

Greenpark School

Our response to proposal for closure from the Minister of Education 2012



“School of the Land”

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Prepared by:

The Board of Trustees, Greenpark School, with Tom Scollard, Facilitator

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Hon Hekia Parata.
Minister of Education
Private Bag 18041
Parliament Buildings
WELLINGTON 6160

Cc.Kathryn Palmer
Acting Regional Manager
Ministry of Education
PO Box 2522
CHRISTCHURCH 8140

Thursday 6 December 2012

Dear Hon Hekia Parata

Greenpark School representatives attended the meeting in Lincoln on Thursday 13 September where you outlined your proposal for Christchurch schools. We were advised then of the proposal for closure of our school from the end of 2014.

Your letter dated 28 September 2012 advised us of the process (and timeline) required and as a Board we have taken the opportunity to consult with our school and wider community, including stakeholders to seek their views on the proposal and our response is submitted for your consideration.

We were grateful for the opportunity to meet with you earlier in November and the feedback from our board and parent body has been very positive.

As we expressed to you, our community was somewhat surprised that your proposal included schools outside the mainly affected areas of Christchurch city. Understandably we were also somewhat angry at first. Our entire community is against the closure of the school, but has been engaging in developing an innovative and exciting proposal for you to consider.


However, as a board we do understand the need for change in Christchurch given the events of the last two years and indeed the need to maximise high quality educational opportunities for our students across the Christchurch region.

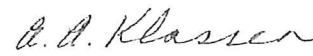
We therefore thank you for prompting the board to relook at and rediscover the role Greenpark School could effectively play in the learning needs of the children in the wider community, including the school cluster to which we belong. We have made the deliberate decision to look at this situation as an opportunity to go back and identify what our school currently excels at, and how we can grow these strengths to maximise how our school can provide high quality education for the children of our rural community in the future.

We have identified a viable and exciting proposal for the future of Greenpark School, which has received positive and enthusiastic response by our school community, wider community groups, the agricultural industry and government agencies.

Our 'School of the Land' proposal appears to be the right idea, at the right time. The Greenpark School board has decided to start implementing this proposal for the 2013 year, utilising the commitment, resources, and educational programmes which our community and industry partners have offered. We look forward to partnering with Ministry of Education staff in this exciting project.

Yours sincerely,


Geoff McMillan
Board Chairperson


Andrea Klassen
Principal

Our Proposal: Greenpark Agricultural Primary School

Pilot school for the 'School of the Land' initiative

Rationale

Agriculture is at the core of New Zealand's social, cultural, environmental, and economic prosperity. The face of agriculture is rapidly changing, and future land managers will require a comprehensive multi-disciplinary skill set, to successfully run large businesses under the pressure of meeting both productive and environmental demands. Today's farming children are our future sustainable agricultural industry and we need to do our best to provide them with the complex array of skills that they will need. An opportunity exists to nurture these skill-sets at a much earlier age than at secondary level, and it seems an obvious opportunity to see such skills integrated earlier in the education cycle.

Greenpark School is situated in the rural surround of Christchurch and is in an ideal position to provide a vital link and opportunity into rural-based skill-sets such as horticulture and agriculture at a primary level. This is a natural step as a school which caters for an immediate community which is primarily agriculturally focussed. We see Greenpark School providing a *gateway* to such learning not only for the rural community but also as a host for urban school students to gain an insight into farming communities and the agriculture industry.

Why is Greenpark perfect as a pilot 'School of the Land'?

The school is strategically located to become New Zealand's first agricultural primary school:

1. It is located in the rural environment, surrounded by farmland, particularly the long established dairy industry. Agricultural learning needs to be physically based in the farming environment.
2. It is strategically located within 15 minutes drive from Lincoln, the hub of Agricultural Research Institutes for the South Island (Lincoln University, AgResearch, Plant and Food, Landcare Research, DairyNZ, Foundation for Arable Research, Environment Canterbury).
3. It is strategically located in relation to Te Waihora, one of New Zealand's largest lakes, which is of very high ecological and cultural significance to Ngai Tahu. Currently the lake is in poor health, and there are a number of joint initiatives underway to restore the lake and its contributing waterways.¹
4. New Zealand urgently needs a 'cradle to the job' learning pathway to address the acute shortage² of agricultural graduates who need to be highly skilled across a

¹ Refer to <http://www.beehive.govt.nz/release/116-million-clean-plan-nz%E2%80%99s-most-polluted-lake> And <http://www.wet.org.nz/>

² Refer to <http://www.stuff.co.nz/waikato-times/farming/6452095/Crisis-looms-for-agriculture-sector-expert>

² Also refer to http://www.parliament.nz/NR/rdonlyres/6B17DC88-EDCB-4ACB-BAEA-31D89E8689AE/94066/DBSCH_SCR_4230_6343.pdf

number of disciplines. Waiting until tertiary level is proving to be too late to engage children with agricultural science and technology.

5. Greenpark is ideally located to be the hub of modern sustainable agriculture learning within the Lincoln cluster, whereby children from other schools can visit Greenpark for learning sessions.

How will children benefit from attending Greenpark agricultural primary school?

1. Farming children have a strong intuitive association with the land. Present learning is regularly couched within a farming context, to successfully engage the children with the curriculum and boost growth in their key competencies and learning areas.
2. Feedback received from parents and through ERO gives the school confidence in exploring how this successful approach can be developed further.
3. By partnering with a number of the local Te Waihora related initiatives the children will engage their learning with their community and environment. For example: the children's local relationship with Te Waihora is the ideal context for the value of Maori and environmental learning.
4. Having a unique focus and strong community / industry partnerships further encourages the children to develop a strong sense of identity, pride and confidence.
5. If Greenpark is the agriculture / lake studies hub for the Lincoln cluster then there will be children from other schools who could benefit from a unique learning experience, which will also benefit the Greenpark children as hosts. We expect this will contribute to a high 'visitation' roll on top of our permanent roll.
6. Connection and active involvement with Lincoln High School and University students in agriculture and lake projects will help show them a pathway to lifelong learning, which will be an essential skill as future land managers.
7. Greenpark will provide an innovative learning environment within the rural context, which will strengthen the schooling options within the Lincoln cluster.

What could the structure look like?

From our perspective, and this would require more exploration, there are three possibilities how this could be set up:

Option 1: Stand alone primary school (status quo) with further development of integrated agricultural focus.

Option 2: Satellite School of another school (of one of the other clustered schools?) with further development of integrated agricultural focus.

Option 3: Partner school (partially sponsored by stakeholder organisations) with further development of integrated agricultural focus.

Stakeholders

As a board we have actively engaged with possible key stakeholders to grow our vision for a *School of the Land*, namely:

1. Ngai Tahu
2. Waihora Ellesmere Trust
3. Lincoln University
4. DairyNZ
5. Federated Farmers and North Canterbury Rural Support Trust
6. The Lincoln cluster of primary and secondary schools
7. Ministry of Education
8. Environment Canterbury
9. Selwyn District Council (both community development, but also options for replacement of the community hall)

Correspondence from several of these stakeholders are attached for your information and consideration (refer to page 29 onwards).

Curriculum

Clearly, a greater specialised focus will require further development regarding curriculum and pedagogy. As stated at our meeting with you, the board and principal are currently undertaking a full review of the school curriculum to move in this direction and professional development needs will be prioritised to ensure skill-sets of teaching staff are appropriate. Refer to page 42 for the initial staff brainstorming of the curriculum review, which will become the primary focus after submission of this proposal.

Staffing and Governance

It is likely that there would need to be expertise from other stakeholders in terms of input. The board recognises that over time it is also possible that some staff may prefer to work elsewhere, or other skill sets are required as this concept is developed. It is also noted and understood that governance within the school may also change.

