spreydon Schools. We have seen the numerous benefits of having Year 7 & 8 students remain at their primary schools and are very sure that this is the very best option for the students at these schools. Full primary schools share a very unique advantage over sending these children on to a secondary school environment, offering them, amongst other things, increased support and leadership potential. Year 7 & 8 students are valued senior members of their community schools and aspire to excellence in this environment.

We also see the great potential for developing the Halswell Cluster by strengthening the connections between all these full primary schools, sharing resources and creating combined learning opportunities within the cluster.

What matters most in education is student progress and achievement. Oaklands School is very proud of its full primary status and has gone to great depths to grow the senior school into a strong, successful, well regarded entity which has strong connections to the rest of the school and provides great leadership development. We are sure that re-capitation of these other primary schools offers the best outcome for all Year 7-8 students in the Halswell Learning Cluster.

Yours sincerely,

Marie Hanson (Chair) and Margaret Trotter (Principal)
Oaklands School Board of Trustees

25 March 2013

Hon Hekia Parata
Minister of Education
Private Bag 18041
Parliament Buildings
Wellington 6010

Dear Minister

SOUTH WEST COMMUNITY REQUEST FOR EXTENSION OF TIMEFRAME

Our South West Schools and Community have recently come together as a cluster around your interim decision to close Manning Intermediate and the two proposed alternatives to deliver learning and educational opportunities to our year 7 and 8 learners.

Minister, we are committed to making this work for our children and grandchildren and what is clear from our recent dialogue ~ kotahitanga ~ talanoa is:

- A significant section of our South West Education and community network (including those schools not identified by the Ministry as being 'affected') are highly motivated to partner and collaborate together as a cluster on the future of our education network, having only recently concluded our individual community conversations following the interim decision.
- In order to do the best for our young learners across the whole of the South West we need **more facts and information** from which to make an informed decision that spans 20 to 30 years.
- Neither we nor the Ministry of Education can make this happen in isolation from each other or, without **sufficient time**, to understand and align our schools, develop our relationships and reach out to our broader community network to develop an innovative solution we can take ownership for our future.
- Any change in our interconnected education network and community needs to be handled empathetically in a trusting and collaborative way and strongly desire the space and opportunity to deliver for our community now and in the future.
- To undertake the proposed transformation of our educational network at the current pace without more information and understanding puts at risk quality **educational outcomes in 2014** for our young learners.

We request that you provide our South West Educational and Community Network:

- a) An extended timeframe of between 3 and 6 months to comprehensively consider alternative options, should you decide to close Manning Intermediate;
- b) Retain learners' access to Manning Intermediate for at least for the 2014 school year.

We strongly believe an extended time frame offers a true short cut to comprehensively develop the best possible solution through partnering and collaborating among **all** our South West schools and community and with the support and guidance of our local Ministry of Education people.

Our request is made at earliest opportunity given the nature of such significant community and stakeholder interest and the real timeframes required to meaningfully connect and engage with our individual communities before our wider cluster.

We affirm our desire to work with you and the Ministry of Education to make our Education Network a world leading 21st Century learning experience for the current learners and future generation within the South West.

Yours sincerely, for and on behalf of

Addington Primary School

Aidenfield Christian School

Christchurch South Intermediate School

Hillmorton High School

Hoon Hay Primary School

Manning Intermediate School

Rowley Avenue School

Spreydon School

West Spreydon School

Our Lady of the Assumption School
[Signature]

Principal - Co-Chair BOT

West Spreydon School BOT

Response to interim decision.

28th March 2013

Our vision

As a board and school we hold dearly the belief in “equality in education” and “the ownership of education by family and community”. Therefore we are deeply committed to not only what is best for West Spreydon students but all students both now and into the future. We believe that the South West is interconnected and each school cannot be considered – or should consider itself - in isolation. We want to work in with other schools to create a great vision for year 7/8 education in our South West area. As a board we are committed to the principles of the Treaty of Waitangi. We have concerns around the time frames and have joined in with other schools to make a joint submission to slow down the process.

We have attached the results of our parent survey re options for year 7/8 schooling. Approximately half the parents who responded supported an intermediate or middle school option and half a full primary. It was clear that many parents (around 30%) believed they did not have enough information to make an informed decision around these options.

West Spreydon School's response to the options

The different options are listed below in order of preference:

1. Preferred option 1: Status Quo – retain Manning Intermediate

We would support Manning Intermediate being retained – perhaps with a shared governance model with Hillmorton High School as they have suggested.

- Manning site and facilities are already in place and it has a sound curriculum and programme for this age group.
- Manning has growth potential into the future, particularly in partnership with Hillmorton.
- We'd happily stay a contributing primary school to Manning and South Intermediates.

2. Preferred option 2: If Manning is not retained, we would support Hillmorton High as a year 7-13 school. This is a Ministry of Education interim decision option.

In this option we would remain as a contributing primary school potentially to both South Intermediate and Hillmorton High School. We agree with South BOT that this option creates opportunity for the Hillmorton BOT to establish a genuine middle school / junior high comprising students from years 7, 8, 9 and (possibly) 10, along with a senior school for the older students.

We agree with the benefits listed by South BOT, particularly the

- “supportive, collaborative partnership develops between the Hillmorton middle school and South”.
- Middle school options for all students in the wider area.

We would also add

- that a strong and vibrant Hillmorton High is good for everyone. Since the ideal scenario for the southwest schools is that every student could/should/would end up at “our” two high schools.
- Hillmorton / Manning are placed on prime real estate in our local area and would like to see this protected and invested in – particularly the street frontage off Hoon Hay road.

3. West Spreydon and Hoon Hay contribute to South Intermediate; Spreydon and Rowley go full primary and contribute to Hillmorton. Option 1a from South Intermediate BOT.

This holds some appeal to us because

- Our students and parent community will be able to stay together during their educational journey in our area.
- Everyone gets to benefit from the well-equipped facilities at South.
- It clarifies zoning issues and debates.
- There are less transition issues for this establishing this option for year 7/8 students.

However, we have concerns

- We would be concerned that this option would undermine Hillmorton High. We would like to see Hillmorton with a roll large enough to flourish serving the south west secondary education needs.
- Transport concerns – this may undermine efforts to promote sustainable school transport plans – we would like to see students walking and biking to school. And avoid congestion for example along Sparks-Frankliegh Milton road(s) and the main intersections.
- It may limit the option of students who live further from South and whose parents cannot transport them to school.

4. We believe that a full primary done well, fully resourced, is an exciting option for West Spreydon. This is a Ministry of Education interim decision option.

This would not be our preferred option.

We believe that the school has the necessary skills to achieve a quality full primary education.

- We have an experienced principal who has run a full primary school.
- Around 50% of our families supported the full primary concept.

