

Aranui High School

Respect - Excellence - Mana - Community - Manaakitanga/Caring



Aranui High School Community Engagement Report

Submission to the Ministry of Education Interim Decision for Education
Renewal



THE 6D GROUP
A whole different perspective

23 June 2013

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Aranui High School Community Engagement Report

Submission to the Ministry of Education Interim Decision for Education Renewal

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1. Introduction

The purpose of this report is to record the process and outcomes of the Aranui High School (AHS) community engagement on the Minister of Education's interim decision relative to the Aranui Learning Cluster¹.

The process of engagement involved a number of interviews, conversations, and stakeholder workshops for parents, staff, community, students and the school Board of Trustees (BoT).

Engagement took place with the Aranui High School community and also between the Principals, BoT members and parents across the four schools affected by the closures in the interim decision. In addition a number of community members not directly connected with the schools and stakeholders from other sectors participated in the engagement process.

The AHS Board of Trustees:

1. Recognises the significant impact the Canterbury Earthquakes continues to have on the Canterbury education network particularly in Eastern Christchurch.
2. Acknowledges that there has been damage to land and buildings and is most sensitive to the human impact on vulnerable families who are fragile and struggling to manage the highly complex recovery of our communities in Eastern Christchurch
3. Recognises that the current proposal is focused on the future children, young people and families of Aranui and the wider Eastern area of Christchurch that is the current catchment of AHS. The BoT also recognises the many tensions that exist between what we have today and the best possible future for our families/whanau/aiga.
4. Has engaged in a constructive dialogue focused on concerns, issues and opportunities to try and identify a preferred way forward for our current and future community of interest. The BoT considers that it has extensively discussed all of the matters relative to this situation.
5. Is committed to ongoing engagement with other schools, the Aranui community, and stakeholders in Eastern Christchurch.
6. Looks forward to partnering with the Ministry of Education and engaging with other stakeholders to identify a shared vision for education and community based around our young people and our families/whanau/aiga.

This report builds on the previous submission to the Minister's initial proposal. Appendices 4 and 5 are drawn from that submission with the purpose of highlighting important future focused elements of that submission. The Emerging Vision for Education (Appendix 4) in Aranui, Wainoni and Avondale remains relevant as a direction of travel. The Aranui High School Community (Appendix 5) summarises the current situation and priorities of the school.

¹ <http://shapingeducation.govt.nz/engagement/renewal-interim-decision/aranui-cluster-interim-decisions-information>

2. Executive Summary

The Board of Trustees has given careful consideration about the long-term future of Aranui High School, the wider community and legacy to be created for future children and families.

This perspective has been developed through engagement with the Aranui High School community and wider stakeholders whose priorities are summarised as follows:

Theme	Priority
1. Structure	<ul style="list-style-type: none">• Support for defined areas for junior, middle and senior school• Inclusion of Early Childhood Education (ECE), tertiary transition and Adult & Community Education (ACE).• Vertical leadership and mentoring with and by students.
2. Teaching and Support Staff	<ul style="list-style-type: none">• Staff recruitment, retention and morale issues exist.• Lack of security of employment and operational funding losses are priorities to be addressed.• There is significant distress for staff that has been created by the closure proposal.
3. Facilities	<ul style="list-style-type: none">• Ensure sufficient, quality land is available for the new campus.• Shared school and community infrastructure, resources and services desired.• A visible street frontage required from Breezes Road.
4. Special school	<ul style="list-style-type: none">• Clarity sought on the shape and nature of the Special School to be relocated.
5. Public Private Partnerships (PPP)	<ul style="list-style-type: none">• For this model to work this community needs to have a strong sense of ownership. PPP runs contrary to this.
6. Health & Safety	<ul style="list-style-type: none">• The health and safety of students is a priority.
7. Establishment Leadership	<ul style="list-style-type: none">• Diverse representation sought for the establishment leadership of the new campus.
8. Engagement & Communications	<ul style="list-style-type: none">• Students and community members want opportunities for engagement in decision-making.• Key elements are relationships, transparency, honesty and unity.
9. Learning pathways	<ul style="list-style-type: none">• Strong support for collaborative ECE approach.• ACE and other education use of facilities (including night classes).• Tertiary Education Commission funding stream for ACE (including resourcing).
10. Culture & Identity	<ul style="list-style-type: none">• Diversity recognised as a strength of our school identity and acknowledgment of individual school identities.• Responsibility of creating a future legacy identified.• Emerging values identified by students and community.
11. Avondale & Chisnallwood	<ul style="list-style-type: none">• Challenge for transformation recognised for both schools.

12. Other	<ul style="list-style-type: none"> • Risk of impact of interim decision on school rolls over next three years and importance of mitigation identified. • A number of concerns still exist. • A number of opportunities are emerging.
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3. Interim Decision

The Aranui High School Principal and BoT received the Interim Decision on 22 May 2013. The key points in the interim decision for the Aranui Learning Cluster has been widely publicised and are:

1. Four schools, Aranui School, Aranui High School, Avondale School and Wainoni School should close on 27 January 2017.
2. Year 1-13 schooling in a community campus (OR a Year 1-6 school and a Year 7-13 school) to be established.
3. The new campus should be established on the Aranui High School site.
4. The new campus to open from term one 2017.
5. Chisnallwood Intermediate School should remain open as normal on its current site. Its future should be reviewed in 2020 after the community campus has been operational for a couple of years and other changes to the schooling network have been made and settled in.
6. Consultation to continue with the community about the make-up of the possible other facilities within the community campus development. This is to include the relocation of a Special School into the campus

In addition there are at least two ECE providers who would be affected by the closures and the Ministry has indicated its intent to remain engaged in the reshaping of ECE in the wider Aranui area.

4. Consultation

The community engagement approach for the Aranui High School community of interest has been drawn from the inclusive and participatory principles identified and endorsed by the International Association for Public Participation (IAP2) and the Canterbury Earthquake Recovery Authority (CERA). This process has been designed to ensure the best outcomes for the Aranui High School and wider school community in the context of the very complex and challenging reality.

The process of engagement for Aranui High School consisted of four specifically prepared stakeholder workshops for parents, BoT, teaching and support staff and community members. These stakeholder workshops were hosted by the Principal and were well supported. The purpose of the workshops was clarified as an invitation to participate in dialogue framed by the current reality for the school and the interim decision.

Parents and wider school community stakeholders were invited to a large community workshop to share thoughts and feelings about the proposed school closure and establishment of a new Community Campus.

The engagement opportunities provided included:

1. A teacher and support staff workshop - Tuesday 4 June
2. Initial meeting with BoT and Principal Wednesday 5 June 2013
3. A student workshop - Wednesday 10 June 2013
4. Aranui Community Forum at Aranui High School on Wednesday 19 June 2013

In the weeks leading up to the forum the Board of Trustee Chairs and Principals' of the four schools had met twice (Friday 7 June and Monday 10 June) in order to understand each schools situation and the impact of the interim decision, particularly the impact on staffing and morale. The facilitator attended both of these meetings.

At the second meeting a Ministry of Education representative attended to listen, answer questions and provide clarity to some of the key concerns of the schools. At this meeting a commitment was made to work with the four schools to assist them with current and anticipated transitional issues. These issues related to staffing, operational funding, resources, processes and leadership matters.

5. Summary

In summary, shared priorities became evident in the following thematic areas.

Structure

An identifiable secondary school needs to be visible to the greater community of eastern Christchurch. Entry points at Year 1 and Year 9 are logical.

The structure of a Year 1-13 school became a key focus area with a number of structural variations being considered. There was support for defined areas for junior students (year 0 - 6/7), middle school (year 7/8 - 10) and senior students (11-13) be a part of the structure. In addition, early childhood education (ECE), tertiary education transition (trades and academies) and adult and community education (ACE) were identified as important facets of the structure.

There was a call for vertical leadership and to have older students mentoring (tuakana teina) younger students.

There was an emerging consensus from staff, BoT, parents and community representatives that should the interim decision become final then some forms of separation would be necessary. Solutions include; separation through timetabling, entrances and physical boundaries within the campus.

The leadership and management of the new campus will be of critical importance.

Teaching and support staff

Staff recruitment, retention and morale issues were highlighted as both risks and stressors over the short and medium term. Short-term concerns related to job security and risk of losing good staff and management.

The security of employment and operational funding are priority areas to be addressed in order to mitigate risks to staff and student losses over the medium term. Quality teaching and learning will suffer if these risks are not minimised.

