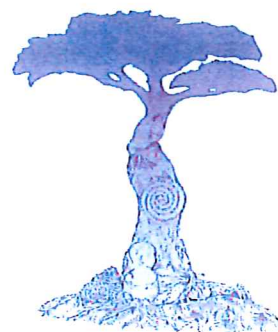


Received 07/12/12

Burnham School Te Kura O Tiori Board of Trustees

Chaytor Ave
Burnham 7600
New Zealand

7th December 2012



Hon. Hekia Parata
Minister of Education
Suite 6.4
Executive Wing
Parliament Buildings
Wellington

Dear Hekia,

Please find enclosed our submission against the proposed closure of Burnham School.

Burnham School holds a unique place amongst schools in the Canterbury region because of its deep rooted association with the children and families of people who are involved with the NZDF. Burnham School is seen as the hub of the Burnham community and it provides the specialised care and understanding needed for children and their extended families when parents are away for long periods of time whether it be on overseas deployment, training exercise or other long term work related absences from the family home.

Burnham School is an integral part of a well established network which consists of the local pre-schools, Burnham School and community services such as public health nurses, deployment service officers and community service officers. This hub is not exclusive to NZDF families but to other families who need it too. Burnham School cares for its community and this is vitally important to the well-being of the children who attend.

The Board of Trustees fully supports the submission against the proposed closure and stands by this document.

If you have any questions or require further information, please do not hesitate to contact me.

Yours faithfully

Jackie Freeman
Chairperson
Burnham School Board of Trustees

Submission Against Proposed Closure

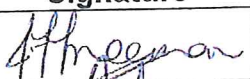

Burnham School 2015

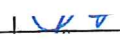

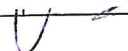


Report Date 7th December 2012

Report prepared by:

Burnham School Board of Trustees

Name	Signature	Name	Signature
Jackie Freeman (Chair)		Sandra Keenan (Principal)	

Submission against the Proposed Closure of

Burnham School

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A Introduction

A.1 Scope and Aim of this Report

To Show:

- That the Rolleston population is in rapid growth and the Ministry of Education (MoE) will benefit from having a third primary school and that Burnham School should accordingly remain open.
- The MoE the financial benefits of keeping Burnham School open.
- That Burnham School is unique in the Greater Christchurch area due to its unique military and cultural character.

A.2 Submission Criteria

The report is based on indicative statistical data provided by the MoE, data obtained from the Selwyn District Council, international studies, data from the Rolleston Educational Cluster information pack and from the Burnham School community.

A.3 School Characteristics

Burnham School, Te Kura o Tiori is a Decile 9 School situated in the Selwyn District approximately 15 kilometres south of Christchurch. The School has eight permanent and one relocatable classroom, a school hall, library, resource room, a Whare (school owned), administration block, adventure playground, a BMX track, amphitheatre and a covered sandpit. The School is situated inside the security fence of Burnham Military camp. Many of the school children are dependents of military personnel. Burnham School has a very close relationship with the military and benefits significantly from their support.

The School currently operates seven classes from new entrants to Year 8. The roll is approximately 139, with an expected roll at the beginning of 2013 of 139-145. The school is part of the Ellesmere Cluster of schools and participates in the Lincoln zone for school sports. We have developed a sports initiative between Lincoln, Ladbroke and Burnham Schools. This offers additional sporting opportunities for our students. Burnham School does not have a restrictive enrolment policy and thus allows out-of-zone children to attend. This is vitally important as it allows for NZDF families who live out of the Burnham area to ensure that their children can have the support Burnham provides. It also allows an appropriate option for Rolleston parents whose children are more suited to a rural school in a country environment.

The team consists of the Principal, two Associate Principals, five class teachers, a reading recovery teacher/SENCO, two teacher aides, an office manager and a maintenance/grounds person. The school uses a contract cleaning company. The school has a motivated Board of Trustees, supportive and fun-inspiring staff, and an active PTA. The community is vital for the success of the School and the School value its input and support. The School has a strong pastoral care system and the teachers know each individual child. Also, the children look after each other. In 2010 Burnham School celebrated its 125th Anniversary.

Burnham School is vibrant, passionate and exciting. The School actively implements an inquiry-based curriculum, encouraging the children to be thinkers, innovators and 21st century citizens. The school has worked to develop its own localised version of the New Zealand Curriculum and has identified the core values of: Respect, Achievement,

Responsibility and Self-Belief/Strength. The school is well-resourced with wireless internet access, digital cameras, desktop computers, pods of iPads and laptops. It has two interactive white-boards and large screen televisions set up with Apple TV. The senior school has eportfolios which we call 'Burnham Ako' for every senior student (refer to: www.burnham.school.nz/ako).

A.4 School Site



**Chaytor Avenue, Canterbury 7600
03-347 6851**

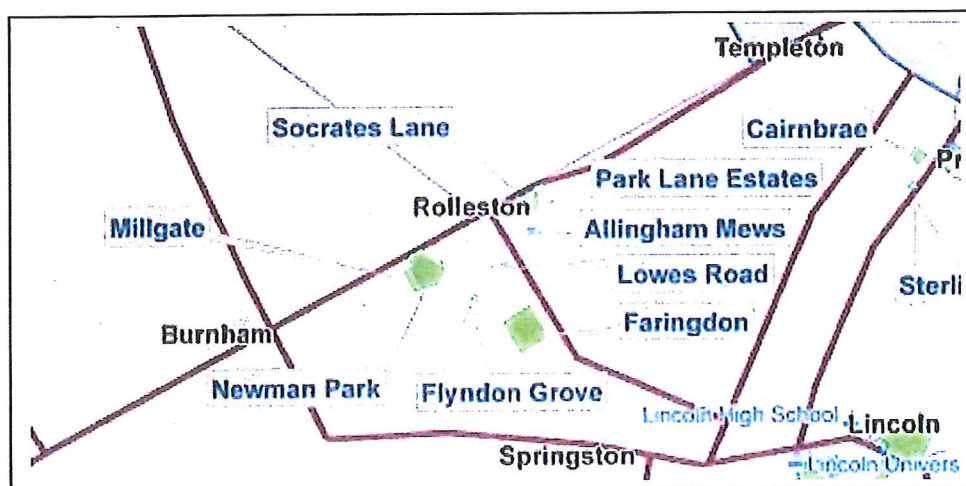
Te Kura o Tiori - Burnham School
Our school is a place for partnership in learning - Ka tu to tatou kura hei
whakahoa te akoranga.

B Catalyst for Change: Demographics

B.1 Population Growth

The current population growth in the Rolleston area is unprecedented. Rolleston is one of the fastest growing towns in New Zealand. At present the statistical data for Rolleston's projected growth will not be available until mid December 2012 (Statistics New Zealand is to release figures for the Greater Christchurch area). However, the Selwyn District Council has stated that the expected population for Rolleston will be in the range of 18,000-22,000 by the year 2041.¹

Below is a map of the current subdivisions and a table of sections that are available in each subdivision.² Of specific note are Park Lane Estates/Levi Park³ and Faringdon subdivisions. Park Lane Estates and Levi Park subdivision sit right next to each other and have a combined total of 400 sections available for development. This will significantly affect the numbers of children to be enrolled at Rolleston School. The same situation will apply to Clearview School as the Faringdon subdivision has the potential of 1055 lots for development. Millgate and Newman Park subdivisions will have a combined total of 640 sections available for development.



Subdivision Name	Current Available Sections	Total Sections
Flyndon Grove	9	15
Lowes Road	6	7
Faringdon	137	1055
Newman Park	220	220
Millgate	420	420
Allingham Mews	12	12
Park Lane Estates	36	125
Levi Park	Unknown	170
TOTAL	840	2024

¹ Telephone conversation with Selwyn District Council planning, 11.12am, 20 Nov 2012.

² Data has been obtained from the Selwyn District Council Website. The subdivisions indicated are of 5 sections or more. Smaller subdivisions are not included in this data but still have a major impact of the overall population growth of the Rolleston area.

³ Levi Park is the latest major subdivision in the Rolleston area, not indicated on the map.

