

Okains Bay School

PART 1 Executive summary

The proposal that was consulted on

While the proposal for the Akaroa Cluster of schools is that Okains Bay and Duvauchelle Schools will close, education will continue to be provided at these sites under the governance of Akaroa Area School. These changes are proposed to be implemented for the end of 2013. [Hekia Parata 28 September]

After consulting with our community we reject the idea that closing Okains Bay School and converting it into a satellite classroom of Akaroa Area School would improve education outcomes for our students.

- As 56% of our students are maori, this perspective is a fundamental consideration. *[Ka Hikitia policy document, Russell Bishop research.]*
- If a hub is operated rather than a school, the practicalities of having teachers transport themselves to Okains Bay for part of the day would be difficult for any school to resolve and the pastoral care of students would be compromised.
- If school is closed and students are bused to Akaroa Area School then this trip is lengthy and not safe in inclement weather.
- Accountability for children is greater within a principal's role than a teachers.

About the school

Okains Bay School is a full primary small rural school set in the hills of Banks Peninsula.

The gender composition: girls 31%, boys 69%

ethnic composition maori 56% european 44%

"The school is the heart of the community. Collaboration with other Banks Peninsula schools increases the range of learning experiences for students and helps overcome the school's isolation." E.R.O report Dec 2011.

Consultation methods.

The B.O.T undertook its consultation for our community in a series of meetings, starting on the 24 September –9 November.

- Community and parent meetings Sept 24, 25, Oct 31, Nov 9 The B.O.T and staff met with the M.P for Te Tai Tonga Oct 15
- The B.O.T also identified comments in the visitors book at the Museum in regard to the value of the school.
- The children discussed the implication for them and brainstormed their ideas - October 2 and 5
- The whole community met with the Minister of Education – November 9
- A phone survey to consult with the Banks Peninsula Bay
- A newspaper survey that was run through the Press for consultation with the wider Christchurch area.

Concerns of the community in opposition to the proposal can be grouped into themes, including:

- Negative impact on the Okains Bay community and economy
- Reduced opportunities for parents to be involved with Governance decision making for their children's schooling
- Fails to recognise the environmental and cultural significance of Okains Bay and the pivotal role the school plays.
- Removal of mana whenua from Koukourarata [Eastern bays historic spiritual connection] transposed to Onuku rūnanga
- The individual learning needs and character of each child will loose its central focus which is achieved through child centred learning and individualized programmes as well as close relationships between teachers and students.
- Prevents/limits provision for families moving into the area - death of a vibrant rural community.
- Reduction of parental choice and options for schooling on Banks Peninsula as a whole.
- Increased requirements to travel – safety issues for children and costs for families accessing school.
- Prospects for further minimilisation of Okains Bay and reduction of provision - curriculum not responsive to local needs [consultation strongly affirms local representation.]

About Okains Bay - History

- First settlers came to this place - both maori and pakeha
- Huge number of artifacts still being found in this area
- School established in 1872
- History of close link between community/school - 1940 after death of 2 children due to drowning Okains Bay Community built first learners swimming pool on the Peninsula
- Generations of same families enrolled in this school
- The Cultural Significance of the School can not be overlooked.

'As someone who is familiar with the Okains Bay Community, due to the research that I conducted there on Waitangi Day from 2000 to 2007 I feel that I must comment on the possibility of the Okains Bay School being closed. I think it would be tragic for the Okains Community if this were to happen. It is fair to say that the school in Okains Bay is the heart of the community that lives there. Closure of the school will impact on the community in extremely negative ways. In fact, it is likely that if the school is closed, people will be forced to leave the area and the very existence of the Okains Bay Community as a typically close knit rural N.Z community will be at stake. This closure will mean nothing less than an attack on the lifestyle and culture of rural N.Z. Is this what the Minister of Education wants?' Associate Professor Patrick McAllister, University of Canterbury.

Value to the Community

as a support structure within the bay. *'Schools have more than just an educational function. They can be the centre of identity for their community, providing a sense of social cohesion and ultimately contributing to better well being for their community.'* [Canterbury District Health Board 2012. [Witten et al 2001, Kearns et al 2009]

'support structure for this community is based around school and shop link, no help to those in need, no local supplies, no individualisation in school link to the area's special qualities/resources.' community member – newspaper consultation.

Relationship to the Museum

The Museum and the school have a strong relationship with the tamariki supporting the Museum by welcoming tourists onto the Museum with a powhiri, allowing them to build on their knowledge of maori protocol in a truly authentic manner.

'After cruising around NZ we would definitely say that this was the highlight. The kids were sensational, and after going through both Wellington and Auckland Museums, the Okains Bay Maori Museum won hands down, so much more culture and realism in this small town than the other two put together. Applause all round to this small community and their effort in keeping traditions alive.' [Australian tourists.]

'Okains Bay School and the Okains Bay Maori and Colonial Museum have worked hard to consolidate a close and meaningful relationship with their rohe Kōkourarata and the immediate community. It would cause irreparable damage to all concerned if Okains Bay School were to lose its identity and be closed or merged with Akaroa Area School, another rohe altogether. Our children are passionate about their Maori and European heritage and will continue to prosper as long as they have their own identity.. We are also having more schools from the Canterbury area, taking part in our 'education programme,' which involves a powhiri from Okains Bay School in the morning and a chance to meet and socialize with children from different schools and areas. These school programmes are proving very popular and are steadily growing with the chance to learn new skills and experience cultural differences.' [Sharon Henderson, Custodian, Okains Bay Maori and Colonial Museum.]

Contribution to and Impact on local population the local economy

- The school stimulates the local economy by attracting people into our area.
- Inability to attract families into an area without a school
- Inability to retain current families

'Last winter we fleetingly thought about moving because of the isolation, but it was this school and the opportunities for the kids that kept us here. [parent comment – appraisal document 20

'if the school was to close we would shut the store and move. That's 2 full time jobs lost in the Bay plus 3 part time jobs gone. ' Okains Bay Store owner/operator. If the school closes the Okains Bay General Store [1874] would close, The Okains Bay Camping ground would suffer and the community would die off. This has happened in the other outer Bays and Okains Bay School is the last one on the Eastern side of Banks Peninsula, representing Kōkourarata. ' Sharon Henderson, Custodian, Okains Bay Maori and Colonial Museum.

'Okains Bay School has been the centre of learning in our community for 140 years. Today the children at Okains are well educated and happy in a caring environment. Okains Bay is one of the largest bays in Banks Peninsula with a camping ground, store and internationally acclaimed Museum. Attracting staff to these positions is influenced by the proximity to the local school With the closing of the local hall, the school has become even more the hub of the community for get togethers and fundraisers.' Community member.

Utilization/Student Numbers

This school has always sustained itself well, with a history of roll fluctuations.

'the school is well placed to sustain and improve on its performance.' [E.R.O. Report 2017]

2012	18
2013	20
2014	19
2015	18

roll:

Teaching and Learning

'Students are highly engaged in their learning. They experience positive caring relationships with one another and with teachers. Older children help younger children with their reading and mathematics.' [Ero 2011]

- Relationships paramount to Māori children's success. "The personal approach will work with all learners but the fact is an impersonal approach will not work for and with Māori. Ka Hikitia - managing for success. 'Young people who feel positive about their school and who are connected to significant adults are less likely to engage in high risk behaviours and are likely to have better learning outcomes.' Canterbury District Health Board.
- Importance of whānau and parents' relationship with teacher is paramount in tamariki valuing and connecting to their learning.

• Provision for Māori students 'The principal has positive relationships with parents of Māori students. Parents want their children to have increased awareness of their language and culture. The principal is focused on the provision of real contexts of learning for the students. A local person from the community is tutoring all students to perform as a kapa haka group. Te reo and tikanga Māori are woven seamlessly into the curriculum. This has been supported by consultation with the Māori community and the development of a plan for the implementation of te reo and tikanga Māori in the classroom.' [E.R.O. Report 7/12/2011]

- Ability to personalise learning for students - multi levelled teaching with a small number of students across a span of ages and abilities ensures students have individualised/ small group learning programmes. 'Small schools develop more intimate knowledge of children, encourage committed teachers and encourage their community to participate.' [Kearns et al 2009] 'students with particular learning needs receive well planned and monitored support. The school curriculum is extensive and provides students with learning opportunities beyond the classroom. This includes a focus on the environment, particularly sustainability and enterprise. Curriculum plans for learning areas reflect the special nature of the community. This includes the local museum and marae local history, arts and farming.' [Ero report 2011.]²⁶

- Educational Initiatives have centred around the environment, as well as financial and leadership skills.

Participant in Enviro schools since 2009.

Enviro schools Bronze award 2010.

'The school brings the Okains Bay community together through participating in sustainable action that benefits the wider school community. Students designed and built a sustainable hut as a part of the Enviro schools Eco hut Challenge. This challenge required students to learn about the principles of sustainable design and draw on knowledge from their school community asking for resources, skill and expertise. Okains Bay School is always willing to give students the opportunity to learn more about the unique environment in which they live. They have participated in Enviro schools workshops learning alongside other Enviro school students, teachers and parents. This year they participated in a biodiversity workshop at Hinewai Reserve and last year explored the rocky shore of Duvauchelle beach. Okains Bay School is the centre of the community and contributes so much that it is difficult to measure in terms of a cost benefit analysis. Closing would be an immeasurable loss to the students and community and a wider network of Enviro schools.' [Andrea Taylor Regional Coordinator - Canterbury.]

Participant in Primary Enterprise Programme since 2009
Participant in active schools programme 2009 - 2010

I.C.T integration in partnership between Museum and School. Students have produced an hour long DVD 'Paradise on the Peninsula' which outlines the history of Okains Bay linking the importance of the school to the community from the earliest of times. In 2011 students produced a photobooklet 'Snapshots of the Past' - researching places and items of importance to Okains Bay. Both these items are used to promote this area and the museum and are sold at the Museum.

'ICT projects involving a partnership between the Museum and School have provided the children with opportunities to enhance their ICT skills and 21st Century learning within 'real world' authentic settings, supported by an involved and responsive community.' Nigel Hampton OBE QC

School environment

- Uniqueness and authenticity of learning at Okains Bay School.

Promotion of family values and inclusion of all. Strong development of tuakana/ teina relationship with the understanding that in a learning environment that recognises the value of ako, the tuakana/teina roles may be reversed at any time.

Use of technology to support learning Okains Bay School is included in the schools planned for the latest rural broadband initiative contracts, 'Improving broadband for remote schools will break down the barriers imposed by distance and isolation.' Hekai Parata

- If proposal is adopted Parental Choice limited with the provision of only one school. If a student is excluded from this school parents have no choice of school for their child.
- Access to and parent engagement with, school distant and not easily accessible.
- Travel and safety concerns for children - Daily travel from Okains Bay - Akaroa in poor weather is dangerous and was a repeating concern in consultation.[see photos]' Accessing alternative schools must surely present a real concern for the Okains Bay community particularly in the winter when the roads are so much more difficult to traverse. 'Christchurch community consultation.