Student numbers

Over recent years the Selwyn District has consistently had the fastest population growth in New Zealand. This has increased rapidly since the earthquakes of 2011-2012, with large numbers of families relocating. Lincoln is the nearest town to Greenpark School, and is experiencing rapid expansion. Currently Lincoln has 510 consented residential lots, with 224 building consents issued for residential dwellings (Kelvin Coe, SDC Mayor, pers. comm).

The Ministry of Education's own figures show the growth in local school rolls in recent years, which based on the actual current population growth, will continue to grow rapidly. Given this context there is no viable reason why the Greenpark school roll should also not grow. The school has an existing 'spare' classroom which could be put to immediate use. Our 'School of the Land' proposal shows a vibrant path forward for our school growth, which has a strong backbone of expressed support by our community and industry partner organisations (refer page 29 onwards). We ask the Ministry of Education to join with these organisations in growing our unique and much needed School of the Land.

Resourcing

Depending on the option or combination of options, this would require further investigation and development. There are indications of provision of support from stakeholders outside the current school resources, which is very encouraging. A number of organisations have developed education support resources (DairyNZ, Waihora Ellesmere Trust, Lincoln University, Environment Canterbury). Greenpark School is starting with these existing resources to identify how they can be integrated into a coherent package, with the target of implementation in the 2013 curriculum. We will then work with our partner organisations to further review, develop and enhance this agricultural primary school curriculum, with the view towards uptake by other New Zealand rural schools.

Given the time constraints to respond to the original proposal, as a board we have focussed on the concept and pursued input and support on the concept from other stakeholders as to how this could work effectively. We would welcome the opportunity to investigate this concept more fully.

Should the School Close ...

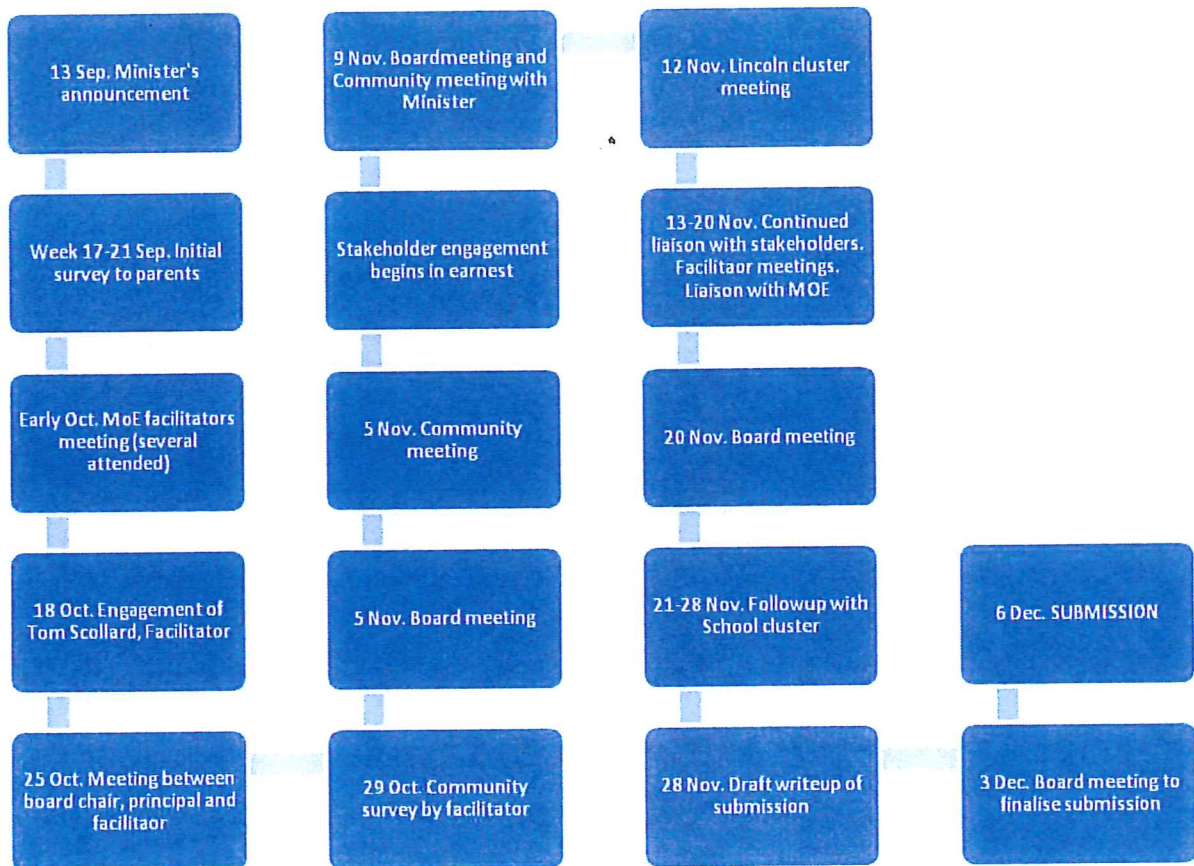
Given the proposal it would be remiss of the board not to engage in the scenario which we do not want to happen; the closing of the school.

The board has therefore undertaken to seek feedback from the school community should it close, and these results are found on pages 14 to 27.

However the board has also discussed such an event and should it occur, have several concerns which we would like to have addressed:

1. A smooth transition will be required for the students of our school. For many the closure will have significant social impact and certainly to some degree attending a new school will require adjustments. To meet the special needs and skills of our children they will need the opportunity to be able to move to another rural community focussed school. The expectation is that our students will go to a school that has been adequately resourced prior to their arrival to accommodate them.
2. The board has a concern that the closure of the school at the end of 2014 would almost certainly have an immediate impact on the number of students attending Greenpark. The board believe that it is important for the current staff of the school be able to hold their roles through to the end of the transition time. Under normal circumstances, the FTTE teaching ratio would decrease with a falling roll. We ask for special dispensation, with the ability to release staff should they find other employment through the transition.
3. We would like to engage a ministry funded facilitator to lead us through this transition.

Consultation Timeline



Looking forward: Implementing a 'School of the Land'

Our 'School of the Land' proposal appears to be the right idea, at the right time. The Greenpark School board has decided to start implementing this proposal for the 2013 year, utilising the commitment, resources, and educational programmes which our community and industry partners have offered. We look forward to partnering with Ministry of Education staff in this exciting project.

The timetable we are currently working to is as follows:

October-November 2012. Development of the concept for Greenpark School as the pilot school for the 'School of the Land' initiative. Consultation on the support and viability of the proposal with our school community, wider community groups, the agricultural industry and government agencies.

November 2012. Based on strong support from community and industry the Board of Trustees and staff decide to implement the 'School of the Land' initiative in 2013.

Early December 2012 Submission of Greenpark School proposal to the Minister of Education.

December 2012-January 2013 Review existing school curriculum in relation to School of the Land vision. Complete a stocktake of the resources, and educational programmes which our community and industry partners have offered.

January-February 2013 Identify with our partner organisations the best existing educational resources that can be integrated into a coherent 'School of the Land' package, which can be implemented as stage one in the 2013 curriculum.

Mid February 2013 Minister of Education responds to the Greenpark School proposal

Late February 2013 With our partner organisations review our progress on becoming a School of the Land, and establish a timetable of actions over the 2013 year to further implement and grow our School of the Land.

Greenpark School



“School of the Land”

School community consultation

First community survey held immediately after the Ministers announcement

Greenpark School Community Survey

Dear _____

Prior to the "Lincoln cluster" meeting with the Ministry on Thursday the 27th September The Board of Trustees would like an indication of the level of support from the school community over the recent proposals for Greenpark School.