However

- If West Spreydon became a full primary we would require an assurance that we would be fully resourced as a 21st century learning environment. For instance there would be the necessary facilities such as a hall, gym, some specialist classrooms, a budget for transport for technology education, and a protected school roll through some kind of shared zoning practices.
- We estimate the critical mass to be about 50 year 7 and 8's.
- We have concerns re the first few years. Ideally, we would be able to slow the projected timeframes and employ someone to set this up well and get the facilities, staff and curriculum in order. We are still waiting to find out what is happening to our largest block of classrooms which has been out of action since 2011. We have a growing roll and last year's Year 0 class had 38 students (with two teachers). We have a number of classes this year with well over 30 students.
- We are also concerned in this model about inherent competition between South Intermediate & the contributing four/full primaries and therefore the zoning issues surrounding that. Our concern is that if West Spreydon became a full primary we have no guarantee that we would get the numbers (around 50-60 students) to be able to provide optimal year 7/8 schooling. This would depend on there being a less competitive model for our students and adequate resourcing from the Ministry – facilities and specialist teachers to be able to offer a full intermediate style education

The numbers for full primary matter so there needs to be clear confirmation around zoning and the shared approach between schools.

Results of West Spreydon School – consultation survey about Year 7/8 options

The survey was included in the Hangi celebration held at the school on 27 February 2013. There were 56 responses to the survey so the responses only cover some of our parent population.

Summary

Parents who responded to the survey were fairly evenly divided as to whether they preferred year 7/8 education combined with primary school (48 percent) or wanted a separate option for children in year 7/8 (51 percent).

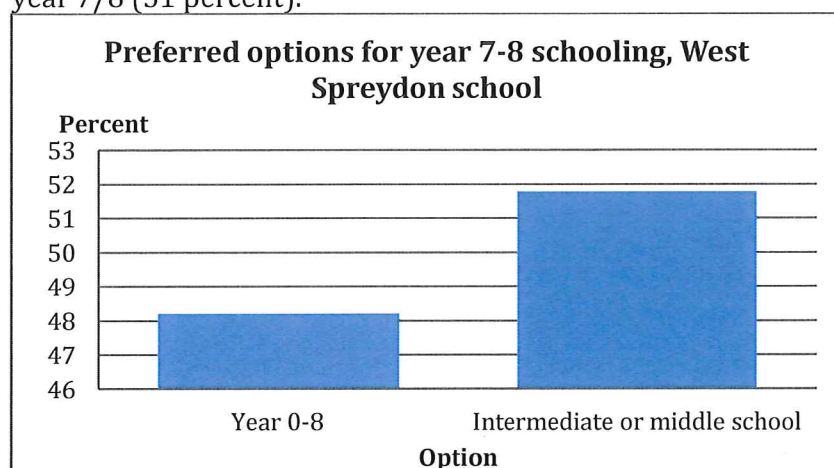


Figure 1

Of those who wanted a separate option for year 7/8, 36 percent wanted Intermediate (the status quo) and 16 percent were interested in a middle school although one parent noted that there is little information available as to what a middle school might look like.

Of the three options, full primary was the preferred option although some people stated that they liked the option of still having a choice when it came to year 7/8 schooling: 'Would like to have intermediate stay but also like option of full primary.' Parents acknowledged that some options might not suit all children.

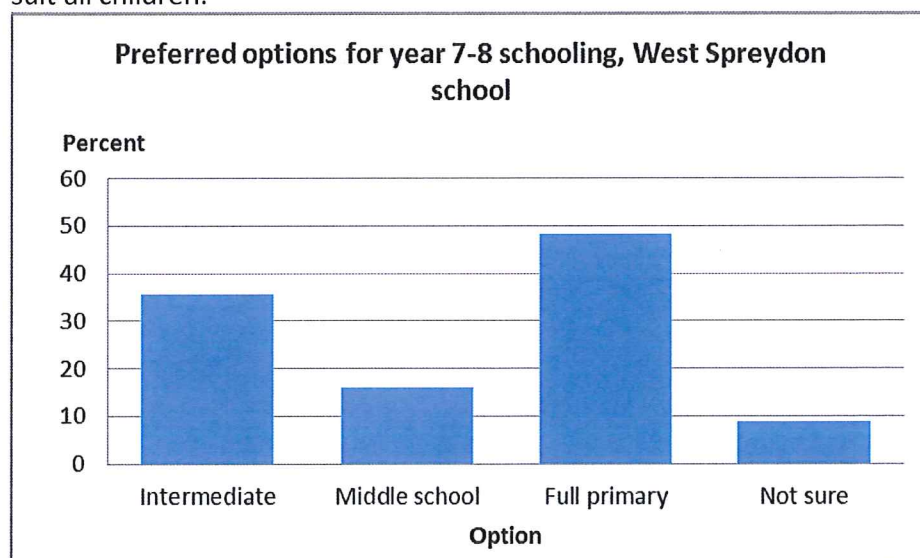


Figure 2

A number of people qualified their support by saying as long as West Spreydon would have the same options and facilities as an intermediate.

- 'As long as children get same opportunities as in intermediate.'
- 'I believe more information should be given about decisions -worried government jeopardising education [for that age group]'
- 'More time to be told options. West Spreydon not currently set up for Yr 7-8'
- 'Difference with a full primary and likelihood of resourcing extras'

Was there a difference in choice of option depending on children's ages?

We asked for the age of children but only some parents responded to this question. However, of those who responded, parents with older children liked the intermediate option. It is likely that parents with older children had already decided on an intermediate for their child and so liked the status quo. Interestingly parents who preferred the middle school option had younger children.

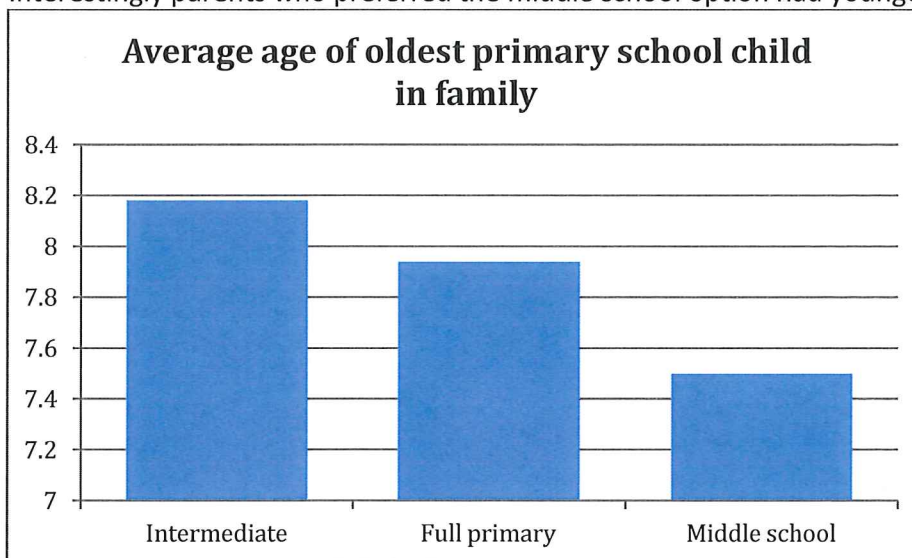


Figure 3

Did parents think they had enough information?

While the majority believed they had enough information to make an informed decision, 20 people thought they did not have enough information to make an informed decision.