Mana Whenua

- Culture and identity of Māori students - importance of place based learning (BES importance of connectedness – Bidulph, Bidulph & Bidulph 2003).
- Relationship with Koukourarata and Issues of movement to other rūnanga. The proposal is requiring that this school would fall under the rohe of Onuku ignoring the fact that Okains Bay is within the rohe of Koukourarata. 'The mana whenua belongs to Koukourarata. To close Okains Bay School as its own entity and reopen as a classroom attached to Akaroa Area School would be culturally insensitive to all whānau in both rohe. The Okains Bay School lays in the rohe of the Koukourarata Runanga' [Aporotora ihieta o te Hahi Ratana James Robertson,]

The Okains Bay community is famous in the Canterbury area and beyond for the close links that it has with the Maori community associated with Port Levy. These links are manifested every year in the Waitangi Day event that they organise jointly, and which takes place at Okains Bay. This is one of the few examples, if not the only example, of Maori and pakeha working in unity in a rural area to uphold one of the cornerstones of N.Z.'s identity, namely the Treaty of Waitangi. Thousands of people descend on Okains Bay every year to witness this unique event. If the Okains Bay community is destroyed due to the closure of the school, it is unlikely that this Waitangi Day event will continue. Here too the school closure can be seen as nothing less than an attack on N.Z.'s identity and culture. For these reasons that go far beyond mere economic or organizational considerations, the Okains Bay School should not be closed. Instead it should receive more support than it presently does from the present Government.' [Associate Professor Patrick McAllister, University of Canterbury.]

Buildings

- Earthquake damage has already been completed for under \$30,000. As the Okains Bay School buildings would still be used regardless of the outcome, these buildings will need to be maintained. 'Buildings are not a factor in this proposal' David Hobem, M.O.E Engineer.

Benefits of the proposal

- No advantages about the proposal have been identified by the community to date.

The following principles have been identified to inform future planning and possible changes. That the welfare and education of children from Okains Bay needs to be paramount to informing any decision.

The Okains Bay Community need to have an equitable say in decisions impacting on their children's education including what is taught, how it is taught and where it is taught.

The unique value of Okains Bay as a site of environmental and cultural significance needs to be protected and enhanced. Decisions relating to the school need to be considered in light of the possible negative or positive impact on the ongoing viability and sustenance of that community.

Opportunities for growth and supporting families need to be considered including the establishment of ECE provision in Okains Bay and how Okains Bay can be an option for quality education for students from neighbouring communities.

Alternative proposal being offered: OPPORTUNITIES

- Early childhood centre at Okains Bay School
- Research shows that transitions impact on children's development (eg early progress in reading) *connections between whānau, early childhood settings and school are significant [Stuart McNaughton, Woolf Fisher Research Centre/The University of Auckland, Hui Taumata Mātauranga]*
- Cultural exchange between rural/urban schools

Maori learners achieving success as Maori.

This alternative proposal acknowledges the opportunity to share our unique location - with great potential for students from the greater Christchurch area in their learning around maori and colonial culture and history as well as rural and outdoor education opportunities.

- To extend and broaden the scope for sharing cultural, historical and environmental learning between Okains Bay School students and school students in the greater Christchurch region. This has already being developed and will become more extensive in its delivery and scope of community.

Presently 5 schools have been a part of powhiri ceremonies that Okains Bay Kura, as tangata whenua, have led.

The proposal is to extend these experiences to include aspects of rural life, as well as developing a stronger understanding in Okains Bay students of their own place by leading learning of a historical nature e.g buildings of note, artifacts found, stories behind locations. The Okains Bay students will be increasing leading these experiences explaining the knowledge and skills they have in relation to their area. [tangata whenualanga, aka, whanaungatanga.] Other resources - D.O.C, Enviro schools facilitators, sailing instructors, parents, museum custodians, museum, Okains Bay area, teachers, - see Alaskan model of environment based learning.

Environmental - beach , estuary study , - sea related learning e.g sailing, camping etc

Rural experiences - milking a cow etc

How it will contribute to student success

- create more pride about belonging to our school and mana [Ka Hikitia - measurable gains]
develop environment based learning [Alaskan model]
- develop leadership skills and share their knowledge [P. Sharples foreword Tataiako document]
- reduce isolation and encourage broader meaningful social interaction and oral communication skills [wananga]
- Already in early stages of development with 5 schools in the greater Christchurch area [trialled in both 2011 - 2012]
- Advantages for the community - sustain and develop cultural and historic nature of area more - increased economic benefits
- increase school roll through unique opportunities offered

How it aligns with Government education goals

NEG 1 NEG 3 NEG 10 Ka Hikitia document Tataiako - cultural competencies

Surveys

8. Whānau/community Survey

Statement – Purpose and Methodology OKAINS BAY CONSULTATION SURVEY ANALYSIS OF DATA – NOVEMBER 2012

The purpose of this survey was to carry out consultation with the people who would be the most affected if this proposal were realised. The survey was for consultation and information gathering and is not intended to be an academic research project. It was carried out voluntarily and drew from community goodwill. The survey was prepared by Melanie Riwai Couch in conjunction with the Okains Bay School Board of Trustees. Data was analysed by the principal of Okains Bay School.

Methodology:

Survey respondents were prioritised from families associated with Okains Bay Students and living in Okains Bay. Numbers were provided from the school contact list and phone book with Okains Bay Listings. A total of twenty people were interviewed with a maximum of one respondent per household.

People were phoned and either interviewed at the time or phoned back at a convenient time. Responses were manually entered into the Okains Bay online survey using www.surveymonkey.com. The interviewer was a resident of Christchurch with no prior relationship to Okains Bay School or any of the respondents.

Respondents were advised that their responses would be kept anonymous and used to help inform a response to the changes to Okains Bay School.

Questions were asked around the respondents' opinion of the proposed closure, the nature of their household makeup, and around the impact of the proposal on Okains Bay and people who live in it, as well as the future possibilities that exist within the proposal, or alternate proposals.

SURVEY RESPONDENTS:

Of respondents 70% lived in Okains Bay and 20% lived on the Banks Peninsula but not in Okains Bay. 40% were parents of current Okains Bay School students and 20% were a staff member or teacher of the school. Three people contacted did not want to participate. Approximately 20% were male, and 80% were female.

EXECUTIVE SUMMARY:

There were the following overarching themes that emerged from the survey being -

1. The importance of the school to the community
2. There is a strong focus on preserving the unique culture of this school.
3. There is recognition of the special character of our school's location in regard to the rural, cultural, physical and historical nature of the place. [tangata whenuatanga]
4. The proposal offers no advantage to our community and our children.

There was a strong sense of concern that the reduction of schools on the peninsula to one would impact on the parental right to choose the best learning environment to meet the individual needs of students.

There was value to, and strong support from, parents of preschoolers having preschool learning on this site as some parents are presently unable to access pre school learning for their child - [Amour's comment]

There is an overriding sense of the value of this school to its community.

Future options presented indicated:

MRC

Okains Bay School to further develop their role as host for Christchurch city schools and offer opportunities for learning using the environment and cultural and historical camps
Preschool included on site

Te reo Maori bilingual class option at Okains Bay

Okains Bay student exchange with urban schools for specialist subjects e.g technology

The facilitation of this survey has highlighted the potential value of this school as a learning centre for other schools and to facilitate learning for our pre schoolers, as well as interest in a bilingual option for our school.

FINDINGS:

QUESTION 12:

WHAT DO YOU THINK IS UNIQUE ABOUT OKAINS BAY SCHOOL?

20 people answered this question and their responses could be grouped in the following.

Location 25%

Role in community 25%

Family atmosphere 20%

Historical value 10%

Links to community 10%

Links to rural education 10%

Integration of Maori into authentic learning contexts 5%

QUESTION 13

HOW IMPORTANT DO YOU THINK OKAINS BAY SCHOOL IS TO THE OKAINS BAY COMMUNITY?

The ratings specified in this question were very important, important, not very important, and not important

100% of respondents rated this as very important.

QUESTION 14

WHAT DO YOU THINK ARE THE MAIN ADVANTAGES OF THIS PROPOSAL?

None = 75%

Reduction of cost to the government 10%

Possibility of more funding 5%

B.O.T might be more impartial 5%

The overwhelming response to this was there were no real advantages, followed by the reduced costs to the government.

QUESTION 15: MAIN DISADVANTAGES OF THIS PROPOSAL

Safety and time factors in transportation. 37%

Loss of sense of belonging and identity. 30%

MRC

Quality of education diminished. 18.5%
Lack of community involvement. 7%

The issue of students traveling on the road especially given its accessibility and safety in the winter is a grave concern for this community.

QUESTION 16: IF OKAINS BAY SCHOOL WERE TO CLOSE OR AMALGAMATE WITH A.A.S. WHAT IMPACT DO YOU THINK THIS WILL HAVE ON OKB COMMUNITY.

Loss of social focus in community/withdrawal of community members 65%

People will leave the area 15%

Loss of employment 10%

Change the nature of community 10%

This community contributes financially and gives freely of their own skills in order to enrich our student's learning. This is a reciprocal arrangement as it allows this community to give input and participate directly with the youngsters in their area. This adds value to their own lives.

QUESTION 18: OTHER COMMENTS

There were many other comments, which showed
The degree of concern for the loss of quality education and
The disappointment in the government for pursuing this plan.
That the school is critical to the survival of the community.

Okains Bay School Consultation Survey



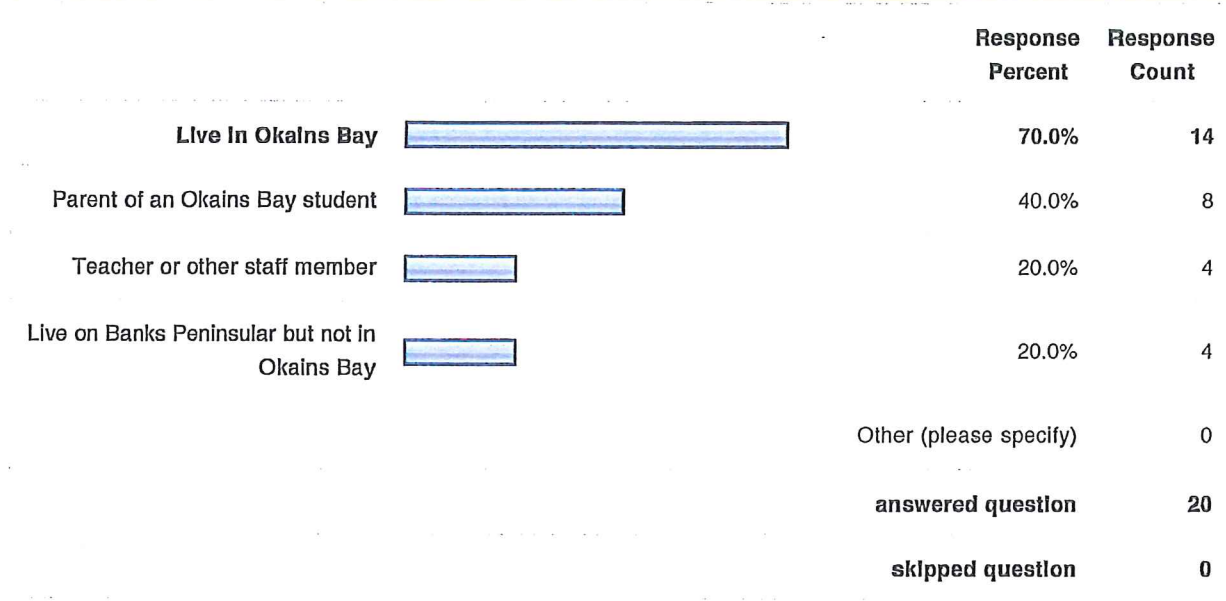
1. Surname

	Response Count
	20
answered question	20
skipped question	0

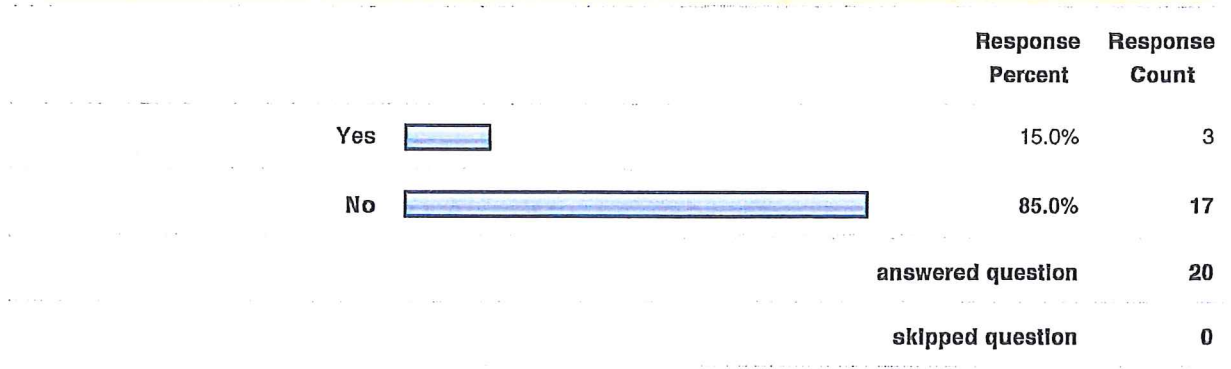
2. Where do you live?

