Wainoni Primary School Community Engagement Report

Submission to the Ministry of Education Interim Decision for Education Renewal

THE 6D GROUP
A whole different perspective

28 June 2013
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Contents

1. Introduction

The purpose of this report is to record the process and outcomes of the Wainoni School community engagement on the Minister of Education's interim decision relative to the Aranui Learning Cluster[1].

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 Wainoni 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 Wainoni School Board of Trustees:

1. Recognises the massive impact the Canterbury Earthquakes has had on Greater Christchurch, the school and the community of Eastern Christchurch.
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 Wainoni 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 Wainoni 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 Wainoni School and wider 'Aranui Cluster' dialogue including, but not limited to; parents, grandparents, teachers, education leaders, Maori and Pasifika leaders, Early Childhood Education, Kohanga Reo, 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.

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

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

Theme	Priority
1. Structure	• Support the concept of creating One School for Year 0-13 students. • Request the consideration of adding Chisnallwood to the Community Campus as initially proposed. • Physical and timing separation of student groups yet retaining the one school feel and presence. • Successful transitioning from the current schools to the new school imperative.
2. Teaching and Support Staff	• Support for current staff and professional development opportunities provided so that the transition for both students and staff to the new campus is positive and motivating. • Support for continuity of teaching and learning for the next 3 years and as the new campus is established.
3. Facilities	• Community and key stakeholder involvement is mandatory as the campus is designed, built, opened and used.
4. Special school	• Clarity sought on the shape and nature of the Special School to be relocated. The community based at this current school to be welcomed and part of the process from the beginning.
5. Health & Safety	• Ensuring the safety of the students and the community is imperative. • This involves having safe and welcoming current sites as the new campus is built. • Security of process from the confirmation of decision until Term 1 2017 for students, whanau, staff and community members
6. Establishment Leadership	• Wainoni School to have a place on the Establishment Board of Trustee's (eBoT). • Aranui Community Trust Incorporated Society (ACTIS) to be appointed to the eBoT and all members of eBOT have an existing connection to the Aranui community. • The early establishment of transition leadership and management is vital to the success of the new campus.
7. Engagement & Communications	• Priority be given to resourcing and engagement in communication, planning and implementation throughout the next 3.5 years. • Opportunities to visit other Modern Learning Environments (MLE's) and Year 0 -13 schools in low decile areas requested. • Whanau links to be made with other Y0-13 schools to learn

		from their experience.
8. Learning pathways	•	The Year 0-13 school is the key area for development in this project.
	•	Support for Early Childhood Education (ECE) through to Adult and Community Education (ACE), including Home Interaction Programme for Parents and Youngsters (HIPPY).
9. Culture & Identity	•	Enhancing and developing the Wainoni School culture over next 3.5 years is imperative.
	•	Diversity recognised as a strength of our school identity.
	•	Acknowledgment of individual school identities is a key component to successfully merging onto one campus.
10. Other	•	Minimising pressure and stress on students, parents and the community over the transitional period is critical.
	•	A number of concerns still exist.
	•	A number of opportunities are emerging.

3. Interim Decision

The Wainoni 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, Wainoni School, Aranui High School, Avondale School and Aranui Primary 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 Wainoni 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 Wainoni School and wider school community in the context of the very complex and challenging reality.

The process of engagement for Wainoni 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 with Principal and facilitator on Friday 24 May 2013
2. A staff and BoT workshop on Tuesday 11 June 2013
3. A parent workshop on Thursday 13 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.

6. Summary

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

Structure

In principle Wainoni School supports the proposed new campus and the 'one school' format. The initial proposal to merge the five schools is still the preferred option. Removing the transitions within the school is an exciting feature of the new campus and one that the Wainoni BoT fully endorses. A number of questions remain around the successful transitioning of students to the new school and the timing of this.