Unless the school community and wider community indicate over next term that they wish to voluntarily close the school, we will be open throughout 2013. The school will go through a consultation process next term and into 2013 and present the outcomes and submissions to the Ministry of Education. A final decision on the proposal would not occur until August 2013.

We know that many of you have already stated your position regarding the proposal but we would like to have something more formal in hand. Please indicate which of these following options best fits your position, and return to the Principal in a sealed envelope by Wednesday 26th September. This information will be treated as confidential and the Principal will collate it and present a summary to the Board of Trustees.

- ☐ Our child/children will continue to attend Greenpark School in 2013
- ☐ Undecided whether the child/children will continue to attend Greenpark School in 2013
- ☐ Our child / children will not be attending Greenpark School in 2013

This is only the beginning of the consultation process but if you wish to add any comments please do.

Comments:

Thank you.

Greenpark School Board of Trustees.

Report to Board of Trustees on 1st community survey

On Outcome of Greenpark School Community Survey.

Survey conducted on Week of 17th to 21st September 2012.

Background.

Following the announcement of the proposal to close Greenpark School (at the time of the survey at the end of 2013) a survey was sent to all school families by the Board of trustees to ascertain if the families would continue to support the school by sending their children to Greenpark School in 2013 or not. The outcome of this survey was to provide the Board of Trustees with the necessary information as to whether the school would still be able to function viably in 2013 or if the decision needed to be to voluntarily close at the end of 2012 through lack of students.

The Survey.

(A copy of the survey is attached)

Survey Results.

23 surveys were sent out. (one to each school family)

22 surveys were returned.

16 families affirmed that their children will be attending Greenpark School in 2013 – total of 29 students.

5 families were undecided = total of 7 students

1 was a supportive return from a family whose child will be at High School in 2013.

Comments made.

“You have our support 100%”

“We are behind Greenpark School 100% and are happy to help in any way that we can”

“Greenpark School is a wonderful, local school with terrific teachers and facilities. Our daughter enjoys the “family-like” friendliness she experiences and is enthusiastic about attending next year. Her learning is excellent. We also like the convenience of having a short distance to travel to school and making friendships with local children/parents in close proximity to where we live. We totally support the school remaining open into the future.”

“If the “witch’ states it is earthquake related:

- a) There is not significant damage so she is saving money on the repair bill.

b) There is such significant damage, why are we still using it? Safety would be an issue wouldn't it?"

"If the school is there and able to teach our children to an expected standard of course our children will stay at Greenpark School"

"Please could we have an all parent, teacher meeting to discuss this event? I believe this will make us a stronger school and it is a good chance for us to meet, greet and know who people are."

"Obviously we are fully committed to Greenpark, but this comes with the proviso that the school community as a whole commits to giving the kids an excellent and educational environment in 2013, regardless of the outcome of the school review. We'll all have to be super careful to keep the kids happy and secure during this difficult period."

"We don't want Greenpark School to close. It offers a unique education option that could not be replaced by any other local school. It is small, has a special country flavour, has passionate teachers, it is the focal point for our growing community and it provides my children with a good social and educational environment. We would be deeply disappointed if the school were to close, and are prepared to do whatever necessary to prevent this eventuality."

"We will continue to support you and fight this all the way!"

"Commission an independent building inspection (maybe someone from the community in that line of work to prove that the buildings are safe) and the roll numbers are up. How can they justify shutting it down?"

Comments from those undecided.

"Not sure if the children will be attending Greenpark School as we are looking to purchase in Christchurch more towards Burnside area, but not too sure if we will of done this by then or not."

Letter and 2nd Survey to Parents (administered by Facilitator) (29 Oct)

Monday 29th October 2012

Dear Parents, Guardians and Staff of Greenpark School

You will be aware of the current proposal from the Minister of Education to close Greenpark School at the end of 2014. This notification has been given under the conditions of Section 157 of the Education Act.

The Board is required to consult with its community and stakeholders and provide a response to the Minister by the 7th December 2012.

The Board has requested me to act as their facilitator in assisting them to seek the views of the community, deliberate alternative options and work with them to formulate an appropriate response to the Minister.

The Minister's decision timeline is as follows:

Friday 7th December 2012:

Submission to Minister through the Ministry of Education.

Friday 8th February 2013:

Ministry Reports to Minister about feedback received from the Board.

Monday 18th February 2013:

Minister advises Board on her decision. If the Board of Trustees does not agree with the decision, then it has 28 days to respond to the Minister with further information as to why not.

Friday 22nd March 2013:

The final day for any alternative proposal from the Board to the Minister.

Friday 5th April 2013:

Minister makes formal announcement about Greenpark School.

An initial questionnaire was sent out to you in September from our Principal asking of your intentions regarding sending your children to Greenpark School next year should it remain open. We have enclosed a further questionnaire to specifically seek your response to the Minister's proposal and its implications.

I have also enclosed for your information a copy of the letter from the Minister as well as the 'Rationale for Change' document pertaining to Greenpark School. Our Board believes it is important for you to be informed as much as possible as it seeks your individual responses to the attached questionnaire.

The Board of Trustees has formulated a timeline in relation to its community consultation and formulation of a response as follows:

Monday 29th October:

Questionnaire to all parents, guardians and staff of the school. During this week, consultation

will begin with other identified stakeholders of the school (other schools, iwi, organisations etc)

Friday 2nd November:

Your questionnaire responses to be returned by this date

Monday 5th November:

6pm. Board of Trustees meets to discuss questionnaire responses.

7pm. Open public meeting with parents and staff

Friday 9th November 10am to 11am:

Public meeting with the Minister of Education who will be visiting Greenpark School. More information to follow regarding this.

In the four weeks after 9th November:

- Further Board meeting and meetings with stakeholders
- Parent and Staff meetings
- Formulation of response and any proposals regarding other options

As always, it is your Board's objective to provide the best possible future for our students and their ongoing education and we deeply appreciate you taking the time to respond to this questionnaire.

Tom Scollard

Facilitator

On behalf of the Greenpark School Board of Trustees

Greenpark School Parent/Guardian Questionnaire October 2012

Please answer any or all of the questions. Feel free to write over on back if required

1. Do you agree with the Ministers proposal to close Greenpark School? (please tick appropriate box)	Yes <input type="checkbox"/> No <input type="checkbox"/>
2. If you DO NOT agree with the proposal, can you state why you think Greenpark school should remain open.	
3. If you DO agree with the Minister's proposal, should the school close in 2013 as a voluntary closure or at a later time after consultation with the Minister?	
4. If Greenpark School was to close, which other school are you likely to send your children to?	
5. If Greenpark school was to continue what do you think should be its highest priorities for the immediate future?	
6. Do you have any further comments you would like to make?	

The board will be taking your views, ideas and response very seriously, so if you would be available to be contacted regarding your response, please complete your contact details below.

Name(s) _____ Contact number _____

PLEASE COMPLETE THIS QUESTIONNAIRE AND RETURN TO SCHOOL OFFICE NO LATER THAN 3.30PM FRIDAY 2ND NOVEMBER 2012.

Report to Board of Trustees on 2nd survey

Question 1: Do you agree with the Minister's proposal to close Greenpark School?

Parents / Guardians: Yes :0 No: 23
Staff: Yes: 0 No: 5

Question 2: If you do not agree with the proposal, can you state why Greenpark School should stay open.

Parents: Prominent themes ...