Facilities

Facilities attracted a good deal of attention in the workshops. Of interest was ensuring sufficient quality land was available for the infrastructure on the new campus. Aspirations were expressed about shared school and community infrastructure, resources and services. These included, but weren't limited to; an indoor multi purpose complex (like the Aurora Centre), pool, recreation facility, fields and courts, cafeteria and study centre. Public, private partnerships (PPP's) require further explanation.

Special School

The inclusion of relocating a Special School onto the campus raised a number of questions. There was a consensus that further information and evidence is needed in order to inform such relocation. Concerns discussed related primarily to uncertainty about how a special school might fit in and be run.

Health and Safety

The health and safety of students was a common concern voiced by students in their workshop. It was also an underlying feature weaving its way through the staff and community workshops.

Establishment Leadership

The community are calling for the establishment leadership of the new campus to have diverse representation, including community, cultural (Maori & Pasifika), health, social sector, parental and ECE components. The eBoT was discussed and recognized as being a critical component of the transitional structure from 2013-2017.

Engagement and Communications

Students seek to be involved in decision making related to the new campus. The community is calling for a shared vision to be developed and for opportunities to engaged in decision-making. The community recognises relationships, transparency, honesty and unity as key elements for a successful community campus. Engagement using technology, including the use of social media is recommended.

Learning Pathways

A learning pathway from ECE through to Adult and Community Education has emerged as important. In the community forum there was a strong focus on a collaborative approach by early childhood providers to the extent that a memorandum of understanding was taking shape. There was recognition that two ECE providers will be directly affected by the interim decision and several others that feed into the current primary education network.

Students identified night classes as an opportunity.

Culture & Identity

Diversity is a strength of the current Aranui High school and is desired for the new campus. The workshop participants recognise the history and identities of the current schools and appreciate the legacy that they have the responsibility for creating in the new campus.

Incorporating different cultures and values is important to students and community members. These include:

- Moemoea (Future Visions)
- Waiora (Healing) - Wainoni Primary School
- Rakau ora (Strength, Trees) - Aranui Primary School
- Whare ora (House of Wellbeing/Learning) - Aranui High School
 - Manaakitanga (Hospitality/Kindness)
 - Kaitiakitanga (Guardianship/Stewardship/Trustee)

Other

Protecting the school rolls over the transitional period is of critical importance.

There are still a number of concerns that exist relating to the school closures and the wider community that is still recovering from the earthquakes.

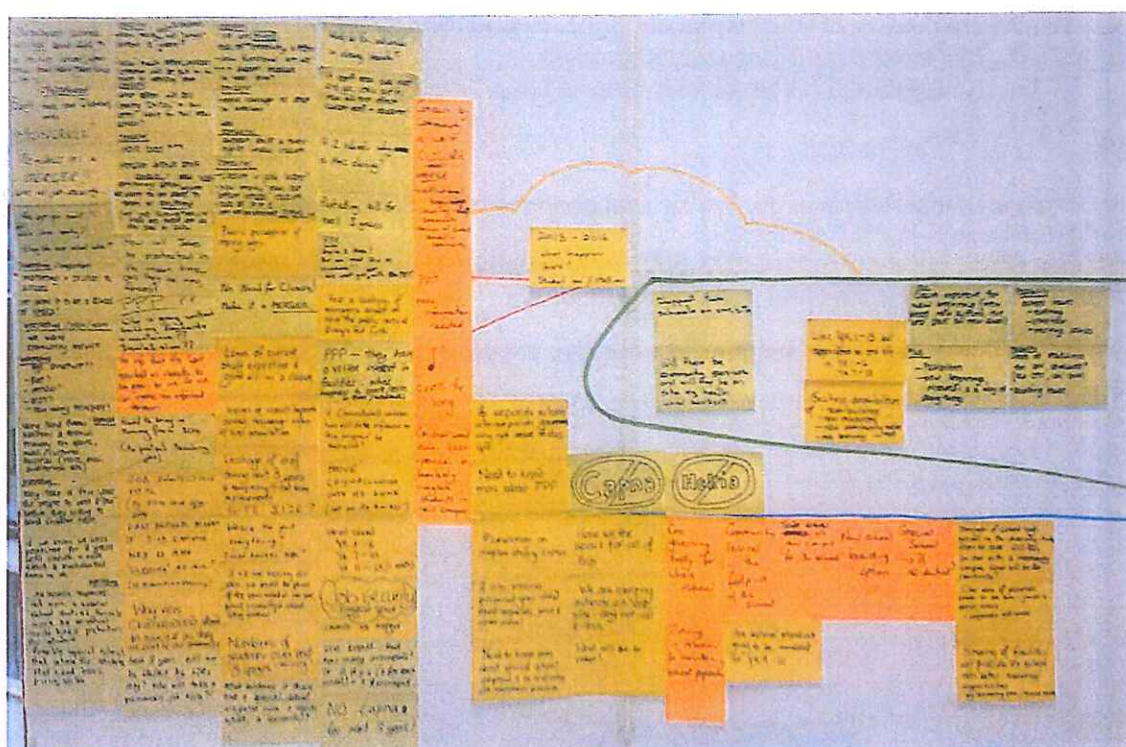
At the same time a number of unique opportunities are also present and emerging which can be taken advantage of.

Appendix 1 – Notes from staff workshop

Aranui High School teacher and support staff workshop - Tuesday 4 June (9.00-10.30am)

Overview

This is a transcription of discussion points, comments and issues raised with Teaching and Support Staff at Aranui High School on 4 June 2013. A workshop was held from 9-10.30am in the staff room and participants (n=45) contributed the recorded points that were captured on a single large worksheet.



These notes will be integrated into the community engagement report for the Aranui High School Board of Trustees along with feedback from students, parents and other key stakeholders. Further feedback from teaching and support staff is welcome up until Tuesday 18 June.

In addition to individual school engagement a large workshop will take place on Wednesday 19 June which is intended to bring together thinking relative to the Minister of Education's interim decision proposing the closure of Aranui, Aranui High, Avondale and Wainoni schools and the establishment of a new Community Campus on the Aranui High School site at the start of 2017.

The school partners in the Aranui cluster recognise that there are a number of key stakeholders in the Minister's proposal and that meaningful dialogue is needed with:

1. Aranui Community Trust Incorporated Society (ACTIS)

2. Chisnallwood Intermediate school
3. Burwood Pegasus Community Board
4. Canterbury District Health Board
5. Local child, youth and family providers of health and social services

This list is not intended to be finite or exclusive list and the partner schools remain open to engaging other key stakeholders as partners identify them.

This final Aranui High School community engagement report is intended to contain issues, actions, risks, opportunities and comments from the school communities and from the wider Aranui community of interest as represented and advocated for by ACTIS and other key stakeholders.

Workshop notes

Teaching and support staff participants identified the following issues and made the following comments:

Closure vs Merger

1. Concern by community re word CLOSURE = decline of current school and community. MERGE = institutional knowledge, security - staff & community
2. What is the rationale in closing schools?
3. If Yr7-13 campus, why is AHS closing at all? Compared to Hilmorton and Manning?
4. If 2 schools why is AHS closing?
5. We are merging schools on one site, why not call it this?
6. No need for closure - make it a MERGER

Job security

1. Job security biggest issue, closure vs merger
2. Closure = job losses!
3. Support staff and their rights under closure
4. If we are losing our jobs we won't be part of the new model we are consulting about. Why bother?
5. Wish retraining option - we want to be allowed to retrain in anything, not just in education field. There are so few jobs in Chch
6. Job protection vital to 2016 and after 2016. First refusal at least.
7. How will jobs be protected in the meantime, can they be ringfenced?
8. Reclass as a merger!! Give us job security.
9. Job security, 'ringfencing'

Staffing issues

1. If staff leave over next 2-3 years, LTRs put in, how will that affect current staff and students?
2. Loss of creativity and effort, we are tired. How functional are we? Extra support needed, in what form?
3. Rapid change of staff in interim
4. How many jobs lost before actual closure?
5. No CAPNA for next 3 years!
6. Loss of PPK, are we protected (CAPNA) until then?
7. Leakage of staff over next 3 years & temporary and fixed term replacements
8. How many staff and students will 'jump' before 3 years?
9. How much effort, innovation and creativity will be put in by staff over the next 3 years?