There is a preference for the merger of schools as opposed to the closure outlined in the interim decision. If this is not possible we would like a variation to the collective employment agreement made that will ensure that the staff have first right of application at the new school. (Staffing matters to be managed as if it were a merger.)

The actual structure and workings 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 structural separations of different aged students are necessary possibly using physical and timing solutions **yet retaining the one school feel and presence**. Management issues such as leading staff and creating the school's vision along with the importance of creating a positive and supporting culture at the new school were also emphasised in the dialogue.

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 in the current school setting. Transitional support for school leaders during this time is highly recommended.

Positive and learning focused relationships between students and teachers were identified as an integral transitional issue. This is especially true for students with learning and behavioural challenges.

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 parents wanted opportunities to experience modern learning and community campus environments. Parents also wanted to meet with families who have already been part of a schooling transition such as this.

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.

Health and Safety

Ensuring the safety of the students and the community is imperative to Wainoni School. The health and safety of students was a common theme weaving its way through the workshops. This theme included having a safely 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 (e.g. bullying).

Establishment Leadership

The eBoT was identified as a critical component of the transitional structure from 2013-2017. There is a strong consensus that the Wainoni School Board of Trustees should have a place on this eBoT and that local knowledge will be essential to achieving community ownership of and best outcomes from the new campus.

Wainoni School also strongly supports representation from ACTIS being appointed to the eBoT and that all members of the eBOT have an existing connection to the Aranui community to ensure local ownership and support for the new school.

Engagement and Communications

Along with the eBoT, engagement and communications were identified as another critical component of the transitional structure from 2013-2017. The Wainoni School community wants to be engaged in an ongoing and meaningful way. 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.

Engagement in the appointment process is also vital to the success of the new campus. The new school's vision and culture will be developed through the eBoT and the management appointments.

There is also a desire to be provided with an opportunity to visit other Year 0 – 13 schools and their families in low decile areas to learn from their journeys and to see other modern learning environments.

Learning Pathways

The new campus needs to focus on the compulsory education sector as its first priority. A learning pathway from ECE through to Adult and Community Education has also emerged as important. This includes fully considering the ECE current provision and demand and HIPPY.

Culture & Identity

Protecting the Wainoni School culture and environment for the transitional period is imperative.

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

- o Manaakitanga (Hospitality/Kindness)
- o Kaitiakitanga (Guardianship/Stewardship/Trustee)

Other

Protecting the students and their families from further stress 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 Board and Staff Workshop

Wainoni School – Notes from Board and Staff Workshop – Tuesday 11th June

4 – 5pm Staff

1. Cut Throat
2. Concern for staff retention. –Critical.
3. Children deserve highest quality.
4. Staff Challenges.
5. Managing the Transitions.
6. PD, free uni papers, release time, diversity, aspiring principals.
7. ECE. –Kohanga Reo, Kindy, Aoga Amata.
8. Anomaly of integration. –Staged transition of Year 7-13.
9. Size of administration.
10. Why not Merger. –Get clarity.
11. Merger best for children.
12. Year 1-6, 7-13 or 1-13
13. Aranui High School Site.
14. Special School.
15. January 2017.
16. Structure by eBoT
17. eBoT presence, involvement in appointment process.
18. Importance of relationship with children.
19. The super numery option needs clarity.
20. Fixed term staff make permanent.
21. Chisnallwood?
22. Timing. –Guaranteed 1/5 ready
23. Phased Integration. –Years 7-13 in January 2016, Years 1-6 in January 2017
24. Getting there (Transport.) –Walking (Most), Minibus/Shuttle.
25. Single drop off point for ECE
26. Four-school staff forum.
27. Health and Wellness.
28. Leadership: Looking forward and ahead, doing the right things.
29. Management: Looking inward.
30. Engaging Children
31. "Memorial Garden."
32. Things to bring us together
    a. Music
    b. Dance
    c. Art
    d. Photos