	Response Percent	Response Count
Okains Bay	75.0%	15
Eastern Bays (other than Okains Bay)	15.0%	3
Duvauchelle	10.0%	2
Akaroa	0.0%	0
Other (please specify)		1
answered question		20
skipped question		0

3. What is your relationship to Okains Bay School?



4. Do you have any preschool children living in your home (aged 0 - 4)?



5. How many preschool children do you have (aged 0 - 4)?

	Response Percent	Response Count
1	66.7%	2
2	33.3%	1
3	0.0%	0
4	0.0%	0
Other (please specify)		0
answered question		3
skipped question		17



6. Do your preschool aged children currently attend an ECE centre/preschool?

	Response Percent	Response Count
Yes	33.3%	1
No	66.7%	2
answered question		3
skipped question		17



7. If an early childhood education center, such as a preschool or play centre was opened at Okains Bay School would you consider enrolling your child?

	Response Percent	Response Count
Yes	100.0%	3
No	0.0%	0
answered question		3
skipped question		17

8. Do you have any primary school age children (years 1 - 8)?

	Response Percent	Response Count
Yes 	40.0%	8
No 	60.0%	12
answered question		20
skipped question		0

9. How many primary age children do you have (years 1 - 8)?

	Response Percent	Response Count
0	0.0%	0
1 	50.0%	4
2	0.0%	0
3 	50.0%	4
4	0.0%	0
Other (please specify)		0
answered question		8
skipped question		12

10. What school do your primary age children attend?

	Response Percent	Response Count
Okains Bay	100.0%	8
Duvauchelle	0.0%	0
Little River	0.0%	0
Le Bons	0.0%	0
Akaroa	0.0%	0
Other (please specify)		0
answered question		8
skipped question		12

11. If your child/children had to attend a different school, which would be your preference?

	Response Percent	Response Count
Okains Bay School	75.0%	6
Akaroa Area School	0.0%	0
Akaroa Area School based at Okains Bay School in a satellite classroom	12.5%	1
Akaroa Area School at Duvauchelle in a satellite classroom	0.0%	0
Duvauchelle	0.0%	0
Little River	0.0%	0
Home School	12.5%	1
Other (please specify)	0.0%	0
answered question		8
skipped question		12

12. What do you think is unique about Okains Bay School?

	Response Count
	20
answered question	20
skipped question	0

13. How important do you think Okains Bay School is to the Okains Bay community?

	Response Percent	Response Count
Very Important	100.0%	20
Important	0.0%	0
Not very Important	0.0%	0
Not Important	0.0%	0
answered question		20
skipped question		0

14. What do you think are the main advantages of this proposal?

	Response Count
	20
answered question	20
skipped question	0

15. What do you think are the main disadvantages of this proposal?

	Response Count
	20
answered question	20
skipped question	0

16. If Okains Bay School were to close or amalgamate with Akaroa Area School, what impact do you think this will have on the Okains Bay community?

	Response Count
	20
answered question	20
skipped question	0

17. Which of these future options do you think would be good to consider? (you can agree or disagree with as many as you want)

	Agree	Disagree	Response Count
Have a preschool or early childhood centre set up alongside of Okains Bay School	85.0% (17)	15.0% (3)	20
Have a Te Reo Maori bilingual class option at Okains Bay School	75.0% (15)	25.0% (5)	20
Have Okains Bay Students attend technology camps ie. for 1 week per term	75.0% (15)	25.0% (5)	20
Host CHCH city students at Okains Bay for environmental and cultural camps	100.0% (20)	0.0% (0)	20
Offer classes at Okains Bay School from years 1 - 10	35.0% (7)	65.0% (13)	20
Other ideas for innovations at Okains Bay School			5
		answered question	20
		skipped question	0

18. Do you have any other comments or feedback?

	Response Count
	19
answered question	19
skipped question	1

Page 7, Q12. What do you think is unique about Okains Bay School?

- | | | |
|----|---|-----------------------|
| 1 | i think it is that the school is the center of the community and that it always have been and everyone can visit the school and associate with the children of the community | Nov 4, 2012 8:48 PM |
| 2 | like the small classroom room pupil wise better one on one. | Nov 4, 2012 8:40 PM |
| 3 | huge history, basically a community spirit and sorely missed if dispeared. | Nov 4, 2012 8:33 PM |
| 4 | the way the roll is made up that it is interesting, have generations of family attending the same school. | Nov 4, 2012 8:11 PM |
| 5 | lovely country school , maori culture | Nov 4, 2012 7:55 PM |
| 6 | the isolation of the school, Idelic setting. the kids get to work the museum | Nov 1, 2012 5:53 PM |
| 7 | the location | Nov 1, 2012 5:00 PM |
| 8 | its the only school in this bay, one of the last in the small easten bays. | Nov 1, 2012 4:27 PM |
| 9 | has a lot of community support for the school. every one helps | Nov 1, 2012 4:16 PM |
| 10 | life expereinces, living in the beautiful valley | Nov 1, 2012 2:09 PM |
| 11 | its in okaines bay. helps students be caring person. everyone looks outing out for each other | Nov 1, 2012 1:50 PM |
| 12 | our school has a unique environment and it is now the only eastern bay school, unique in the quality of education, have great roles in the school. have a variety of people coming through. have a great source to resources. | Nov 1, 2012 1:32 PM |
| 13 | extra cirricular activities with the museum and calf feeding firsdt hand with visitors | Oct 29, 2012 5:30 PM |
| 14 | being a small rural school in there own special place surrounded in by land and sea and the people have a special enity. | Oct 29, 2012 5:20 PM |
| 15 | geographically starting to be unique | Oct 29, 2012 4:11 PM |
| 16 | think the community is unique , the community is the soul of the bay | Oct 29, 2012 1:10 PM |
| 17 | uniquesness with the children intergrating with each other | Oct 29, 2012 12:53 PM |
| 18 | that they cater for the enviomrnt that the kids live in eg farming . teacher is great. the community revolves around school | Oct 29, 2012 12:36 PM |
| 19 | everything. | Oct 29, 2012 12:30 PM |
| 20 | the family enviroment - the big ones look after the little ones lovely closenit school | Oct 29, 2012 12:05 PM |

Page 8, Q14. What do you think are the main advantages of this proposal?

1	none	Nov 4, 2012 8:50 PM
2	none	Nov 4, 2012 8:42 PM
3	reduces cost of salarys for govenment	Nov 4, 2012 8:35 PM
4	save the education board money	Nov 4, 2012 8:17 PM
5	none	Nov 4, 2012 7:58 PM
6	none	Nov 1, 2012 5:55 PM
7	none	Nov 1, 2012 5:02 PM
8	none	Nov 1, 2012 4:29 PM
9	none might have a bit more funding maybe	Nov 1, 2012 4:19 PM
10	none	Nov 1, 2012 2:12 PM
11	none	Nov 1, 2012 1:52 PM
12	none	Nov 1, 2012 1:35 PM
13	none board of trustees be more impartial	Oct 29, 2012 5:33 PM
14	mixed	Oct 29, 2012 5:22 PM
15	none	Oct 29, 2012 4:11 PM
16	cost	Oct 29, 2012 1:10 PM
17	traveling have to c	Oct 29, 2012 12:53 PM
18	none	Oct 29, 2012 12:39 PM
19	none	Oct 29, 2012 12:30 PM
20	none	Oct 29, 2012 12:07 PM

Page 8, Q15. What do you think are the main disadvantages of this proposal?

- | | | |
|----|--|-----------------------|
| 1 | disadvantages to the community without children will lose contact with the youth of community and will break the sense of a complete community | Nov 4, 2012 8:50 PM |
| 2 | geographical remoteness akaroa not give full time attention | Nov 4, 2012 8:42 PM |
| 3 | as long as funding comes through properly then no problem | Nov 4, 2012 8:35 PM |
| 4 | the maori people may lose the marae and identity | Nov 4, 2012 8:17 PM |
| 5 | if not in touch in with school the board of trustees could be difficult, travel. if not have principle on site then is bad | Nov 4, 2012 7:58 PM |
| 6 | can't see how the education is going to improve travel time | Nov 1, 2012 5:55 PM |
| 7 | lose identity travel | Nov 1, 2012 5:02 PM |
| 8 | travel a pain for the kids, roads sometimes closed | Nov 1, 2012 4:29 PM |
| 9 | community won't be involved. | Nov 1, 2012 4:19 PM |
| 10 | too tiring for the young kids | Nov 1, 2012 2:12 PM |
| 11 | long travel for children, okains bay loses identity | Nov 1, 2012 1:52 PM |
| 12 | is political gander, education won't be the same won't be okaines bay school | Nov 1, 2012 1:35 PM |
| 13 | weather, ice flooding, roads closed closed and loss of education travel costs | Oct 29, 2012 5:33 PM |
| 14 | distance time weather conditions remoteness of some families losing own identity | Oct 29, 2012 5:22 PM |
| 15 | for the younger age group for travel and extra time and the roads | Oct 29, 2012 4:11 PM |
| 16 | treated as a poor relative. school in their own right | Oct 29, 2012 1:10 PM |
| 17 | no control over teachers need special teachers to teach all ages | Oct 29, 2012 12:53 PM |
| 18 | for the ones that have just started school and starting early to catch a bus. and don't have the one on one contact | Oct 29, 2012 12:39 PM |
| 19 | the distance and between the classroom and the school. if become satellite classroom our children going to miss out on school based activities | Oct 29, 2012 12:30 PM |
| 20 | lose our whole feeling of a family community kids are proud to be known as okain school kids they know who they are and their sense of belonging | Oct 29, 2012 12:07 PM |

Page 8, Q16. If Okains Bay School were to close or amalgamate with Akaroa Area School, what impact do you think this will have on the Okains Bay community?