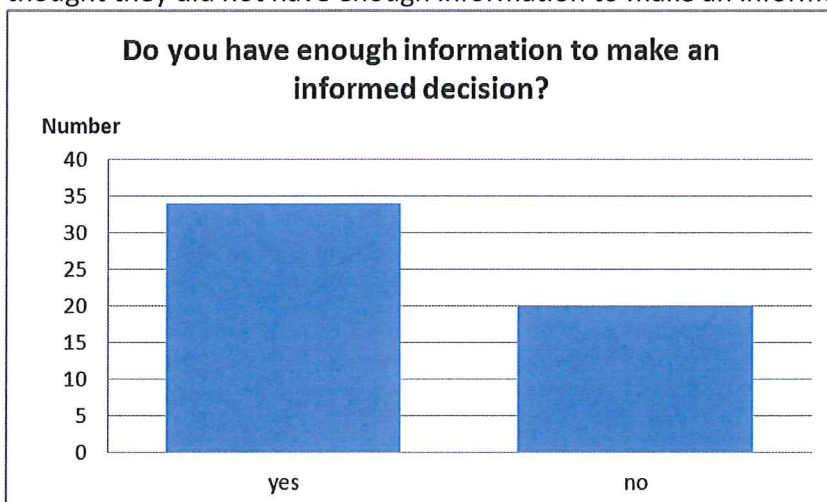


Figure 4

A few people commented further:

- More time and more information
- A pamphlet about pros and cons of each option
- Knowing about high schools in area

- Time!

Whether or not people were in the South Intermediate zone seemed important for those who chose the option of a middle school with the majority unsure about whether they were in zone.

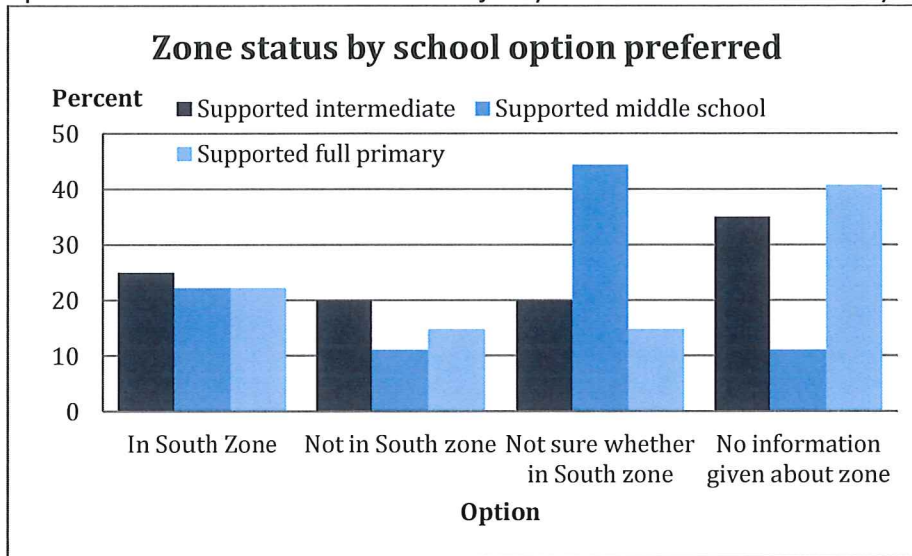


Figure 5

Reasons for selecting a school

Parents commented that locality was the most important factor, followed by peer group and zone. Transport was not seen as such an important factor possibly because parents were choosing schools that were in convenient proximity to home, work or convenient for travel routes to work.

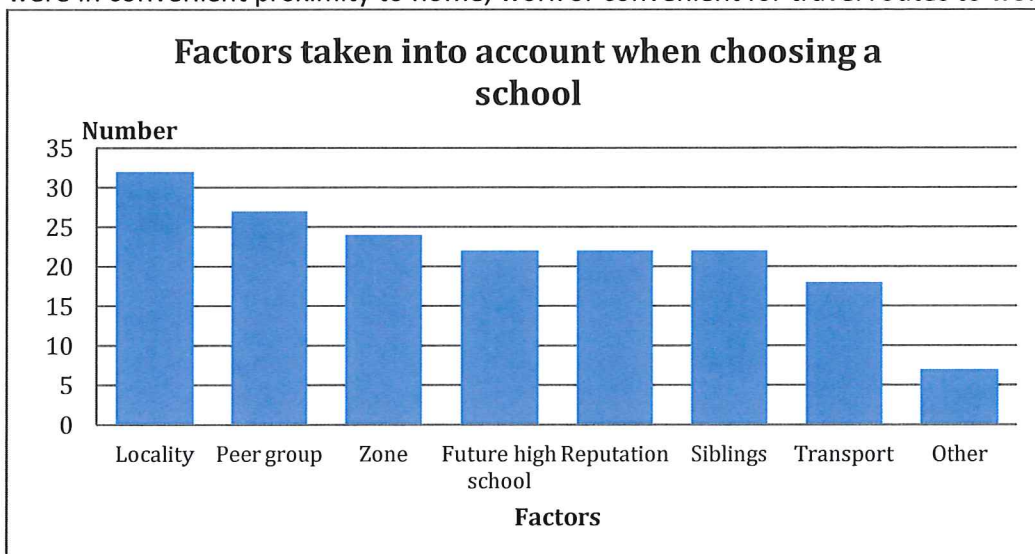


Figure 6

Other included:

- Safety on roads
- Transition to high school and NCEA
- Difference in age mentality [between primary and intermediate school children]
- Option for courses
- Facilities
- Suitability of school for kids
- Sporting opportunities, traditions, facilities

Comment

Since children transitioning at older ages (at year 7) are likely to exercise much more choice about schooling than children starting school, peer group may end up being very important and might shape the eventual choices about school made. It would be also useful to survey year 6 children about their preference.

Spreydon School

teaching the future

22 March 2013

Kathryn Palmer
Acting Regional Manager
Ministry of Education
PO Box 2522
Christchurch 8140

Dear Kathryn

Reference: Proposal to Close Manning Intermediate

Please find attached the Spreydon School submission regarding the Minister of Education's proposal to close Manning Intermediate.

Should you have any questions regarding the submission, please feel free to contact me either via email, or through the school 338-5033.

We look forward to hearing the Minister of Education's decision.

Yours sincerely

Len Damiano
Board Chair

Copy to: Michael Deaker, independent Education Consultant to the Ministry of Education

Response from the Spreydon Board of Trustees to the Ministry of Education in Regard to Options Around the Proposed Closure of Manning Intermediate School.

Executive Summary

The Spreydon Primary School Board of Trustees [the Board] is grateful for this opportunity to present its views and considerations for the best option for our year seven and eight students in the Halswell Learning Cluster. The Board has previously provided the Minister with its support and understanding of the rationale for closure of Manning Intermediate. We note the two options currently presented need further clarification and this clarification is provided in the body of this submission below.

The Board is strongly of the view that recapitation, in particular of Spreydon, is the best option for our year seven and eight students. This position is supported thus:

- Recapitation has strong and growing endorsement from our immediate school community.
- Recapitation has considerable backing from a larger section of the Halswell Learning Community.
- Recapitation provides the simplest option for our Year seven and eight students, maximises on-going educational outcomes and minimises disruption and uncertainty
- The time frame for recapitation can be met.

Recapitation is the best, smoothest and proper option for our Year seven and eight students.

Given the indicated time frame for recapitation, the board is confident the school will be ready to host Year seven students from 2014. As mentioned in Point 21 of our 27 November 2012 submission the school property portfolio identifies several classrooms owned by the board. There would be therefore, no delays or bottlenecks around accommodation. In this regard the Board remains keen to work with the Ministry to ensure a smooth transition.