5 – 6pm Board of Trustees

1. Possibilities are endless
2. Special School (eg. Cashmere High School.) – As long as it is well supported with good resources.
3. We want the whole campus.
4. Principal appointed by early 2014 to lead and manage the transition.
5. Involve our Wainoni community.
6. Recognise and take notice of Pegasus Achievement Cluster. It is relative to LCCP development.
7. Peer learning opportunities for BoT members (across schools).
8. Funding for staff, parent, BoT reps to visits appropriate MLE Campus.
9. Individual support from unions and the Ministry of Education
10. Year 1-13 school.
11. Protecting school environment for the next 3.5 years
12. Certainty of staffing and resources.
13. Recognise that it is a high performing school with competent staff. -Eg. E.R.O
14. We want a Wainoni voice on the eBoT.
15. Express disappointment that the initial proposal was not reinforced. Stigma of decile 1 community and schooling.
16. Concerns for the high school.
17. Connection and local knowledge.
18. Transitional support for our school leaders.
19. Community facilities.
20. Ensure safety.
21. Joint resources. -Computers, technology.
22. Making sure community is involved. -Going to visit other schools, bringing parents down from other schools (locally, Southern Cross Campus.)
23. _____ : Primary Teaching, Youth Work, Health Promotion.
24. Making sure Minister and MoE follow through.
25. Different/unique context.
26. Chisnallwood risk. -Could set up high school to fail. Transition from Year 8 to 9.
27. How will it work?
28. How will people choose?

Further thinking fro Board of Trustees – 24th June 2013

*Create ONE school - from Yr0-Yr 13
Merge all schools in initial proposal - including Chisnallwood.
    - develop a family school
    - eliminate the difficulties associated with transitions (evidence based!)
Children lose engagement when transitioning, attendance will be easier to monitor, wrap-around-care for at risk students will be easier to manage and maintain continuity.
Good fit culturally for the Aranui area to have all ages together
Easier for families with transport issues - convenience

*Retaining Staff
Our staff are fantastic and know our children so we need them to have some assurance of their future in the new school.
Application numbers have been very low for recent teaching vacancies with few of a high enough calibre to employ at our school.

10

This will provide better continuity and leadership for our children throughout the transition to the new school.

Our preference is for a merger but if this is not possible we would like a variation to the collective employment agreement made that will ensure they have first right of application for the jobs at the new school. (Staffing matters to be managed as if it is a merger).

*Community Development

Our Board feels strongly that this school must be developed by the community, for the community.

The community needs to be involved in the development and taken on the journey of finding out what is the best fit for our children. For example, groups of school community members visiting other Yr 0-13 schools in low decile areas and seeing what works/what doesn't.

We strongly support ACTIS desire to be involved on the EBOT and would also like to stipulate that ALL members of the EBOT have some existing connection to the Aranui community. This will ensure local ownership and support for the new school.

Appendix 2 – Notes from Board and Staff Workshop

Wainoni School – Notes from Board and Staff Workshop – Thursday 13th June (2 – 3pm)

1. Not wanting to mark time.
2. Our parents are exhausted and the behaviour issues are escalating.
3. Unsure about what will happen over the next few years.
4. ECE provision and current demand.
5. How many under 5's in our area now? -My daughter is 2 and on the Portsmouth Street Waitlist. Breezes road and Kidsfirst are also full.
6. HIPPY Programme. -Home Interaction Programme for Parents and Youngsters.
7. Kym (previous principal) was keen.
8. The best of both/all worlds.
9. Importance of engagement.
10. Reassuring our community.
11. Clear expectations.

