



Aranui Primary 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 Primary School 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 Board of Trustees (BoT).

Engagement took place with the Aranui Primary 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 Aranui Primary School Board of Trustees:

1. Recognises the massive impact the Canterbury Earthquakes has had on Greater Christchurch, the school and community of Aranui.
2. Acknowledges this most challenging context and the test this has been to school leadership, staff, parents and children whilst still focusing on student achievement.
3. Remain very sensitive to the human impact of the earthquakes especially on the many vulnerable families of the Aranui Schools community who are fragile and struggling to manage the complex recovery of our community.
4. Is pleased with the level of engagement and diverse range of school and community stakeholders who have participated in the Aranui School dialogue in the context of the broader conversation happening relative to the four schools in the 'Aranui cluster' and other related conversations.
5. Acknowledges and thanks the school and community stakeholders who have engaged in the Aranui School and wider 'Aranui Cluster' dialogue including, but not limited to; parents, grandparents, teachers, education leaders, Maori and Pasifika leaders, Early Childhood Education, Kohunga Reo, Incredible Years, local government, health and social services.
6. Calls for the Minister of Education to partner with the school community so they are empowered to participate fully in the transition towards closure and the establishment of the new community campus.
7. Wants positive change informed by evidence and research to ensure the best learning opportunities for our children and mokopuna. Looks forward to ongoing meaningful engagement with the Ministry of Education to continue working through this Education Renewal process.

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 and the legacy to be created for future children and families.

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

Theme	Priority
1. Structure	<ul style="list-style-type: none">Physical and timing separation of student groups.Leadership and management structure for the new campus to be determined and implemented early.
2. Timing	<ul style="list-style-type: none">Campus completed in full by January 2017.
3. Staff	<ul style="list-style-type: none">Support for current staff and professional development opportunities provided.Support for continuity of teaching and learning.
4. Facilities	<ul style="list-style-type: none">Community and key stakeholder involvement in the design and development of the new campus.
5. Special school	<ul style="list-style-type: none">Clarity sought on the shape and nature of the Special School to be relocated.
6. School uniform	<ul style="list-style-type: none">Community involvement in aspects relating to school uniform including affordability.
7. Health & Safety	<ul style="list-style-type: none">Health and safety concerns to be addressed by removing, minimising and mitigating risks and concerns.Crime Prevention Through Environmental Design (CPTED) process to be adopted.
8. Establishment Leadership	<ul style="list-style-type: none">The early establishment of transition leadership and management is imperative.Aranui Primary School community representation on the Establishment BoT (eBoT)
9. Engagement & Communications	<ul style="list-style-type: none">Priority and resourcing of engagement and communications planning and implementation throughout the next four years.
10. Learning pathways	<ul style="list-style-type: none">Support for Early Childhood Education (ECE) through to Adult and Community Education (ACE).

3. Interim Decision

The Interim Decision was received by the Aranui School Principal and BoT 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 Primary 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 Primary School and wider school community in the context of the very complex and challenging reality.

The process of engagement for Aranui Primary 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 several opportunities to share thoughts and feelings about the proposed closure.

These opportunities included:

1. Initial meeting BoT Chair, Principal and senior staff on Monday 27 May 2013
2. A staff and BoT workshop on Wednesday 12 June 2013
3. Two parent workshops at the school on Friday 14 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 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. Community feedback

Three workshops were also conducted enabling BoT members, staff and parents 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 three workshops.

5.1 Structure

The structure of a Year 1-13 school became a key focus area with a number of structural variations being considered. The table below shows a number of different suggested breakdowns within a Y1-13 structure.

Staff, BoT and parents all agreed that some forms of separation are necessary using physical and timing separation. Management issues and the importance of creating a positive and supporting culture at the new school were emphasised in the dialogue.