10. Tension between staff
11. Workload growing
12. Need to bring in zoning from 2014 (to protect teaching jobs)
13. Next 3 years, will we be staffed by LTRs only? Who will take a permanent job here?
14. If we knew we were protected for 3 years before closure = more effort and involvement from us all
15. Moratorium on surplus staffing/CAPNA

Facilities

1. Support two schools on one site
2. PPP more information needed
3. PPP, Decile 1 area. But we need Decile 10 standards! We won't get them with PPP
4. PPP - they have a vested interest in facilities - what happens to sports/EOTC at evenings & weekends?
5. Site size? Where to put everything. Local houses safe?
6. PPP?? Who is gaining control of building standards and maintenance?? Decile 1 slum??
7. Need to know more about PPP
8. Have we the space for all of this?

Impact on rolls

1. Protecting roll for next 3 years
2. May take a few years for people to 'wait and see' before they willing to send children here
3. Numbers of students over next 3 years declining?
4. Zoning in relation to maintaining school population
5. Impact of rebuilt/repared social housing - influx of lost population

Governance/Management

1. One Board but how many Principals? Or 2 DPs (1 for each school) and 1 Principal?
2. Management structure? Flat? Vertical? BOT? How many Principals?
3. If separate schools with separate governance why not leave status quo?
4. One governing body for the whole school

Mixing of primary/secondary

1. What about Yr1-6, Yr7-10, Yr11-13? (+adults?)
2. Public perception of mixing ages
3. If this interim proposal goes ahead must separate Junior and Senior schools
4. Like the idea of separate areas on site - junior and senior areas. Separate entrances

Special Education

1. What evidence is there that a special school integrated with a regular school is successful?
2. Not sure a special school such as Ferndale would be beneficial - would need protection for students
3. Need to know more about special school proposal and its relationship with mainstream provision
4. Special school - is it residential?

Impact of Chisnallwood remaining open

1. If Chisnallwood continues, how will its influence on this proposal be restricted?
2. Move Chisnallwood into its zone (not on its border!)
3. What effect will still having Chisnallwood in our area have on this new school?
4. Why was Chisnallwood allowed to survive as they are part of our community?
5. Chisnallwood parents will not send kids to a Yr1-13 school when others have been here since Yr1.
6. Chisnallwood perception - "Don't turn our diamonds into mongrels"

General Concerns

1. Guess the song
2. Fear and loathing of teenagers based on what public see at Breezes Rd gate
3. The info that the Government has told us needs to be given to us so we can make an informed decision
4. We get so small that we close early! Flag the new school idea?
5. What will we be called?
6. Are national standards going to be mandated for Year 9-10?
7. Safe areas in campus for 3x schools
8. Strength of current high school is its diversity - kids from all over. Will this be lost with a community campus? What will be the community?

The following Opportunities/Positives were identified:

Opportunities/Positives

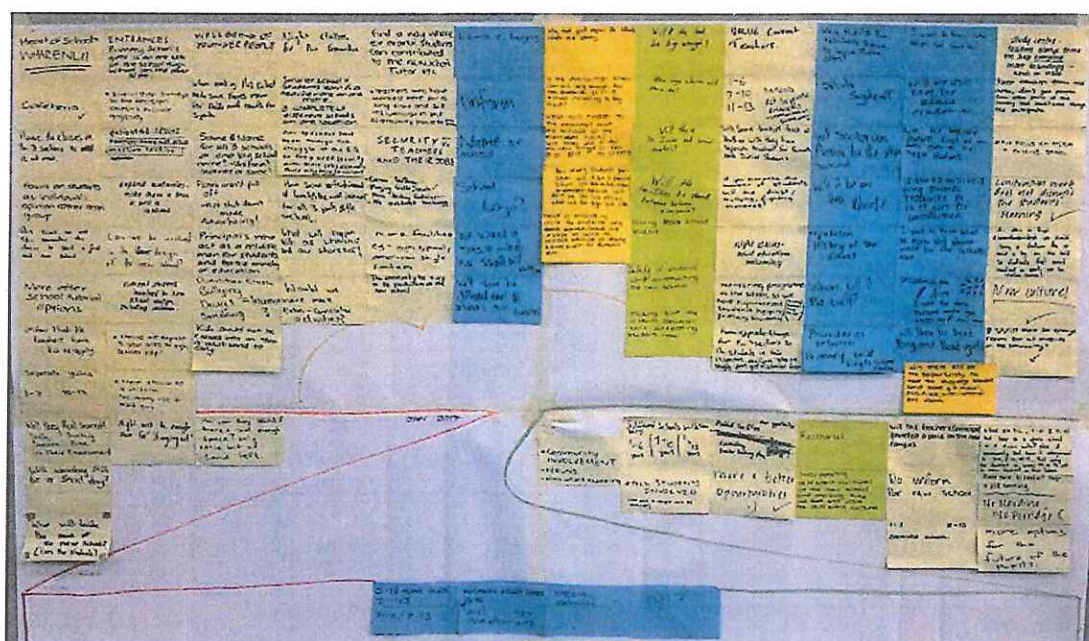
1. Will there be community services and will they be on site? E.g. health, social workers
2. Like Yr1-13 but separated on one site
3. Exciting possibilities of new buildings, new resources, new community involvement, new learning
4. Closure important for new beginning (new 'blood', new systems, the best staff for new school)
5. New beginnings, new resources and ways of doing things
6. School hours, evening, afternoon, morning school
7. Halls of Residence for senior students? Like CPIT, Uni campus. Or Boarding house.
8. Possible special school that caters for students that need basic living skills
9. Community services in the footprint of the school
10. New school boarding option
11. Sharing of facilities will provide the school with better resources/opportunities, e.g. swimming pool, tennis courts
12. Marketing = crucial to success. We want it to be a school of choice
13. We want community education
14. Potential - using land from Wainoni and Aranui Primary for sports, music/cultural facilities (track, pool, auditorium etc.)
15. Chisnallwood review 2020 - provision to seamlessly integrate students in new campus

Appendix 2 – Notes from student workshop

Aranui High School student workshop - Wednesday 10 June (1.00-2.30pm)

Overview

This is a transcription of discussion points, comments and issues raised with Students at Aranui High School on 12 June 2013. A workshop was held from 1-2.30pm at the school and participants (n=40) contributed the recorded points that were captured on a single large worksheet.



These notes will be integrated into the community engagement report for the Aranui High School Board of Trustees along with feedback from teaching and support staff, parents and other key stakeholders. Further feedback from students is welcome up until Tuesday 18 June.

In addition to individual school engagement a large workshop will take place on Wednesday 19 June which is intended to bring together thinking relative to the Minister of Education's interim decision proposing the closure of Aranui, Aranui High, Avondale and Wainoni schools and the establishment of a new Community Campus on the Aranui High School site at the start of 2017.

The school partners in the Aranui cluster recognise that there are a number of key stakeholders in the Ministers proposal and that meaningful dialogue is needed with:

6. Aranui Community Trust Incorporated Society (ACTIS)
7. Chisnallwood Intermediate school

8. Burwood Pegasus Community Board
9. Canterbury District Health Board
10. Local child, youth and family providers of health and social services

This list is not intended to be finite or exclusive list and the partner schools remain open to engaging other key stakeholders as partners identify them.

This final Aranui High School community engagement report is intended to contain issues, actions, risks, opportunities and comments from the school communities and from the wider Aranui community of interest as represented and advocated for by ACTIS and other key stakeholders.