There has also been a plan change for two substantial blocks of land close to the Millgate/Newman Park subdivisions. The changes are detailed in the "Plan Change 8 & 9 Selwyn Plantation Board" document. Holmes block, 92 Hectares, located at the junction of Dunns Crossing Road and Skellerup block, 72 hectares, located further down Dunns Crossing road. Both blocks have been rezoned Living 3. Holmes block has the potential for 125 rural allotments and Skellerup block 100 rural allotments.

B.2 Future sustainability of housing in the Burnham camp district

NZDF families have recently been informed that the housing within the Burnham Camp is going to be at market rent capped at \$320 per week for the next two years. These properties are government issued housing, 3 or 4 bedrooms and provide good housing at realistic pricing.

Due to type and condition of housing, there is nothing comparable in the area. Below are rentals available in the Burnham area quoted from Trade Me 30/11/12

Area	Number of Bedrooms	Price
Rolleston	3 bedroom	\$460pw
Rolleston	4 bedroom	\$499pw
Rolleston	5 bedroom	\$600pw
Dunsandel	5 bedroom	\$500pw
Templeton	3 bedroom	\$400pw

B.3 Fulton Hogan

The NZDF have relinquished thirty-two previously decommissioned NZDF homes to Fulton Hogan. These have been leased for a period of three years; these leases can be extended for another three years.

These homes are being used to house workers who have moved into the Christchurch area to work on the Christchurch rebuild.

As at Wednesday 28th November fifteen of the thirty-two houses were occupied. Burnham School currently has eight children who are living in six of the fifteen houses. Another family is waiting for their two children's student visas to be processed before they can enrol their children.

According to Fulton Hogan it is expected that all thirty-two houses will be occupied by April 2013, however, this is dependent on the speed at which the Canterbury Rebuild takes place. It is highly likely that the Burnham School roll will continue to grow as more families move into these previously decommissioned houses and enrol their children at Burnham School.

B.4 Preschoolers in Rolleston Cluster

The following information has been provided by **Jenny Pitama (formerly Keetley), Senior Adviser Participation/Earthquake Programme, Early Childhood Education, Ministry of Education.**

This table gives a summary of the ECE provision in July 2012

ECE Related Information	Designer Catchment Summary
Estimated 0-1 yo enrolment rate	46%
Estimated 2-4 yo enrolment rate	110%
Total number of licensed services	11
Total number of 0-4 yo enrolments	624
Maximum total licensed child places	491
Maximum under 2's licensed child places	135

		Service Type	Total Roll	Total licence spaces	Under two spaces
45427	Selwyn Toddlers Kindergarten	Education & Care Service	38	35	0
45483	Bright Beginnings Montessori Brookside	Education & Care Service	41	50	0
45484	Bright Beginnings Montessori Nursery	Education & Care Service	21	24	24
45493	Rollykids Early Learning Centre Under 2's	Education & Care Service	25	25	20
45494	Rollykids Early Learning Centre	Education & Care Service	61	50	0
65014	ABC Developmental Learning Centres - Rolleston	Education & Care Service	48	50	20
65073	Magic Milestones Early Learning Centre	Education & Care Service	32	50	16
65145	Rolleston First Learners	Education & Care Service	89	58	14
70112	Rolleston Playcentre	Playcentre	69	29	9
45128	Paradise for Little Angels	Education and Care Service	85	50	12
70158	The Cats Pyjamas	Education and Care Service	115	70	20
		Totals	624	491	135

Burnham ECE

		Service Type	Total Roll	Total licence spaces	Under two spaces
70167	Burnham Country Montessori	Education & Care Service	110	68	11
70331	Burnham Nursery and Preschool	Education & Care Service	45	50	20
5465	Kidsfirst Kindergartens Burnham	Education & Care Service	59	40	0
		Totals	214	158	31

Combined Rolleston/Burnham ECE

		Service Type	Total Roll	Total licence spaces	Under two spaces
	Rolleston	Education & Care Service	624	491	135
	Burnham	Education & Care Service	214	158	31
		Totals	838	649	166

B.5 Recommendations

1. ***Burnham School should remain open to help ease the burden of the projected population growth in the Rolleston Educational Cluster.*** Burnham School agrees that Rolleston needs a third primary school but anticipates the third primary school will be at capacity even before its construction has been completed. Some of the evidence for this has been outlined in the above paragraphs. Further evidence can be gained by considering how quickly Clearview Primary School has been affected by the rapid population growth within Rolleston.
2. ***Burnham School should remain open to help save the Ministry of Education money.*** By remaining open, Burnham School can provide the MoE an overflow option for the projected population growth of Rolleston. The MoE can save money by utilising the facilities already in place. This obviously includes the buildings but also of note is the access to sports grounds and a swimming pool that the NZDF currently provides for Zone sports and Triathlons to all the surrounding schools in the area.

C Catalyst for Change: People

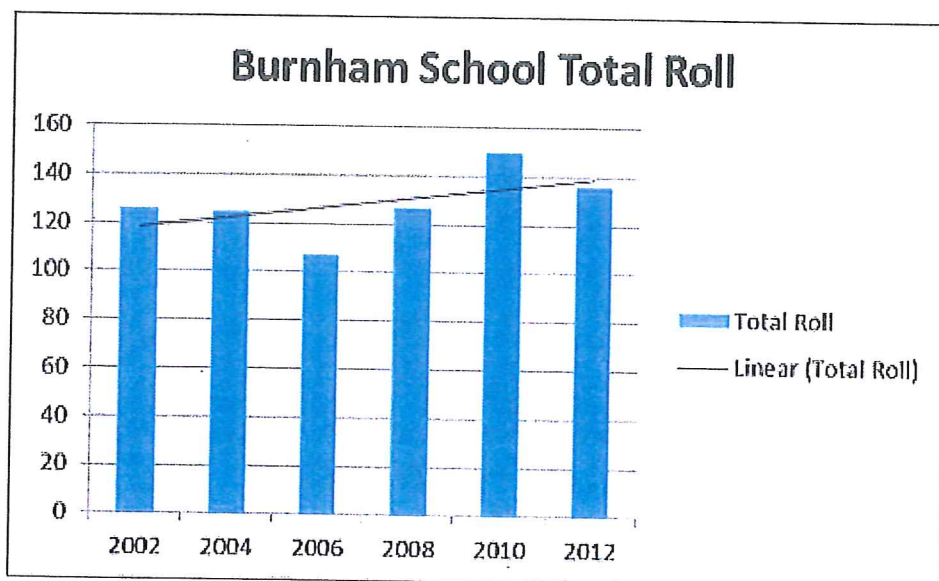
C.1 People of Burnham School

In the rationale for change, the Ministry of Education has stated that people is one of the reasons why Burnham School has been proposed for closure.

But people is the **MAJOR** reason why Burnham School needs to stay open. Burnham School provides education and support for many military families and is an option for families from Rolleston and other areas for their children to be educated in a smaller school setting characterised by a strong and resilient community.

The March roll data from 2008, 2010 and 2012 has suggested to the Ministry that the school roll is decreasing. However, the 10 year historical data of Burnham School shows that the roll of 150 in March 2010 was an unusual pattern for Burnham School (as per Table 1 below). The reason for this sudden increase in student numbers was that Rolleston Township was waiting for its much overdue second primary school. As Burnham School had anticipated this increase, a fixed term teaching position was tagged to cater for the increase. Although we expected the roll to decrease again once the new Rolleston School was operational, it didn't drop as much as what had been anticipated.

Table 1: HISTORICAL ROLL DATA



Burnham School has a combination of military and non-military families. There are 67% military and the rest are made up of Rural, Rolleston and families from other areas. The Rolleston schools are large urban schools which is why the Rolleston families (NZDF-past and present and non-NZDF families) choose to bring their children to Burnham School.

"We originally lived in Rolleston when we first moved to Canterbury and CHOSE to send our children to Burnham School.

Rolleston School had a large roll and we wanted our children to have a sense of 'belonging and community with their schooling, as they had at previous schools. Our children needed (and still do) a sense of stability and a caring environment which would encourage and recognise their achievements, in the same way we try to at home."

C.2 Special Character - NZ Defence Force

60% of the families that attend Burnham school live in the Burnham housing area and are part of the NZDF. This gives the school a unique culture which makes Burnham School one of a kind in Canterbury.

The Burnham families have one or both parents who are soldiers serving in the New Zealand Defence Force. Their work takes them away from home and their children for months at a time to train, take part in military exercises and to be deployed all around the world for periods of up to eight months (sometimes longer) with little contact with home.