Theme	Board and Teachers	Parents Workshop 1	Parents Workshop 2
1. Structure	1. Year 1-6 and Year 7-13 2. Year 1-8 and Year 9-13 3. Ages Mixing? 4. Curriculum for Year 7-8 - Different teachers for each subject? 5. Who manages the assets, equipment, key resources required? 6. How do we know the budget is set already? 7. Funding of split schools - Who gets what and how much?	8. Is Year 1-6 and 7-13 the only age split option? 9. Year 1-6 or 0-3/4-6, 7-10 and 11-13 10. 25-30 kids per class. <u>Bullying</u> . - Are the younger kids going to be let out earlier than the older kids? 11. With more children in the school how are we going to keep them safe? 12. Separate time slots for different age groups. - Interval and lunch, starting times and ending times.	13. Year 1-6/7-10/11-13 14. Year 0-3/4-6/7-10/11-13 15. Keep class sizes the same. 16. Keep the two schools apart. 17. Keep junior and senior school separate. 18. Parents DON'T want their young children with the high school students 19. Different playtime and lunchtime for Junior school and High school kids.

5.2 Timeframe

The key issues relating to timeframe are that the campus will be completely finished in time for the start of school in January 2017. There was a strong aspiration for community engagement throughout the developmental process of the new school.

Themes	Board and Teachers	Parents Workshop 1	Parents Workshop 2
2. Timeframe	1. Completed site before moving on. 2. Will the school be completed in time?	3. Is the consultation going to be done properly in three years?	

5.3 Teaching and support staff

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

The importance of the relationships between students and teachers was identified as an important transitional issue especially for students with learning and behavioural challenges.

A solution was discussed to have senior management and teaching staff appointed as early as possible to plan and manage the implementation of the new community campus.

Additionally the connection was made to the importance of getting the establishment BoT in place as soon as possible to consider the importance of staffing and other issues.

Themes	Board and Teachers	Parents Workshop 1	Parents Workshop 2
3. Teaching and support staff	1. Job Security - Losing good teaching staff 2. Staffing - Appoint really early Principal and Senior Management Team - 2 years out 3. Staff - 1 year out	4. We want a school adequately resourced and with support staff. - Teacher aides, RTLBs who are qualified and capable. 5. We want experienced teachers who know how to manage learning and behavioural issues, including relievers. 6. An internal release teacher(s) who the children know. -Relationship is really important. 7. Teachers who have lost their jobs should have first dibs for the new school. We want experienced teachers who know how to manage learning and behavioural issues, including relievers.	8.

5.4 Facilities

Facilities attracted a good deal of attention in the workshops. Of particular interest was the importance of being involved in the design and development of the new campus. Aspirations were expressed about shared school and community infrastructure, resources and services. In addition BoT, staff and parent wanted opportunities to experience modern learning and community campus environments.

Themes	Board and Teachers	Parents Workshop 1	Parents Workshop 2
4. Facilities	<ol style="list-style-type: none"> 1. Is the space big enough? - Lack of space on site for growth 2. Design of facilities has to be/have community involvement. Bottom up decisions not top down. 3. Community Decisions not Government. Gym/Pool Complex Performing Arts Centre 4. Road frontage: Visibility 	<ol style="list-style-type: none"> 5. Can we take a look at 0-13 school? - eg. Middleton Grange 6. Parents have the opportunity to go up north. 7. Greater variety of Cultural, Sporting and Recreational. Medical Practice, Pharmacist, Physio, Te Rawhiti maybe? 	<ol style="list-style-type: none"> 8. Parents, Staff and Children should be the ones to create and decide what THEY want in the school. 9. Gymnasium 10. Pool. -Swimming Lessons. Volleyball, basketball and netball courts, Indoor Soccer, 11. Fields, League Field. 12. Free Health Care. -Doctor, Nurse and Dentist. Music and band equipment. Hands-on work-related facilities. - Café, workshop, hospitality, hairdressers, accounting, gardening etc. Community Garden. Community Hall.

5.5 Special school

The inclusion of relocating a Special School onto the campus raised a number of questions. There was no strong opinion about whether this was a positive or negative aspect of the campus proposal. Concerns discussed related primarily to uncertainty about how a special school might fit in and be run.