Section One. Clarification of Options

Our understanding of the two options that we are asked to consider and make comment on is thus;

A] The option of re classifying Hillmorton. This means year seven and year eight students progress onto a newly classified high school or

B] The option of recapitating local contributing schools. For the avoidance of doubt we are interpreting this option as the recapitation of Spreydon – not the recapitation of one, some or all of the other named contributing schools.

In reaching this interpretation of the recapitation and in strongly favouring this option the Board notes:

1. Of the named recapitation option schools, Spreydon is by far the major contributor to the Intermediate and Secondary school student population in the Halswell Learning Cluster.
2. By comparison, Halswell Primary and Oaklands primary are full primary schools. Both these schools make contribution to, and are integral parts of the Halswell Learning Cluster.
3. It is noted that West Spreydon and Hoon Hay make more significant student contributions to South Intermediate, to which these two schools are geographically closer. Given the

parlous, post-earthquake state of many Christchurch roads, this association is understandable. However, this association has increasingly occurred for many years prior to the earthquakes and adds weight to the points we make in section three below.

4. It is also noted that West Spreydon is not part of the Halswell Learning Cluster however we understand the dynamics of boundaries and change options seldom fit together smoothly.

Given the above points, it is of concern to the Board that any decision to group the recapitulation decision could be disadvantageous to Spreydon's individual case for recapitulation

- The Board has previously discussed the recapitulation question. The issue has been a sensitive one in our close community and the Board has - after due consideration - not pursued the issue further. Given the present circumstances, the issue of recapitulation cannot be ignored and the community voice for this option shows strong community support.
- The Board submits the best option for our year seven and eight students is recapitulation of Spreydon

Section Two. The Community Speaks, a Data Driven Decision.

In November 2012 the Board undertook significant community consultation to establish viewpoints for our submission regarding the proposal of closure to Manning Intermediate.

Our community viewpoints were conclusive. The consultation showed:

- 78% of all respondents indicated they would keep their students at Spreydon if the proposed closure and recapitulation went ahead
- 10% were not concerned
- 12% would not plan to keep their students at Spreydon beyond Year 6. Reasons for not staying at Spreydon included previously arranged moves to another school zone at the completion of the year six level at Spreydon

A total of 88.4% either planned to stay at Spreydon or were not concerned. The survey also gave a very strong indication for the future:

- 81.1% of the group identified as year five and six students [this year] would either stay at Spreydon or were not concerned [75.5%, 5.7% respectively]
- 83.9% of the group identified as year three and four students would either stay at Spreydon or were not concerned [80.6%, 3.2% respectively]
- 98.4% of the group identified as year one and two students would either stay at Spreydon or were not concerned [96.9%, 1.6% respectively]

These results constitute a comprehensive mandate from our community to endorse the recapitulation of Spreydon as an option for year seven and eight students.

After recent discussions with the Ministry of Education Facilitator, Mr Michael Deaker, we have once again approached our community for 2013 data to drive our response. These most recent responses (27 February 2013) showed:

- 88.5% would prefer their child to stay at Spreydon School for their Years 7/8 schooling.
- 11.5% would prefer to have their child complete their Year 7/8 schooling elsewhere, including at Hillmorton High School

This shows an increase in support for the recapitation option for Spreydon

1. The Board notes the continued strong (and growing) community support for the recapitation of Spreydon
2. The Board also notes that given the composition of our present school community, where 27.5% of our students have their siblings already at Manning or Hillmorton (based on previous surveys and student questionnaires). Support for the Hillmorton High School option is less than half of this figure. This lack of support is discussed in the section below.
3. There is a strong message around not choosing the Hillmorton option.
4. We have received strong support from surrounding schools who intend to endorse the Spreydon recapitation option (See Appendices). It is clear there is a lack of confidence in the Hillmorton option from a significant portion of the wider Halswell Learning Cluster Community. This significant portion will be, in future years, the group from whom Hillmorton will seek their quota of students.
5. If this group [i.e. the surrounding schools] is the future of the success of the Hillmorton option, a large, strong mandate for the Hillmorton option is essential. There is no such large, strong mandate evident.

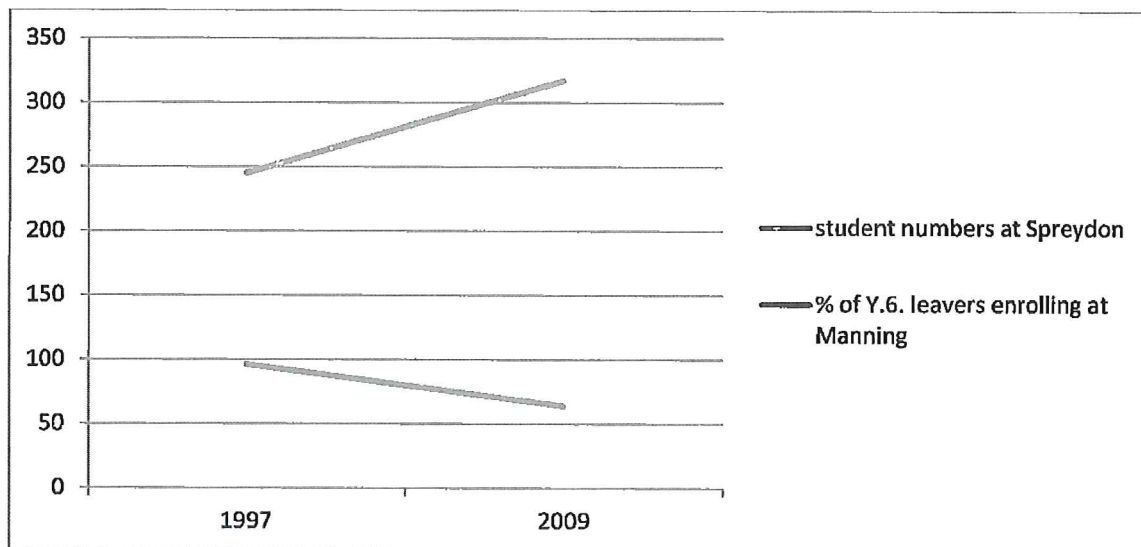
Section Three. The Increasing Risk of Non- Engagement.

As a large stakeholder, possibly the largest stakeholder, in terms of Year 7 students entering Manning, and as a significant stakeholder in terms of students entering Hillmorton High School, the Board highlight with concern a growing trend that shows a declining commitment to Manning and therefore Hillmorton. As evidenced in our community survey above, there appears little evidence of confidence or willingness to engage in the Hillmorton option for the future. The risk of further non engagement with the Halswell Learning Cluster, and specifically Hillmorton is significant and can be addressed by invoking the Spreydon recapitation option.