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 Educations 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 Ministers 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 meet 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 "Nā tō rourou, nā taku rourou ka ora ai te iwi", "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 identify. 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
    29. Should it start with crèche?
    30. Stop at Year 13 or Adult education.
    31. Juniors and Seniors Separate.
    32. The Community needs to drive the structure.
    33. Can we change the bureaucracy?
    34. 2 schools: Y0-7, 8-13
    35. How are the two schools funded?
    36. 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
    37. CPITand UE (University Entrance?)
    38. Is law change possible to create what we want?
    39. Apprenticeships
    40. Class Sizes?
    41. 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 kotahitanga 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 <u>will</u> work together:
    a. E Tipu Rea
    b. Te Kohanga Reo
    c. Pasi
    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 <u>future</u> 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. <u>Relationships</u> – People-based process to drive decision-making! Whanaunga-tanga.
    6. Leadership group, person formed and then frequent meetings.
    7. Can we get the community together now to <u>show</u> the ministry we <u>ARE</u> 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 <u>our</u> 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 <u>our</u> 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 ora (House of Wellbeing/Learning) – Aranui High School
   - Manaakitanga (Hospitality/Kindness) -
   - 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.

Appendix 4. 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	Board Workshop & Further Thinking	Staff Workshop	Parent Workshop	Community Forum
Structure	1. Year 1 - 13 school 2. How will it work? 3. How will people choose? 4. Possibilities are endless 5. We want the whole campus. 6. *Create ONE school - from ECE-Yr 13 7. Merge all schools in initial proposal - including Chisnallwood. 8. -develop a family school 9. -eliminate the difficulties associated with transitions (evidence based!) 10. Children lose engagement when transitioning, attendance will be easier to monitor, wrap-around-care for at risk students will be easier to manage and maintain continuity. 11. Good fit culturally for the Aranui area to have all ages together 12. Easier for families with transport issues - convenience	13. ECE.-Kohanga Reo, Kindy, Aoga Amata. 14. Anomaly of integration. -Staged transition of Year 7-13. 15. Size of administration/ 16. Why not Merger.-Get clarity. 17. Merger best for children. 18. Year 1-6, 7-13 or 1-13 19. Aranui High School Site. 20. The super numery option needs clarity. 21. Managing the Transitions. 22. Special School. 23. January 2017 24. Timing. -Guaranteed 1/5 ready 25. Phased Integration. -Years 7-13 in January 2016, Years 1-6 in January 2017 26. Getting there (Transport.) - Walking (Most), 27. Single drop off point for ECE Minibus/Shuttle. 28. Four-school staff forum.	29. ECE provision and current demand. 30. HIPPY Programme. - Home Interaction Programme for Parents and Youngsters.	31. Should it start with crèche? 32. Stop at Year 13 or Adult education. 33. Juniors and Seniors Separate. 34. 2 schools: Y0-7, 8-13 35. 4 schools: 36. Y0-3, 4-6, 7-9, 10-13 37. Y0-3, 4-7, 8-10, 11-13 38. Management: Board of Trustees and 4 principals 39. Board of Trustees, Principal and 4 deputy principals 40. CPIT and UC (University Entrance?) 41. Apprenticeships 42. Class Sizes? 43. Answers. 44. Where is the research to back up government claims that a year 1-13 school is better for education?

Theme	Board Workshop & Further Thinking	Staff Workshop
Teaching and support staff	1. Individual support from unions and the Ministry of Education 2. Certainty of staffing and resources. 3. Recognise that it is a high performing school with competent staff. -Eg. E.R.O 4. Transitional support for our school leaders 5. *Retaining Staff 6. Our staff are fantastic and know our children so we need them to have some assurance of their future in the new school. 7. Application numbers have been very low for recent teaching vacancies with few of a high enough calibre to employ at our school. 8. This will provide better continuity and leadership for our children throughout the transition to the new school. 9. Our preference is for a merger but if this is not possible we would like a variation to the collective employment agreement made that will ensure they have first right of application for the jobs at the new school. (Staffing matters to be managed as if it is a merger)	10. Cut Throat 11. Concern for staff retention. -Critical. 12. Children deserve highest quality. 13. Staff Challenges. 14. PD, free uni papers, release time, diversity, aspiring principals. 15. Fixed term staff make permanent.