1. Small [rural] School seen as advantage and opportunity for greater student learning
2. Individual needs of students met
3. Perceived growing roll or area beginning to grow which will affect roll

Staff: Prominent themes

1. Smaller school provides excellent learning results
2. Education based on individual needs
3. Small school suits rural families

Question 3: If you do agree with the Ministers proposal should it be a voluntary closure or at a later time after consultation with the Minister?

Parents and Staff:

No comments made

Question 4: If Greenpark School was to close which other school are you likely to send your children to?

Parents (no staff responded to this question):

Lincoln, Springston Tai Tapu or Ladbrooks x8
Not sure / undecided / no perceived options x5
Possibly homeschooling x3
Another country/smaller school x3
Outside area (moving) x2
Whatever school is closest / in the zone x2
Ministry should decide x1

Question 5: If Greenpark school was to continue what do you think should be its highest priorities for the immediate future?

Parents:

Ensure a larger roll (incl. through provision and improvement of facilities and activities) x7
Develop connection with the agricultural industry, Iwi and environment x4
Continue in the good work they are doing x4
Grow in the areas of preparing kids academically and morally (incl for next step) x3
Upgrade technology and curriculum to reflect local area attributes etc x3
Embrace its rural community actively and emphasis x2
Increase parent help and involvement x1
Help from Ministry to stop kids from going out of zone x1
Sports coaching x1
Young teachers x1
Maintain a safe and secure learning space x1

Staff:

Development of environmental and agricultural aspect in the school x2
Increasing roll x2
Continue the good work already being done x1
Continue to upgrade facilities and embrace changes x1

Question 6: Do you have any further comments you would like to make?

Parents:

Having a relationship with other schools in the area very important. x3
Greenpark provides a special rural element to the wider community (and students) x2
There is a lot of history in our school – it is central to our community. x2
Big schools are more draining for primary school kids.
Not good for school to be closed for the sake of money.
A close family focused environment is important. X2
If the roll could be increased then the school is more viable. Bus should be available to wider area.
The increase of homes in the Lincoln area will provide Greenpark school with greater numbers.

Staff:

Will be devastated to see our school close. It has been a pleasure to work in the school – so different to previous experiences.
Our board needs to put a strong case forward to maintain staffing and funding through to the end should the school close. This will ensure the children's learning needs are met.
This is a unique learning environment and a very caring environment for children and their learning
Great family environment and should the school close, our community would 'die'.
School is heart of community. There is growth in the area which will help the school roll grow. Maintaining staffing should the school close is very important.

Greenpark School BOT minutes (5 Nov)

5th November 2012 6.05pm

Present: Andrea Klassen, Cheryl Morrall, Rowena Jessep, Geoff McMillan, Sam Carrick, Janine Champion and facilitator Tom Scollard.

Geoff opened the meeting and introduced Tom Scollard to the board for those that had not already met him.

Tom Scollard is an independent facilitator working with Greenpark School through the proposed closure and our response/submission back to the Minister.

Tom has already attended 2 other school meetings with the Minister so could give the Board some insight as to how things would go on Friday 9th November when the Minister Of Education, Hekia Parata would be visiting Greenpark School, to discuss the proposal to close Greenpark School at the end of 2014.

As a Board we were advised to consider carefully our questions to the Minister and display a degree of tact and respect.

It was decided that as a Board we would meet with her for 20 minutes after her arrival to discuss some of our concerns, then some of the children would give her a tour of the school and some of our winning calves and lambs from Pet Day would be there for Hekia Parata to see.

Then there would be time for the parents and community to meet with her and ask questions regarding their concerns.

Submission: We are part of a 'Cluster Group' and part of that is offering different qualities and strengths and we need to focus our submission on that.

We discussed the horticulture/agriculture aspect of our school and location to Lake Ellesmere. With so many farming families and Lincoln University on our doorstep we decided this was a good avenue to adopt. We clearly have strengths in these areas and we can re-invent our school under this banner.

This needs to be included into our Strategic Planning for the next two years and beyond.

Getting the Cluster group to come on board with our 'Horticulture/Agriculture ideas is crucial for our submission.

With this in mind we still have to think of the what ifs, and have a Plan B for the worse case happening. We will have some 'not negotiable' terms that we will put to the Minister. These

are that if Greenpark School is set to closes we will require the Ministers assurance that our children and staff will be catered for, as they are now, right up until closing to ensure a smooth and stressful transition to new schools etc.

December 7th 2012, one shot and one shot only so we are going to make it a good one!

Meeting Closed at 7pm for the parents' meeting.

Parent Meeting Greenpark School (5 Nov)

5th November 2012 7pm

Geoff opened the meeting welcoming parents and introducing Tom Scollard our facilitator guiding and helping Greenpark through the submission into the proposed closure of our school.

Tom welcomed parents and spoke regarding Christchurch's current situation and at the closures proposed. It was a look and shake up of the whole education system within Christchurch.

He is helping two other school facing possible closures or mergers and one of his reasons for offering his services to help Greenpark is that he is very passionate about Children and their education

He sees that Greenpark School is a prominent part of the community.

The proposed closure is at the end of 2014 and we have until December 7th to submit our submission. The Minister of Education, Hekia Parata will then respond with either wanting more information or that she is closing the school. If the latter was the case we would have 28 days to lodge an objection.

Survey results proved that we didn't wish for the school to close.

28 out of 28 replies stated they would like the school to remain open.

If the school was closed 13 said they would attend another local school, 5 undecided, 3 homeschool, 2 leave district.

With regards to our meeting with the Minister of Education on Friday 9th November, we have NOT invited any media as we see it as a very negative thing at this meeting. Any media presence would be detrimental to our school and the questions we wish to ask the Minister.

Please respect the Minister, we intend this to be a pleasant and fulfilling visit for Hekia Parata to Greenpark School, to answer some of our questions from the parents, staff and the community.

Q: Does the timeline seem fair?

Tom responded by saying; What was ideal? Too long can also be an issue, at least with the timeline as it is, it makes us get moving on all aspects.

We will have our submission in on time.

Basically we have to put forward in our proposal what we intend to do differently and involving the cluster group. To spark the Minister into wanting to see more.

We have to 'Sell the School' so to speak.

Whatever we decide to promote our school as, we have to ensure we have the support of the cluster group also.

The idea of a horticulture/agricultural school was bounced around the room with positive comments forthcoming.

Including Lake Ellesmere into that banner also, was liked.

Offering Greenpark as a School of the land within the cluster learning made for more innovative and modern learning environments.

This new innovative proposed student learning would be drafted into our strategic planning for at least the next 3 years as well as being our submission.

We would no longer be Greenpark School as such, we would be a number within a cluster group offering a specific learning strategy to a large number of children.

We are a primary feeder school onto the South Islands Agricultural University, and local high school offering horticulture and agriculture excellence.

Q: Hall land next door to the school, who owns that?

The Selwyn Council does.

Q: Can Zones be altered?

Zoning changes take years to occur and really if we offer the right schooling parents will travel, thus performance based.

Q: Do we have any statistics on numbers of children living in the area but who don't for whatever reason attend Greenpark School?

It's the same within most of the cluster zones, some families chose to travel out of zone to another school. Possibly due to where parents work.

Q: Will the Minister say if we do drop below a certain role number that we have to close after the results of our submission?

It will be part of our submission to have a Plan B and that would certainly be part of our 'not negotiables'. As well as that the importance of our staff being cared for with job security and funding for students, the transition from closure to new school would also be part of Plan B.

Andrea Klassen spoke of National Standards changing teachers methods and that she found it quite easy to think of Greenpark School as a school of the Land and Lake. She too is very passionate about Lake Ellesmere and to incorporate that into teaching and learning as part of her job was exciting.

The Minister will be here 10.30 to 11.30 on Friday.