"Our children are in an environment that respects the military and the role that their father was deployed in. I doubt they would have received that understanding at any other school that wasn't military based. I needed support during my husband's incident, but so to do those that have members of their family currently deployed or about to send loved ones away. This is a very unique element of Burnham school."

Life is very different for these parents. As a result, for them, the school is more than just somewhere for their children to be educated. It is a safe place, where everyone is accepted and supported, and where the school understands what the families are dealing with. Burnham School is interwoven into the very fabric of the community, and is an extension of the NZDF.

"What people need to know is that an Army Child learns differently to others. Their emotional needs are higher as they are dealing with one or both parents being deployed or away for long periods of time and in a small School environment these needs are met and the right support is given."

Burnham School with the assistance of Burnham Camp was the first school to open after each of the earthquakes and after each snow storm in the last two years. It is imperative that this school is open as soon as possible after these types of event to enable the NZDF personnel to perform their necessary functions.

"Thank-you for the unique way in which Burnham, Linton and Waikare Schools provide supportive educational environments that are nuanced to the special circumstances of military families. I did a count the other day and realised that my own children have each attended between six – nine schools and are likely to attend still more schools before they graduate to tertiary education. I know this is a common military story. So the special nature of your schools and the support you as principals give goes a long way to providing stability to children who suffer frequent instability in their family and school lives, by virtue of their parent's service to our country. That none of you restrict entry to military children based on zoning is also a major advantage to us as an organisation. As you know, not all parents live in the military housing area, but the ability to have their children schooled on or near base does make a big difference to the frequency parents can be engaged in their children's school activities and therefore in their lives. It also helps the children appreciate and rationalise the sacrifices their parents are making. But most importantly, it just helps keep families together."

"The complexity of inducting these students into our school setting, and managing the special needs of the military families, is something our school could do without. We do not have the established special culture which Burnham has to deal with the different job of working with a significant number of military families."

Rolleston School Board of Trustees

The needs of the parents can only be served in a special school environment, within the Burnham community, where the teachers, parents and children understand the stresses and pressures facing our NZDF families and can provide the additional support needed to support them so that our soldiers are able to perform to their full potential when they are away from their families.

My husband and I have been employed by the NZDF for a number of years and when our two children were old enough we choose to send them to Burnham Primary School. When my husband deployed to places like East Timor and Afghanistan the school showed our family a lot of support, as only a military based school can. Even

after moving out of the Burnham area we never considered changing schools and losing the experience/understanding that only Burnham Primary School staff could supply.

C.3 Research dealing with the importance of schools for military children

Since the USA embarked on the Global War on Terrorism (following the bombing of the twin towers in New York), there has been a large increase in the amount of research carried out into the effects on the children of military personnel of separation from parents on deployment overseas. This research has also included separation caused by parents being required to move to other parts of the country for training and military exercises. It is clear from the results that affected children experience considerable stress, uncertainty and, in the cases of parents deployed in war zones, fear that their parent(s) will be wounded or killed. In other words, separation from a deployed parent can lead to an increased sense of danger, and a routine of daily uncertainty (Flake et al., 2009). These authors point out that before deployment of a parent, a child might become withdrawn, apathetic or display regressive behaviour. Then as deployment progresses, without adequate support, the child may become overwhelmed, sad, anxious, clingy and develop somatic complaints or start behaving aggressively. Such outcomes are cumulative and can continue even after the deployed parent returns home (Lester et al., 2010). In addition to threatening children's mental health, all of this impacts negatively on their educational progress (Peebles-Kleiger and Kleiger, 1994) with effects that can last for several years (Engel et al., 2010) unless their learning environment is structured in such a way to ensure that they receive the necessary support from caring teachers who understand their circumstances. As concluded by one research team:

"A safe and caring learning environment is essential for children affected by deployment as it can help them build coping skills. Children who receive emotional support are also more likely to maintain their academic performance even during difficult times" (Allen and Staley, 2007). These authors go on to say:

"Teachers and schools play a vital role in helping children cope during a military deployment. Educators can be resources through classroom interventions, communication with parents (at home and abroad), and school wide activities. A teacher's role during deployment is to educate and support".

From all of the published research it is abundantly clear that schools play a vital role in preventing adverse emotional and educational consequences for children who are separated from their military parents. This role is manifested in school wide, teacher-focused, student-focused and family-focused support systems and activities (Harrison and Vennest, 2008).

All of these characterise the unique Burnham School environment.

C.4 School Of Choice

Burnham School is the school of choice for many parents from Rolleston. These parents have looked at the two schools currently operating in Rolleston and have decided that they DO NOT meet the needs for their children and for their families.

"We chose Burnham School because not only did it have so much to offer in the way of education, small class sizes and technology within the classroom but also because of the sense of community and values within it, something that is very important to us."

Many of the Rolleston families share similar characteristics as to those in the NZDF. These families are often:

- living away from immediate family
- have one or both of the parents who work either long hours or are away for long periods of time on a regular basis
- wanting a small community school for their children to get a first class, 21st Century education
- needing their children to have special teachers who will understand and support their children's learning or emotional difficulties to enable them to be successful.

My son started school at a large school and struggled significantly. After many battles I removed him from mainstream school to a small specialist school. When it was time for him to be reintegrated into mainstream school, I spoke with the larger schools in the area and they were unable to supply the level of support that he would require.

Burnham School was able to offer the learning support that he needed and continues to do so. I have no doubt Burnham School was the right decision for my son.

"Not all teachers can teach in this environment, which makes Burnham and their teaching staff that little bit extra special."

Burnham School provides this support as the school community often becomes the extended family with parents supporting one another through times of need whether it is picking children up from school, providing meals or supporting through difficult times.

"I get the support that I need there with my husband working away from home. Burnham school is my extended family."

Because it is normal for children to have a parent away, the Rolleston families feel accepted, welcome and supported when attending Burnham School.

"There is a community, family feel to Burnham school yet it is still a large enough school to have all the necessary (and more) resources available."

C.5 Future Sustainability

When Rolleston families choose Burnham School, many factors are considered, one being location. These families are already choosing to by-pass two schools to bring their children to Burnham. One of these schools is only four years old and is already at capacity. The location of Burnham School is irrelevant as these parents have made a conscious decision

to drive their children to and from school everyday. This requires them to drive approximately 24km per day to give their children the education they want for them. There will always be parents from Rolleston who will want and deserve to make that choice.

"From my understanding of where the new Rolleston School is proposed to be, is that it is going to be straight across the road from my home. My child would still be attending Burnham School because he is getting the education that he needs there."

"We currently live just around the corner from Clearview School and are therefore zoned for Clearview. We already drive past a new school to go to Burnham and would continue to do so if another school was opened. I have no desire to send my children to an urban school."

Many of the families that come from Rolleston are also still serving with the NZDF. But there is another group of families that need to be acknowledged. These are the families who are ex-NZDF and continue to have their children educated at Burnham School.

These families may have started living in camp until they purchased their own home, or chose to have their children attend Burnham School while they were still in the NZDF. It is important to acknowledge that these families have not changed their children's school once they left military service but have kept them at Burnham.

We are residents in Rolleston and have one child who attends Burnham School. We were previously a military family and despite having left the Army seven years ago we made a conscious decision to keep our sons at Burnham school. Burnham School provided us the opportunity to have our sons attend a school that provides stability, understanding and inclusiveness which creates an effective learning environment.

C.6 Links With Other Education Providers

The Burnham area has the Kidsfirst Kindergarten, Burnham Pre-School and the Burnham Country Montessori. Burnham School has a positive relationship with these early learning centres and there is already a well established learning cluster. This cluster meets once a month and includes the health nurse, plunket nurse and NZDF community service officers. This ensures that all of the education providers are working closely together and supporting the whole community to the best of their ability. Because Burnham School is already part of an effective learning cluster, this knowledge can be shared with the new Rolleston Cluster.