- | | | |
|----|--|-----------------------|
| 1 | withdraw lots of community members and support at the school | Nov 4, 2012 8:50 PM |
| 2 | you will loose the community | Nov 4, 2012 8:42 PM |
| 3 | think it will be a great disaster loose community facility | Nov 4, 2012 8:35 PM |
| 4 | the parents won't spend as much time at school far away from home. cost of travel cost heaps | Nov 4, 2012 8:17 PM |
| 5 | okains bay will loose its community hub | Nov 4, 2012 7:58 PM |
| 6 | loose jobs - staff community service will disapear loose the income with the museum | Nov 1, 2012 5:55 PM |
| 7 | disadvantage to see people | Nov 1, 2012 5:02 PM |
| 8 | people leaving the bay | Nov 1, 2012 4:29 PM |
| 9 | a lot of people moving out. | Nov 1, 2012 4:19 PM |
| 10 | will destroy the community | Nov 1, 2012 2:12 PM |
| 11 | destroy the community | Nov 1, 2012 1:52 PM |
| 12 | it will become very disjointed | Nov 1, 2012 1:35 PM |
| 13 | cause people to leave the area and loose skills and stakeholders will be affected. | Oct 29, 2012 5:33 PM |
| 14 | loose the community an comradeship | Oct 29, 2012 5:22 PM |
| 15 | rips the social heart out of the community, and allows those with out kids to partisbate in pet day etc | Oct 29, 2012 4:11 PM |
| 16 | cauase the shop to close, no meeting place, and people will drift away | Oct 29, 2012 1:10 PM |
| 17 | dreadful - dissolve the community - no hub | Oct 29, 2012 12:53 PM |
| 18 | will be deverstating and will loose the people and value of houses will go down | Oct 29, 2012 12:39 PM |
| 19 | huge impact because we don't know if there is transport to attend the school. the travelling is not going to benifit the kids long day for the kids massive impact to close school jobs lost so how can that be better for the comuunity | Oct 29, 2012 12:30 PM |
| 20 | will become a community of holiday homes | Oct 29, 2012 12:07 PM |

Page 9, Q17. Which of these future options do you think would be good to consider? (you can agree or disagree with as many as you want)

- | | | |
|---|--|-----------------------|
| 1 | extra classes adult have heaps with expertise | Nov 1, 2012 4:21 PM |
| 2 | like the idea of chch students could be like a health camp | Nov 1, 2012 2:16 PM |
| 3 | make good idea for a fat camp school | Nov 1, 2012 1:38 PM |
| 4 | adult education lots of adults have skills that could teach others in the area | Oct 29, 2012 12:40 PM |
| 5 | look at becoming a community owned school | Oct 29, 2012 12:09 PM |

Page 10, Q18. Do you have any other comments or feedback?

1	no but have great concerns about almagalon. If it aint broke no need to change it . everythign works well as it is	Nov 4, 2012 8:53 PM
2	think its disappointing that the government has come up with this idea. school offers great education disapointed that this is happening.	Nov 4, 2012 8:45 PM
3	keep fighting and don't close the school	Nov 4, 2012 8:37 PM
4	admire how okains bay has kept a village alive such a great community back up and because community behind school should be allowed as it is.	Nov 4, 2012 8:25 PM
5	kids who spend time in the country schools will not forget them and treasure them.	Nov 4, 2012 8:01 PM
6	because the govenment reconise is a special place because of the waitangi day celebrations, makes it a special place	Nov 1, 2012 5:57 PM
7	would hate to face closure once school goes no place to meet	Nov 1, 2012 5:05 PM
8	sad to close as would loose job, and has events that bring community together.	Nov 1, 2012 4:35 PM
9	school has been great for my children lots of opportunitie	Nov 1, 2012 4:22 PM
10	feel the kids would be better going to akaroa school	Nov 1, 2012 2:17 PM
11	if the school closes will kill the community	Nov 1, 2012 1:53 PM
12	I have had four children through the school and have had the best education that they could have because it is a small school and the teachers know the children as individuals and there individual needs are meet. The education make the children self reliant and caring. Children have respect for themselves and for others.	Nov 1, 2012 1:40 PM
13	school is critical to survival of community.	Oct 29, 2012 5:37 PM
14	school to stay open	Oct 29, 2012 4:11 PM
15	I feel that a sense of place is important to the children and when you take them out of that place then children will loose that and self esteem may drop when taken out	Oct 29, 2012 1:11 PM
16	no	Oct 29, 2012 12:53 PM
17	the muesum in the bay is brings international attractions don't close the school	Oct 29, 2012 12:42 PM
18	silly to close the school. people don't realize how far the next school is.	Oct 29, 2012 12:30 PM
19	Great up bringing in okaines bay	Oct 29, 2012 12:11 PM

Newspaper survey.

Consultation was also carried out with the wider Christchurch area. This was due to the recognition for the link that exists between the greater Christchurch area and Okains Bay. Because of this we knew that they would have the necessary knowledge and experiences to respond. The purpose of this survey was to carry out consultation with the wider Christchurch area to add value to what was already known and to understand the value of this community and their school to the wider area.

Methodology:

The information was gathered by running an advertisement in the Christchurch Press, which asked respondents to comment on two aspects only. Firstly it was designed to get respondents to articulate the opportunities that may be identified from the proposal, and secondly, the concerns people had regarding the implications of the proposed closure. This ran for one day only and respondents had 7 days in which to reply. Respondents were asked to include their address. The survey was set up so that only one response would be accepted from any address. Mostly respondents were from Christchurch city with the most distant respondents living in Blenheim.

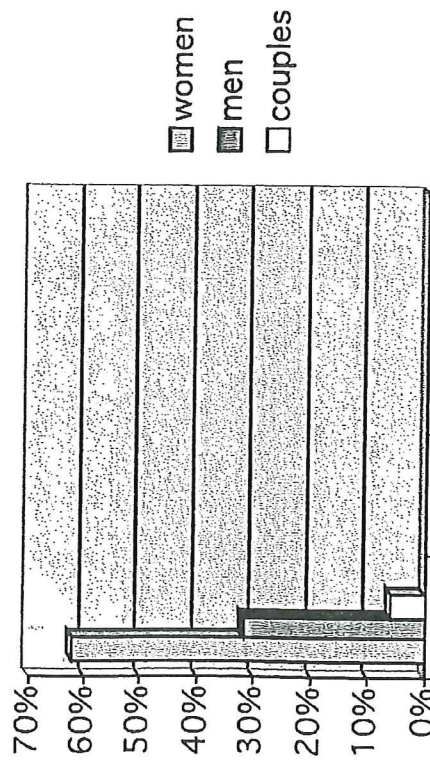
SURVEY RESPONDENTS:

53 people responded to this survey.

Of this 62% were women [33]

32% were men [17]

6% were couples [3]



GENDER COMPOSITION OF RESPONDENTS:

EXECUTIVE SUMMARY:

MRC

When asked about the opportunities that may arise out of the proposal 98% [52/53] of people responded that there would be none.

'I can see no enhancement to the children's learning by disestablishing an already successful situation. 'The only opportunity is to say no to this government's cost cutting measures and remind them that they are hear to support the community'

2% [1/53] commented that there might be better IT technologies available.

There were a number of overarching concerns that became clear in this survey. These were organised into themes.

Themes

Safety issues/weather conditions etc traveling the road 57%

'I feel this route requires extreme care. The road is still narrow with some very tight blind corners. It is subject to snow, frost, cattle trucks, motor homes and caravans. I have witnessed several accidents and death between Okains and Akaroa. Please do not subject the children and their families to this danger.'

Value of school to the community not being recognised by decision makers 45%

'Removing the Kura rips the heart of the community out. Small community is unique, specialised and a taonga.'

Cultural significance not being acknowledged. 8%

'Okains bay is located in the rohe of Koukourarata, if they were to close they would become a satellite classroom of Akaroa and it would fall into the rohe of Onuku-they are two different areas totally. The Okains Bay School is a unique school and has a lot of history behind it.'

Loss of employment 8%

'Flow on effects will be the subsequent and definite loss of the shop and movement of young families out of Okains Bay. This will result in significant adverse effects on the social, culture, and environment well being of the community.'

Costs - financial, emotional, 5%

'Ridiculous decision made by bureaucrats sitting in Wellington. This will end in costing more in emotional upheaval and impact on the whole community.'

Two people also commented on the lack of Parental choice and access and that the provision of quality education would be affected.

TO ANYBODY

who has been to Okains Bay
and valued the uniqueness of our community
we need your help!

The M.O.E has proposed that our school be closed. We are concerned about
our children having to travel the hill and that our community will die.

Please complete the form below and post it to us at:

Okains Bay School

Okains Bay Rd

R.D.3

AKAROA

I SUPPORT

Okains Bay School retaining its school and therefore its independence, including
governance and leadership.

I see the following opportunities for the proposal.

.....

.....

.....

.....

.....

I have the following concerns for the proposal.

.....

.....

.....

.....

.....

Signed:

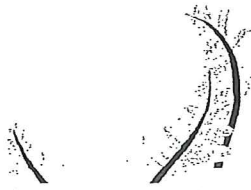
Name:

Address:

Please return by: 6 November



Communication to whanau /community



Okains Bay School
Okains Bay
RD 3
AKAROA
Phone/Fax 03-304-8629
Email office@okainsbay.school.nz

20 September 2012

Dear Parents and Community members

Re: Christchurch "Education Renewal Plans"

Hope you are all fit and well.

Just wanted to keep you up to date as much as possible. This is quite difficult for us to do as we have not been given information - I have rung around a number of schools in a similar position to us and everyone is in the same boat. The only information we have been given is the proposal for Okains Bay School, and that is that it will lose its identity as Okains Bay School and become a satellite classroom for Akaroa Area School. This means that our children would remain on-site, but without the full support that a school on site offers. This means - no Principal, this role would fall within the demands of the Akaroa Area School Principal, No B.O.T, no charter that pertains to our school - all of this would fall under the responsibility of Akaroa Area School, no support or administrative staff and all of our resources would belong to Akaroa Area School. All staff, as I understand it, would be unemployed and the only staff member to be employed may well be the classroom teacher - someone who could be selected by the B.O.T of Akaroa Area School. They may choose to keep such staff as caretakers etc, but they may not. We, at this stage, have little knowledge of the timeframe this is set down for, but this does involve consultation with the community. Also the B.O.T has a period of time to outline a case as to why this proposal will not enhance the learning of our students and is not promoting the economic development of our community. Seems obvious doesn't it?

In essence we become a classroom set in the middle of the hills - attached somehow to Akaroa Area School. Duvauchelle has exactly the same proposal set in front of them. Both these schools are intending to reject this proposal. The peninsula would become a one school area with the next nearest school being Little River. This does not bode well for our community, or indeed the peninsula as a whole.

On Monday we have a cluster meeting with the Ministry in Akaroa. After this meeting the B.O.T will meet with the parents and give any information to them that the Ministry in their wisdom has revealed to us. This meeting is set down for 11.30 a.m at the school. Please if we are late back, I apologise, but I think the Ministry will want to be in and out as soon as possible. They have scheduled this meeting to be 1 hour long and Le Bons, Akaroa Area, Okains Bay, Duvauchelle and Little River B.o.t Chairs and Principals have been invited. Remember parents this is a teacher only day as we really need to give this our full consideration. We have also scheduled a meeting for Tuesday for all interested community members at 7 p.m. Until we have this meeting with the Ministry there is little any of us can do. Our focus is on our children and they are in the thick of preparing for Market Day next Friday, so that's good. They don't need these kind of distractions from their day to day learning.

Once again I wish I had better news or just more information to give you

MaryClare



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15 October

Dear parents and whanau
Just a quick update as to where we are up to in regard with the Ministry's proposals for our school. As you know a letter was delivered the last day of term 3 and in that Hekia Parata wrote this: 'While the proposal for the Akaroa cluster of schools is that Okains Bay and Duvauchelle Schools will close, education will continue to be provided at these sites under the governance of Akaroa Area School. These changes are proposed to be implemented for the end of 2013.The consultation begins now and concludes on 7 December 2012.'