Theme	Board Workshop & Further Thinking	Staff Workshop	Community Forum

Facilities	1. Community facilities.
	2. Joint resources. - Computers, technology.
		3. "Memorial Garden."
		4. Things to bring us together
		   a. Music
		   b. Dance
		   c. Art
		   d. Photos
			5. Discuss the site testing. -Big concern!
			6. Geotech report. -Can the community have the results and findings?
			7. Access to the site after school hours.
			8. Noise to adjacent properties.
			9. Parking/Drop off
			10. Transport Issues
			11. Openness to site.
			12. Possible purchase of adjacent properties when they become available.
			13. Use of the facilities out of hours by community groups.
			14. Better street entrances to make the school attractive to community providers.
			15. Connection with Aranui Library.
			16. Sports fields at Wainoni Park.
			17. Community based health facility (like CPIT)
			18. Swimming Pool
			19. Adult community education.
			20. Well-maintained grounds.
			21. No fence
			22. Run a competition for the naming of the school.
			23. Keep sports academy.
			24. Aurora Centre-like Complex for Music and Drama.
			25. Community Gardens. -"Garden to Table Trust."
			26. School Cafeteria, (like university campus.) -Can be for community parents and children.
			27. CPIT / Academy.
			28. Gymnasium
			29. Grounds maintained by kids and community.
			30. Welcoming spaces for community meetings. -Like the Aranui library.
			31. Wrap around service with whanau.
			32. Recycle the buildings and trees for the community to use.
			33. Recognize the cultural richness in the services and the site

Theme	Board Workshop & Further Thinking	Community Forum
Special School	1. Special School (eg. Cashmere High School.) - As long as it is well supported with good resources.	2. On site? 3. What size will the school be? 4. Where? 5. Teacher to student ratios? 6. Which students will this cater for? 7. Gifted 8. Physical Disabilities 9. Behavioural 10. Learning Disabilities 11. Experts or skilled teachers. 12. Streaming -ECE and Adult 13. Will it take a cut of the budget or will it be on a separate one? -How will it be managed? 14. Mainstreaming students with specific learning needs. 15. Students directed from ministry. 16. Hammersley Park, Ferndale Unit? 17. Closure of McKenzie Residential 18. Halswell Facility reducing students learning. 19. Bromley unit. -What is happening?

5.5 Health and Safety

Theme	Board Workshop & Further Thinking
Health and Safety	1. Ensure safety

5.6 Establishment Leadership

Theme	Board Workshop & Further Thinking	Staff Workshop	Community forum
Establishment leadership	2. Connection and local knowledge. 3. We want a Wainoni voice on the eBoT. 4. Principal appointed by early 2014 to lead and manage the transition. 5. Peer learning opportunities for BoT members (across schools). 6. *Community Development 7. Our Board feels strongly that this school must be developed by the community, for the community. 8. The community needs to be involved in the development and taken on the journey of finding out what is the best fit for our children. For example, groups visiting other Yr 0-13 schools in low decile areas and seeing what works/what doesn't. 9. We strongly support ACTIS desire to be involved on the EBOT and would also like to stipulate that ALL members of the EBOT have some existing connection to the Aranui community. This will ensure local ownership and support for the new school.	10. Structure by eBoT 11. eBoT presence, involvement in appointment process. 12. Importance of relationship with children. 13. Leadership: Looking forward and ahead, doing the right things. 14. Management: Looking inward.	15. Reps from: 16. Health Sector 17. Social Sector 18. Parents 19. ECE 20. Community interview panels. 21. Nomination and election process. 22. Skills relevant. 23. Is there a limit on the number of Board? 24. Cultural diversity reflected. 25. Leadership from community.-Bottom up not top down. 26. Staff appointments, 2 years out. 27. Achievement Outcomes for students. 28. Read consultation documents from community. 29. Communication 30. Consultation 31. Let the community decide and lead the creation of our school and not the Ministry. 32. Start transitioning two years out. -Joint events etc. between schools. 33. Quality education during the next three years and for transitioning children.