Consider the following trend [with data drawn from historical records held in the school]

1997 proportion of year six leavers attending local intermediate 96%

2009 proportion of year six leavers attending local intermediate 66%



The trends show:

1. Over the years summarised in the trend chart above, Spreydon School has continued an increasingly positive position within the Halswell Learning Cluster Network. The school roll trend has shown a steady increase.
2. Over the same years summarised in the trend chart, there is an evident trend showing a steady reduction in Spreydon pupils entering the Halswell Network, specifically not entering Manning, and in addition, not entering Hillmorton High School.
3. It is apparent that increased numbers of families have been choosing not to attend Manning nor stay in the Halswell Learning Cluster.
4. It is also apparent that these families are present in the Halswell Cluster at the Primary School level
5. The board notes, with some concern, that the Hillmorton roll is also under duress. Clearly the risk inherent in this option is high for continuing decline.
6. Further to the above points, there is little evidence to suggest parents may consider bringing their students back into the Halswell Learning Cluster to use the Hillmorton option.
7. In light of considerations by parents of the Intermediate and Secondary options available in the Halswell Learning Cluster, the best option for year seven and eight students is to provide the Spreydon recapitation option and retain these students within the cluster.
8. As our Appendices show, we have received extensive endorsement for the Spreydon recapitation as the best option within the Halswell Learning Cluster. In particular, the communities of Oaklands and Halswell have added their voice to this discussion. It is significant that these two school communities are very large. They are sending a clear message of the best option going forward.
9. It is also important to note the endorsement of the Spreydon recapitation option from communities beyond the Halswell Learning Cluster. Here Prebbleton have knowledge of our operations and the school community is extensively intertwined with the Halswell Learning Cluster. Again, a clear message of the best option is provided.

We are being asked to consider the **BEST** educational provision for our year seven and eight students.

Section Four. **Our History, the Community Heritage**

Spreydon is one of the oldest schools in Christchurch. Originally the school was named the Upper Heathcote School [Upper Heathcote is also known as Waimokihī] and we evolved from church based lessons on the present school site and also on the adjacent Sunnyside site [Omokihī]. The church based schoolroom dates back to 1861 and steps were taken by local land owners who petitioned the Canterbury Education Board to create a school around this time.

The school has always been community orientated. For example, petitioning from the community occurred in the early 1900s where families expressed their concern for school students bathing in the Upper Heathcote, immediately downstream and amidst the outfall from the adjacent Sunnyside Hospital. This petitioning was successful and resulted in our present school swimming pool being established.

In 1956 Cashmere High School was created, Hillmorton High School followed and in 1969 Spreydon was decapitated to support the opening of Manning Intermediate. Around this time other primary schools were also opened, including Rowley.

In the Tomorrow's Schools era, Spreydon became a lead school for the Information Communication Technology Professional Development [ICT PD] initiative. The cluster, called Te Waihora, was based upon a collective culture and contained Spreydon as lead, with Manning, Oaklands, Prebbleton and Lincoln primary schools also participating.

The present Board wishes to highlight this heritage and highlights the following:

1. The successful leadership role held by Spreydon in the ICT PD initiative reflects the mana and operational effectiveness of the school.
2. The Board recognises its proud cultural heritage. To ensure we act in a considered and respectful manner the Board has invited Waitāuhi Gage onto the board. Waitāuhi's involvement ensures our commitment to and understanding of our community, our cultural obligations and our heritage.
3. The Board believes our strongest and correct cultural position reflects the Tuakana (older) - Teina (younger) relationship together on one site. This is an integral part of traditional Māori society and it reinforces our Māori cultural identity and perspective.
4. The Board also highlights the cultural impact where this positive value grows the manaaki (caring/respect) from our tuakana (older) and passes it through toteina (younger). The teina understanding is around the position of being a teina. It encourages respect from the younger teina and encourages patience/tolerance from the tuakana. The impact is positive culturally and will benefit our Māori and Pacific Islander students. In a cultural view, by having our senior students longer allows for their further growth in their own strengths and cultural backgrounds which fosters and encourages further whānau/iwi involvement.
5. The Board is very aware of the risk for some of our Māori/Pacific Island students who tend to lose their way beyond Primary School. We believe the (tuakana-teina) relationship is critical, that it will be successful, and it will ensure the transition from Full Primary to High School is the best option.
6. The Board also believes the option to create Manning has failed. Given this, the Board is extremely cautious around permitting further experimentation with our Year seven and eight students. We see the best educational option is to foster individual growth and learning within the secure, safe and supportive Spreydon School environment.
7. The Board also notes the synergy and effective engagement of the Spreydon School with our community.

Section Five. Spreydon is the Best Option

Spreydon School is a highly effective learning institution. Our National Standard results [2010] compare well to other Decile Three contributing schools in Christchurch. For comparison we include the National standards results for Manning Intermediate although we note this is a Decile Four school.

School	Roll	Reading				Writing				Mathematics			
		WB	B	At	A	WB	B	At	A	WB	B	At	A
Spreydon	309	8	21	22	49	8	24	61	7	3	19	74	4
Manning	187	27	23	32	19	58	32	7	2	25	37	26	14

The Board notes our school's effectiveness and links this with current research such as Adrienne Alton-Lee's 'Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration (BES)' and Viviane M J Robinson's research around educational leadership.

The Board also notes from point 41 of the Education Report "Consideration of Closure of Manning Intermediate School" the Ministry refer to Dineham and Rowe's review of literature around the middle schools. Here, while the research around middle schooling is inconclusive, some clear and decisive findings are made and these apply to all schools. We quote *'what matters most' is ... 'quality teaching' and 'learning provision', supported by 'teaching standards' and on-going teacher professional learning. ... The reviewers conclude that 'the one area where the research evidence is unequivocal' is that of 'the critical importance of the quality of classroom teaching'.*

We highlight some factors:

- a. Our last ERO report:
 - i. To quote *'ERO observed consistently effective teaching practices... There is a clear, on-going focus on improving learning and teaching.'*
- b. Strong leadership:
 - i. The school has strong, sensible leadership. The Principal has previously been seconded to work with The Education Review Office
 - ii. All senior staff have undertaken professional development as leaders with Distributed Leadership studies over two years
 - iii. Our Principal and team of senior leaders are continuing their professional development [refer eTime document]
 - iv. Spreydon has previously been a lead school as part of the ICT professional Development activities. While the Principal undertook further significant leadership activities our Deputy Principal also held the director role.
 - v. The school has been awarded Promethean (refer ACTIVboardNZ document) Centre of Excellence status. As part of this work we train other teachers. We model effective teaching. We showcase 21st learning. We provide professional development for all our own teachers
 - vi. The school's strategic plan has highlighted the promotion of leaders and leadership [staff and students] as one of its cornerstone objectives into the future. Our organisation and activities promotes these at all possible levels.

- vii. The school currently hosts New Zealand Graduate School of Education Interns and University of Canterbury education student trainees on a regular basis.
- c. Understanding of the needs of the Year 7/8 age group
 - i. A large number of our staff members have taught at Intermediates and/or at Year 7/8 level. We are familiar with the needs and aspirations of this group of students.
 - ii. The Principal has previously held both Principal and Deputy Principal roles in various Intermediate schools
 - iii. We understand and commit ourselves to the special identity of and the special needs of this young adolescent group.
 - iv. We understand the social, developmental, cultural, pastoral, educational and physical needs of this group of students.
- d. We keep a clear focus upon student achievement. Our programmes and resources are aligned to ensure this occurs. We operate in an environment and organisation that provides support, challenge, and opportunity and link this to the needs of our diverse group.
 - i. Our resources and teaching are aligned and strategically developed. For example we are a digital school and we provide extensive opportunities for our students including our Ultranet, our podcasts and our own Spreydon TV. All classrooms have interactive whiteboards while several staff members have qualifications, recognition and endorsements as high as 'national trainer' status.
 - ii. Our school activities are linked closely to our local community. The strong and growing relationship we have with our Maori heritage and our Pasifika communities are good examples of this context.
- e. There is a strong purpose to our education that is clearly articulated to our students and our community. The values of our school are entrenched and have been tailored for our students. The link between the expectations of students and their high achievement and endeavour is fostered.
- f. Our school values promote self-regulation, thoughtful student interaction and support for a common purpose and identity. Within this promotion there is a security, a scaffolding, common sense approach and celebration of success. These values are expressed as the Spreydon Heart, and the interpretations for easier understanding and identification is also provided. These values are:
 - i. Success to be the best we can
 - ii. Learning to learn and let others learn
 - iii. Relationships to have the best connections with people and places
 - iv. Responsibility to be in the right place, at the right time, doing the right thing.