Workshop notes

Student participants identified the following issues and made the following comments:

Current Situation (Key points of interim decision)

1. Four schools to close (Aranui High School, Aranui, Avondale and Wainoni Primary Schools)
2. Special School to be relocated
3. Aranui High School Site
4. 5-18 Year Olds
5. Year 1-13 school OR a Year 1-6 school and Year 7-13 school

Possible Opportunities

1. Population of school
2. Class sizes?
3. Have the classes in 3 sections (12 at max)
4. Room for all students in the community
5. New Cultures
6. Smaller School
7. (For) Students (to) learn with a teacher one on one more often
8. Structure of school options could be Year 1-6/7-13 OR Year 1-7/8-13 OR Years 1-6/7-10/11-13

Design

1. School Size
2. Student and Community Design Involvement
 - a. Including Uniform and Name of School
 - b. There should be a uniform as the positives outweigh the negatives
3. Individual Surveys so the decision doesn't exclude anyone
4. School Logo
5. School Sign
6. Advertise to excite enthusiasm
7. Boarding - A place for students unable to come to school because of family issues
8. More facilities
 - a. Fields and courts
 - b. Stadium

- c. American-style Cafeteria
 - d. Pool
 - e. Career Building
 - f. Study Centre
 - g. Teachers on-hand, more technology
 - h. Maori, Pasifica, International Room
 - i. Massive Archive
9. More Drinking Fountains
 10. Up to date technology
 11. Money used for resources as well as construction
 12. Ex-Aranui Students contribution to the new school
 13. Tutor etc.
 14. 3 Completely different schools on the one location
 15. Individual Names for the sections of the school or one overall name?
 16. Uniform separate or same?
 17. Connection between the separate sections
 18. Mentoring Program between High-school students and Primary
 19. Entrances
 - a. Primary School's gate is on one side of the school
 - b. High School's gate is on the other side
 20. School Leaders
 21. Separation between sections so respective students don't get distracted from study

Teachers

1. Teacher Job Security especially those who have taught at Aranui for years
2. Christchurch based teachers - Don't get people who haven't lived through the earthquakes
3. Separate teachers for Junior and Senior or some teachers for all years?

Operations

1. Principals for the different sections (?)
2. More after school tutorial options
3. Will the term dates be the same for the whole school?
4. Will it be an area school?
5. Focus on NCEA in Year 11-13 School
6. Expand Academies - Make them a focus as well as an academic
7. Focus on student as individuals with individual opinions rather than as a group
8. Different Lunch and Interval Times
9. Entertainment at Lunchtime
10. More Extra-Curricular (activities)
11. Night classes for the community
12. Continuation of Breakfast Club

In the Meantime . . .

1. Safety of students while constructing new school
2. Making sure the interim decision isn't affecting students now
3. Why not repair the schools that are closing?
4. Usage of resources the current schools have - If not, possibly donating them

Qualities to keep in mind

1. Wellbeing of Younger People
2. Fresh Start
3. Heart of School=Wharenui
4. Reputation
5. Legacy

Barriers

1. Land Space (is it) big enough for Year 1-13 space and extra facilities? E.g. Fields
2. Not enough room for hanging out
3. Will Wednesday still be a short day?
4. Kids shouldn't be exposed into a Teen or Adult world too early
5. Should 5 year olds be exposed to high school life?
6. Will people feel scared? Safe? Sucky? Secure? Free in their Environment?
7. With more students will bullying, drugs and fighting increase?
8. Diversities Clash
9. Bullying, Drugs, Increase in Smoking?
10. Teachers having to re-apply is unfair

Positives

1. Community Involvement (e.g. Forums)
2. Student Involvement
3. More Opportunities
4. Disabled Facilities
5. Counselling
6. Resources
7. Incorporating different cultures and valuing them
8. No Uniform?
9. Uniform?
10. More options for the future of pupils

Appendix 3 – Notes from the Aranui School & Community Forum

Overview

On Wednesday 19 June 2013 approximately 50 people participated in a community forum to understand the current situation relating to the proposed closures of four schools in Aranui.

This document reports on school and community thinking relative to the Minister of Education's interim decision proposing the closure of Aranui, Aranui High, Avondale and Wainoni schools and the establishment of a new Community Campus on the Aranui High School site at the start of 2017.

For the purpose of this engagement process these four schools and the Ministry of Education (MoE) are referred to as the strategic partners. These partners in the Aranui cluster recognise that there are a number of key stakeholders in the Minister's proposal and that meaningful dialogue is needed with:

11. Aranui Community Trust Incorporated Society (ACTIS)
12. Chisnallwood Intermediate school
13. Christchurch City Council including the Burwood Pegasus Community Board
14. Canterbury District Health Board and broader health system
15. Local child, youth and family providers of health and social services

This list is not exclusive and the partners remain open to engaging other key stakeholders as partners identify them. ACTIS could be considered a strategic partner in this engagement given the critically important role they play in community development, service and advocacy in the greater Aranui area.

This document contains issues, actions, risks, opportunities and comments from the school communities and from the wider Aranui community of interest as represented and advocated for by ACTIS and other key stakeholders.

Introduction

This forum is a part of the Education Renewal process relative to the Aranui schools and the communities of Aranui, Wainoni and Avondale. Because of the size of the

Aranui High School catchment there is an acknowledgement that there is a much wider network of schools directly connected to the Aranui schools decision-making process.

The Principal of the four schools and ACTIS management agreed that it would be beneficial to hold a community forum in order to provide community and school stakeholders with an opportunity to listen directly to the school and community leaders. In addition it was considered necessary and important to invite the Ministry of Education to answer questions and seek clarity on information that was either unclear or unknown.

In the weeks leading up to the forum the board of trustees and principals of the schools had met twice (Friday 7 June and Monday 10 June) in order to understand each schools situation and the impact of the interim decision. At the second meeting, a Ministry of Education representative attended to listen, answer questions and provide clarity to some of the key concerns of the schools. At this meeting a commitment was made to work with the four schools to assist them with current and anticipated transitional issues. These issues related to staffing, operational funding, resources, processes and leadership matters.

Individual school engagement processes have run concurrently over the past two weeks. Parents, Boards of Trustees, Secondary students, Teaching and support staff have been engaged in these processes. Each school will provide their own submission and this report may form the basis for a wider community submission.

Key points of the Interim Decision

The Minister of Educations interim decision for the Aranui Learning Cluster has been widely publicized and the key points are:

7. Four schools, Aranui School, Aranui High School, Avondale School and Wainoni School should close on 27 January 2017.
8. Year 1-13 schooling in a community campus (OR a Year 1-6 school and a Year 7-13 school)
9. Should be established on the Aranui High School site,
10. Open from term one 2017.
11. Chisnallwood Intermediate School should remain open as normal on its current site. Its future should be reviewed in 2020 after the community campus has been operational for a couple of years and other changes to the schooling network

have been made and settled in.

12. Consultation to continue with the community about the make-up of the possible other facilities within the community campus development. This is to include the relocation of a Special School into the campus

In addition there are at least two early childhood providers who would be affected by the closures and the ministry has indicated its intent to remain engaged in the reshaping of ECE in the wider Aranui area.

Further information is available on the Shaping Education website:

<http://shapingeducation.govt.nz/engagement/renewal-interim-decision/aranui-cluster-interim-decisions-information>

The Aranui Learning Community Forum

On Wednesday 19 June from 7–9pm the partners and a number of stakeholders gathered in the Aranui High School Library. The agenda for the forum was presented to the participants at the beginning of the forum and participants indicated they were happy to proceed with it. The endorsed agenda was as follows.

1. Start (7.00pm)
2. Welcome and introductions (5mins)
3. Purposes (5mins)
 - Understanding the interim decision and the current situation in the four schools and Aranui Community.
 - Identify issues, potential solutions, mitigation
 - Identify preferred and agreed priority actions
4. Guest speakers (Up to 5mins each ~30–40mins):
 - Audrie McKenzie (Principal, Wainoni School)
 - Mark Scown (Principal, Avondale School)
 - Mike Allen (Principal, Aranui School)
 - John Rohs (Principal, Aranui High School)
 - Rachael Fonotia (Coordinator, ACTIS)
 - Sean Wheeler, _____ : (MoE representatives)
5. Workshop of emerging priority areas (30mins)
6. Workshop report back (30mins)

7. Emerging preferences / agreements (5mins)
8. Way forward (5mins)
9. Acknowledgements and closure (5mins)
10. Close (9.00pm)

Note: 5. Emerging priorities for the workshop process were determined with participants.

Opening

John Rohs (Principal, Aranui High School) opened the forum welcoming participants and provided a house keeping overview. He then handed over to Chris Mene (Facilitator, The 6D Group).

Chris framed up the forum and all participants were invited to identify who they were and what school and/or community interest they had in the forum. This provided an opportunity for all participants to understand who was in the forum and their interest.