D Maori and Pacifica Learners

D.1 Our Community

Burnham has a high percentage of Maori and Pacifica children that attend the school. We believe that this is because the school caters for the Māori tauira and whanau in many different ways, both academically and with the tikanga and whanaungatanga of the community. We are the school of choice for Māori parents in the Rolleston area and this is reflected in the numbers that attend the school and the responses from the Māori families during consultation. We provide Te Reo as part of the daily curriculum, an all-inclusive kapahaka - both senior and junior and a sense of identity in all that we model, teach and expect. We also have a whanau hui plan that is in action for the sustainability of both the language and what the school stands for. The children achieve success both in the classroom and within the wider school, and this can be seen in the national standards statistics and the responses from the children and their mātua.

Percentage of Māori and Pacifica children as part of full school roll as based on figures July 2012

	Burnham	Rolleston	Clearview	Weedons
Māori	25.56 % (34/133)	11.8 % (77/650)	6.86 % (33/481)	9.59 % (14/146)
Pacifika	7.52 % (10/133)	1.38 % (9/650)	0.83 % (4/481)	0 % (0/146)
Total Māori and Pacifica	33.08 % (44/133)	13.18 % (86/650)	7.69 % (37/481)	9.59 % (14/146)

We have 42.9% of Maori families who live outside the Burnham area who are choosing to send their children to our Kura.

	Maori
Outside Burnham Area	42.9% (15/35)
Inside Burnham Area	57.1 % (20/35)

School roll as at Nov 2012

D.2 Maori Achievement at Burnham

As indicated in its ERO report of 2011, Burnham School is clearly performing well in the provision of high quality education for its students. In particular, the report stated on page 4 that "Māori students achieve at similar levels to other students in the school. Teachers include perspectives in topic studies, where appropriate. They provide a range of opportunities for Māori students to learn and succeed as Māori." At the time of preparation of the report, Māori students comprised 26% of the school student population. Burnham School provides an excellent and successful learning environment for its Māori students.

D.3 Success as Maori

Burnham School is a successful school for Maori students. Ka Hikitia - Managing for Success - provides the foundation for us to build "on what we know works" (Ka Hikitia, 2008). We know that engaging the students in relevant and meaningful content breeds success. By providing "every opportunity we can to use and build on current successes", (Ka Hikitia, 2008) the tamariki are developing into confident speakers of Te Reo and sense of who they are. The most recent ERO report states the successes that we are achieving.

How well are Māori students learning – engaging, progressing and achieving?

Māori students achieve at similar levels to other students in the school. Teachers include bicultural perspectives in topic studies, where appropriate. They provide a range of opportunities for Māori students to learn and succeed as Māori. Students are able to:

- *learn te reo and tikanga Māori on a regular basis*
- *visit their local marae and learn the Māori history of the area*
- *use the tuakana-teina model of learning where older students support younger students.*

Quote from last ERO report 22/8/11

The kaiako at Burnham establish quality relationships with all children and this is proven to enhance the learning that takes place. Hattie (2003) suggests that the evidence is pointing more to the relationships between teachers and Māori students as the major issue – it is a matter of cultural relationships. These ongoing relationships are critical to ensure continuity of learning and for the wonderful children who have already started their education at Burnham, the continuation of these relationships is imperative. The one relationship that these children can count on is the everyday one between teacher and child. When one or more parents are deployed, school remains the constant in the child's life. Here at Burnham, we provide these important relationships.

D.4 Te Reo in our Kura and Community

At Burnham School, Te Reo is actively taught in all classrooms. This is a skill that we very much believe in at Burnham as "there are three steps in the acquisition of language – the first is status, where people think it is important to use Māori. Step two is acquisition, where people actually learn the language, and the third step is use" (Mataamua, 2010, footnote 1).

During classroom release time, the release teacher spends concentrated time working in all classes across the school, teaching instructional reo and putting this into context.

The senior school have an extension class, where children with a strong interest in furthering their knowledge of Te Reo have opted in. This included children from Year 5 through Year 8.

I chose Burnham School for my children. I am Māori, but have little of my culture and language, I wanted my children to have an understanding of our language and culture. Burnham School teaches my children te reo, kapahaka and how to achieve and be proud to be Māori.

D.5 Te Roopu o Te Kura o Tiori Kapahaka Group

Te Roopu o Te Kura o Tiori is a fundamental part of the education at Burnham School. Kapahaka has and continues to have strong ties with the community and is an integral part

of most things that we do. This plays an important part in the whanaungatanga of the school and over the years has involved many family members and members of the New Zealand Defence Force.

Every three years, the roopu travel to Waiouru to take part in a national cultural festival for Defence personnel. This involves Waiouru and Linton and is a great opportunity for the children to mix with other children who are in a similar situation.

... we wanted a school that would continue to encourage our children's interest with the Māori language and culture. Burnham is the ONLY school in Selwyn that has a Kapa Haka group that participates in the Christchurch Cultural Festival and incorporates Māori into its learning in such a big way.

Te Roopu o Te Kura o Tiori is often asked to perform for the dignitaries who visit the camp and has included members of the Royal family, the Governor General - Sir Jerry Mateparae, and other local dignitaries.

Te Roopu o Te Kura o Tiori has been part of the Christchurch Cultural Festival for the last 30 years and has a proud tradition in kapahaka and performance. This is an important and vital part of the schools' culture and community. The sense of belonging, experiencing peer support, performance skills and the tikanga our kapahaka provides for the tamariki is invaluable.

D.6 Relationship with Taumutu

The Burnham Whanau have had a special bond with Taumutu Marae since Riki Ellison returned from the 2nd World War. This bond has never been broken and apart from Marae visits, we support the school and the wider Whanau group with Kaumatua advice and attendance on special occasions. I taught at Burnham in the 1970's and 80's and was the Secretary for some time of the Whanau o Taumataueanga, which at that time was the umbrella organisation over:

- *Māori Sports teams*
- *The Kohanga Reo*
- *The Whanau from the Kura*
- *Te Reo classes at the padre's Hutt and any other Māori activity on the Campsite.*

I have been a link between the School and the Ngati Moki Marae since the 1980's and consider it a special character school because of the quality of nurture for the children and whanau of all our soldiers.

Furthermore, I have attended many whanau meetings over all these years and have seen a real bicultural partnership established. I would hate to see the whanau participation drop away in a bigger school in Rolleston where the Maori percentage would be much smaller. Part of the success for Maori achievement at Burnham is that real mana has been given to every child and their whanau. This has taken a lot of effort to develop. I hope some way can be found for this to continue.

*Denise Sheat,
Kaumatua,
Ngati Moki Marae,
Taumutu.*

D.7 Tikanga in our Community

Burnham School values and teaches tikanga to the tamariki. This is integrated into the curriculum to ensure that it is meaningful. This year the children in the senior school organised a hangi, which had been studied as part of a celebration unit.

The children took the lead on this venture and planned every aspect from the basket building, rock gathering, wood collecting through to food planning and preparation, ticketing and money, packing, being here at 6am to light the fire, and serving to their customers.

The learning, responsibility and tikanga involved in this is irreplaceable. Burnham School can provide these unique learning opportunities that are unable to be sourced in a larger school.

E Catalyst for Change: Property

E.1 Earthquake Damage

The buildings held up well during the September and subsequent earthquakes. Damage was minimal and did not prevent the school from operating fully. All of the work identified as Earthquake damage was repaired in April/May 2012 and was signed off on 28 August 2012. The cost of this work was \$43,000.00

The School is currently awaiting the Detailed Engineering Evaluation (DEE). At the community meeting with Hekia Parata on the 9th of November, the Board Chair requested on behalf of the Burnham School BOT an extension to our submission due date, to ensure that we had all of the available and necessary information to complete the submission. Unfortunately this was not granted. Initial assessments have been started by SK Consulting. However, at this stage we have not received the preliminary or full report..

The two main blocks, Block 1 (the junior block - 5 classes) and Block 2 (the senior/admin - three classes) will according to information provided by the MOE on 16th August cost 3.5 million to bring it up to 67% of the building code. On the 13th September this amount was refined to 3.2 million to bring it up to 67% of the building code.

E.2 Additional Learning Spaces

Due to the unique relationship with the NZDF, the school has access to a very well heated 25m pool which the school uses for swimming lessons throughout the summer terms.

We also have access to the community hall complex, a very large hall/cinema and Cultural Centre (Marae). These buildings are used for the End of Year assembly, the Itinerant Music Concert, the whanau hui and other community meetings. We also have access to athletics fields and cross country courses. In addition, the NZDF supports the Lincoln Sports Cluster (15 schools) by allowing them the use of their facilities for zone events when requested by the Burnham School Principal.