Section Six. **Conclusions**

- This submission is based on the recapitation of Spreydon, not one, some or all of the other named contributing schools.
- The Board strongly supports recapitation as the best option for our Year seven and eight students.
- This option has very strong and growing endorsement from our immediate school community, as evidenced by our survey responses.
- Our recapitation option also has considerable backing from a larger section of the Halswell Learning Community
- With Spreydon being a major contributor to the Manning / Hillmorton student population, the recapitation of Spreydon is a means of reducing the demonstrated risk of disengagement and provides a way to ensure middle school age students remain in the Halswell Learning Cluster.
- Spreydon is well positioned, as evidenced by its history of educational achievement and leadership, to provide the **BEST** option for our Year seven and eight students.
- Recapitation provides the simplest option for our Year seven and eight students, maximises on-going educational outcomes and minimises disruption and uncertainty
- The time frame for recapitation can be met.

The Board thanks the Ministry of Education for the opportunity to make this submission, and look forward to a productive working relationship in order to ensure a smooth transition.

Date: 22 March 2013

Len Damiano
Board Chair

Richard Wardrop
Principal

Appendix

Letters of Support from:

Marnie Etheridge, National Sales Manager, ACTIVboardNZ
Simon Murphy, Pharmacist, Hillmorton Pharmacy 2009 Ltd
Paul Renwick, Managing Director Paul Renwick Joinery Ltd
Mark Lewis, Manager D A Lewis & Company Limited
Murray Jones, Community Member
Marie Hanson, Board of Trustees Chairperson, Oaklands School
Paul Irving, Principal Riccarton Primary School
Gary Roberts, Principal, Hornby Primary School
Mike Hogan, Principal, Prebbleton School
Bruce Topham, Principal, Halswell School
Phil Straw, Principal, Beaconhouse Newlands, Lahore
Sandi van Barneveld, Parent of Spreydon School
Tom Scollard, Former Board Chair and Community Member
R Kershaw, Businessman and Community Member
Faye Le Cren, Director, eTime

Postscript

We note the Beaconhouse Newlands appendice point 3 raises issues of primary experience in the high school setting. It remains a question whether the high school has any experience of National Standards including moderation, analysis and recording of data.



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ACTIVboard
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Web: www.ACTIVboardNZ.com

7 March 2013

Dear Rick

Re: Support for Re-capitation of Spreydon School

We would like to offer our full support to the re-capitation of Spreydon School in light of the closure of Manning Intermediate for the reasons as follows:

Spreydon School has been a Promethean Centre of Excellence over the last 2 years. This 'Centre of Excellence' status is only maintained when schools such as Spreydon continue to show evidence of good practise and commitment to on-going professional development.

Spreydon School has been extremely well led by senior management regarding the implementation of the ActivClassroom throughout the school. The commitment to professional development for all staff has enhanced learning outcomes through a high degree of confidence and competency of staff and students. It has been great to hear of the genuine way in which ActivBoards have been developed to enhance teaching and learning at Spreydon School by catering for every learning style and in particular Maori Learners, through oral language and co-operative learning. We also value the willingness of the staff in being open to new advances in technology and providing feedback on experiences.

We are delighted that Spreydon School is willing to host training at the school for teachers in schools across the wider Canterbury Region to attend as well as continue to provide a qualified Promethean Trainer. This level of commitment really highlights the extent to which Spreydon School is prepared to go above and beyond expectations. It is wonderful to see a School so genuinely proud of these achievements as well as being happy to share these experiences with the wider community.

Spreydon School has always been committed in providing the best technology to enhance teaching and learning through evidence based practice and research and I am sure that this will continue given the dedication of the management team, staff and students. We are certainly proud to be associated with such a dedicated school and do hope that this endorsement helps Spreydon to achieve re-capitation.

Yours sincerely

Marnie Etheridge
National Sales Manager, ACTIVboardNZ

Hillmorton Pharmacy
9 Halswell Road
Hillmorton
Christchurch 8025

11 March 2013

To Whom it May Concern

In my role as the local community pharmacist, I see a large number of primary, intermediate and secondary students from the local community.

I would like to voice my strong support in favour of re-capitating Spreydon School to include Years 7 and 8. I do not support the option of sending Year 7 and 8 students to a high school.

Thank you for the opportunity to comment on the proposal.

Yours faithfully

Hillmorton Pharmacy 2009 Ltd
Simon Murphy M.P.S.
9 Halswell Road
Christchurch 8025

Paul Renwick Kitchen & Joinery Centre

Consultants, Designers, Manufacturers and Installers for all Kitchen and Joinery requirements

The Chairman of the Board,
Spreydon Primary School,
Halswell Road,
CHRISTCHURCH

6 March 2013

Dear Sir,

Re: Spreydon School Proposed Re-capitation Option

I am writing to support the proposal that Spreydon School be recapped and returned to what it was in the late 1960's, when classes went through to, what was then standard 6. I was a pupil of Spreydon School in the 1950's and remember the school fondly, and being ready for the transition to High School at the age of thirteen years. Looking back, I wouldn't imagine I would have had the same confidence at eleven years old, because those two years of moving into an adolescent are an extremely important stage in a Childs development.

I am a Father of three, and Grandfather of eight, two of which also attended Spreydon School before shifting to Broadfields a few years later. I have studied their progress through Broadfields Primary School which is a full primary school, and their transition to Lincoln High School. They are happy and well adjusted and pleased that they did not have to have the disruption of shifting to an Intermediate School or a Year 7 - 13 School.

Even with that extra two years of growing, they still had some trepidation about mixing with the older High School students. I do not feel that Intermediate Schools are necessary at all because a child is quite delicate at that age, and the less change and upheaval the better for their emotions.

I have been Self Employed for over thirty eight years - a Director of six private Companies, heavily involved in the Building Industry and also the Harness Racing Industry as past Director of Addington Raceway Ltd, and N.Z. Metropolitan Trotting Club.

Over the years I have employed numerous Apprentices, some of which were not very strong in their academic qualifications. A common denominator, when questioned, was that they had lost confidence & fallen behind in their studies in their pre-High School years. It's well known we are in an age where bullying is far more prevalent, and in my opinion placing younger children into the High School environment could possibly exacerbate the problem.

In summary, having experienced personally and observed others I strongly recommend that Spreydon School is re-capped for the good of the pupils and indeed the community

Yours Faithfully,

Paul Renwick
Managing Director Paul Renwick Joinery Ltd.



06 March 2013

To Whom it May Concern

I am the manager of D A Lewis Ltd, and have had a close association for many years with the schools affected by the proposed closures/mergers:

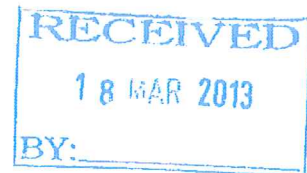
I would like to express my strong support in favour of re-capitating the local primary schools to include Years 7 and 8.