Presentations by partners

1. Audrie McKenzie (Principal, Wainoni School)

Audrie opened up the presentations and focused on the children/tamariki as the people we are doing this for. She spoke about how the Wainoni School board has deliberately taken a long-term future focus. Audrie identified the relationships with people we know and trust are critical for future success. She said that Wainoni School wants to be partners in this process and that they want to include the student perspective in the decisions we make. Audrie reflected on how there are a lot of people that are stakeholders in this process who should be engaged. She spoke about how they do like our Wainoni site and we wonder about the future of their playground. Audrie said it is important to the school to be with the kids they know. She explained how the Wainoni school brand includes the element of water and this is a part of the identity we bring into the new campus. The schools four values are: Thinking, Respect, Responsibility and Pride. They want seamless education for our children and they want to journey together. Audrie finished with a

Maori proverb that says “With your food basket and my food basket our people will thrive”

2. Mark Scown (Principal, Avondale School)

Mark spoke about the current situation at Avondale School. The role at Avondale School has reduced by 177 children that they think that, with 320 students remaining, there are still enough children for Avondale to be viable as a stand-alone institution. While Avondale Primary School is not against the concept of the area school (community campus) there remains a significant (95%) of the parent population against this proposal for the Avondale school community. Mark emphasised that the frustration is with the bureaucratic processes within the Ministry of education and the unreliability of the supplied documentation that draws on facts and figures that at best are questionable. Mark reiterated that the local ministry staff are good people and Avondale have a good relationship with them. Mark spoke about the challenges of getting timely and accurate information on land, buildings and costing. Avondale is saying that the Ministry of Education’s documentation lacks equity, transparency and choice and does not consider that the interim decision justifies the closure of Avondale.

3. Mike Allen (Principal, Aranui School)

Mike spoke about the proud history Aranui Primary School has (1911) and reflected on the symbolism of the Peace tree that was recently cut down. He spoke of the challenges of being a new Principal at the time of the February earthquakes. Mark spoke about the difficulties of trying to move forward with so much going on in the short term. Mike spoke about the Aranui Primary School Community being neutral on the Avondale closure and that the school would support Avondale in the direction they wanted to take. Mike spoke about looking to the future and about the conflicting emotions that exist in the current reality. These were excitement, worry, interest and confusion. He questions how best to weave the four school communities together into a new entity and that however we do it we need to keep children at the heart of the matter. Mike emphasized Marks point that we love our local MoE people and that the Aranui School wants to partner with the Ministry towards the best possible outcomes. He shared a comment that in a similar situation up north it took five years for the division to go away. Mike related this to

the importance of a collective approach to weaving together a new school community. He emphasized the importance of our attitudes and what we say and desire.

4. John Rohs (Principal, Aranui High School)

John welcomed people again to the High School and expressed delight in being able to host the gathering. John spoke passionately about the TV1 Seven Sharp programme selecting Aranui High School as a feature school on an upcoming episode. He spoke of the pride that Aranui High School people have for their school and its identity. John shared how the Board of Trustees came to the decision of supporting the Ministers initial proposal and how five schools could work. He emphasized the Boards shared vision of having Early Childhood Education, Adult and Community Education, health and social service providers on the community campus. John discussed the importance of widening the frame to look at the entire eastern education network. He then spoke about the value and contribution secondary school students had to inform the aspirations of a new campus. 'Te Whare' was identified as a physical, spiritual and cultural icon on the current college site and that 'Te Whare' may well be the gift that the High School has to the new campus. John concluded by emphasizing the excitement the Board has in looking forward and embracing this opportunity.

5. Rachael Fonotia (Coordinator, ACTIS)

Rachael spoke about her role within ACTIS and the organisations purpose of being a community voice for the citizens of Aranui who are not involved in the local schools. Rachael spoke of her journey through Wainoni Primary School, Chisnallwood Intermediate and Aranui High School and the aspiration that every young person leaving Aranui High School will have a qualification. The establishment Board of Trustees is seen as a critical decision-making body in the ongoing process and ACTIS want to have a representative on the eBoT. It is unclear what the selection /recruitment process will be to them at this stage. Rachael requested some clarity about how zoning might work and requested broad engagement with the wider Aranui community in planning, design, school naming and other aspects of the transition to a community campus. Rachael spoke about the high value that ACTIS places on Adult and Community Education, improved

levels of amenity and infrastructure on the new campus. Rachael requested clarity on Public Private Partnership and Charter/Partnership schools. She also requested ongoing engagement and to be kept informed on the process.

6. Sean Wheeler, _____ (MoE representatives)

Sean, _____ offered commentary and answered questions raised by participants. These included questions relating to property, zoning and processes.

Community workshop

A workshop process was designed to maximize contribution from participants. The structure of the workshop process was designed based on emerging priority areas from the engagement processes in the schools as well as in the community.

Eight priority areas were identified that people wanted to explore. Each of these priority areas required a host and 8 participants offered to be a host. The task of the host was to facilitate and guide and exploration of that priority area. Hosts had to remain in the priority area that they had taken responsibility for.

Participants were welcome to move between priority areas so that they had an opportunity to make a contribution to multiple priority areas. Participants agreed to this process that determined what the priority areas for more detailed discussion would be:

1. Structure Year 1–13
2. Aranui High School Site
3. Early Childhood Education
4. Engagement and Communications
5. Establishment Leadership
6. Special School
7. Other campus facilities
8. Avondale Open

Below is a transcription of the written comments from participants in the workshop.

1. Structure Year 1–13
 9. Should it start with crèche?
 10. Stop at Year 13 or Adult education.

11. Juniors and Seniors Separate.
12. The Community needs to drive the structure.
13. Can we change the bureaucracy?
14. 2 schools: Y0-7, 8-13
15. How are the two schools funded?
16. 4 schools:
 - a. Y0-3, 4-6, 7-9, 10-13
 - b. Y0-3, 4-7, 8-10, 11-13
 - c. Management: Board of Trustees and 4 principals
 - d. Board of Trustees, Principal and 4 deputy principals
17. CPIT and UE (*University Entrance?*)
18. Is law change possible to create what we want?
19. Apprenticeships
20. Class Sizes?
21. Answers.

2. Aranui High School Site

1. Discuss the site testing. -Big concern!
2. Geotech report. -Can the community have the results and findings?
3. Access to the site after school hours.
4. Noise to adjacent properties.
5. Parking/Drop off
6. Transport Issues
7. Openness to site.
8. Possible purchase of adjacent properties when they become available.

3. Early Childhood Education

22. Is early childhood and afterthought?
23. Needs to be included on site. -'Learner is at the heart' child. -Develop a real community of learners.
24. Does the educational system support Te kohanga reo and Pasifika early childhood?
25. Te kohanga reo on site still keeping separate identities.
26. Provision: 0-6 year olds,
27. 100% qualified ECE teachers -our children deserve this!
28. Joint proposal between kids first and
29. How are existing early childhood centres being treated? Is it fair?
30. Te kotahitangi ki waitaha te kohanga reo.
31. Exciting opportunities for shared understanding, shared information, and

- shared resources and equipment between primary and secondary.
32. ECE providers have so many unanswered questions. Honesty wins communication!
 33. Ministry needs to give clear, important information in a timely manner, to all parties!
 34. Memorandum of understanding how we will work together:
 - a. E Tipu Rea
 - b. Te Kohanga Reo
 - c. Pasifika
 - d. Kidsfirst Kindergartens
 35. Community backed.
 36. If you get it right in the earlier years, a lot more chance of getting it right later on – ECE is worth the investment.
 37. We want to be included in the AHS proposal. Kidsfirst and E Tipu e Rea Early Learning Centre. – We want to be kept in the loop.
 38. What will we share? ie. Professional development, parenting courses.
 39. How will we share equipment and resources, including specialists, be keep our identities – choice for parents/whanau to share such things as ‘bulk buying’ power.
 40. Government Goals:
 - a. Increasing participation
 - b. Reduce costs/barriers
 - c. Increase parenting skills

4. Engagement and Communications

4. We need to develop a shared vision for the best interests of future students living here.
5. Ask the children what they want for their ideal school.
6. Avoid discrimination based on where people live and go to school, ability, culture and social-economic status.
7. Our community needs opportunities to get together to discuss our similarities and to unite together. –Kotahitanga
8. Relationships – People-based process to drive decision-making! Whanaunga-tanga.
9. Leadership group, person formed and then frequent meetings.
10. Can we get the community together now to show the ministry we ARE apart of this?
11. Where is the research to back up government claims that a year 1–13

school is better for education?

12. Is it not possible for Chisnallwood and Avondale to stay together?

13. Merger Facebook Page.

14. Make use of social media.

15. Make sure the people of the community are listened to. -The community needs to decide how we want our school.

16. We want guarantees that the ministry will be open and honest to all our decisions. Eg. The special school was never mentioned to us during the consultation period, it was after the last decision that we were told of it.