Themes	Board and Teachers	Parents Workshop 1	Parents Workshop 2
5. Special School	<ol style="list-style-type: none"> 1. Wider school opportunities: 2. Learning, Behaviour, 3. Special Needs, Inclusion, Social Skills 4. Leadership, Safety. 5. Who is going to be there? -Special Needs/Behavioural/ Gifted and Talented. 	<ol style="list-style-type: none"> 6. Special school questions, concern and clarity, (more information). 7. <u>No</u> pressure where our special needs tamariki go? Parent's choice. 	<ol style="list-style-type: none"> 8. Special school for sensory/extra learning back to back with a behaviour unit. 9. Support for ESOL students.

5.6 Uniforms

School uniform was one of a number of practical aspects of the campus proposal that would require attention from the eBoT and incoming management. The identity of schools was reflected upon as well as affordability of uniforms going forward.

Themes	Board and Teachers	Parents Workshop 1	Parents Workshop 2
6. Uniform	1. Uniforms?	2. Change of uniform. - One for whole school?	3. <u>Uniform</u> different for juniors and seniors? 4. <u>Discount/donations</u> and 2 nd hand uniform shop. (free?)

5.7 Health and Safety

Health and Safety of students was a common theme weaving its way through the workshops. This theme included having a safe built environment, road and traffic safety (circulation, access, egress and parking), visibility of the school from the street, campus security, use of current school sites, student mental health and personal safety (eg Bullying).

CPTED (Crime Prevention Through Environmental Design) was discussed as a useful lens in which to view the transition and establishment of the new campus.

Themes	Board and Teachers	Parents Workshop 1	Parents Workshop 2
7. Health and Safety	1. Traffic at the start and the end of each day 2. Do not leave the old school sites to be left abandoned and vandalised	3. School counsellors for all students. - Social workers in school. 4. We want a safe environment. For behavioural needs students and <u>all</u> students. 5. <u>Bullying</u> . - Are the younger kids going to be let out earlier than the older kids? - With more children in the school how are we going to keep them safe?	6. Better security for kids. 7. Safe and supporting community campus environment for adults and children.

5.8 Establishment Leadership

The establishment BoT (eBoT) was identified as a critical component of the transitional structure from 2013-2017. There is a strong consensus that the Aranui Primary School community should have a voice on this eBoT and that local knowledge will be essential to achieving community ownership of and best outcomes from the new campus. Parents in both workshops also discussed the eBoT and expressed support for local representation.

Themes	Board and Teachers
8. Establishment leadership	1. People should be fully informed of options 2. A chance to have a say in what it will look like 3. Positive Spin - Students and parents on board 4. Bottom up decisions not top down 5. Community Decisions not Government

	6. Will the appointment of the Establishment Board be biased towards people who support PPP or want to be involved in this? Will education be the primary focus? 7. How do we get all of our families involved with planning and deciding?
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5.9 Engagement and Communications

Along with the eBoT, engagement and communications were identified as another critical component of the transitional structure from 2013-2017. The Aranui Primary School community wants to be engaged in an ongoing and meaningful way and this can be achieved by ensuring that the eBoT and transitional management and leadership recognise the importance of community engagement and clear, appropriate and timely communication.

Themes	Board and Teachers	Parents Workshop 1	Parents Workshop 2
9. Engagement and Communications	1. Get the four schools socialising together now so that when merged the kids already know each other 2. Parents, community from all four schools working together and building positive relationships.	3. We want excellent engagement and communication with the new school	4. Engagement and communication with Pasifika parents. 5. Have the 3 primary schools start socialising together so the children get to know each other and build new friendships. 6. Events to bring parents together for idea sharing. - Drinks and food.

5.10 Learning pathways

Learning pathways from ECE through to Adult and Community Education have emerged as important. This also includes adult mentoring recognizing the learning needs of parents.