I am absolutely against the option of sending Year 7 and 8 students to a high school as I believe that this is not in the best interests of the pupils.

Thank you for the opportunity to comment on the proposal.

Yours sincerely

Mark Lewis
Manager



33 Rawson Street
North New Brighton
Christchurch 8083

11 March 2013

To the Chair of Spreydon Primary School Board of Trustees
PO Box 37-221
Christchurch 8245

Dear Len

I have been associated with the Spreydon Hillmorton area for a long period of time.

I would appreciate it if you could please include this letter with your submission regarding the proposals around the closure of Manning Intermediate.

I am very much in favour of Year 7 and 8 students remaining at their primary school. I do not believe children of this age would benefit from attending a high school.

Yours sincerely

M E Jones



To Whom It May Concern:

The Oaklands Board of Trustees on behalf of the Oaklands School Community wish to express their support for Spreydon School to be recapitated to a full primary school. We have every confidence that Spreydon School has the resources and staffing to have year 7 and year 8 students attend the school. We have worked in partnership with Spreydon School as part of the MOE ICT cluster in 2008-2010.

As a full primary school we believe this is an opportunity for us to develop closer relationships to support their year 7 and year 8 students.

We would be keen to develop programmes for our year 7 and year 8 students with Spreydon and believe this would be beneficial for our students. We would see this as an opportunity to develop the Halswell Learning Cluster with the ability to share resources, programmes and staff.

We believe this is an exciting opportunity for the area and developing 21st Century learning opportunities in modern learning environments.

We are happy to provide further information if required.

Yours sincerely,

Marlé Hanson
Board of Trustees Chairperson



RICCARTON
PRIMARY SCHOOL

ENCOURAGING LIFELONG LEARNERS - EXPANDING HORIZONS

Englewood, Christchurch 8042 • 03 348 4234 • 03 348 4212 • office@riccartonprimary.school.nz • www.riccartonprimary.school.nz

Monday 11 March 2013

To whom it may concern

The Board of Trustees of Riccarton Primary School fully supports Spreydon Primary School to recapitate to become a Year 1-8 school as part of the Canterbury Education Renewal Plan.

We are happy to be contacted if any further information is necessary.

Kindest Regards

Paul Irving



Hornby Hikers

Hornby Primary School



The Gateway to Learning
Te Potaka o te Matauranga

12 March 2013

Dear Rick

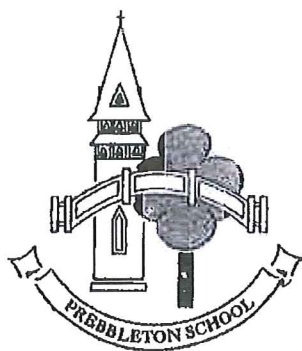
As a an ex-resident of the greater Spreydon, Hoon Hay and Halswell areas, and parent, I wish to record my support for the Spreydon Primary School re-capitation option. I am opposed to the Year 7-13 High School option.

Kind regards

Gary Roberts

Principal

Hornby Primary School



Prebbleton School

Blakes Road, Prebbleton

Telephone: (03) 349-6553

Facsimile: (03) 349-9522

E-mail: admin@prebbleton.school.nz

Ministry of Education
Christchurch

8 March 2013

To whom it may concern

As the principal of Prebbleton School, I am writing to support the re-capitation option for Spreydon School in the Strengthening Christchurch schools programme.

I have worked closely with the management and staff at Spreydon School since 2008 as part of an ICT school development cluster. I am confident that the quality leadership and teaching provisions of Spreydon School will enhance the learning opportunities for local Year 7 & 8 students.

As a neighbouring school, I have observed on a number of occasions the commitment of the staff to the provision of effective learning pedagogy for all students and the on-going focus of the management team to engage with professional development.

Finally, I am sure that the provision of Y 7 & 8 education at Spreydon School will be advantageous on a social and emotional level for the local 11/12 and 13 year olds. Effective transitions have always been strength of this school and I know this will continue for the transition into secondary school rather than Intermediate.

Yours sincerely,

Mike Hogan
Principal
Prebbleton School



Monday, 11 March 2013

Chairperson Board of Trustees
Spreydon School
2 Halswell Road
Spreydon
Christchurch.

Dear Mr Damiano,

Re-capitation of Spreydon School.

I write to support the proposal for Spreydon School to become a Year 1 to 8, full primary school, as part of the governments Renewal Plan for Christchurch Schools. In my opinion the full primary option has many benefits for emerging adolescence, allowing a seamless education option and stability during these vital years.

As an existing full primary, in an adjacent community, we would welcome another school of similar configuration into the 'fold' and look forward to sporting contact at the year 7 and 8 level and involvement in our leadership and GAT activities at this level.

Yours faithfully,

Bruce Topham.
Principal



**BEACONHOUSE
NEWLANDS**

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www.beaconhousenewlands.net

Re: Recapitation of Spreydon School with in the Halswell Learning Cluster.

To whom it may concern.

I am writing this letter in support of the recapitation Option for Spreydon School with in the Halswell Learning Cluster.

I have a strong background in Middle School Education and have enjoyed guiding the learning environment in the full range of settings.

- 1978-1990 St Thomas of Canterbury College Year 7-13 Head of Intermediate in the Upper Riccarton area of Christchurch, geographically bordering the Halswell Learning Cluster.
- 19090-2005 Principal of full Primary Schools including low decile schools. (Arapohue, Westport South, Huntly Primary).
- 2005-2011 Principal --Tokoroa Intermediate.
- 2011-Present Foundation Principal of Beaconhouse Newlands, Lahore, Pakistan a school for students age 3-18. I also presented a paper to a conference in 2012 on the Middle Years. Hence my comments should be read and considered in the light of this experience.

I would also add that I have been a visitor to Spreydon School on a number of occasions over the years for formal personal professional development opportunities and more recently for informal professional learning and sharing of idea.

I strongly support the recapitation of Spreydon Primary School for the following reasons:

1. Spreydon currently possesses a rich learning environment and this middle school group of students would be easily absorbed into that environment. This would enable the further development of the skills, attitudes and values necessary for this pre-adolescent group of learners in a familiar environment.
2. The Spreydon option offers a greater surety of a safe learning environment. This is not a reflection on the high school option; it is a statement of fact. Given the decide rating of the schools involved there is an inherent risk when we move this group into their older student environment that even the best system of pastoral care could find challenging. It creates an unnecessary risk that we do not need to take.



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www.beaconhousenewlands.net

3. A recent trend in many high schools is to employ Primary trained teachers in low decile schools at year 9. This is aimed at continuing the home room environment, a factor that these schools are recognizing as a benefit. This factor being present in low decile secondary situations (e.g. Hunty College). It would be necessary for Hillmorton to re-think its structures and programmes to cater for this pre-adolescent group of students to ensure the best learning environment is achieved. Primary schools such as Spreydon are already geared up to do this and to diversify the operation to cope with the changes required as they are by far the most common form of structure for this age group. (Full –Primary –years1-8).
4. The most compelling reason is my belief that we must make our decisions based on what is best for the students. Spreydon Primary (Renamed 'Spreydon Full Primary' is a vibrant successful learning environment. The vast majority of the students are already happy in that environment.) On one hand we have a choice that has minimal disruption to the student learning journey with little or no pastoral care risk involved, the other choice is fraught with risk without at present any known advantage. Should we as decision maker's experiment with students' lives?
5. Spreydon School under its current management has proved its ability to keep pace with education change, to be innovative in its delivery of learning opportunities and has the capacity to cope with the development of this important reorganization. The policies and procedures within the school are strong and will endure in the coming years to ensure the ongoing success for the foreseeable future.

i recommend to you that the correct decision is to grant the recapitulation option for Spreydon School as the soundest option for this group of students.