We will have some Pet Day winners and Pet Day project ons show for the minister to view.

Andrea and Geoff to greet Hekia Parata on arrival.

Meet with the BOT.

Senior children to show the Minister around the school.

Meet with the parents.

Early show of hands said at least 14 parents would be here on Friday for the visit.

A reminder note will be sent home on Thursday for parents.

Meeting Closed 8.50pm

Greenpark School BOT meeting minutes (7 Nov)

Wednesday 7th November 2012 3.40pm

Present: Andrea Klassen, Cheryl Morrall, Rowena Jessep, Geoff McMillan, Tom Scollard, Sam Carrick and Janine Champion.

Tom stated he had a meeting tomorrow (Thursday 8th) at 2pm with MOE to voice his and our concerns about staffing and funding if we are to close. He would know more tomorrow.

Rumours were viral and toxic about date delays to the December 7th deadline, if this date does move the whole timeline will move. In Tom's opinion that wasn't a good thing.

Tom also suggested included a charter draft in with our submission on the 7th December.

Sam spoke with the manager of the Lake Ellesmere/Te Waihora Trust about the concept of Greenpark Schools proposed submission. Waterways water testing and environmental (Lake Ellesmere/Te Waihora) concerns. He said it was a positive conversation.

Andrea presented a letter from a parent who lived out at Birdlings Flat who was intending of sending their child to Greenpark School, with a contact to Ngai Tahu representative who was a water tester of Lake Ellesmere. This contact would be followed up by Sam also.

Andrea and Tom are meeting with the cluster group at 7am Monday.

We are focusing on the horticulture/agriculture aspect of our school and linking this with Lake Ellesmere/ Te Waihora.

When speaking with people and associations about Greenpark School we have to get written letters of their support.

Involving these with our new strategic planning and curriculum and involving our cluster students.

Our concept with intent.

Offering the highest level of sustained student learning, committed to maintaining these levels and linking this to future learning innovations.

A gateway to High Quality Continued learning for All Students!

We discussed the options as a satellite school also. Meaning we could have 3 options going into submissions; closure, satellite, and re-invent under horticulture/agriculture banner.

It takes a crisis to promote change but it appears the changes we are talking about, whether successful or not, are exciting and stimulating for all involved.

Meeting closed 5.35pm

Greenpark School Roll Information for the Last Ten Years.

Greenpark is in a dairying area so the roll is affected by the dairy roll over in June. New people coming to work on the dairy farms do not always have children for primary schools. It has also been a transient area with families moving in for short periods of time and renting old farm cottages. These people move around the country a lot staying in one place for a short time and then moving on. These factors have in the past given us a roller coaster effect with regard to our roll.

At present we are seeing growth in the surrounding area with people moving out of Christchurch coupled with the growth in Lincoln. In the long term we feel that our roll will probably increase. Our battle is to hold our present numbers with the uncertainty of the proposal outcome, so that if we stay open we are not in a position of starting to build up numbers from a lower point than what we are now!

Year	At March 31st	At December	Highest for year
2002	9 + 16 (25)	11 + 16 (27)	12 + 18 (30)
2003	9 + 16 (25)	12 + 17 (29)	16 + 20 (36)
2004	10 + 16 (26)	13 + 17 (30)	15 + 19 (34)
2005	10 + 17 (27)	14 + 19 (33)	14 + 19 (33)
2006	10 + 15 (25)	18 + 12 (30)	18 + 16 (34)
2007	14 + 16 (30)	20 + 16 (36)	20 + 16 (30)
2008	18 + 18 (36)	20 + 14 (34)	23 + 18 (41)
2009	15 + 17 (32)	18 + 15 (33)	18 + 18 (36)
2010	8 + 19 (27)	10 + 18 (28)	10 + 21 (31)
2011	12 + 17 (29)	14 + 19 (33)	14 + 19 (33)
2012	13 + 22 (35)	15 + 20 (35)likely	15 + 20 (35)likely

Table Key:

1st listed roll number = Junior Class (NE to Year 3)

2nd listed roll number = Senior Class (Year 4 to Year 8)

Number in brackets = Total Roll Number (this does not include New Entrant extra count)

Stakeholder Engagement

Summary of engagement over November 2012:

Government visits to the school

Minister Hekia Parata, Minister Amy Adams, Selwyn District Mayor Kelvin Coe

Greenpark community engagement

Community meetings and surveys regarding the minister's proposal and the development of the school proposal

Industry engagement

Phone and email discussions with the following organizations

Cluster engagement

Meetings, phone calls and email contact in regards to the Greenpark proposal and cluster development

Email from Board member to key stakeholders ...

----- Forwarded message -----

From:

Date: Fri, Nov 9, 2012 at 2:11 PM

Subject: School's of the land initiative

Kia Ora

Following on from discussions with a number of you over the last few days, Greenpark school would really appreciate engaging with you all about our 'Schools of the Land' proposal. As background Greenpark is one of the schools identified as potentially closing in the revamp of Christchurch education capacity. All schools affected have been given the opportunity to present a proposal for why the school should stay open. This is due with Minister Parata by December 7.

At Greenpark we have decided to approach this positively, to look at our strengths and potential value to the wider community, particularly what can we uniquely offer to our education cluster of Ladbrooks, Springston, Tai Tapu, Lincoln Primary, Lincoln High, and Lincoln University.

We propose to build on our strengths of having a strong physical and historical link to agriculture and Te Waihora, to become New Zealand's first modern agricultural primary school, and pilot school for a 'Schools of the land' initiative. A two page 'conversation starter' is attached. Any comments / feedback would be greatly appreciated.

At this stage all we ask of you is a registration of interest in developing this concept further. It would be really appreciated if within the next fortnight we could receive a letter of support and expression of interest in working with Greenpark school to explore this concept further.

Of course Greenpark school would welcome a visit by you or any of your staff, and we are most willing to work around your schedules. I apologise to those of you who I have not personally talked to yet, but I will endeavour to touch base over the next week. Please feel free to forward this exciting idea onto relevant staff or colleagues.

Thank you for your time

Sam Carrick

Greenpark Board of Trustees

Response from the Greenpark Community Committee

TO WHOM IT MAY CONCERN

The members of the undersigned committee, of whom the greater majority have attended the Greenpark Primary School, have served on its committees, and are members of families long entrenched in the local area, write this request, not as a knee jerk reaction, rather by necessity.

Necessity, to advance the case to keep the school as a functioning, integral part of, not only our local community, but the extended community.

The local role of the school far exceeds its basic primary requirement of imparting knowledge to our youngsters. This it has accomplished for 141 years, acknowledged, not in itself reason to continue.

President J.F. Kennedy remarked, "A child mis-educated is a child lost". The value of the "local country school" affords an opportunity to those children whose education for their lives ahead is better suited to an education presented by that school, rather than that of the "mass of faces" education available at area type schools. Each school has its part to play in education, and each contribute to those students best suited to their particular programme and facilities offered.

The local school by its unity with the local people provides the mechanism to fashion an environment, which over time embroiders the "feeling" of the district. To dismiss this fabric of environment, purely to create an education system based on number, would be a loss of attitude and commitment created over those 141 years, the loss of which would preclude the educational opportunities by those who we expect to offer the best to those children who prosper under the local school discipline.

Our Greenpark School sits in a unique position with regard to its extended community. In short, it is as one. The hub of community discussion, with school initiated local events. This is a particular issue as the school as the facilities of staff and resources to facilitate community based events, such as social gatherings, sports events, livestock gatherings and swimming pool operation. This mechanism allows the wider community to participate in a range of activities, available by the diligent offices of the school. Experience has shown that where this dedicated facility is withdrawn, many of those activities cease, much to the loss of those members of the community whose lives are the richer as a result of participation. This social value of the local school is overlooked at ones peril.