5. Establishment Leadership

Reps from:

13. Reps from:

- a. Health Sector
- b. Social Sector
- c. Parents
- d. Community

14. Community interview panels.

15. Nomination and election process.

16. Skills relevant.

17. Is there a limit on the number of Board?

18. Cultural diversity reflected.

19. Leadership from community. -Bottom up not top down.

20. Staff appointments, 2 years out.

21. Achievement Outcomes for students.

22. Read consultation documents from community.

23. Communication

24. Consultation

25. Let the community decide and lead the creation of our school and not the Ministry.

26. Start transitioning two years out. -Joint events etc. between schools.

27. Quality education during the next three years and for transitioning children.

28. Staff retention.

6. Special School

1. On site?

2. What size will the school be?

3. Where?

4. Teacher to student ratios?
5. Which students will this cater for?
 - a. Gifted
 - b. Physical Disabilities
 - c. Behavioural
 - d. Learning Disabilities
6. Experts or skilled teachers.
7. Streaming –ECE and Adult
8. Will it take a cut of the budget or will it be on a separate one? –How will it be managed?
9. Mainstreaming students with specific learning needs.
10. Students directed from ministry.
11. Hammersley Park, Ferndale Unit?
12. Closure of McKenzie Residential
13. Halswell Facility reducing students learning.
14. Bromley unit. –What is happening?

7. Other campus facilities

1. Use of the facilities out of hours by community groups.
2. Better street entrances to make the school attractive to community providers.
3. Connection with Aranui Library.
4. Sports fields at Wainoni Park.
5. Community based health facility (like CPIT)
6. Swimming Pool
7. Adult community education.
8. Well-maintained grounds.
9. No fence
10. Run a competition for the naming of the school.
11. Keep sports academy.
12. Aurora Centre-like Complex for Music and Drama.
13. Community Gardens. –“Garden to Table Trust.”
14. School Cafeteria, (like university campus.) –Can be for community parents and children.
15. CPIT / Academy.
16. Ask the community to be involved from the beginning.
17. Gymnasium
18. Grounds maintained by kids and community.
19. Welcoming spaces for community meetings. –Like the Aranui library.

- 20.Wrap around service with whanau.
- 21.Recycle the buildings and trees for the community to use.
- 22.Recognize the cultural richness in the services and the site.

8. Avondale Open

- 1. Avondale has not suffered the earthquake damage that the Ministry states.
- 2. Is Avondale deemed to close merely because the numbers are needed for the new school? ie. 320 pupils.
- 3. Parental choice? Taken!
- 4. Wainoni Road/River is a natural divider.
- 5. Still a viable school. -Roll of 320
- 6. We need to know the real reasons as to why Avondale is closing.
- 7. Avondale is already a campus with Chisnallwood; the combined total is 1150 children now.
- 8. Options/choice for children being bullied or excluded.
- 9. Predetermination. -It has been done to us.
- 10.We have proven evidence around Maori achievement. What evidence is there to suggest a Year 0-13 school will do better?
- 11.We need to stay open, at least until 2020, as Chisnallwood has been granted.
- 12.Extra travel distance to the new school.
- 13.97% of our students go to Chisnallwood, and then hardly any of them go to Aranui High.
- 14.We are a central hub
- 15.Where is the data to prove larger schools creating better educational outcomes?
- 16.Our community has had no input into the site.
- 17.The Avondale site is more stable than the Aranui High site.
- 18.Let us still have a choice of where we send our kids. -There needs to be a choice of another school.
- 19.It is not the buildings, it is the teachers, parents and the community that support our children's learning
- 20.Too early to close Avondale. The community will rejuvenate with the rebuild.
- 21.Leave Avondale Alone!!!

Other

1. Moemoea (Future Visions)
2. Waiora (Healing) – Wainoni Primary School
3. Rakau ora (Strength) – Aranui Primary School
4. Whare (p)ora (*House of weaving, weaving school*) – Aranui High School
5. Manaakitanga (Hospitality/Kindness) –
6. Kaitiakitanga (Guardianship/Stewardship/Trustee) –

Summary

Participants have identified a number of issues, actions, risks, opportunities and comments from the school communities and from the wider Aranui community of interest.

Some of the elements identified in this forum are current and most are relevant over the transitional short to medium term of 3.5 years. Some elements relate to long term success of educational and life outcomes for the children and families of Aranui, Wainoni and Avondale.

Next steps

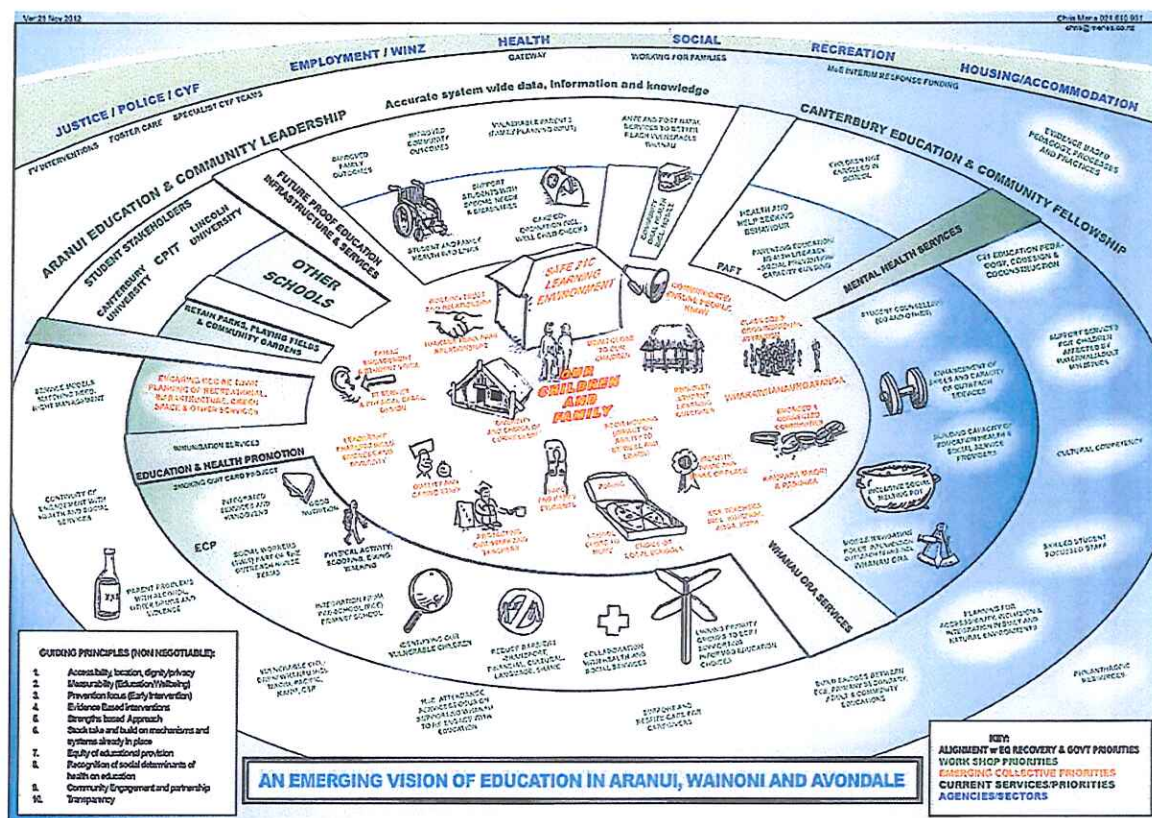
It was agreed that this report would be circulated to the partners, key stakeholders and participants who provided contact details. In addition there were a number of apologies noted as well as interested parties who had requested a copy of the notes from the forum.

Participants

There were 50 participants who attended the forum and they were invited to provide an email address for future correspondence.

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

The dialogue on the Interim Decision has reinforced the emerging vision as a positive and worthy aspiration for learning in Aranui, Wainoni and Avondale.



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

- The vision aims to illustrate student pathways to services and supports

Appendix 5 - Aranui High School Community

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

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

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

Maori and Pasifika

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

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

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

In late 2009 ACTIS (Aranui Community Trust Incorporated Society) implemented an Aranui Community survey² that netted 1130 questionnaires from 2,700 homes. Questions were asked about five result areas based around health, education, participation, physical environment and social/spiritual capacity. The following extract is from the survey report completed by Matt Walters 16 February 2010.