Themes	Board and Teachers	Parents Workshop 1	Parents Workshop 2
9. Learning pathways	1. Greater learning opportunities. 2. Tertiary links	3. We want excellent engagement and communication with the new school	4. Adult Education. - Literacy, Numeracy, Technology and other life skills. 5. Pathways to CPIT, University and Career College. 6. Community mentoring for adults.

6. Summary

The structure of a Year 1-13 school became a key focus area with a number of structural variations being considered. Staff, BoT and parents all agreed that some forms of separation are necessary using physical and timing separation. Management issues and the importance of creating a positive and supporting culture at the new school were emphasized in the dialogue.

The key issues relating to timeframe are that the campus will be completely finished in time for the start of school in January 2017. There was a strong aspiration for community engagement throughout the developmental process of the new school.

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Additionally the connection was made to the importance of getting the establishment BoT in place as soon as possible to consider the importance of staffing and other issues.

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The inclusion of relocating a Special School onto the campus raised a number of questions. There was no strong opinion about whether this was a positive or negative aspect of the campus proposal. Concerns discussed related primarily to uncertainty about how a special school might fit in and be run.

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Along with the establishment BoT, engagement and communications was identified as another critical component of the transitional structure from 2013-2017. The Aranui Primary School community wants to be engaged in an ongoing and meaningful way and this can be achieved by ensuring that the eBoT and transitional management and leadership recognise the importance of community engagement and clear, appropriate and timely communication.

Learning pathways from ECE through to Adult and Community Education have emerged as important. This also includes adult mentoring recognizing the learning needs of parents.

Appendix 1 – Notes from Parent workshop 1

Aranui Primary School parent workshop - Friday 14 June (9.00-10.15am)

Plus

1. Greater variety of:
 - a. Recreational
 - b. Cultural
 - c. Sporting
2. Nurse on site, access to a doctor and dental service to stay (Community doctor.)
3. School counsellors for all students. - Social workers in school.
4. We want excellent engagement and communication with the new school.
5. An internal release teacher(s) who the children know. Relationship is really important.
6. We want a safe environment. For behavioural needs students and all students.
7. We want an engaging school for all our children, from start to finish.
8. We want a school adequately resourced and with support staff. - Teacher aides, RTLBs who are qualified and capable.
9. We want experienced teachers who know how to manage learning and behavioural issues, including relievers.

Interesting

1. Medical Practice, Pharmacist, Physio, Te Rawhiti maybe?
2. Is Year 1-6 and 7-13 the only age split option?
3. Year 1-6 or 0-3/4-6, 7-10 and 11-13
4. Special school questions, concern and clarity.
5. No pressure where our special needs tamariki go? Parents choice.
6. Zoned?
7. "When we come into our schools we are one community." "Sense of our community."
8. Primary students have access to specialist equipment and resources.
9. Change of uniform. - One for whole school?
10. Can we take a look at 0-13 school? - eg. Middleton Grange
11. Parents have the opportunity to go up north.
12. Teachers who have lost their jobs should have first dibs for the new school.
13. Separate time slots for different age groups. - Interval and lunch, starting times and ending times.

Minus

1. Information not out there. -Evidence please.
2. Fees going up?
3. Bullying. - Are the younger kids going to be let out earlier than the older kids? - With more children in the school how are we going to keep them safe?
4. Uncertainty of job situation for the teachers.
5. Is the consultation going to be done properly in three years?
6. PPP
7. Class Sizes. Don't overflow the classrooms! 25-30 kids per class.
8. Special schools want mainstreaming continued. - Teacher aide hours.