Theme	Board Workshop & Further Thinking	Parent Workshop	Community Forum
Engagement and Communication	1. Involve our Wainoni community. 2. Making sure community is involved. -Going to visit other schools, bringing parents down from other schools (locally, Southern Cross Campus.) 3. Funding for staff, parent, BoT reps to visits appropriate MLE Campus. 4. Recognise and take notice of Pegasus Achievement Cluster. It is relative to LCCP development.	5. The best of both/all worlds. 6. Importance of engagement. 7. Reassuring our community. 8. Clear expectations.	9. We need to develop a shared vision for the best interests of <u>future</u> students living here. 10. Ask the children what they want for their ideal school. 11. Avoid discrimination based on where people live and go to school, ability, culture and social-economic status. 12. Our community needs opportunities to get together to discuss our similarities and to unite together. - Kotahitanga 13. <u>Relationships</u> – People-based process to drive decision-making! Whanaunga-tanga. 14. Leadership group, person formed and then frequent meetings. 15. Can we get the community together now to <u>show the</u> ministry we <u>ARE</u> apart of this? 16. Merger Facebook Page. 17. Make use of social media. 18. Make sure the people of the community are listened to. -The community needs to decide how we want <u>our</u> school. 19. 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. 20. Ask the community to be involved from the beginning. 21. The Community needs to drive the structure

5.8 Learning pathways

Theme	Community Forum

Learning pathways	1. Is early childhood and afterthought?
	2. Needs to be included on site. -'Learner is at the heart' child. -Develop a <u>real community of learners.</u>
	3. Does the educational system support Te kohanga reo and Pasifika early childhood?
	4. Te kohanga reo on site still keeping separate identities.
	5. <u>Provision:</u> 0-6 year olds,
	6. 100% qualiffied 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 kotahitanga ki waitaha te kohanga reo.
	10. Exciting opportunities for shared understanding, 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 <u>all</u> parties!
	13. Memorandum of understanding how we <u>will</u> work together:
	   a. E Tipu Rea
	   b. Te Kohanga Reo
	   c. Pasifika
	   d. Kidsfiirst 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. Kidsfiirst and E Tipu e Rea Early Learning Centre. - We want to be kept in the loop.
	17. What will we share? i.e. 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
	20. Increase parenting skills

5.9 Culture & Identity

Theme	Board Workshop & Further Thinking	Parent Workshop	Community Forum
Culture And Identity	1. Protecting school environment for the next 3.5 years	2. Not wanting to mark time	3. Moemoea (Future Visions) 4. Waiora (Healing) - Wainoni Primary School 5. Rakau ora (Strength, Trees) - Aranui Primary School 6. Whare Ora (House of Wellbeing/Learning) - Aranui High School • Manaakitanga (Hospitality/Kindness) • Kaitiakitanga (Guardianship/Stew0ardship/Trustee)

5.11 Other

Theme	Board Workshop & Further Thinking	Staff Workshop	Parent Workshop
Other	1. Primary Teaching, Youth Work, Health Promotion. 2. Making sure Minister and MoE follow through. 3. Different/unique context. 4. Chisnallwood risk.-Could set up high school to fail. 5. Express disappointment that the initial proposal was not reinforced. Stigma of decile 1 community and schooling. 6. Concerns for the high school in the interim.	7. Chisnallwood? 8. Health and Wellness. 9. Engaging Children	10. Our parents are exhausted and the behaviour issues are escalating. 11. Unsure about what will happen over the next few years. 12. How many under 5's in our area now? -My daughter is 2 and on the Portsmouth Street Waitlist. Breezes road and Kidsfirst are also full. 13. Kym (previous principal) was keen.