I looked up the definition of terms used in the proposal and it states that close means the school entity ceases to exist.

From reading through the Education Act 1989, section 154, the consultation is for the purpose of the following. 'The minister may, by written notice to the B.O.T, ask the B.O.T if it has any arguments in favour of the school's staying open.'

So... now we start.

In the holidays TV1 came and did a quick story on us regarding the cultural significance of this proposed decision, Te Karere also took this footage and presented a story focusing more on the impact economically.

Also Rino Tirikatene visited the B.O.T. and staff at school and discussed how he could help. He is the M.P for Te Tai Tonga. It was heartening to hear him comment on the commitment of some politicians to bear pressure on the Government and Hekia herself, to change the outcome. He also commented about getting as many groups to stand behind us as possible- e.g Federated Farmers, Country Women's Institute.

As it is important to remain visible throughout this process, we will continue to supply politicians with the necessary information to be able to ask pertinent questions and highlight some of the poor communication and lack of [or incorrect] information being given to schools. When appropriate we will also discuss issues with the media to gain exposure and highlight our case. Next the B.O.T is able to appoint a facilitator to help with this consultation process. This is to be paid for by the Ministry. Their job will be to guide us in the process.

Next Tuesday I will attend a meeting for all principals 'in acknowledgement of the stress colleagues are under and the complexity of tasks ahead'. This is run by the Christchurch Principals Association and is going to look at collegial support, other supports and actions that can be undertaken for principals etc during this school closure/merger proposal.

The more information or evidence we can collect, from the widest range of sources, the better. If you have some good ideas please pass them on to a B.O.T member or myself.

Now to the school term:

This term we are going to focus on how the sea has been important in creating our identity. We will look at the first waka and the first European ships as well as the cruise ships today.

The children will also look at sea life and the ecosystems they are a part of. We will complete our mural for the swimming pool fence. Our main Peninsula sporting event this term is Athletics Day, in the middle of November. We are booked in for another day sailing and a carver is coming to share his skills with us. Also we will have Pet Day and go on a trip in December.

Monday 22 October is Labour Day.

Friday 16 November is Canterbury Anniversary Day.

Lastly many thanks to all those people who came and supported our market day. The students love this type of feedback – we hope you enjoyed yourself.

Hope the weather improves...



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24 October 2012,

Kia Ora and hi to you all

INFORMATION AROUND OUR SCHOOLS PROPOSED CLOSURE:

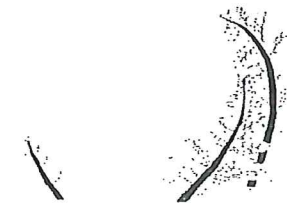
Melanie Riwai-Couch, who has agreed to help facilitate our response to the proposal, met with the B.O.T yesterday to discuss our plan forward. Melanie was a Senior Advisor to the Ministry until Sept 14, at which time she felt so strongly about these closure/merger proposals that she resigned. As she has 5 young children, I am sure she did not make this decision lightly. As she has shown to have a keen sense of justice and moral conscience, coupled with the fact that she understands the way the Ministry works, [and she comes over to camp here with her family in the holiday break] made her an easy choice for us to work with.

During the course of the day we have set the following things in motion.

1. We have contracted someone to do a phone survey of our community, and the surrounding wider community asking a few questions about your thoughts and ideas on the proposal. This survey will take about 10 – 15 minutes of your time and the responses will be collated and form a part of our overall response to the Minister. This will take place within the next few days. We need to show we have strong support for our school's continuing existence.
2. Alongside that a ¼ page advertisement will run in the Press next Wednesday asking people to fill out a simple form to show their support for Okains Bay School remaining open. Please encourage everyone you know to fill this out and send it to us. We need to show we have support from the wider Canterbury region as well as our own community.

As with all schools marked for merger or closure, Hekia Parata is visiting us for an hour on Friday November 9 from 7 p.m to 8 p.m. It is important that everyone turns up for this meeting as this is the one visible way we can show Hekia that our community is concerned. We would like to meet with the community next Wednesday at 7 p.m to discuss the best way to approach this meeting with Hekia and if you agree, mandate our principles – the very things that we will not compromise on. We have also, with Melanie's input, come up with some viable options for remaining as a school.

This is a very hurried process that we are required to take part in. I apologise for the urgency in which we are having to consult, but unfortunately for us timing is out of our hands. I believe we owe it to our children, but also to the community as a whole, to stand strong and not just roll over and accept what is being dished up as education



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1 November 2012

Kia Ora and hi to all

Just an update into where we are at in regard to our proposed closure. As you are probably aware an advertisement went in yesterdays Press asking for people to fill in the form and sign to show their support for our continuation. Thank you to all those people who have encouraged others to fill these forms out - that is excellent. Of the forms that have come in so far not one person has been able to identify any opportunity around belonging to Akaroa Area School.

At the same time a phone survey is being conducted to find out people's ideas around this proposal. This is to show the support we have in the greater Christchurch area and therefore our value to the wider community.

We met last night to discuss our key principals and concerns in regard to this proposal. I have outlined these below for your information.

Principles:

1. That the welfare and education of children from Okains Bay needs to be paramount to informing any decision.
2. The Okains Bay Community need to have an equitable say in decisions impacting on their children's education including what is taught, how it is taught and where it is taught.
3. The unique value of Okains Bay as a site of environmental and cultural significance needs to be protected and enhanced. Decisions relating to the school need to be considered in light of the possible negative or positive impact on the ongoing viability and sustenance of that community.
4. Opportunities for growth and supporting families need to be considered including the establishment of ECE provision in Okains Bay and how Okains Bay can be an option for quality education for students from neighbouring communities.
5. Okains Bay School is willing to work collaboratively with neighbouring schools on initiatives and events of common interest as is the current practice. We do not however, cede our independence and identity.

The concerns put forward were:

1. Negative impact on the Okains Bay community and economy
2. Reduced opportunities for parents to be involved with Governance decision making for their children's schooling

Communication from whanau / community

College of Arts

School of Social and Political Sciences: Anthropology

Tel: +64 3 3642 976, Fax: +64 364 2977

21 October 2012

The Principal and Board of Trustees
Okains Bay School
Okains Bay

Dear Principal and Board of Trustees

It is my understanding that the recent government announcement about the consolidation and re-organisation of schools in the Christchurch area will result in some rural schools being closed, including the Okains Bay School.

As someone who is familiar with the Okains Bay community, due to the research that I conducted there on Waitangi Day from 2000 to 2007, I feel that I must comment on the possibility of the Okains Bay School being closed. I think that it would be tragic for the Okains community if this were to happen.

It is fair to say that the School in Okains Bay is the heart of the community that lives there. Closure of the school will impact on the community in extremely negative ways. In fact, it is likely that if the school is closed, people will be forced to leave the area and the very existence of the Okains Bay community as a typically close knit rural New Zealand community will be at stake. This closure will mean nothing less than an attack on the lifestyle and culture of rural New Zealand. Is this what the Minister of Education wants?

The Okains Bay community is famous in the Canterbury area and beyond for the close links that it has with the Maori community associated with Port Levy. These links are manifested every year in the Waitangi Day event that they organise jointly, and which takes place at Okains Bay. This is one of the few examples, if not the only example, of Maori and Pakeha working in unity in a rural area to uphold one of the cornerstones of New Zealand's identity, namely the Treaty of Waitangi. Thousands of people descend on Okains Bay every year to witness this unique event. The significance of this event is documented in detail in my recently published book, *National days and the politics of local and indigenous identities in Australia and New Zealand*. (Carolina Academic Press, 2012). If the Okains Bay community is destroyed due to the closure of the school, it is unlikely that this Waitangi Day event will continue. Here too the school closure can be seen as nothing less than an attack on New Zealand's identity and culture.

For these reasons that go far beyond mere economic or organisational considerations, the Okains Bay School should not be closed. Instead, it should receive more support than it presently does from the present government.

Yours sincerely

Associate Professor Patrick McAllister

University of Canterbury Private Bag 4800, Christchurch 8020, New Zealand. www.canterbury.ac.nz



Contest and co-operation in a local commemoration of nation: New Zealand's Waitangi Day

Patrick McAllister

Patrick McAllister

Associate Professor in Anthropology, University of Canterbury, Christchurch

Email: patrick.mcallister@canterbury.ac.nz

Introduction

New Zealand's national day, Waitangi Day, is commemorated on 6 February each year at Waitangi in the Bay of Islands, where the Treaty was signed in 1840. The commemoration provides an occasion for the Treaty partners to come together to reaffirm their commitment to the Treaty and to their common citizenship. However, almost every year the day is marked by controversy and contest, as Maori take the opportunity to protest at the Crown's failure to live up to its Treaty obligations while others assert claims to Maori sovereignty. In this sense the Treaty remains controversial, not yet settled, a document that is continually negotiated and in process (McAllister 2007).

By contrast, an annual local commemoration of the Treaty on the South Island, at Okains Bay near Christchurch, appears to proceed in an uncontroversial and harmonious manner, and to be marked by unity, cooperation and equality between Maori and Pakeha. Current Treaty issues are seldom mentioned there and the organisers try to keep the event 'non-political'. On closer examination, however, this event is marked by a variety of historical and contemporary challenges. This article explores the nature of this commemoration and its implications for those involved, and examines some of the tensions, negotiations and compromises that surround it.

Okains Bay

Okains Bay is a rural settlement of around 30 families (almost all Pakeha) some 90 km from Christchurch on Banks Peninsula. Waitangi Day is commemorated there annually in a series of activities that take place in and around the local Museum, called the Okains Bay Maori and Colonial Museum. The event mirrors the national commemoration in a number of ways. There is a flag-raising, with the navy in attendance, and a formal hui (gathering) at which the governor-general's representative, other dignitaries and visitors are welcomed. The thousands of people who attend, including tourists, pay an entrance fee to the Museum. They observe the formalities at the hui then amble around the Museum grounds viewing the displays. Later they participate in a variety of 'family fun' activities on the grounds adjoining the museum. Food is provided by means of a large hangi as

well as by a variety of other vendors.

But this similarity to the national Waitangi Day event masks a number of important differences. One of these lies in the role of the Museum as co-ordinating body. The Museum was founded by a local Pakeha farmer, Murray Thacker, a dynamic and controversial figure whose ancestors came to Okains in 1856. Murray developed a passion for Maori history and culture (and for collecting) as a boy, and later excavated local Maori sites. He also acquired collections from others and repatriated important artefacts from overseas. By the early 1960s he had built up a large collection of Maori as well as 'colonial' artefacts - old farm machinery and suchlike - reflecting the history of settlement on the Peninsula.

In 1968, to house his collection, Murray bought the Bay's cheese factory which had ceased operations and turned it into a museum, which was established as a Public Trust in 1977. The Board of Trustees includes a representative from the Ngai Tahu tribal council, Te Runanga o te Ngai Tahu (TRONT). One of its runanga, Koukourarata (Port Levy), is also represented on the Museum Board. In 1976 Murray, in collaboration with senior members of Ngai Tahu, decided to hold a Waitangi Day commemoration at the Museum and the 6 February has been marked in this way every year since then.