Appendix 2 – Notes from Parent workshop 2

Aranui Primary School parent workshop - Friday 14 June (5.30-7.00pm)

Ideas

1. Keep class sizes the same.
2. Keep junior and senior school separate.
3. Special school for sensory/extra learning back to back with a behaviour unit.
4. Hands-on work-related facilities. - Café, workshop, hospitality, hairdressers, accounting, gardening etc.
5. Individual learning support for all students as needed. -SWIS and RTLBs
6. Adult Education. - Literacy, Numeracy, Technology and other life skills.
7. Support for ESOL students.
8. Pathways to CPIT, University and Career College.
9. Better security for kids.
10. Keep the two schools apart.
11. Different playtime and lunchtime for Junior school and High school kids.
12. More parking outside school.
13. Big community garden.
14. Safe and supporting community campus environment for adults and children.
15. Uniform different for juniors and seniors? Discount/donations and 2nd hand uniform shop.
16. Uniform (free)
17. Community mentoring for adults.
18. Small Class Sizes are a must.
19. Good sports centre including: Gymnasium; Pool. Swimming Lessons; Volleyball, basketball and netball courts; Indoor Soccer; Fields; League Field
20. Free Health Care. Doctor, Nurse and Dentist.
21. Doctor and nurse on site.
22. A community hall with access for everyone.
23. Engagement and communication with Pasifika parents.
24. Aoga Amata (Samoan Language Nest) for ECE.
25. Year 2-6 extended ECE with assessments for 3Rs
26. Rudolf Steiner Model 0-7 years. -Prep and Play.
27. 8 years of age onwards for more structured learning.
28. Year 1-6/7-10/11-13
29. Year 0-3/4-6/7-10/11-13
30. Music and band equipment.
31. Latest Technology. -Touch Screens. -iPads.
32. Events to bring parents together for idea sharing. -Drinks and food.
33. Honesty from the Ministry with all information given to our community (no secrets or lies).
34. Parents, Staff and Children should be the ones to create and decide what THEY want in the school.
35. Have the 3 primary schools start socialising together so the children get to know each other and build new friendships.
36. School lunches provided by school/community.
37. Parents DON'T want their young children with the high school students - Hearing this all the time.

Appendix 3 – Notes from BoT and staff workshop

Aranui Primary School BoT and staff workshop - 12 June (3.30-4.30pm)

Structure (Year 1-13/Year 1-6 and 7-13)

1. Year 1-6 and Year 7-13 or Year 1-8 and Year 9-13
2. Curriculum for Year 7-8 - Different teachers for each subject?
3. Ages Mixing?

Timeframe January 2017

1. Will the school be completed in time?
2. Completed site before moving on
3. Time frame for job appointments - How much warning time will permanent staff be given in regards to job appointments. –At least one year's notice.
4. Design of facilities has to be/have community involvement
5. Modern Learning Environment - How do we choose what we want for our community in the future
6. Road frontage: Visibility
7. Adequate ongoing resourcing
8. Benefits of public/private
 - a. Gym/pool complex
 - b. Performing Arts

Site - Aranui High School

1. Who manages the assets, equipment, and key resources required?
2. How do we know the budget is set already?
3. Funding of split schools - Who gets what and how much?
4. Management setup of schools
 - a. Board of Trustees
 - b. Principal
 - c. Head Boy/ Head Girl
5. Is the space big enough? - Lack of space on site for growth
6. Management of students ages
 - a. Control
 - b. Behaviour -Management Consistency
 - c. Boundaries etc.
7. Digital Community
8. Do learning procedures/requirements change?

Relocation of Special School

7. Would the special school on site be managed under the same board and utilise the same OPs grant?
8. Wider school opportunities
 - a. Learning
 - b. Behaviour
 - c. Special Needs
 - d. Inclusion
 - e. Social Skills

- f. Leadership
- g. Safety
- 9. Support for learning needs and services on site
- 10. Who is going to be there? -Special Needs/Behavioural/ Gifted and Talented

Closure of Schools

1. How will it be managed and supported? - Are we meant to just lock the gates and say 'See ya later?'
2. Merger -Not Closure
3. How will the transition to the new school be managed for children and new staff?
4. Get the four schools socialising together now so that when merged the kids already know each other
5. Closed attitudes from existing staff
6. As part of the community how will current staff that are involved in new school development be shown they are valued? (What's in it for us?)
7. Staff appointment
 - a. Principal and Senior Management Team - 2 years out
 - b. Staff - 1 year out
8. How do we choose our future direction and implement this for teachers, families and management?
9. Staffing -Appoint really early