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

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

What is clear is that there is still room to continue to improve in this area and it is the work of the institutions / organisations themselves that can continue this development. It is suggested that for this to be most effective these organisations as much as possible need to engage wider with, and be

² <http://www.communityresearch.org.nz/2011/04/27/our-aranui-results-of-the-aranui-door-to-door-survey-2010/>

supported increasingly by the community in their actions, allowing individuals to participate and be involved in their organisational solutions as much as possible.

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

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

Gateway Assessments

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

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

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

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

Key messages from Gateway are:

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

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

Positive Youth Development

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

"An approach that guides communities in the way they organise programmes, people and supports so that young people can develop to their full potential" (Pittman). This Positive Youth Development in Aotearoa (PYDA) framework seeks to explore the confluence between the various approaches to PYD documented in local and international literature, with the grass roots experiences of young people and organisations in Aotearoa / New Zealand. We hope to promote fresh thinking by those working with young people and the funding providers supporting them. This includes both private and public funders of adolescent focused programmes across a range of professions (social work, youth work, education, counselling, social services, corrections, justice etc), as well as managers, programme leaders and programme designers, the adults working with young people as well as parents, communities and young people themselves.

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

Key Outcomes

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

Key Approaches

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

Participation

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

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

The best student and community outcomes

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

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

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

Inclusion of other stakeholders

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

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

Integrated model of education for Eastern Christchurch

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

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

Appendix 6. Community feedback tables

The workshops were conducted enabling BoT members, students, staff and community members to identify and discuss key issues relative to the interim decision and potential scenarios.

The following sections provide a summary of the key issues and thinking from the participants in the workshops. Fully transcribed notes from the workshops are included in Appendices.

5.1 Structure

Theme	Teaching and support staff workshop	Student workshop	Community Forum
Structure	<ol style="list-style-type: none"> 1. What about Yr1-6, Yr7-10, Yr11-13? (+adults?) 2. Public perception of mixing ages 3. If this interim proposal goes ahead must separate Junior and Senior schools 4. Like the idea of separate areas on site - junior and senior areas. Separate entrances 5. School hours, evening, afternoon, morning school 6. We want community education 7. Like Yr1-13 but separated on one site 	<ol style="list-style-type: none"> 8. 5-18 Year Olds 9. Year 1-13 school OR a Year 1-6 school and Year 7-13 school Year 1-7/8-13 OR Years 1-6/7-10/11-13 10. Different Lunch and Interval Times 11. Principals for the different sections (?) 12. More after school tutorial options 13. Will the term dates be the same for the whole school? 14. Will it be an area school? 15. Focus on NCEA in Year 11-13 School 16. Expand Academies - Make them a focus as well as an academic 17. More Extra-Curricular (activities) 18. Entrances <ol style="list-style-type: none"> a. Primary School's gate is on one side of the school b. High School's gate is on the other side 19. School Leaders 20. Separation between sections so respective students don't get distracted from study 21. Connection between the separate sections 22. Mentoring Program between High-school students and Primary 	<ol style="list-style-type: none"> 28. Should it start with crèche? 29. Stop at Year 13 or Adult education. 30. Juniors and Seniors Separate. 31. 2 schools: Y0-7, 8-13 32. 4 schools: Y0-3, 4-6, 7-9, 10-13 Y0-3, 4-7, 8-10, 11-13 33. Management: Board of Trustees and 4 principals 34. Board of Trustees, Principal and 4 deputy principals 35. CPIT and UC (<i>University Entrance?</i>) 36. Apprenticeships 37. Class Sizes? 38. Answers. 39. Where is the research to back up government claims that a year 1-13 school is better for education?

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		<p>23. Completely different schools on the one location</p> <p>24. Population of school</p> <p>25. Class sizes?</p> <p>26. Have the classes in 3 sections (12 at max)</p> <p>27. Will Wednesday still be a short day?</p>	
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5.2 Teaching and support staff

Theme	Teaching and support staff workshop	Student Workshop
Teaching and support staff	<ol style="list-style-type: none"> 1. Job security biggest issue, closure vs merger 2. Closure = job losses! 3. Support staff and their rights under closure 4. If we are losing our jobs we won't be part of the new model we are consulting about. Why bother? 5. Wish retraining option - we want to be allowed to retrain in anything, not just in education field. There are so few jobs in Chch 6. Job protection vital to 2016 and after 2016. First refusal at least. 7. How will jobs be protected in the meantime, can they be ringfenced? 8. Reclass as a merger!! Give us job security. 9. Job security, 'ringfencing' 10. If staff leave over next 2-3 years, LTRs put in, how will that affect current staff and students? 11. Loss of creativity and effort, we are tired. How functional are we? Extra support needed, in what form? 12. Rapid change of staff in interim 13. How many jobs lost before actual closure? 14. No CAPNA for next 3 years! 15. Loss of PPK, are we protected (CAPNA) until then? 16. Leakage of staff over next 3 years & temporary and fixed term replacements 17. How many staff and students will 'jump' before 3 years? 18. How much effort, innovation and creativity will be put in by staff over the next 3 years? 19. Tension between staff 20. Workload growing 21. Need to bring in zoning from 2014 (to protect teaching jobs) 22. Next 3 years, will we be staffed by LTRs only? Who will take a permanent job here? 23. If we knew we were protected for 3 years before closure = more effort and involvement from us all 24. Moratorium on surplus staffing/CAPNA 	<ol style="list-style-type: none"> 25. Teacher Job Security especially those who have taught at Aranui for years 26. Christchurch based teachers - Don't get people who haven't lived through the earthquakes 27. Separate teachers for Junior and Senior or some teachers for all years? 28. Teachers having to re-apply is unfair 29. Staff retention.

5.3 Facilities

Theme	Teaching and support staff workshop	Student Workshop	Community Forum
Facilities	<ol style="list-style-type: none"> 1. Support two schools on one site 2. PPP more information needed 3. PPP, Decile 1 area. But we need Decile 10 standards! We won't get them with PPP 4. PPP - they have a vested interest in facilities - what happens to sports/EOTC at evenings & weekends? 5. Site size? Where to put everything. Local houses safe? 6. PPP?? Who is gaining control of building standards and maintenance?? Decile 1 slum?? 7. Need to know more about PPP 8. Have we the space for all of this? 9. Halls of Residence for senior students? Like CPIT, Uni campus. Or Boarding house 10. Community services in the footprint of the school 11. New school boarding option 12. Sharing of facilities will provide the school with better resources/opportunities, e.g. swimming pool, tennis courts 13. Potential - using land 	<ol style="list-style-type: none"> 15. School Size 16. Boarding - A place for students unable to come to school because of family issues 17. More facilities 18. Fields and courts 19. Stadium 20. American-style Cafeteria 21. Pool 22. Career Building 23. Study Centre 24. Teachers on-hand, more technology 25. Maori, Pasifica, International Room 26. Massive Archive 27. More Drinking Fountains 28. Up to date technology 29. Money used for resources as well as construction 30. Tutor etc. 31. Land Space (is it) big enough for Year 1-13 space and extra facilities? E.g. Fields 32. Not enough 	<ol style="list-style-type: none"> 36. Discuss the site testing. -Big concern! 37. Geotech report. -Can the community have the results and findings? 38. Access to the site after school hours. 39. Noise to adjacent properties. 40. Parking/Drop off 41. Transport Issues 42. Openness to site. 43. Possible purchase of adjacent properties when they become available. 44. Use of the facilities out of hours by community groups. 45. Better street entrances to make the school attractive to community providers. 46. Connection with Aranui Library. 47. Sports fields at Wainoni Park. 48. Community based health facility (like CPIT) 49. Swimming Pool 50. Adult community education. 51. Well-maintained grounds. 52. No fence 53. Run a competition for the naming of the school. 54. Keep sports academy. 55. Aurora Centre-like Complex for Music and Drama. 56. Community Gardens. -"Garden to Table Trust." 57. School Cafeteria, (like university campus.) -Can be for community parents and children. 58. CPIT / Academy. 59. Gymnasium 60. Grounds maintained by kids and community. 61. Welcoming spaces for community meetings. -Like the Aranui library. 62. Wrap around service with whanau. 63. Recycle the buildings and trees for the community to use. 64. Recognize the cultural

	<p>from Wainoni and Aranui Primary for sports, music/cultural facilities (track, pool, auditorium etc.)</p> <p>14. Exciting possibilities of new buildings, new resources, new community involvement, new learning</p>	<p>room for hanging out</p> <p>33. Why not repair the schools that are closing?</p> <p>34. Usage of resources the current schools have - If not, possibly donating them</p> <p>35. Disabled Facilities</p>	<p>richness in the services and the site</p>
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5.4 Special school

Theme	Teaching and support staff workshop	Community Forum
Special School	<ol style="list-style-type: none"> 1. What evidence is there that a special school integrated with a regular school is successful? 2. Not sure a special school such as Ferndale would be beneficial - would need protection for students 3. Need to know more about special school proposal and its relationship with mainstream provision 4. Special school - is it residential? 	<ol style="list-style-type: none"> 5. On site? 6. What size will the school be? 7. Where? 8. Teacher to student ratios? 9. Which students will this cater for? 10. Gifted 11. Physical Disabilities 12. Behavioural 13. Learning Disabilities 14. Experts or skilled teachers. 15. Streaming -ECE and Adult 16. Will it take a cut of the budget or will it be on a separate one? -How will it be managed? 17. Mainstreaming students with specific learning needs. 18. Students directed from ministry. 19. Hammersley Park, Ferndale Unit? 20. Closure of McKenzie Residential 21. Halswell Facility reducing students learning. 22. Bromley unit. -What is happening?