E.3 Recommendations

The Burnham School BOT has investigated other options for the MOE to consider which would enable the School to remain open on its existing site. The desktop analysis provided by the MOE indicates that it will cost 3.2 million to bring Burnham School up to 67% of the building code. The Burnham School BOT has therefore investigated other options which are much more cost effective.

Option A: Rebuild

The Burnham School BOT would be open to a new school being built to replace the existing buildings. A new school would need to consist of six classrooms and an administration and staffroom block. The cost indications we have obtained for building six classrooms and an administration area and staffroom is approximately \$200,000 per building (approximately \$1.6 million) which is considerably less than the cost of \$3.2 million estimated by the MOE.

Option B: Re-organise

If the fiscal needs of the Christchurch Education Rebuild does not allow for the building of a new school in Rolleston as well as bringing Burnham School up to 67% of the code, the Burnham School BOT would like to suggest that blocks 1 and 2 be demolished and replaced by prefabs, while retaining the hall, library and where. This would significantly reduce the cost of the currently quoted cost of 3.2 million and give the school the opportunity to develop modern learning spaces.

Based on the advice provided by MOE property managers, the cost per classroom would be in the region of \$110,000 including the cost of refurbishment. It is our understanding that by year 7-8 of the Christchurch Education Rebuild there will be large numbers of relocated prefabs no longer in use. As an Enviro-school we believe using prefabs would fit with the ethos of our school.

Our investigations have found that a number of schools in NZ consist of largely prefabricated buildings which, when no longer needed by these schools, could be removed and re-used.

Option C: Re-vitalise

If the DEE finds that blocks 1 and 2 need minimal strengthening, to bring the classrooms up to the current MLE, indicative costs are \$35,000-\$50,000 per classroom. Maximum indicative cost would be \$400,000 plus strengthening. This is by far the cheapest option.

F Summary

Burnham School is a school that has a unique character. The school provides a central point for its community especially during difficult times like the Burnham community has had to face over the last two years.

F.1 Catalyst for Change, Demographics:

Burnham is situated near the fastest growing urban population in New Zealand. This community requires more schools not less. With the increase of sections available and uptake of these sections there is going to be a significant number of people, mostly families moving into the Rolleston area.

F.2 Catalyst for Change, People:

Burnham School is essential for the future well-being of the military child. These children need to be educated in a setting that understands and knows what they need. For there to be a flow on when the children are posted from base to base is an essential element for the children. The Principal and staff at Burnham School have the skills necessary to provide a supportive environment for the children. Research supports the above statements.

Burnham School is a school of choice for many Rolleston families. These families have many similarities to the military families which is why Burnham School is better able to meet their needs. The school is also chosen because of its ability to cater for the unique learning and social needs some children have and that larger urban schools struggle to cope with.

F.3 Catalyst for Change, Maori and Pacifica Learners:

Burnham School Maori and Pacifica children are successful. They achieve at the same level as NZ European children. Their culture is valued and celebrated. Tikanga, Te Reo and Kapahaka is a natural part of the school culture, enabling the children to thrive and give their best. With regular consultation with the Maori community, the school plans to expand on what it already does in the future to ensure on-going support and success for all.

F.4 Catalyst for Change, Buildings:

Burnham School is still waiting on the DEE with information on Blocks 1 and 2. It is hoped that the information is provided as soon as possible and that a decision is made on the same Blocks that were identified in the Rationale for Closure without other Blocks being included. There are three options being considered by the Burnham School Board of Trustees and they fully support all options in this document.

Burnham School needs to stay open for its community. The school is a huge part of the on-going support that the NZDF families require especially with parents being away on deployments. Family and community are crucial for the children of Burnham School. Also, by keeping Burnham School open, it will give the MoE greater fiscal flexibility in one of New Zealand's fastest growing areas.

G References:

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Mataamua, R. Dr. (2010) http://www.massey.ac.nz/massey/about-massey/news/article.cfm?mnarticle_uuid=FEBD7699-A693-CFE1-2FB4-248886C3D6CB

Peebles-Kleiger JH, Kleiger JH. Re-integration stress for Desert Storm families: wartime deployments and family trauma. *Journal of Stress and Trauma* 1994; 7: 173-194.

H Supporting Documents

H.1 Consultation Timetable

Burnham School Proposed Closure Community Consultation				
Meeting Dates	Who	Purpose	Where	Time
Thurs 13 Sep 2012	BOT and Staff	Inform staff and BOT of the announcement of our proposed closure	Staffroom	2.45pm – 3pm
Thurs 13 Sep 2012	Community	Inform the community and NZDF of the announcement of our proposed closure	Hall	3pm – 4.30pm
Mon 17 Sept 2012	BOT Meeting	To create a strategic plan.	Staffroom	7.30pm – 10pm
Fri 21 Sept 2012	Community	Community Consultation	Hall	3pm – 4.30pm
Mon 15 Oct 2012	Staff	Staff Consultation	Staff Meeting - Staff	3.15pm – 4.30pm
Thurs 18 Oct 2012	BOT and MOE officials	To enable MOE officials to discuss the rationale for proposed closure.	Staffroom	7.30-9pm
Mon 29 Oct 2012	Staff	Staff Consultation	Staff Meeting	3.15pm – 4.30pm
Fri 2 Nov 2012	Community – facilitated by Lois Christmas	Community Consultation – facilitated by Lois Christmas	School Hall	3pm – 4.30pm
Wed 7 Nov 2012 - Expo	Community	Community Consultation	School grounds – outside	5.30-7pm
Fri 9 Nov	Community – Hon. Hekia Parata attended	Community Consultation – facilitated by Lois Christmas	Hall	12.30-2pm
Fri 16 Nov 2012 – Show Day	BOT members	Collate community consultation questionnaires	Staffroom	1-5pm
Thurs 22 Nov 2012	Maori/Pacific Families	Consultation	School grounds	9-10.30am
Sat 24 Nov 2012	All parents	E-mailed draft submission for community consultation		
Sun 25 Nov 2012	All staff	E-mailed draft submission for community consultation		
Fri 30 th Nov	BOT	Editing of Submission to include community feedback	BOT Chair's home	7.30-10.30pm

H.2 Consultation Documents

Burnham School Greater Christchurch Education Renewal Plan Collated Ideas for the Meeting with the Hon. Hekia Parata

What do we want to tell the Minister next week? What do we want the Minister to know about our school? Prompts: Why should this school remain open? Why is it viable for the school to stay open? Why do you chose to send you children here?
What are your questions for the Minister? Try to word these non-confrontationally avoiding emotive wording e.g Minister, the Ministry of Education considers that children should be able to walk to school. How far do you think it is reasonable for five year olds to be expected to walk to school?
Ideas for how the one hour with the Minister could be used to make it the most effective meeting possible. Prompts: What should happen at the meeting, who should speak, how could it be organized to impress on the Minister why Burnham should remain open?
Other thoughts and suggestions

**Greater Christchurch Education Renewal Plan
Burnham School Community Consultation Questions
Non-NZDF Version**

Thank you for answering the following questions. Results will be collated to support Burnham School's submission for remaining open, which is due to The Ministry of Education by 7 December. Identities will be protected and will not be included in any documentation.

Name: _____ **Contact Details:** _____ (Optional/ in case we want to follow up with you on any ideas)

How do your children usually get to school?
How far do you travel to get to Burnham?
Approximately how far would it be for you to travel to a school if Burnham closed?
Why did you choose Burnham School for your child/children over other local schools?
When the new Rolleston school opens and if Burnham remains open are you likely to continue to send your child to Burnham? Why?/Why not?
Personal Impact Statement if Burnham closed (Optional)

**Greater Christchurch Education Renewal Plan
Burnham School Community Consultation Questions
NZDF Version**

Thank you for answering the following questions. Results will be collated to support Burnham School's submission for remaining open, which is due to The Ministry of Education by 7 December. Identities will be protected and will not be included in any documentation.