A bi-cultural agenda

This decision was motivated by a number of things. The Museum policy, manifested in its name, its organisation, and in its displays, is explicitly bi-cultural. Apart from the Maori artefacts and Maori buildings (a store house and a meeting house) there are a variety of antique buildings and artefacts associated with European settlement - a blacksmith's shop, a pioneer cottage, and so on. The message conveyed by "the politics of exhibiting" here (McLean 2008: 286) is that both Maori and Pakeha have longstanding ties to the land, that they had similar concerns, such as subsistence and shelter, and that they interacted in a variety of ways. The Museum displays thus presents a picture of the imagined community and its history that is also constructed and reinforced every Waitangi Day.

Members of the Koukourarata runanga and other Ngai Tahu share responsibility with the Museum for the organisation of the day, and in particular for the formalities of the hui and powhiri (formal welcome) and the preparation of the hangi. The programme that they design affirms the significance of the Treaty as the nation's founding document in which Maori and Pakeha have an equal partnership.

People and places

It is not clear where the name Okains originates from, but the Maori name for the area, Kawatea, dates back to the late 1600s and is associated with the origins on Ngai Tahu; it is also the name of a small bay (called Little Okains by Pakeha) at which Maori settlers to the area arrived from the Eastern North Island, led by the warrior, Moki, and who later absorbed the existing inhabitants. Due to internecine warfare and then raiders from the North, Ngai Tahu sub-tribes on the Peninsula were decimated in the 1820s and 30s, and the Kawatea/Okains area was probably unoccupied when the Treaty was signed in 1840. The main Ngai Tahu settlement on Banks Peninsula at the time was at Koukourarata. Nevertheless Okains was an important mahinga kai (food gathering place) and probably hosted temporary, seasonal camps. It was (and is) associated with Koukourarata because it falls within its general territorial area (rohe). But Koukourarata people have close kinship ties with other local runanga, so Okains is also part of the traditional territory of Ngai Tahu as a whole.

After colonisation in the 1840s, Maori on the peninsula lost most of their land when Commissioner Mantell, acting under instructions from Governor George Grey, to "carry things with a high hand", forcibly purchased it for the Crown, and allowed Maori three small reserves, including 300 hectares at Port Levy (Koukourarata) (Evison 1988). Mantell's purchase was known as the Koukourarata block, and it was handed to the Canterbury Association to sell off to white settlers. The first of these bought land in 1850, and others followed throughout the 1850s and 60s (Hay 1990, Okains Bay 1997). Murray Thacker's ancestor (his FFFF), J E E J Thacker arrived in Okains in 1856 and became a large landowner and timber merchant, and his sons and grandsons became successful farmers. Since the 1970s, however, the area has been experiencing a population decline due to various factors, much to the concern of remaining residents, whose numbers have dwindled to about 13000.

This background illustrates why people from both Okains and Koukourarata (and Ngai Tahu more generally) have an interest in the area. Okains residents have a strong attachment to the land and wish to secure the future of the Bay as a viable rural community through encouraging tourism and other developments. This concern is shared by former residents, and by kin and other close associates of present residents, who make up part of the large volunteer workforce required to stage the various events that make up Waitangi Day every year. From the Museum's point of view, Waitangi Day is also important as a revenue earner.

While the museum may well be, for some, "a potent force for engendering respect for difference in identities" (McLean 2008: 283) for others it is not. Among the factors motivating Pakeha participants in Waitangi Day at Okains (apart from the benefits it brings to the Bay) is a basic sympathy towards the Maori cause, a recognition that Maori were deprived of their rights in the Bay, and a desire to restore a Maori presence there. Some Okains Pakeha residents do not share this

stance, stay well away on Waitangi Day, and prefer not to associate with the Museum. Negotiations with members of this group have to be conducted on certain issues affecting the Museum and its relationship with Maori (see below).

Among Maori, too, there are differences of opinion. Although some senior members of Ngai Tahu played a vital role in the initiation of a Waitangi Day event at Okains, there is ambivalence and scepticism within the tribe, and many do not participate. Ngai Tahu as a corporation and legal entity does not officially support it, though certain prominent members of the tribe (as well as those from Koukourarata) continue to play a leading role on the day. And in the 1980s, when there was something of a stand-off between Ngai Tahu and the Crown on the question of the Treaty claim settlement, there were vigorous protests against the Waitangi Day event at Okains by both Maori and other activists. Some Ngai Tahu do not attend because they associate the Okains event with Pakeha or Museum interests. Some are ambivalent about the morality of the Museum's 'ownership' of Maori artefacts (taonga). Others feel that the entrance fee prevents it from being a fully public commemoration, and the fact that this fee accrues to the Museum along with the takings from the sale of hangi meals (prepared, cooked and distributed by Koukourarata people) indicates to them that it is designed with the financial welfare of the Museum in mind. Some stay away because they feel they cannot support a show of partnership and equality when there are still so many Treaty issues outstanding, and while Maori are still in a socially disadvantaged position nationally. Another probable reason is that as a tribe, Ngai Tahu has some internal divisions that have historical roots (Evison 1993), and there are tensions between Koukourarata and other runanga that may be traced to this. The tribe as a whole also has its own annual commemoration of the Treaty, which some feel should have priority. This rotates among three sites, the closest to Okains being at Onuku on the opposite side of Banks Peninsula. When it takes place at Onuku, Koukourarata people first go to Okains and on to Onuku later.

However, Koukourarata Maori and Okains Pakeha have a number of things in common which account, I think, for their common participation in Waitangi Day. As indicated above, their histories are intertwined, and both are settlers to the area, though 250 years apart. Both have a strong attachment to Okains as a place associated with their ancestors, and to the Peninsula in general. In the Maori case, too, attachment to place is inseparable from genealogical connection. Maori express this in saying "I whakapapa to Koukourarata", meaning "I have an ancestral/ genealogical connection to Koukourarata". To Maori, the ancestors are extremely important and influential in their lives. The link to the land is a spiritual link, and this is expressed in relation to Koukourarata as ancestral home. The association with place is extremely strong and is tied up with genealogy and hapu (sub-tribal) identity. Koukourarata, in the words of a PhD graduate who was associated with it, "is a major factor in the formation and retention of our identity", our "central reality" (Ramsden 2002).

And because Okains is part of Koukourarata's area, they have an ancestral connection to it as well. This joint interest in and ties to place, and the Koukourarata claim to Okains land, are acted out through the hui on Waitangi Day.

But it was not always like this. Since the establishment of the Waitangi Tribunal and the process of Treaty claims in the late 1970s, together with the formalisation of Maori groups in terms of Tribal councils, identification between particular hapu and iwi groups and specific areas of land has grown, and membership of runanga has become important, strengthening ties between people associated with the same ancestral area and ties between people and land. Koukourarata people speak of this process as one of "coming home".

Under the settlement between Ngai Tahu and the Crown in 1998, in terms of the Treaty, areas of land on the South Island were returned to the tribe and an amount of \$170 million agreed on as compensation for losses resulting from Treaty breaches. Although only a small amount of Crown land in Okains was returned to Maori ownership (the 37.5 acre public Reserve along the river banks and at the beach) this was enough to make explicit the historical claim that Koukourarata has to the Bay. The continued involvement of Koukourarata people with the Waitangi Day commemoration is an annual reminder that this is part of their rohe (territory), and that they are in the process, as they put it, of re-establishing their mana (authority, power, status) in the Bay. Perhaps an additional factor is that part of the Reserve near the beach is leased out as a popular camping area, bringing in considerable revenue to the leaseholder. This is an arrangement that the runanga may have a claim to in the future, so it is as well to keep the fire (ahi ka) burning in the Bay, as they say. Prior to the Ngai Tahu settlement, Koukourarata runanga's support for the Okains Bay Waitangi Day event was not very strong.

In fact, under the settlement with Ngai Tahu the Crown land returned to Maori ownership was administered by the local authority, Banks Peninsula District Council, which fulfilled this function through the Okains Bay Reserve Board, which included some who were not sympathetic to the Maori or Museum causes. Lacking any real voice on the Reserve Board (although they have a representative on it), the Koukourarata tie to Okains is acted out on Waitangi Day through their organisation and control of the hui. The people of Koukourarata are associated with the Tutehuarewa marae, their home marae, but they also have turangawaewae (standing place/rights) at other peninsula marae to which they are linked genealogically. So with the constitution of a marae in the museum grounds on Waitangi Day, they have a strong claim to turangawaewae there; they are tangata whenua there, the original inhabitants. On Waitangi Day they claim this right and display it publicly, while at the same time reinforcing the relationship with their Treaty partners in the interests of local and national unity.

On Waitangi Day at Okain's, Ngai Tahu elders (kaumatua) occupy the marae (including the front row of seats on the pae pae) together with representatives of the Museum and Okains Bay. The hui, taking the form of a ritual of encounter with all its elements (see Salmond 1989) involves the welcoming of visitors (manuhiri), including the Governor General's representative, onto the marae by the hosts – constituted as a group by both Maori and Pakeha. A challenge (wero) is provided by 'warriors' from the Koukourarata cultural group, who also perform haka to welcome the visitors. Speeches by Maori elders are followed by supporting songs (waita) and haka from their cultural group, followed by speeches by the governor-general's representative and the local mayors, who thus help to authorise the event, with supporting songs provided by Pakeha. So the structure of the meeting echoes the structure of the Museum and its message and helps to constitute both in bi-cultural terms.

These events and their recent historical context have to some extent transformed both Okains and Koukourarata, linked them to each other and also to the national discourse around the Treaty, constructing a new narrative of place. Staging a Waitangi Day event at the Museum in collaboration with Ngai Tahu changed the nature of Okains as a place by introducing a bicultural national discourse into a local settler space, redefining it and giving it a new identity. The Ngai Tahu settlement confirmed this change and gave it a legal status, transforming the experience of place for both locals and outsiders. Waitangi Day at Okains has also helped to provide Koukourarata people with a sense of identity and community and to reinforce their links with each other. Many of those who participate at Okains as tangata whenua are kin. The cultural group that provides the warriors for the wero and the songs and dances that provide support for the speakers is from Koukourarata. I was told by a senior member of the Koukouratata runanga that most of its members are kin, and that the occasion afforded by Waitangi Day at Okains was one of the things keeping the cultural group active.

This construction of place and of the nature of the bi-cultural relationship to which it is linked is continuously evolving. The Museum Board strives to have something new on show each Waitangi Day, as a mark of progress and development, at which this narrative is repeated and extended. In 2007 this was an event rather than a new display or building, one that demonstrates how the meaning of Okains as a place and its relationship with Ngai Tahu is constantly being transformed through the activities associated with Waitangi Day, and how this meaning is continually authorised in various ways. On this occasion Murray Thacker formally announced that part of his farm, 20 ha of beachfront at Kawatea Bay and adjoining bush, was being placed under a covenant in order to preserve it in perpetuity in the interests of Okains Bay, Ngai Tahu and the nation. The covenant would be signed that day. The announcement was made at the hui, which was attended by Sir Brian

Lochore, former All Black captain and Chair of the Queen Elizabeth II National Trust, which helps landowners to establish such covenants, as well as by Mark Solomon, kaiwhakahaere (elected chairman) of TRONT, who signed the covenant on behalf of the tribe. The significance of this site lies in its association with the origins of Ngai Tahu (see above).