Other

1. Greater Learning Opportunities
2. Tertiary Links
3. Traffic Management
4. Enabling Environment
5. Uniforms?
6. Costs?
7. Name?
8. Staff Consistency
9. Sense of Pride
10. Job Security - Losing good teaching staff
11. Ability to give community a chance to live the dream
12. Parents, community from all four schools working together and building positive relationships
13. People should be fully informed of options
14. A chance to have a say in what it will look like
15. Positive Spin - Students and parents on board
16. Bottom up decisions not top down
17. Community Decisions not Government
18. Will the appointment of the Establishment Board be biased towards people who support PPP or want to be involved in this? Will education be the primary focus?
19. How do we get all of our families involved with planning and deciding?
20. Pre-School?
21. Traffic at the start and the end of each day
22. Do not leave the old school sites to be left abandoned and vandalised
23. How does current research support philosophy of a 'super-school' on one site?
24. How will teachers know their students/learners and will education remain at the centre of this page?
25. Research -Principals who have been through this

Aranui School & Community Forum

Aranui School, Aranui High School, Avondale School, Wainoni School, ACTIS



2013

Authored by: Chris Mene

Aranui School & Community Forum

Aranui School, Aranui High School, Avondale School, Wainoni School, ACTIS

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:

1. Aranui Community Trust Incorporated Society (ACTIS)
2. Chisnallwood Intermediate school
3. Christchurch City Council including the Burwood Pegasus Community Board
4. Canterbury District Health Board and broader health system
5. 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 school's 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 Education's interim decision for the Aranui Learning Cluster has been widely publicized and the key points 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)
3. Should be established on the Aranui High School site,
4. 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 early child hood 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, at 320, there are still enough children for Avondale to be viable. The school is not against the concept of the area school (community campus). Mark emphasised get the frustration is with the bureaucratic processes within the Ministry of education and not with local staff. Marcum reiterated that the local ministry staffs 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. Of the community of Avondale is saying that we have not got it all right date the Avondale community then use 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

1. Should it start with crèche?
2. Stop at Year 13 or Adult education.
3. Juniors and Seniors Separate.
4. The Community needs to drive the structure.
5. Can we change the bureaucracy?
6. 2 schools: Y0-7, 8-13
7. How are the two schools funded?
8. 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
9. CPIT and UE (*University Entrance?*)
10. Is law change possible to create what we want?
11. Apprenticeships
12. Class Sizes?
13. 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

1. Is early childhood and afterthought?

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

4. Engagement and Communications

1. We need to develop a shared vision for the best interests of future students living here.
2. Ask the children what they want for their ideal school.
3. Avoid discrimination based on where people live and go to school, ability, culture and social-economic status.
4. Our community needs opportunities to get together to discuss our similarities and to unite together. –Kotahitanga
5. Relationships – People-based process to drive decision-making! Whanaungatanga.
6. Leadership group, person formed and then frequent meetings.
7. Can we get the community together now to show the ministry we ARE apart of this?
8. Where is the research to back up government claims that a year 1-13 school is better for education?
9. Is it not possible for Chisnallwood and Avondale to stay together?

10. Merger Facebook Page.
11. Make use of social media.
12. Make sure the people of the community are listened to. –The community needs to decide how we want our school.
13. 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:

1. Reps from:
 - a. Health Sector
 - b. Social Sector
 - c. Parents
 - d. Community
2. Community interview panels.
3. Nomination and election process.
4. Skills relevant.
5. Is there a limit on the number of Board?
6. Cultural diversity reflected.
7. Leadership from community. –Bottom up not top down.
8. Staff appointments, 2 years out.
9. Achievement Outcomes for students.
10. Read consultation documents from community.
11. Communication
12. Consultation
13. Let the community decide and lead the creation of our school and not the Ministry.
14. Start transitioning two years out. –Joint events etc. between schools.
15. Quality education during the next three years and for transitioning children.
16. 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. Those who recorded their email addresses were:

[illegible]