Name: _____ **Contact Details:** _____ (Optional// in case we want to follow up with you on any ideas)

How do your children usually get to school?
How far do you travel to get to Burnham?
Approximately how far would it be for you to travel to a school if Burnham closed?
Why did you choose Burnham School for your child/children?
What is the role of Burnham School in the Burnham Camp community?
How does Burnham School benefit from its close ties with the NZDF and the Burnham Camp PTO
How do NZDF families benefit from what Burnham School offers your family and children, especially when one parent is away on exercise or is deployed overseas?
Do you think a larger school could provide this same level of support? Why or why not?
When the new Rolleston school opens and if Burnham remains open will you continue to send your child to Burnham? Why?/Why not?
Personal Impact Statement if Burnham closed (Optional)

H.3 Letter from Colonel C.J. Parsons, MNZM, DSD

Colonel C.J. Parsons, MNZM, DSD



Headquarters
1st (New Zealand) Brigade
Linton Military Camp
Private Bag
Palmerston North, 4442

29 November 2012

Principal Burnham School
Principal Linton Camp School

Dear Sandra and Geoff,

As 2012 draws to a close, I wanted to write to thank-you both for the absolutely wonderful support you and your Schools have provided in the wake of our recent 11 combat casualties in Burnham and the three tragic deaths of servicemen from Linton this year. We have had pupils from both Schools affected, but particularly in Burnham, where a greater proportion of parents were injured or are currently deployed across the world.

The way you have provided a focal point for the community and provided stability and understanding for the many pupils and parents who are all too clearly hurting, has been a critical element to get families back to normalcy and to begin the healing process as quickly as possible. All the research that our psychologists have done on separation and trauma highlights that this is vital. That both your schools have supported this and been in a position to support us has been of critical benefit, so thank-you.

Given that I am writing at the annual posting period, I would also like to take this opportunity to further thank-you for the unique way in which Burnham, Linton and Waiouru Schools provide supportive educational environments that are nuanced to the special circumstances of military families. I did a count the other day and realised that my own children have each attended between six – nine schools and are likely to attend still more schools before they graduate to tertiary education. I know this is a common military story. So the special nature of your schools and the support you as principals both give goes a long way to providing stability to children who suffer frequent instability in their family and school lives, by virtue of their parent's service to our country. That neither of you restrict entry to military children based on zoning is also a major advantage to us as an organisation. As you know, not all parents live in the military housing area, but the ability to have their children schooled on or near

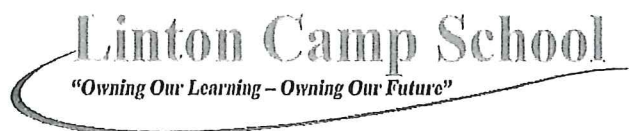
base does make a big difference to the frequency parents can be engaged in their children's school activities and therefore in their lives. It also helps the children appreciate and rationalise the sacrifices their parents are making. But most importantly, it just helps keep families together.

I know that these words fall short of the mark, but please accept, and pass on to your staff, my thanks and those of the entire Brigade for the way you have supported us during 2012. Your schools are a focal point for normalcy. This has been evident this year through tragedies, the regular instability of posting and exercise cycles and also the key part you, your staff and your facilities play in building community spirit. We wish you a well deserved break over the festive season and look forward to seeing you and your teams back in 2013.

Yours aye,

Chris Parsons

H.4 Letter from Linton Camp School



Monday 02 December, 2012

Kia ora

I write in support of Burnham School staying open.

Burnham, Linton Camp and Waiohuru Schools are all located within New Zealand Defence Force bases. The students of these schools predominately come from families with personnel working in the Army.

In the last three years a significant number of Defence Force personnel have died overseas or in New Zealand. Although not all of them have had school aged children our Army is small enough so that the personnel are known to almost all Army staff. It is my experience that these deaths have had an effect on every child in every defence force family to a greater or lesser degree.

At Linton Camp School and no doubt at Burnham and Waiohuru our staff keep a proactive eye on all our students knowing that the effects of deployment and training impact on families and students alike. Due to the strong relationship between the school and the Army we ensure appropriate messages are given to students and concerns about families are passed along so that appropriate support is provided. I fear that this level of understanding and awareness will be lost should Burnham School close.

Students in the three schools highly transient. In 2011 45 students were enrolled at Linton Camp School and 49 students left. In a recent three-year period 65% of students turned over. Those that move between the three schools move between school environments where they are often known and where there is an understanding of the needs of the students.

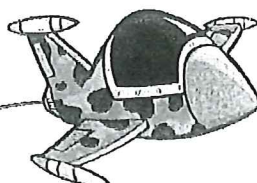
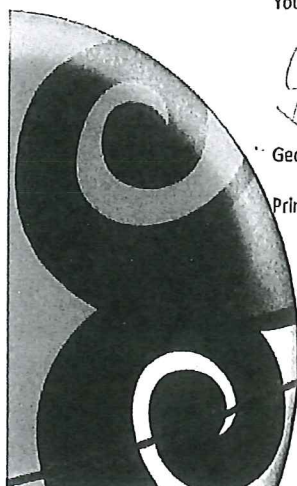
Our students are very proud of the work their parents undertake. They enjoy being close to mum or dad's work. Our three schools worked closely with each Army camp. For example, we hold some school events inside base so parents can attend and we hold some events in the early evening for the same reason.

It is my view that closing Burnham School will dilute the level of pastoral care and understanding for Army families that currently exists. This would be a detrimental step.

Yours

Geoff Franks

Principal



P - 06 325 8740 | F - 06 325 8678 | Puttick Road, Linton Camp
office@lintoncamp.school.nz | www.lintoncamp.school.nz

H.5 Statement from Waiouru Primary School

The Waiouru Primary School Board of Trustees would like to express their deepest concern at the proposed closure of Burnham Primary School. As Military schools, we provide the stability needed by military families. We understand, cater for and pre-empt the unique needs students, families and communities of our army families. Our students are transient by necessity, they are constantly moved because their parents are working towards protecting our country. As you know the entire process of moving children from school to school can be very traumatic. Thankfully our families and students know that they can find stability in us, their military schools. Waiouru, Linton and Burnham, each child knows that they will cycle through these schools, and while they may miss some friends they will meet up again soon. The plan to close Burnham School is short sighted and with out concern or compassion for our military families. It is wrong, do not do this to the families that risk their lives for this country.

Marama Stewart
Principal
Waiouru School
www.waiouru.school.nz
(06) 387 6860

H.6 Letter from Rob Hughes

College of Science

Department of Psychology

Tel: +64 3 364 2902, Fax: +64 3 364 2181

Email: psychology@canterbury.ac.nz, www.psyc.canterbury.ac.nz



The Honourable Hekia Parata
Minister of Education
New Zealand Parliament.

20 November 2012.

Dear Minister

I am a former pupil of Burnham School (from many years ago, as an "army brat") and attended the meeting on 9 November, held at the school, where you spoke to board members, teachers, parents and other supporters. Along with those present, I greatly appreciated your willingness to listen to concerns that were expressed, and your assurance that no decisions have yet been made about the proposed closure of the school.

As one of the former pupils who attended Burnham School's 125th anniversary, I was very distressed and mystified to learn that, only three years later, it has been proposed that this long-standing, vibrant and successful school is to be closed. The intent of this letter is to respectfully request that the proposal is not enacted on the following grounds:

- (1) As was eloquently put at the meeting, Burnham School provides a unique service in ensuring that the children of army parents are psychologically (as well as educationally) supported while these parents are away from home, especially on deployment in highly dangerous parts of the world. Since September 2002, research conducted in the USA, has revealed the very important part that schools play in helping maintain emotional security and stability in children of American service men and women overseas in the Middle East. There is no reason to believe that a similar situation would not apply to New Zealand.
- (2) Just as importantly, in the knowledge that their children are being well cared for and supported, Burnham School also plays a vital role in maintaining the peace of mind of our army personnel who have to daily face situations that are extremely dangerous and, as we have all witnessed in recent times, can prove fatal. It was gratifying to hear your own acknowledgement of the important role the school plays in supporting military parents, and their children.
- (3) As indicated in its ERO report of 2011, Burnham School is clearly performing well in the provision of high quality education for its students. In particular, the

report stated on page 4 that "Māori students achieve at similar levels to other students in the school. Teachers include perspectives in topic studies, where appropriate. They provide a range of opportunities for Māori students to learn and succeed as Māori." At the time of preparation of the report, Māori students comprised 26% of the school student population. Given your own concerns about poor achievement amongst Māori students in many other schools, it seems that Burnham School is notable in its provision of an excellent and successful learning environment for its own Māori students. I fear that gains made in this area could well be lost if the students were swallowed up in a much larger school.