Some tensions and ambiguities

As indicated earlier, however, certain tensions and ambiguities remain. One illustration of these is in the two large Maori war canoes (waka) which the Museum houses, which are launched each Waitangi Day (weather and tides permitting) and paddled up the river watched by crowds of spectators. The larger of the two is identified as the Ngai Tahu waka - its name is Kotuku Mairangi. It was built in the late 1980s by senior Ngai Tahu, working on the project at Okains Bay. Murray provided the totara log, accommodated them and assisted them, but there was a problem with it once completed; it was unstable and capsized easily. Murray then took on the onerous task of making it seaworthy, cut it in half lengthways, and built in an additional 60 cm wide strip into its 19 metre length, increasing its overall width to 1.5 meters, a mammoth undertaking that took him nine years. It was then formally handed over to TRONT. However, by agreement it is kept under shelter and maintained at the Museum, although it is Murray in his personal capacity who is responsible for it, not the Museum Board. It is available for use by Ngai Tahu runanga for ceremonial or other occasions, by arrangement with Murray, but it has to be at Okains on Waitangi Day. So although the waka is seen as the tribe's cultural property, it is subject to an agreement that means that it is housed at Okains (in the Museum) and used there on Waitangi Day. Interestingly, the uncertainty and confusion that surrounds this arrangement helps to keep the link between the Museum and Ngai Tahu alive and is in keeping with the nature of the Treaty itself as an ongoing process of negotiation (McAllister 2007).

The uncertain status of the Ngai Tahu waka was also manifested in the question of a new shed planned to house it. In 2002 the Museum proposed that a shed be constructed on the Reserve near the river for ease of launching the two waka. The Koukourarata runanga agreed. This was followed by a series of negotiations between the Museum, the Reserve Board, TRONT and the runanga that went on for a number of years, through which certain differences became apparent. Discussions included the question of where exactly and by whom the shed should be built, how it should be designed and, most importantly, who would pay for it. Some on the Museum Board felt that it should be financed by Ngai Tahu because if the Museum raised the money for it there would be ambiguity over who owned the shed, since it was on Ngai Tahu land. At different times in this drawn out process it seemed that some funding would be available from Ngai Tahu and/or the Koukourarata runanga. At one point it was said that Ngai Tahu had made a substantial amount

available but that it had not been uplifted so the offer had lapsed. In the end Koukourarata was able to make some money available for the shed but the bulk of the funding came from the Museum itself, with materials supplied by Murray and labour contributed by people connected to the Museum. Some on the Museum Board were disappointed that more funds had not been forthcoming from the tribe, since it indicated a reluctance on the part of Maori to become fully involved.

Although the proposed waka shed site was on Ngai Tahu land, the Okains Bay Reserve at the time was administered by a largely conservative Reserve Board, which was concerned particularly with the issue of where exactly the shed should be placed. To some on the Board the shed was going to be too close to the Okains Bay Community Hall, also situated on the Reserve. It was also seen as being too big, detracting from the overall appearance of the area. It took a long time and a number of meetings before the Reserve Board agreed to the design and location of the shed. Here the existing divisions between pro-Museum people and others in the local community were again apparent.

Indirectly connected with this was also another matter – the placement of a new footbridge across the river, funding for which had been secured by the Okains Bay River Enhancement Committee. This committee was charged with the conservation and rehabilitation of the river frontage at Okains, which was seen as a potential tourist draw-card as well as an important area for Waitangi Day events. An old footbridge across the river at the point where the waka were normally berthed after their trip up the river on Waitangi Day, was rickety and dangerous, and it impeded the movement and use of the waka at that point. The construction of the new bridge required the permission of the Reserve Board, and it was reluctant to grant it, arguing that the bridge should be built in the same position as the older one, while the Enhancement Committee (on which the Museum had a representative) wanted to build it further inland, where it would be less costly (because of a shortened span) and out of the way of the waka on Waitangi Day. The stand-off was finally resolved only by calling a public meeting under the auspices of the Banks Peninsula District Council, at which a vote was taken indicating that the majority favoured the upper, cheaper site, away from the proposed waka shed.

Conclusion

What the tensions and divergences of opinion concerning issues such as the Ngai Tahu waka, the shed and the bridge indicate is not that there are intractable conflicts and differences between the two parties that organise and participate in Waitangi Day each year, but rather that Maori and Pakeha are able to continue to collaborate in this way despite the occasional problems that arise, and that most of these ultimately get solved in one way or another. And in this respect, although Waitangi Day at Okains does not suffer from the annual protests and political tensions that

are expressed at Waitangi itself, the process of the on going and successful co-operation nevertheless mirrors the nature of the relationship between Maori and Pakeha at the national level, and the nature of the Treaty itself which, as I have argued elsewhere (McAllister 2007), is not a final agreement but a basis for continuing interaction and compromise.

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12th November 2012

Hon Hekia Parata, Minister of Education

Dear Mrs Parata

We wish to make the following submission in regard to the proposed closure of Okains Bay School outlined in the document "Opportunities Plus Innovation for Educational Renewal in Greater Christchurch."

At a recent Board meeting of the Okains Bay Maori and Colonial Museum a discussion was held with regard to the educational review that is underway in greater Christchurch and the proposed outcomes for Okains Bay School.

The Okains Bay Maori and Colonial Museum has been identified as a very special place and has just recently won a Canterbury Heritage Award which recognizes excellence in heritage retention and conservation, heritage tourism and heritage education within the public and private sector. The Judges' Citation reads – "The Museum complex at Okains Bay presents a unique bi-cultural heritage destination in Canterbury...The Judges considered it an outstanding heritage destination".

The Museum has displays that vividly convey the stories of early Maori and Pakeha life through its impressive collections which include items from the Banks Peninsula area associated with whaling, farming and colonial rural life and a taonga Maori collection that rivals those of New Zealand's larger metropolitan museums.

The School is an important part of everyday life in Okains Bay and is integral to the Okains Bay Museum and the programmes it provides to international and national visitors.

With the unavailability of Lyttelton Harbour to cruise ships during the Summer tourist season, Akaroa has become the stopover for the Canterbury area and has proved so popular that in one year has become the third most popular port of call in all of Australasia for cruise ships. The Museum is one of the destinations on offer to the 80 Cruise Ships coming to Akaroa this season and the children are an important part of the powhiri to welcome visitors to the Museum. This not only provides the

visitors with an authentic cultural experience but the interaction with visitors from around the world provides the children with enriching experiences not possible within the confines of the classroom.

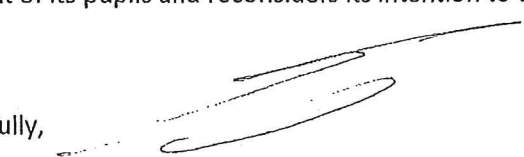
Over recent years an increasing number of school children are visiting the Museum to take part in the Education Programmes offered by the Museum which involves the children of Okains Bay School. The children of the school play a critical role supporting the Museum in providing Educational Programmes based on giving children from other Canterbury schools an understanding of what life was like in Maori and Colonial times.

The school was also heavily involved with the Museum for a year to produce a high quality hour long DVD – “Paradise on the Peninsula” - which outlines the history of Okains Bay, the importance of the school to the community from earliest times and the importance of many of the unique buildings that make up this special place. The children also worked with Museum staff to produce a photobooklet – “Snapshots of the Past”. This involved the children researching places and items of importance in Okains Bay. Both of these items are sold at the Museum with funds shared between the school and Museum. As well as providing many life lessons and enhancing their financial literacy, these have proved very popular with International tourists. The students will shortly be involved with the Museum in developing a multimedia guided tour of the Museum involving QR codes. These productions provide the children with a great understanding of the history of their community and school and the importance of each other to the development of Okains Bay. These projects, involving a partnership between the Museum and School, have provided the children with opportunities to enhance their ICT skills and 21st Century learning within “real world” authentic settings, supported by an involved and responsive community.

A very special working partnership extends to the way the whole community supports the Okains Bay School to raise the profile of the importance of things Maori – the signing of the Treaty of Waitangi and the significance of Okains Bay and the partnerships that were envisaged in the signing of the Treaty. This partnership is demonstrated every year on Waitangi Day where the celebrations, involving Maori and Colonial, are the longest continual celebration of Waitangi Day in the South Island.

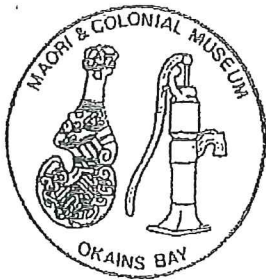
The Okains Bay Maori and Colonial Museum Board of Trustees is deeply concerned as to the effect the loss of Okains Bay School would have on the community and Museum and requests the Ministry of Education identifies the special nature of the Okains Bay School and community to the learning environment of its pupils and reconsiders its intention to close the school.

Yours faithfully,



Nigel Hampton OBE, QC

Acting Chairman Okains Bay Maori and Colonial Museum



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1154 Okains Bay Road
Okains Bay
Banks Peninsula 7583
Monday 5th November 2012
Phone 03 304 7303

To Mrs Hekia Parata,

I am writing on behalf of the Okains Bay Maori and Colonial Museum, to inform you of the intrinsic and invaluable relationship we have with the students of Okains Bay school.

During the cruise ship season we have a Maori Experience Tour, where our visitors are welcomed onto the marae at the museum, by the local school children. This involves them performing a 'karanga', calling on to the marae, then singing 'waiata' and performing a 'haka'. Then a 'hongi' is followed by a 'hakari' in the café. These have all been learnt at school as part of the curriculum, and the children have been fortunate to have a very solid start in Te Reo and kapa haka.

Our children are passionate about their Maori and European heritage and will continue to prosper, as long as they have their own identity!

The feedback from visitors and school groups has been overwhelming! Our children have proven to be very popular and have benefited from meeting people from all over the world. They have improved in their presentation and delivery, and are an integral part of the cultural experience we offer at the museum. The tours have brought much needed funding to the museum, \$22,000 and \$11,000 is due, directly, to the schools' involvement.

We are also having more schools from the Canterbury area, taking part in our 'education programme', which involves a powhiri from Okains Bay School in the morning, and a chance to meet, and socialize with children from different schools and areas. These school programmes are proving very popular, and are steadily growing, with the chance to learn new skills and experience cultural differences. This year has seen several thousand dollars, from education groups.

On Waitangi Day, the children are also involved in the celebrations, here at the museum, either singing or performing, for our multitude of visitors.

Okains Bay School, and the Okains Bay Maori and Colonial Museum, have worked hard to consolidate a close and meaningful relationship, with their rohe, Koukourarata, and the immediate community. It would cause irreparable damage to all concerned; if Okains Bay School were to lose its identity and be closed or merged with Akaroa school, another rohe, altogether.

If the school closes, the Okains Bay General Store (1874) would close, The Okains Bay Camping Ground would suffer and the community would die off. This has happened in the other outer Bays, and Okains Bay School is the last one on the Eastern side of Banks Peninsula, representing Koukourarata.

For the good of all, please keep our school open, for the children of the area to continue to prosper and partake in their Maori and Colonial heritage.

Yours faithfully

Sharon Henderson,
Custodian, Okains Bay Maori and Colonial Museum.

PO Box 345
Christchurch 8140

31 October 2012

To whom it may concern

Okains Bay School has been part of the **Enviroschools Programme** since early 2009 achieving a bronze award in 2010. This award acknowledges their commitment to creating a more sustainable school community.

The school brings the Okains Bay community together through participating in sustainable action that benefits the wider school community.

Students designed and built a sustainable hut as part of the Enviroschools Eco Hut Challenge. This challenge required students to learn about the principles of sustainable design and to draw on knowledge from their school community asking for resources, skill and expertise.

Okains Bay School is always willing to give students the opportunity to learn more about the unique environment in which they live. They have participated in Enviroschools workshops learning alongside other Enviroschool students, teachers and parents. This year they participated in a biodiversity workshop at Hinewai Reserve and last year explored the rocky shore of Duvauchelle beach.