We trust the extended true value of our Greenpark School, provided to its students and those living in the wider area are now more clearly illustrate and defined.

Yours faithfully,



Terry Lassen,

Chairman,

Greenpark Community Committee, R.D.4 Christchurch, 7674

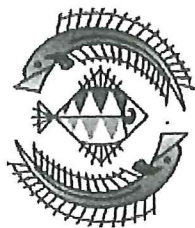
Response from Ngai Tahu

From: Liz Brown <liz.brown@canterbury.ac.nz>

Date: Fri, Nov 30, 2012 at 11:21 AM

Subject: RE: FW: School's of the land initiative

To: _____



Te Taumutu Rūnanga

30 November 2012

Greenpark School has been committed to the kaupapa of linking the curriculum to Te Waihora (Lake Ellesmere) for a number of years now. They have worked with Te Taumutu Rūnanga on the development of this kaupapa. It has included improving the conditions of the creek at the school, eels, pūkeko, and the surrounding land.

We support the continuation of the work that has already been undertaken and the proposed focus as a “school of the land” noting that the focus of ecologically sound practices and sustainability align closely with the values of Te Taumutu rūnanga.

Nāku, nā

Liz Brown

Hauora portfolio leader

Te Taumutu Rūnanga.

Liz Brown

mobile: 027 229 5782 work: 03 366 7001 ext 45043

liz.brown@canterbury.ac.nz

Responses from Dairy New Zealand ...

DairyNZ

Board of Trustees
Greengrass School
155 Greengrass Road
Lincoln
CANTERBURY 7634

Att: Sam Carrick

25 November 2012

Dear Sam,

Thank you for your email regarding your initiative regarding New Zealand's first modern Agricultural Primary school (pilot for the 'School of the land' initiative). Your proposal is very unique - the first we have ever heard of - It is great to see the level of consultation and people you have engaged with to meet the needs of your community.

Sam, we applaud your initiative and are excited that you are proposing to take this approach to learning, as we have seen long supporters of schools using the New Zealand dairying industry as a basis for learning. We annually commit to providing a large number of resources and curriculum to enable primary schools to use in their classrooms, and so I am excited link you up with our team who we engage (Ministry of Done) to assist us with our provision of the curriculum to New Zealand primary schools. I would also like to suggest you view our website www.godairyeducation.co.nz where all of our curriculum and resources are housed and easily accessed.

In addition to the provision of this curriculum, we have our ~~companion~~ *Field to Learning* New Zealand early next year. This is a 30 minute interactive show where we engage, inform and educate primary school students using dairying as the basis. This has been hugely successful and so I encourage you to take this up to reinforce the classroom learning.

Thank you once again Sam for your proposal we are very supportive of your initiative and will provide everything we can to help.

Thank you and kind regards,

Lauren McLean
General Manager Marketing

From:

Date: Wed, Nov 21, 2012 at 10:00 AM

Subject: Schools of the land initiative

To: "I

Dear Sam

Thanks so much for speaking with me last week about your school and of your desire to incorporate 'agriculture' into your school. You mention in your email to [redacted] (9 Nov 2012) that a conversation starter was attached – wondering if you could please send me this through so I can review please.

From an education point of view, we are very much aligned in recognising the contribution and importance Dairying represents to the NZ economy. We have a very specific goal to drive awareness of the significance of our dairying industry to the public and to this end, we have an extensive range of curriculum that we offer to all primary teachers as a starting point. We have, as of this week, signed off a new pack of lessons / teacher initiatives that focus across the various disciplines for 2013 year eg Science, maths, social studies (using Dairying as the reference base). These new lessons will be loaded over the next week and so I would encourage you to have a look and get a feel for the content and how it is presented (www.GoDairy.co.nz). (I've diarised to send you an email reminder once loaded).

In addition to these lessons, we have a 'cowbassador' named Rosie – who engages with students and is going on a tour of the schools that are teaching our curricula. Rosie appears (actor in a suit) and performs a concert to the class – providing dairying education with entertainment. Her messages (Plus handouts/giveaways) have been hugely successful in the schools where Rosie has attended.

Sam – I'd love to put you in touch with our team regarding our curricula – this is the same team who will be seeking schools for Rosie to visit in the first/second term 2013. Let me know if this is something you'd like to pursue or not. Look forward to hearing from you and reading your conversation starter.

Thanks and Kind regards

Interim Contractor: Brand Marketing Manager

DairyNZCnr Ruakura & Morrinsville Roads | Newstead | Private Bag 3221 | Hamilton 3240 | NEW ZEALAND
Ph +64 7 858 3750 ext 3780 | DDI +64 7 858 3780 | Fax +64 7 858 3751
Web www.dairynz.co.nz www.GoDairy.co.nz www.getfresh.co.nz

Response from Lincoln University

From: **West, Andrew** <Andrew.West@lincoln.ac.nz>

Date: Fri, Nov 9, 2012 at 3:21 PM

Subject: RE: School's of the land initiative

Dear Sam

Lincoln University will respond positively. We are planning a profound increase in our activity with schools and also with Ngai Tahu.

Yours sincerely

Dr Andrew West
Vice-Chancellor

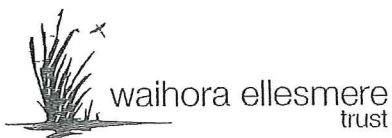
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e andrew.west@lincoln.ac.nz | **w** www.lincoln.ac.nz

Lincoln University, Te Whare Wanaka o Aoraki
New Zealand's specialist land-based university



Response from Waihora Ellesmere Trust ...



November 20th 2012

Sam Carrick
Greenpark Board of Trustees
155 Greenpark Road RD 4
Christchurch 7674

Dear Sam,

Thank you for your email outlining Greenpark School's vision for the future. Waihora Ellesmere Trust (WET) is keen to work with you to further develop your proposal for a 'School of the Land'.

WET is a community organisation dedicated to the improvement of the health and biodiversity of Te Waihora/Lake Ellesmere and its catchment. Our organisation has a focus on education and promoting best management practices throughout the catchment. We are keen to raise awareness of the cultural and historical significance of the Lake and its environs and increase understanding of the values of the Lake to recreational and other users.

WET was established in 2003 and has worked with many school and other community groups. We believe a 'School of the Land' could provide a much needed focus for Lake education, for local schools and also for the wider community.

Best wishes,

Adrienne Lomax
General Manager
Waihora Ellesmere Trust

Response from North Canterbury Rural Support Trust

North Canterbury Rural Support Trust
C/- DT Archbold,
50 Hamilton Ave
Fendalton
Christchurch.

30th November, 2012.

TO WHOM IT MAY CONCERN:

The North Canterbury Rural Support Trust do whole heartedly support the initiative of the Greenpark Primary School to become a "Schools of the Land" Hub. It is a brilliant idea to become an "Agricultural based Primary School". The area lends itself to this idea as it is situated close to Christchurch and its' outlying districts, as well as the Selwyn District Council area. Selwyn District Council is the fastest growing area in New Zealand. The area consists of rural and peri-urban families which is a great mix for education and experience of the Primary industry of New Zealand, being Agriculture.

Primary age children are at a very impressionable age and are willing to learn whatever is planned for them. I doubt that any child in New Zealand would object to learning about "farming" as it is a dream for all little boys and girls of that particular age to want to be a "Farmer".

The Greenpark area would be absolutely ideal for a concept such as this. It has on offer, all within a very small radius, many types of farming and land use just waiting to be taught to the youngsters of today. Opportunities for teaching agriculture are wide and varied. For instance, locally, there is:- Dairying, Sheep and Beef farming, Arable farming, Vegetables, Bees, Goats, Deer farming, Vineyards, Poultry, and there is even a Horse Riding School.