- (4) Burnham School is very highly valued by the community it serves, both military and non-military, and accordingly receives strong community support. This was commented on in the school's 2011 ERO report i.e., page 3 "Students and teachers at Burnham School benefit from a well-resourced learning and teaching environment and strong community support. Many students are separated for lengthy periods of time from family members who are on service duty for the military. The board and staff have developed caring and respectful relationships and ongoing pastoral care to support the school community."

In the knowledge that you are clearly receptive to arguments for not closing Burnham School, I would be grateful if you could consider the comments I have made, in the hope that they will contribute to a decision to allow the school to continue in its present form.

Yours sincerely



R.N. Hughes MSc, PhD, FNZPSS, FAPS, FPsSI.
Professor of Psychology

H.7 Letter from Rolleston School



Rolleston School
11 Tennyson Street
Rolleston
CHRISTCHURCH 8004

Phone: (03) 347 8355
Fax: (03) 347 9539
Email: rolleston.sch@xtra.co.nz
www.rolleston.school.nz

26/10/12

Anna Geling
Acting Manager
Education Curriculum and Performance
Ministry of Education
Box 2522
Christchurch

Dear Anna

Thank you for the opportunity to comment on the proposed closure of Burnham School and its impact on Rolleston School.

Burnham School currently provides schooling for a specific community with the greater Rolleston community. This community is made up of two groups:

- the families of military personnel
- and Rolleston families who choose to have their children educated in the smaller setting of a rural primary school

As both primary schools in Rolleston are growing rapidly this second group of parents would obviously be concerned about the transition of their children from Burnham to either of the much larger schools. This has nothing to do with the quality of schooling being offered, but rather reflects their desire to be able to make the most appropriate choice of educational environment to meet their children's needs.

We are aware of several letters to the editor of the PRESS regarding this very issue.

We support their right to have this choice.

Rolleston School, as you will be aware has had to deal with exceptional growth over the last six years. This has placed inordinate pressure on the children, parents and staff of our school. We believe that the Ministry needs to be proactive in ensuring that this does not happen again to our school.

Many of the families at Burnham would be likely to come to Rolleston School if their current school is closed. An additional 100 pupils "overnight" would be untenable for our school. The complexities around inducting these students into our setting, and managing the special needs of military families, is something our school could do without. We do not have the established special culture which Burnham has to deal with the different job of working with a significant number of military families.

In addition we would not have the classroom space to accommodate the students. This of course would lead to the hurried placement on our site of additional re-locatable classrooms to manage the growth. A return to the situation we have had to deal over the past several years, which is totally unacceptable to the board.

The growing concern and uncertainty around Ministry provided information about schools is another reason the board is loath to see Burnham closed.

Information regarding our buildings is at best inconsistent. It appears that we may need considerable "rebuilding" if the information is accurate. Increasing our roll with pupils from Burnham when our own situation is so uncertain is not acceptable to the board.

Because of the reasons above, and especially given Burnham's unique role in our wider community, the board is opposed to the closure of this school and the possible impact it will have on Rolleston School.

Yours sincerely



Leanne Brown
Chairperson
Rolleston School Board of Trustees

cc Amy Adams - MP
Rolleston Cluster Schools
Kelvin Coe - Mayor

H.8 Letter from Clearview Primary School

COPY



Clearview Primary
Te Kura o Mōrauna

27 November 2012

Anna Gelling
Acting Manager
Education Curriculum and Performance
Ministry of Education
PO Box 2522
Christchurch

Dear Anna,

Thank you for the opportunity to respond to the proposed closure of Burnham School.

The Clearview Primary Board of Trustees met on the 1st of November and discussed the proposed closure. The Board was unanimous in their thinking and opposes the closure of Burnham School.

Burnham School provides the much needed support for the military personnel in their unique community. The Clearview Primary Board believe that closing Burnham would be detrimental to their community and to the soldiers that heavily rely on the stability the school provides.

The Board and staff of Burnham understand the complexities of being next to an Army Base and it is this knowledge that defines them and the special character of the school.

In our fast growing community there needs to be the option for parents to make sound educational choices for their children. Burnham is a part of this decision making process, particularly for our New Zealand Defence Force families.

The Clearview Primary Board of Trustees recognises that careful thought and consideration must be taken when making decisions around proposed closure and asks that the Ministry of Education does so with Burnham School.

Yours sincerely,

James Petronelli
Principal

[For and on behalf of the Clearview Primary Board of Trustees]

PO Box 116, Rolleston 7643 • Tel: (03 347 7025) • admin@clearview.school.nz • www.clearview.school.nz

H.9 Letter from Weedons Primary School



28 November 2012

Anna Geling
Acting Manager
Education Curriculum and Performance
Ministry of Education
Box 2522
Christchurch

Dear Anna,

PROPOSED CLOSURE OF BURNHAM SCHOOL AND MERGER OF YALDHURST MODEL SCHOOL

The board of trustees at Weedons School is concerned at the proposed closure of Burnham School and the merger of Yaldhurst Model School with Gilberthorpe School. Both of these schools are situated in the middle of an area undergoing enormous population growth. We are concerned that the ministry may not appreciate the pressure schools in Selwyn District and on the west of Christchurch are under as a result of massive population growth.

These areas were already growing rapidly prior to the earthquakes however in the last two years there has been a large migration of people to Selwyn District and the western suburbs of Christchurch.

Both these schools serve their local communities very well and are an integral part of the fabric of their communities. Not all pupils thrive in large schools and these schools provide an essential alternative to large urban schools.

We don't believe that the other schools in the area are in any position to cope with the sudden influx of pupils that would result from the proposed closures.

We strongly recommend that before any decisions are made on closures or mergers that the long term implications are considered.

Frank Dowle
Chairperson
Board of Trustees
Weedons School

cc Amy Adams, Kelvin Coe, Rolleston School, Clearview Primary.

Weedons Ross Road, R.O. 8 Christchurch. Telephone (03) 347-8740 Fax (03) 347-7026
Email -- office@weedons.school.nz

H.10 Letter from Kidsfirst Kindergartens



30 November 2012

Head Office, 43 Birmingham Drive,
PO Box 8089, Christchurch 8440
Tel: 03 338 1303 Fax: 03 338 1086
www.kidsfirst.co.nz

TO WHOM IT MAY CONCERN

LETTER OF SUPPORT

BURNHAM PRIMARY SCHOOL SUBMISSION TO THE MINISTER OF EDUCATION EDUCATION RENEWAL PLAN FOR GREATER CHRISTCHURCH

Background Information

Canterbury Westland Kindergarten Association Incorporated trading as Kidsfirst Kindergartens is the largest early childhood education provider in greater Christchurch with over 60 sites. Kidsfirst Kindergartens is highly regarded as a reputable organisation with a history of over 100 years of providing high quality education to preschool children in the Canterbury and West Coast regions of the South Island.

Within the Rolleston Community Learning Cluster is located our Kidsfirst Kindergartens Burnham which provides high quality early childhood education to 60 children and their families.

Profile of Kidsfirst Kindergartens Burnham

Our kindergarten is situated in the Burnham Military Camp area and serves a mixture of defence and rural families. Māori children contribute to approximately 15% of the current roll.

This kindergarten, like all Kidsfirst Kindergartens, works hard to support the government early childhood education goals of reducing the barriers to participation for priority families in greater Christchurch. These barriers have been defined as:

- ▶ Cost
- ▶ Access
- ▶ Suitability of provision
- ▶ Education is not a priority
- ▶ Complex issues facing priority families since earthquake

Support for Burnham Primary School to remain open

The kindergarten enjoys a very strong reciprocal relationship with Burnham Primary School and the school community supporting children's smooth transition to school. Both the school and the kindergarten are located in a small tight community.

We share the same concerns for our defence families as that of the school and equally we offer the same level of support when children are separated for lengthy periods of time from family members who are on service duty for the military. This support is critical and tailored to meet the needs of this community.

Given the unique community that both the kindergarten and the school serves we believe that the school does have a very special case to remain open.