Regards,

Phil Straw

Principal

Beaconhouse Newlands,

Lahore

Christchurch 8025

08 March 2013

To Whom It May Concern

I am a parent of three boys aged 6 ½, 3 ¼ and 20 months. My school age son is a student at Spreydon School and through his attendance I have become a PTA member at the school. I also have strong connections with the local community through such things as Plunket and sports clubs.

As a parent I am assuming that when a primary school is re-capitaled the Ministry of Education provides either on or off-site facilities for the technology education of these children. Accordingly, I would like to express my strong support in favour of re-capitating the local primary schools to include Years 7 and 8. I am *absolutely* against the option of sending Year 7 and 8 students to a high school.

Thank you for the opportunity to comment on the proposal.

Yours faithfully

20 March 2013

To the Chair of Spreydon Primary School

Sir

I am a resident in the Spreydon-Halswell area and have had a close association with Spreydon School, as firstly a facilitator and then as board chair several years ago.

As a facilitator, I am committed to ensure effective and focussed governance with outcomes of excellent teaching and learning for the students that boards are responsible for. This includes encouraging boards to pursue avenues to make it possible for the highest level of success.

I also understand the need for change, especially in Christchurch, and am well aware of the renewal plan for Christchurch in particular. I certainly believe that at this time we have a great opportunity to look closely at what educational opportunities are out there and how we can provide for improved outcomes for the needs which exist within our communities. This brings me to the purpose of this letter.

I understand that Spreydon school has undertaken a comprehensive survey of its community and staff with a view to re-capitate to include year 7&8. Given the changes that have taken in place in the area (to which I live fairly close) and the clear affirming support of its community, I support this initiative and endorse the school as an excellent provider to its community. I firmly believe it will meet a real need in the community.

My understanding is that Hilmorton High School is looking to include year 7 and 8 students (merging with Manning Intermediate), however I do believe that the local area has student needs which support for a Spreydon School re-capitation. As a full primary school as it may support many of these needs more successfully (full primary rather than middle-high school) and of course this also offers an alternative choice to families in the area.

I would appreciate you ensuring this correspondence is forwarded as part of the consideration process.

Yours faithfully



225A Waimea Terrace
Beckenham
Christchurch 8024

11 March 2013

To the Chair of Spreydon Primary School Board of Trustees

Dear Len

I have a long association with the Spreydon Hillmorton area.

I would like to take this opportunity to voice my support for re-capitating the local primary schools to include the Year 7 and 8 students.

I do not believe that Year 7 and 8 students would excel should they need to attend the local high school.

I would appreciate it if you could forward my letter with your submission.

Yours sincerely

R Kershaw
Kershaw Construction

4 March 2013

To Whom It May Concern

I am writing in support of Spreydon School's submission for re-capitation.

In my role as Director of eTime I have worked with a large number of Christchurch Schools over the last 9 years, and I have been particularly impressed with Spreydon School. It is in an ideal position to re-capitate as it has strong leadership, is forward looking, uses 21st Century skills and tools, has inclusive practices, and has a committed staff who work collaboratively to benefit students' learning.

Spreydon School, led by principal Rick Wardrop, has made a transformation in recent years. It uses a distributed leadership model that empowers people throughout the school to achieve success. The following are some examples.

ICTPD Leadership

Spreydon School was the lead school in a Ministry of Education funded ICT PD contract from 2008 to 2010. Rick Wardrop was the Director of this cluster facilitated by eTime. Other schools in the Te Waihora cluster were Lincoln, Manning Intermediate, Oaklands and Prebbleton.

During this contract Spreydon School developed a culture of inquiry and critical reflection, one of the essential conditions associated with a substantive impact on student outcomes (p.xlv-xlvi, Teacher Professional Learning and Development: Best Evidence Synthesis Iteration). Teachers developed the skills to inquire and reflect on the impact of their teaching on student learning so that the school could shift teacher practices in order to raise student achievement.

During the contract they used data to monitor and inform practice. The school has well-developed self review processes that incorporate the gathering of specific and relevant assessment data related to student achievement, and analyse these in order to monitor and inform teaching and learning practices.

Since exiting the cluster the school has managed to sustain ICT and e-learning practices through the implementation of Ultramet (Learning Management System).

Curriculum Leadership

The school staff has worked collaboratively to completely review and redesign its school-based curriculum aligned to the MoE Curriculum.

Within their curriculum is a clear vision for learners and a focus on what students are expected to achieve and, working back from that, what pedagogy teachers need in order to support student achievement. The school uses the McTighe and Wiggins Backward by Design model to assist teachers planning and assessment.

Herrmann Brain Dominance Profiling with whole staff and its application to teaching and learning

The school has profiled its staff using Herrmann Brain Dominance Instrument. The tool has close links to the key competencies and effective pedagogy. The school uses it to:

- Identify strengths and areas for development;
- Apply Whole Brain Thinking strategies to develop the "key competencies" and effective teaching and learning practices;
- Develop teams that work effectively together.

Experienced Principals Development Project

Rick Wardrop was one of twenty Canterbury experienced principals who was selected to participate in, and contribute to this Ministry of Education funded project. During the 2-year project Rick engaged with the other principals in a professional learning community. He further developed his leadership practices. He contributed resources, data and examples of good practice to support other experienced principals to lead change and improve student outcomes.

Distributed Leadership

Rick and his three school leaders participated in the Distributive Leadership programme during 2011 and 2012. They developed their knowledge and capabilities, alongside other leadership teams, from other schools. At the heart of the programme was a clear focus on

- Distributed leadership
- Inquiry, critical reflection and self review
- Effective pedagogy
- Change management strategies
- Collaboration, sharing expertise and experiences
- Research based practice

Focus on Sound Educational Research

Spreydon School is focused on developing leadership capability at all levels of the school. They develop and apply their leadership capability in areas that research has shown positively impacts on student learning outcomes (p.39, School Leadership and Student Outcomes: Identifying What Works and Why: Best Evidence Synthesis Iteration), namely:

- Establishing goals and expectations
- Resourcing strategically
- Planning, co-ordinating and evaluating teaching and the curriculum
- Promoting and participating in teacher learning and development
- Ensuring an orderly and supportive environment

The school also makes significant use of the Kiwi Leadership for Principals document and in particular the model of educational leadership described in this document, which sets out, the qualities, knowledge and skills principals need in the 21st Century.

In summary Spreydon School has an outstanding leadership team and I strongly endorse its application for re-capitation and consider this to be a forward-looking solution.

Regards



Faye Le Cren
eTime Director

Postscript

We note the Beaconhouse Newlands appendice point 3 raises issues of primary experience in the high school setting. It remains a question whether the high school has any experience of National Standards including moderation, analysis and recording of data.