Other very worthy attributes are Lake Ellesmere/Te Waihora situated very close by. This whole area alone holds a wealth of information in so many ways. The farming community are aware more than most as to the value of environmental issues and this could be passed on to our children for a healthier understanding of the benefits for our future. As well as all this, Lincoln University is only 8.5 kilometres down the road and the NZ Landcare Trust is at Tai Tapu also only a short distance away.


Primary school children are at an age where learning is remembered. What a fantastic opportunity to instil such learning as basic agriculture into children while they are so enthusiastic and vibrant.

The Greenpark School have offered to open their school to other schools for this very important activity. Lets' support this wonderful idea. The Primary Industry of NZ would benefit so much for the future.

Locally, there are Federated Farmers and Young Farmers Groups who would certainly be willing to allow groups of children visit their farms at such times as when there are lambs and calves about so they could learn about the survival of animals and why it is so important to know this in New Zealand.

On behalf of the North Canterbury Rural Support Trust, we wish to congratulate the Greenpark School Principal and the Board for this initiative and strongly endorse such a wonderful concept. We strongly urge Government via the Minister of Education to support the introduction of "Schools of the Land" to be based at the Greenpark Primary School.

Yours Faithfully,


Doug Archbold,
Chairman,
North Canterbury Rural Support Trust.

Barbara McLeod,
Co ordinator,
North Canterbury Rural Support Trust.



Sample letters of support from Greenpark community members

Dear Sir / madam,

We were shocked to hear of the news that our local Greenpark School may be closing in the near future.

We would like to support the idea of Greenpark School as an Agricultural Primary School. Greenpark is ideally suited for such a title as it is in the heart of the local farming sector, in particular dairying.

We have had a long association with the school from 1988 until 2003, with two children who have done very well at the school, and also into their High School and working careers as well. We found the school nurtured a family atmosphere where the older pupils kept an eye on the younger ones.

The need for such a school we feel is very important in this day and age. It is crucial that our children get a good grounding at an early age and Greenpark School is a perfect start for this. Both as a family and agricultural environment.

In closing, we would like to support the concept of Greenpark School becoming an agricultural Primary School, which would foster the agricultural aspect of the school, as it is in the heart of a farming environment.

7 November 2012

The Principal
Greenpark School
155 Greenpark Road
RD 4
CHRISTCHURCH 7674

Dear Andrea

RE: LETTER OF SUPPORT FOR GREENPARK SCHOOL

This is a letter of support to your school re its proposed closure. I don't know what thinking has gone into such a decision in an area of huge growth which is only increasing, a school which binds a community in a time of need, and a small country school which has a "character" which is unique.

I would also like to advise you that my neighbor works for Ngai Tahu with regard to water quality and Lake Ellesmere. If there is a need for you to pull together information on the Environmental needs of the lake and how the school can assist (for proving character if needed in January) she is happy to pass her details to you - her name is Maria Bartlett, Ph. 3290016, email Maria.Bartlett@ngaitahu.iwi.nz

I wrote the following letter to all the MPs and Newspapers.

"Today I heard the sad news that Greenpark School, near Lincoln, Selwyn has been listed it may close. This school has excellent ERO reports and is situated in an area with a rapidly growing population.

I'm unsure if the force behind this decision making has ANY knowledge on the needs of this area within the next 5 years. Greenpark School is very close to rapidly growing subdivisions and statistics reveal the population growth. Not a good move to be closing schools here!

Living in the nearby area and as a parent I like that the school is constructed of timber weatherboard, a safe building material given the earthquake risk of Canterbury.

Greenpark School has a lot of character and the unique educational opportunity which is hard to come by and is and will be a huge asset to the Selwyn area."

Some replies were:

I sympathies with you and the thousands of parents in Canterbury who are facing the same sad and unnecessary situation. We will do all we can to challenge and reverse the National Governments agenda for your schools." **Damien O'Connor**

"Thanks for your email

There are some very illogical proposals out there at the moment, and I'm really concerned that the rushed process won't give local communities the chance to have a proper say. I've been questioning the Minister in Parliament in a bid to slow things down a bit and get a more sensible process underway. Thus far honest answers have proved to be elusive. I'll keep pushing though. "

Warm regards

Chris Hipkins

"Good Morning .

Thank you for your email. I will make some enquiries to see what is going on and what might be done".

Tracey Martin, MP

New Zealand First

"Thanks Julie. NZ First will do all it can to prevent school closures on Canterbury, especially where local communities would be seriously affected".

Regards,

Denis O'Rourke

"Dear J

Thank you for contacting me about your concerns about the proposed closure of Greenpark school. I agree it doesn't make sense to close schools in areas of population growth. The whole process is very flawed and causing alot of unnecessary stress. I am copying this to Catherine Delahunty who is our Education spokesperson who has been speaking out strongly on this and Eugenie Sage who is our Canterbury rebuild spokesperson ."

Best wishes

Mojo Mathers

"Good morning

Thank you for your email which I will pass on to David for his information."

Kind Regards

Office of Hon David Parker

"Thank you for your email.

I will pass it to David Shearer."

Yours sincerely

Office of David Shearer

"Dear f

On behalf of Hon Simon Bridges, thank you for your email regarding Greenpark School. Simon has asked me to forward your email onto the office of the Minister of Education, Hon Hekia Parata, for their information.

Thank you for taking the time to write and share your views on this issue."

Kind regards,

"Good morning

Thank you for your email. I will pass your message on to NZ First's education spokesperson, Tracey Martin MP, for her information."

Kind regards

Executive Assistant
New Zealand First

"Dear

Thank you for your email. I have forwarded the issues you raise to the office of Minister Amy Adams, who is your local electorate MP. Her office will be in touch with you directly."

Best wishes
Nikki Kaye
MP for Auckland Central

"Tim Macindoe MP has asked me to acknowledge receipt of your email regarding the proposed closure of Greenpark School, near Lincoln, which he received recently. Tim has noted your comments and thanks you for bringing your views to his attention."

There are still replies trickling through. I have also written to the Ministry of Education.

Wishing for a good outcome!

Best wishes

Initial staff brainstorming of curriculum ideas for "School of the Land" initiative.

1. We reviewed our existing concepts and enduring understandings in Science, Social Sciences and Technology and decided that they are most applicable to the School of the Land initiative, so we are keeping them the same
2. Many of the contexts for each concept we have already been using in our programmes and these relate to a School of the Land local curriculum. The highlighted contexts on the following pages are those that relate to the new direction and we have started to brainstorm ways to "tease" these out into workable directions for our programmes from 2013.
3. This is still a work in progress as we determine how this all links in with our school direction, and what we can offer to the Lincoln Cluster.
4. We have had strong support from local stakeholders and they have also got resources that we have not seen as yet and so these will be integrated into the programmes as well where they fit in with the concept and enduring understandings.
5. Prior to this review we were working on one concept per year so this was a four year programme. During our discussions and brainstorming we realise that this will need to change and we will be working on all four concepts within one year period.
6. Inquiry learning is very important at Greenpark School. The students are able to set their own questions and pathways within the contexts.
7. Students will share their own rural knowledge with peers from within the school, the cluster and wider community.
8. The stakeholders, who support our initiative, will be a valuable part of our programming and direction as providers of resources and expertise.
9. The school will need to budget for resources.
10. Our vision and values remain important to our school and will be central to our new direction. Both of these relate to the initiative and the core curriculum areas. Our vision that Greenpark students will G.R.O.W. (be Grounded in the basics of Literacy and Maths, Rounded in all learning areas, Open to new ideas, thinking, questioning, risk taking, co-operating, learning with confidence and Whole emotionally, socially, actively involved, connected life long learners. The values of respect, responsibility, community/participation, excellence and creativity ties all this together.
11. We anticipate that there will be a lot of integration across the curriculum and the skill base and pedagogy of the staff may need to change in some respects.