Page two
Letter of Support: Burnham Primary School
30 November 2012

Equally should the closure of Burnham Primary School proceed, Kidsfirst Kindergartens will need to consider whether or not it can retain its kindergarten within a military camp environment when services, that families expect to be available with their community, such as primary schooling is no longer available.

If further information is required please do not hesitate to contact to me by phoning 03 338 1303.

Kind regards



Sherryl Wilson
Chief Executive
Kidsfirst Kindergartens

H.11 Letter from Burnham Nursery and Preschool

16 October 2012

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

Dear Kathryn Palmer

PROPOSED SCHOOL CLOSURES IN CHRISTCHURCH

I write to you about the proposed school closures and mergers in Christchurch. I am the Centre Director at Burnham Nursery and Preschool which is based in the Burnham Military Camp. If Burnham School was to close our Preschool and the Kindergarten within the Community would also be placed in jeopardy with a number of families using the school and the preschool facilities.

We have already had a number of enquiries from families that are moving from other Defence bases within New Zealand saying that if Burnham School was to close they might as well seek preschool care in another community also. This had already had a negative effect on our centre with the possibility of redundancies pending before the year ends with families wanting to put their preschool children into a community where they could be attending school which means they are enrolling outside our community.

There is a lot of discussion about having a "community of learners," we already have our community of learners established. We already work in partnership with the Kidsfirst Kindergarten, Burnham School and B.O.O.S.T (Burnham Out of School Time). We have done so for many years and hope to continue to do so for many more.

With the closure of Burnham School what happens to our community of learners?

When the Ministry of Education is making a decision about the future of the school they also need to be considering the effects on the Community. Burnham Community has worked really hard to establish strong relationships with the other schools that Defence children attend, Linton and Waiouru. They work closely together on issues that arise when parents are deployed and help each other by sharing information.

Burnham School is unique as it does have a lot of parents that deploy overseas and they work very closely with the Military who provide support and guidance to the families and teachers.

I believe that we owe it to all learners to provide better education opportunities and do not see how closing Burnham School will achieve this outcome.

Yours sincerely

Priscilla Frew
Centre Director

H.12 Letter from Adele Scott

Dear Mr Key

I write to you as a parent of two distraught children who will be affected by the proposed closure of Burnham Primary School in Christchurch.

Having worked for various Government Departments in Wellington I realise that this will be received and read by your assistant and you may not even see it. I used to receive these types of letters for various bosses and used to think "some people have too much time on their hands and have nothing better to do than complain". Let me assure you Mr Key I am not one of those people, this is an issue that is very dear to my heart and something I feel very strongly about. A good education is the most important thing a parent can give a child.

With the closure of Burnham School, my children will be zoned to Rolleston Primary School with a role of some 600 plus children. While some children may succeed in a class with one teacher and a large class number, my children would not. We chose Burnham School for very specific reasons, it ticked all the boxes for the things we were looking for in a school.

This is not just about the closure of Burnham School but all the schools you propose to close in Christchurch. These schools are needed, have our children not been through enough without taking away the one consistent thing in their lives.

I grew up in Wainuiomata, and saw first-hand what happened after several schools were closed there. The schools were closed and then the Government was running around finding pre-fabs for the schools that remained open as there was an excess of children for those schools. The remaining schools then had large numbers and large class numbers. Children's learning was compromised and those kids that needed more one on one fell through the cracks. It is no wonder that Wainuiomata now has a high drop out rate, teen pregnancy and suicide rate. I don't know about you Mr Key but that's not something I want for my children!!

The Christchurch rebuild is bringing more workers to Christchurch every day and hence more families. There is a high need for all our schools and closing them seems illogical. It is a quick fix without long term vision.

I would like to invite you to visit our school and see first-hand that we do not have any earthquake damage. I would like you to look our kids in the eye and tell them why you are closing our school, because I assure you they do not understand. I would like you tell our parents who have lost 5 colleagues in Afghanistan and had other colleagues injured, why our school is not viable and why their kids don't deserve to have teachers that help their children cope with their parents being deployed to war zones and fighting for their country.

I voted for you twice Mr Key because I believed at the time that you would do the "right thing" for our country. Closing our schools is not the right thing and forcing our children to sink or swim for their education in large schools is definitely not the right thing. I and many others only make a mistake once and I remind you that you are a servant of the people Mr Key, not the other way around.

I look forward to your reply.

Yours sincerely

H.13 |

09 October 2012

Mr John Key
Prime Minister

By email: john.key@national.org.nz & john.key@parliament.govt.nz

Dear Mr Key

PROPOSED SCHOOL CLOSURES IN CHRISTCHURCH

I write to you about the proposed school closures and mergers in Christchurch. My children attend Burnham Primary School situated at the Burnham Military Camp and my husband also attended this much loved family orientated school.

Schools are much like shoes Mr Key, they are not a one size fits all. What is suitable for one child at a school is not the same for every other child and as parents we know our children like no other and know what our children need. Burnham Primary School gives another option to parents whose children would not do well at a large school and it offers more than just the usual reading, writing and maths. Here our children are encouraged to participate in everything from the annual ski trip, music lessons, tree planting, school camps and art, through to compassion for others. These are important life skills and something that is often lost in a large school.

Burnham Primary School to our family is more than your everyday large school – this is our children's future – their stability – and being at such a young venerable age a lot of our trust as parents is put into the school itself and the teachers.

This school is a large part of the children's life not only our children but the children of our school community.

I put these questions to you Mr Key, Why would you take away from my children the following?

- * The Principle who stands out the front every morning as well as after school and can greet every child and their parents by name?
- * Bed time stories read by the teachers in the library where we all get dressed in our PJs and sip on warm Milo and marshmallows?
- * The whole school taking part in re planting native trees along our local rivers?
- * My children's hopes, dreams, friends, ambitions?

I understand that the reason our school is earmarked for closure is because of the financial cost to bring our school to up to earthquake standard. Our school has survived several major earthquakes and has no damage. I ask you Mr Key, when did the almighty dollar become more important than the needs and wants of our children? Our children are our future and to deny them a decent education we are denying our children and our country a future. If we as parents do not stand up and give a voice for our children, who else will?

I send this letter in good faith and not only from myself but from every parent of every child that attends our precious school.

I look forward to your written response,

Yours sincerely,

H.14

25 Oct 2012

The Rt Hon Hekia Parata
Minister of Education
New Zealand

REF: THE CLOSURE OF CHRISTCHURCH SCHOOLS

Dear Minister,

Kind Regards.

Burnham School

Given to the
Minister
when she
visited -



SOLDIER ON
SAVE
BURNHAM
SCHOOL



Burnham School - Te Kura o Tiori

Hon Hekia Parata Special Meeting Agenda

COMMUNITY MEETING

12.30pm Friday 9 November - Burnham School Hall

Time frame 12.30pm	1. Welcome <ol style="list-style-type: none">1. Kapahaka group to perform as Minister Parata arrives at the Hall2. Presentation of corsage to the Minister
12.35pm	2. Opening Comments <ol style="list-style-type: none">3. Karakia4. Board Chair to open meeting and outline the proceedings5. Introduce groups represented at meeting
12.40pm	3. Soldier On Burnham <ol style="list-style-type: none">1. Outline our understanding of Rationale for Proposed Closure2. Minister Parata to Reply3. People Discussion -4. Property Discussion -5. Unique Character Discussion -6. Room 6 to deliver petition to the Minister7. Open Forum Questions from Parents - Minister Parata to Reply
1.25pm	4. Closure Comments
1.30pm	5. Meeting Finish

All people in our community are expected to model and uphold our school values, which are:

Respect - Whaikoha

Achievement - Angitu

Responsibility - Tikanga

Self-Belief/Strength - whakapono (believe), wairua (spirit), tuturu (absolute belief)

Save Burnham School

The minister of education has decided
to close our school in 2015.

We are unique in so many ways because
most of the kids' parents are soldiers
or work for the Army.

Please sign this petition to save our
school and show your support.

Name (compulsory)	Address (optional)	Phone Number (optional)	Signature (compulsory)
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**Withholding of information – Official Information Act,
Section 9(2)(a)**

37 petition sheets containing the names and personal details of
736 individuals have been withheld under section 9(2)(a) of the
Act to protect the privacy of natural persons.