5.5 Health and Safety

Theme	Students workshop
Health and Safety	<ol style="list-style-type: none"> 1. Safety of students while constructing new school 2. Kids shouldn't be exposed into a Teen or Adult world too early 3. Should 5 year olds be exposed to high school life? 4. Will people feel scared? Safe? Sucky? Secure? Free in their Environment?

	<ul style="list-style-type: none"> 5. With more students will bullying, drugs an fighting increase? 6. Diversities Clash 7. Bullying, Drugs, Increase in Smoking? 8. Safe areas in campus for 3x schools
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5.6 Establishment Leadership

Theme	Teaching and support staff workshop	Community forum
Establishment leadership	<ol style="list-style-type: none"> 1. One Board but how many Principals? Or 2 DPs (1 for each school) and 1 Principal? 2. Management structure? Flat? Vertical? BOT? How many Principals? 3. If separate schools with separate governance why not leave status quo? 4. One governing body for the whole school 	<ol style="list-style-type: none"> 5. Reps from: <ul style="list-style-type: none"> • Health Sector • Social Sector • Parents • ECE 6. Community interview panels. 7. Nomination and election process. 8. Skills relevant. 9. Is there a limit on the number of Board? 10. Cultural diversity reflected. 11. Leadership from community. -Bottom up not top down. 12. Staff appointments, 2 years out. 13. Achievement Outcomes for students. 14. Read consultation documents from community. 15. Communication 16. Consultation 17. Let the community decide and lead the creation of <u>our</u> school and not the Ministry. 18. Start transitioning two years out. -Joint events etc. between schools. 19. Quality education during the next three years and for transitioning children.

5.7 Engagement and Communications

Theme	Student workshop	Community Forum
Engagement and Communication	<ol style="list-style-type: none"> 1. Ex-Aranui Students contribution to the new school 2. Student and Community Design Involvement 3. Including Uniform and Name of School 4. Individual Surveys so the decision doesn't exclude anyone 	<ol style="list-style-type: none"> 5. We need to develop a shared vision for the best interests of <u>future</u> students living here. 6. Ask the children what they want for their ideal school. 7. Avoid discrimination based on where people live and go to school, ability, culture and social-economic status. 8. Our community needs opportunities to get together to discuss our similarities and to unite together. -Kotahitanga 9. <u>Relationships</u> - People-based process to drive decision-making! Whanaunga-tanga. 10. Leadership group, person formed and then frequent meetings. 11. Can we get the community together now to <u>show</u> the ministry we <u>ARE</u> apart of this? 12. Merger Facebook Page. 13. Make use of social media. 14. Make sure the people of the community are listened to. - The community needs to decide how we want <u>our</u> school. 15. We want guarantees that the ministry will be open and honest to all our decisions. E.g. The special school was never mentioned to us during the consultation period, it

		was after the last decision that we were told of it.
		16. Ask the community to be involved from the beginning.
		17. The Community needs to drive the structure

5.8 Learning pathways

Theme	Student workshop	Community Forum
Learning pathways	1. Night classes for the community	2. Is early childhood and afterthought? 3. Needs to be included on site. -'Learner is at the heart' child. -Develop a <u>real community of learners</u> . 4. Does the educational system support Te kohanga reo and Pasifika early childhood? 5. Te kohanga reo on site still keeping separate identities. 6. <u>Provision:</u> 0-6 year olds, 7. 100% qualified ECE teachers -our children deserve this! 8. Joint proposal between kids first and 9. How are existing early childhood centres being treated? Is it fair? 10. Te kotahitangi ki waitaha te kohanga reo. 11. Exciting opportunities for shared understanding, shared information, and shared resources and equipment between primary and secondary. 12. ECE providers have so many unanswered questions. Honesty wins communication! 13. Ministry needs to give clear, important information in a timely manner, to <u>all</u> parties! 14. Memorandum of understanding how we <u>will</u> work together: a. E Tipu Rea b. Te Kohanga Reo c. Pasifika d. Kidsfirst Kindergartens 15. Community backed. 16. If you get it right in the earlier years, a lot more chance of getting it right later on - ECE is worth the investment. 17. We want to be included in the AHS proposal. Kidsfirst and E Tipu e Rea Early Learning Centre. - We want to be kept in the loop. 18. What will we share? i.e. Professional development, parenting courses. 19. How will we share equipment and resources, including specialists, be keep our identities - choice for parents/whanau to share such things as 'bulk buying' power. 20. Government Goals: a. Increasing participation b. Reduce costs/barriers 21. Increase parenting skills

5.9 Culture & Identity

Theme	Teaching and support staff workshop	Student workshop	Community Forum
Culture And Identity	<ol style="list-style-type: none"> 1. Strength of current high school is its diversity - kids from all over. Will this be lost with a community campus? What will be the community? 2. Closure important for new beginning (new 'blood', new systems, the best staff for new school) 3. New beginnings, new resources and ways of doing things 4. We want it to be a school of choice 5. What will we be called 	<ol style="list-style-type: none"> 6. Community Involvement (e.g. Forums) 7. Student Involvement 8. Incorporating different cultures and valuing them 9. Room for all students in the community 10. New Cultures 11. Wellbeing of Younger People 12. Fresh Start 13. Heart of School=Wharenu 14. Reputation 15. Legacy 16. School Logo 17. School Sign 18. Advertise to excite enthusiasm 19. Entertainment at Lunchtime 20. Focus on student as individuals with individual opinions rather than as a group 21. Continuation of Breakfast Club 22. Individual Names for the sections of the school or one overall name? 	<ol style="list-style-type: none"> 23. Moemoea (Future Visions) 24. Waiora (Healing) - Wainoni Primary School 25. Rakau ora (Strength, Trees) - Aranui Primary School 26. Whare Ora (House of wellbeing/learning) <ul style="list-style-type: none"> • Manaakitanga (Hospitality/Kindness) • Kaitiakitanga (Guardianship/Stewardship/Trustee)

5.11 Other

Theme	Teaching and support staff workshop	Student workshop
Other	<p>Impact on rolls</p> <ol style="list-style-type: none"> 1. Protecting roll for next 3 years 2. May take a few years for people to 'wait and see' before they willing to send children here 3. Numbers of students over next 3 years declining? 4. Zoning in relation to maintaining school population 	<ol style="list-style-type: none"> 10. Making sure the interim decision isn't affecting students now 11. Can we change the bureaucracy? 12. How are the two schools funded?

<p>5. Impact of rebuilt/repared social housing - influx of lost population</p> <p>6. We get so small that we close early! Flag the new school idea?</p> <p>General Concerns</p> <p>7. Are national standards going to be mandated for Year 9-10?</p> <p>8. Strength of current high school is its diversity - kids from all over. Will this be lost with a community campus? What will be the community?</p> <p>Opportunities/Positives</p> <p>9. Will there be community services and will they be on site? E.g. health, social workers</p>	<p>13. Is law change possible to create what we want?</p> <p>Positives</p> <p>14. More Opportunities</p> <p>15. Counselling</p> <p>16. Resources</p> <p>17. More options for the future of pupils</p> <p>Possible Opportunities</p> <p>18. Smaller School</p> <p>19. (For) Students (to) learn with a teacher one on one more often</p>
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