CONCEPT	STRAND	ENDURING UNDERSTANDING <i>The children will understand that...</i>	POSSIBLE CONTEXTS	Add "Growing" to contexts.
Change	Living World	Living things change over time.	Life Cycles Evolution Endangered species Original flora and fauna of the area	Planting of seeds, gardens, how to grow plants from cuttings, grafting, use of different fertilizers and their effect, companion planting, how plants fix nutrients into soil, rotational planting and why, role of bees in planting, plant diseases and pests and how to treat or control them, organic gardening/cropping, further develop school gardens. Make use of resources and expertise from AgResearch and Lincoln University. Aquatic plants.
	Physical World	Physical phenomena can change from one form to another	Heat Light Sound Magnetism	Te Waihora – culling of and migrating of Black Swans and Canada geese and their effects on the lake. Effect of heat and light on living organisms.
Sustainability	Planet Earth and Beyond	They are guardians of the Earth's finite resources and have to make informed decisions to protect the Earth.	Global warming Pollution Recycling Climate change Erosion Environmental issues Natural disasters Farming in Canterbury Pollution of local area Te Waihora	Growing plants – importance of soil temperatures, effects of seasons on growth so what do farms need to provide stock in colder months. Effect of global warming on agriculture, horticulture and waterways – what do farmers need to do to adjust to changes Pollution and its effects – how can we reduce and stop pollution. Work with Waihora Trust and Ngai Tahu regarding pollution in Te Waihora and ways we can be involved. Problem of methane gas production from animals particularly from dairy cows. Lincoln University Research into pasture grasses that reduce the problem. Role of plantings/fencing to reduce erosion.
Relationships	Living World	Living things are interdependent on their environment and each other.	Food Chains Pollution Whales back into the Southern Bays	Farming in local area – dairy, beef, goats, sheep, chickens. Visit different local farms. Follow products from farm to consumer (including exports) Animal husbandry. Animal diseases and treatments. Importance of border control of diseases and pests to our economy. Use local resources from DairyNZ and Lincoln University. Get Rosie the Cow to visit.
	Planet Earth and Beyond	Earth has a relationship with all other parts of the solar system.	Tides Seasons Solar system Light Moon Hokey Pokey	Water quality of our local waterways – eg. Where do nutrients come from? Effect of farm animals and farming on waterways. Farming practices (effluent discharge, spraying etc) on waterways. Health of Te Waihora including history of lake and why it is in the state it is now. How did early Maori look after the lake? What can we learn from them?
Relationships Discovery (Discovery is incorporated into all the above concepts)	Material World	Materials can undergo physical and chemical changes	Eggs Porridge Chemical experiments.	Mahinga kai in Te Waihora. Issues for the food web. Ecology of Te Waihora. Pollution as Above in Sustainability. Relationships between sun, moon, night and day and how it affects agriculture. How do farmers adapt to seasonal changes. Investigate planting by the moon – is it effective for plant growth and healthiness?
				Add "Milk" to contexts. Pasteurisation of milk, related milk products (making cheese, butter, yogurt, icecream etc). Role that bacteria plays. Composting, silage, worm farms. Fertilisers and mineral needs of the land.

CONCEPT	STRAND	ENDURING UNDERSTANDING <i>The children will understand that...</i>	POSSIBLE CONTEXTS
Change	Continuity and Change	The past helps us understand the present and imagine possible futures.	Maori history of the area – Waitaha-Rakaihautu, Kati Mamoe-Tutekawa, Ngai Tahu – Te Ruahikihiki. The lake's importance. The lake pre-European times. Kaitorete Spit... European history of the area – Farming around Te Waihora. Transport and timber. Fishing. Eel factory visit. Importance of eels to Maori population, eel channels at Lake Ellesmere. Visit Birdlings Flat and Taumutu to study eels. Get involved in plantings at Lake Ellesmere with local conservation groups.
Sustainability	Place and Environment	A relationship exists between people and their environment.	Look at and use resources of clubs and organisations such as young farmers, Federated Farmers, ECan, Waihora Ellesmere Trust, Lincoln University, DairyNZ, Selwyn Council, SPCA. Visit to milk plants at Synlait and Fonterra.
Relationships	Identity, Culture and Organisation	<ul style="list-style-type: none"> There are roles, responsibilities and rules that help us function as a community. There are diverse cultures and identities within communities. 	Teachers become more proficient in use of and make more use of LEARNZ resource. Investigate roles within family on farms. Investigate Aide groups eg milk powder for famine victims. Pet days – Once a year we will invite a Christchurch School to our school to experience our Pet day. Students share knowledge of their pet farm animals. Add "Exports" and "Our Economy" to contexts. Look at different jobs associated with agricultural and horticultural area eg Vets, Tanker Driver, Contractors, Stock Agents, Farm Advisors, Farm cadets and farm workers. International markets – who are they? Free trade and tariffs. Exports and Imports.
Discovery	Economic World	Economic decisions affect individuals and communities	Use flexibility to relate any events and/or issues both nationally and globally that would have an effect on agriculture and horticulture.
	Continuity and Change	Events have causes and effects.	



CONCEPTS	STRAND	ENDURING UNDERSTANDING <i>Children will understand that...</i>	POSSIBLE CONTEXTS	
Change	Nature of Technology.	Technology changes our world and increases people's capability.	The Supermarket. Communication. Transport. Toys and Games. Recreation. Food and Food Storage. Clothing.	<p>Add "Farm Machinery" to contexts.</p> <p>Produce from the farm or lake to the consumer – the journey and processes that it goes through. Regulations.</p> <p>Farm machinery now and in the past. How has it evolved over time and the effects on the farm of modernisation and technology.</p> <p>Te Waihora – sailing and water sports, Nature walks and picnic areas, Duck shooting, This was once a popular fishing area – why isn't it now? Rail Trail (cycling). Different bird species. How could the lake be enhanced for recreational purposes and what else could it offer for this purpose?</p> <p>How is food stored before it leaves the farm?</p> <p>What technological advances have been made in these context areas. What do you think needs to be done to meet the demands and purposes of these areas. Research and design ideas for the sustainability of the local water and land environments to sustain animal environments, deal with waste products and by products and reduce pollution. Investigate the use of natural products to use in place of chemicals on farms.</p> <p>What protective clothing is needed on the land – eg bee keepers, spray contractors, operating machinery. Design different types of protective clothing for an identified purpose or need. Look at materials used and what is the most effective for the purpose.</p> <p>Design of different food packages, refrigeration, milk storage. Using recycled food</p>
Sustainability	Nature of Technology	The long term impact of technology affects our society and environment.	Waste Management. Natural and Synthetic dyes. Dairy Farming. Recycling. Animal Environments. Water. Pollution.	
Relationships	Technological Knowledge	There is a relationship in a technological product between the material used (input) and its performance (output).	Protective Clothing Paper Products. Overnight Shelters. Letterboxes.	
Discovery	Technological Practice.	The practical application of knowledge and ideas can develop technological solutions.	Lunchboxes. Jewellery and Personal Ornaments. Food Packaging.	

Further supporting documentation

The follow documents are held by the ministry, and may be referred to as required:

- 2012 Greenpark School Charter
- 2012 Greenpark School Annual for 2011 year
- 2012 ERO report