With the parent community they have developed a community vegetable garden and are currently rearing calves, practices which contribute to building a more resilient sustainable community.

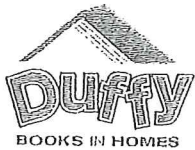
Okains Bay School is at the centre of the community and contributes so much that is difficult to measure in terms of a cost benefit analysis. Closing would be an immeasurable loss to the students and community and wider network of Enviroschools.

Yours sincerely



Andrea Taylor
Enviroschools Canterbury Regional Coordinator





1 November 2012

To Whom It May Concern:

I am happy to write this letter of recommendation for Okains Bay School.

The school has participated in the Duffy Books in Homes programme since 2006 and continues to be one of our many valued schools around New Zealand.

Our Regional Representatives visit the school on an annual basis and their reports to date are consistently positive both about the way in which the school participates in the programme and its place in the community.

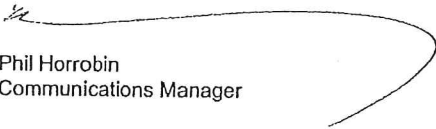
Comments from our Regional Representatives' reports include:

There is a lot of parental engagement when asked for as it is such a small community that everyone knows everyone.

Very small school with a wide range in ages but very happy with the choices of books and delighted to be on the programme. The kids love having the visitors as in Role Models, etc. coming to the school, it makes them feel special.

If you have any queries regarding this letter please do not hesitate to contact me at the address or phone number listed below.

Yours sincerely


Phil Horrobin
Communications Manager

Main Identity

From:
To: <info@okainsbaymuseum.co.nz>
Sent: Monday, 19 November 2012 9:45 p.m.
Subject: Letter in support of Okains Bay School
Hi!

Just a wee note to let you know that I sent a letter to the Minister in support of Okains Bay School

Here it is FYI. Every little bit helps.

Thanks so very much for a wonderful day at the Museum last Tuesday - the kids just loved it, and so did all the parents :-)

All the very best

Letter to the Minister

Dear Ms Parata

My daughter's class went on a camp last week to Okains Bay and we were treated to the most amazing day of Maori culture and colonial history by the staff of the Okains Bay Museum. Before the various activities commenced we were welcomed on at the museum with a fabulous Powhiri by the children of Okains Bay School. While at the museum I learned of the close links between the school and the museum - and how important they are to each other. I also learned about what a close-knit community Okains Bay is - and the integral role played by the school in that community. I was very saddened to hear that Okains Bay School is one of the schools slated for closure in the 'Great Christchurch Schools Shake-up' the Government is currently undertaking.

While one possible proposal is to keep the school open as a sort of 'satellite classroom' of Akaroa Area School it seemed to be the general feeling that Akaroa Area School does not really want the hassle of running this 'satellite classroom' and that within a very short time they would simply close it down and the children at Okains Bay would then be forced to either attend a school out of the bay - or be home-schooled. Either way this proposal strikes a potentially lethal blow at the heart of the unique Okains Bay Community, the Okains Bay Museum and the well-being of the children and the adults of Okains Bay. I am very much hoping that you and your Ministry reconsider your decision to close this important and unique school. Strong healthy communities are more important than saving a few dollars - and you and your government would do well to remember that.

Regards

20/11/2012

Meetings

Meeting – 9 November , 2012

Present:

Principal – MaryClare Kavanagh

Apologies: Board Chair – Robin Burrows

Minister of Education - Hekia Parata

Ministerial Advisor -

Programme Director Education Renewal- Coralanne Child

Ministry of Education Property-

80 parents, staff, students and other community members were present.

Key concerns:

Main concern is how the children are going to cope with travelling and have a sense of belonging. How are they going to have their own sense of identity in the community - a school is an important part of this.

Loss of autonomy and self direction for path of education for this community's children.

When something is working so well, why change it?

What the shape of the Board of Trustees will be, how this community ensures representation.

How would change in governance affect schools?

Is there genuine consultation occurring.

Is there a way in the model that communities retain their independence and uniqueness while sharing resources?

Governance is definitely an issue. Concerned that the spirit of the school will be lost.

Ministers comments:

Thank you to the principals, boards, and teaching staff for the work you have done since the earthquakes to ensure children continue to be able to learn and improve their achievement. We all want the best outcomes for our children, my priority is ensuring we maximize learner's achievement. We want a better education system in Christchurch than we had before the earthquakes.

I want to reinforce that this consultation process is genuine. We have looked at a wide range of factors and come up with a set of proposals that are now before you. But I want to hear your feedback and any proposals your community has.

I would also like to thank parents and members of the community for taking time to come and tell me what your views, issues, and ideas are about the proposals.

MEETING; October 31

Present : Mary Clare , [Okains Bay School Principal]

Purpose of Meeting – for M.O.E to offer support

Discussed proposal as it stands –

When proposing innovations think of hours in the day, days in the year
Where learning lies

Principal asked the advantages of shared governance – M.O.E could not think of any.

Discussed adult education classes in relation to I.C.T.

MEETING : 7 November 8, 2012

Present: Mary Clare , [Okains Bay School Principal]

Purpose – to discuss the data supporting the proposal

Costs of earthquake repairs - \$29,000 already completed.

David delivered all documentation surrounding buildings. None surrounding demographics.

'Buildings are not a factor in this proposal' [M.O.E engineer]

My question was the fact that O.K.Bay School has never had a huge roll and has, throughout its history got down to single digits figures in 1970's why now?
Why is nobody prepared to give information surrounding demographics if this is the rationale behind the decision ?

31 Oct.

Present: B.O.T and Principal, community members

Purpose of meeting:

To discuss how we are consulting with our community, outer bays and greater Christchurch area.

To discuss our concerns as well as opportunities

To discuss our key principles.

To gain a mandate to use these ideas in our response to the minister.

Looked at concerns identified by the B.O.T and discussed these - mandated

Look at our key principles - our bottom line and mandated these. [attached]

Discussed the Minister's visit and our opportunity to communicate clearly our thoughts.

Various community members were approached to ask specific questions.

AGENDA:

What is the purpose of this meeting?

1. To discuss our key principles.
[When agreed on the principles we believe in, move a motion to mandate these and vote.]
2. To consolidate our concerns and confirm these so that the B.O.T can represent our community's ideas fully and correctly
3. To discuss the most effective way to communicate with the Minister.

2. Identify and prioritise our concerns.

3. Alternative proposals.

4. Lastly a member of the Christchurch Principal's Association has offered to attend the Minister's meeting with all schools affected by the proposed closure/merger to ensure that there is consistency and transparency across all meetings. Do we want this?

Meeting : 23 October 2012

Present: B.OT. Principal , facilitator - Melanie Riwai-Couch

Purpose - to discuss our action plan

To come up with a draft idea of our key principles.

To collate our concerns into basic themes

To discuss our methods of consultation

This meeting was for 4 hours. In this time we looked through Melanie's suggested structure for our response and discussed things that were non negotiable. We drafted these into key principles and then collated our community concerns into basic themes. We created a phone survey for consultation purposes and then a newspaper ad to include consultation with the wider Christchurch area.

Meeting 31 October 2012

MEETING ON Tuesday 26 September,
PRESENT; B.O.T, staff, community members
PURPOSE OF THE MEETING: To inform the community of the information we had received from the M.O.E and to discuss our initial thoughts.

Principal and Board Chair talked to community about our meeting with M.O.E and other Banks Peninsula Principals and B.O.T Chairs.

Discussed what we could initially investigate in light of this proposal.

and canvas members of Pigeon Bay and Little Akaloa to make comment about the impact of school closure on their community – write them down ask if we can use their name in our response to Minister proposal to close our school.

– talk to Museum Board – get them to write a letter that we can use to put with our letter. Give % of revenue lift in time students have performed at Museum. Write down anecdotal notes of people's comments – date these

- collating information regarding maori perspective on children's schooling.
- pics of road conditions

- reference for advice

economic contribution of Okains Bay in regard to farming

Everybody to think of their concerns and opportunities to be seen in the proposal.

MEETING – 24th September AKAROA

Schools Represented: Akaroa, Duvauchelle, Okains, Little River

Key speaker:

also present (Both MoE).

IZEI.

Introduction: Key speakers of the meeting introduced:–

Cheryl thanked everyone for coming and outlined the purpose of the meeting.

PURPOSE:

To discuss our Akaroa cluster.

TASK: putting the cluster together.

Boundaries may be new, but not to the Ministry, based on mesh blocks. Natural geographical clusters.

Akaroa cluster is in the "Consolidate" category, the other two categories are "Restore" and "Rejuvenate".

Discussion

Clarification of the purpose was sought – the meeting was informed it was to hear about working together as a cluster to ensure that there is some access and equity across the cluster. That is – to look at what education provision there is in Akaroa cluster, what they would like it to look like and to work together in putting together a plan for this.

As the schools already work together – it would not be a large change. Schools across greater Christchurch have all been placed in clusters.

The MoE can provide a facilitator to assist the process and information if required.

The meeting asked about what has been proposed for Akaroa schools and were informed that Duvauchelles and Okains Bay are proposed to be closed. The proposal is that the school sites remain and become a hub of Akaroa Area School. Schooling would remain on the current sites but learners would be enrolled at the area school.

These are proposals only.

Wheelchair access was an issue at the venue today – the MoE has noted this.

How the proposals would contribute to meeting the needs of special education, lower Socioeconomic and Mori was also raised.

The meeting was referred to the "Catalyst for Change" document in their packs – for Akaroa, the issues buildings and people.

Issues with validity of the data provided was also raised (especially the roll decline information). The data has been based on the March roll returns as the July data is not yet verified so this can't be in the public forum. The MoE is aware that some of this data may have changed. The MoE is also working to correct data that is incorrect.

Some of the property data appears to be not correct. Sometimes with the building inspections process, it might be as one building, but they count it as two buildings.

There was concern expressed about needing to response to the proposals at the same time as working with others to develop the cluster plan.

The MoE acknowledged that this is of a concern to people. However, whether the proposal goes ahead or not there is still need to look at the cluster.

The MoE can provide a facilitator to assist the cluster discussions. The facilitator would be independent and from an education background. There are also tools available to support the cluster e.g. format for cluster plan.

In relation to the proposal (for schools to become 'hubs') the question was asked if this is happening elsewhere.) said it is happening in Ashburton and Mount Hutt College. Comment was made on whether this was the same situation.

Discussion continues around the need for more information, what the cluster would be trying to achieve, consultation with communities, benefit of working together as a learning cluster, timeframes, workload for teaching Principals, planning for a community that may not be the same (eg proposals if become decisions change face of the cluster). The question was posed 'how can the schools work better together?'

Suggestions included:

- building on current relationships e.g. Principals work together currently, what about BoTs? How could this be strengthened?
- set up some kind of process and let this feed into the consultation? Sharing of data etc.
- working on the proposals before the cluster plan
- Priority one, is to work together and have a community plan for student learning.
- start initiating to come together as a Board.
- Development of a learning partnership plan
- some sort of alternative Governance structure.
- schools retaining their own communities, but it will be centralised.

noted that these ideas are options, with consultation with the communities it goes into a report and back to the Minister. She handed out the template plan and the goals to provide an idea of what the plan is about.

She reminded them that the MoE could provide an independent facilitator if they think this would be useful. She also emphasised that the schools have proposals for change, no decision has yet been made.

A discussion was held around the timing and process of the Minister's letter. Details of timings would be in the letters when they are received.

The Minister has the ability to say this is the proposal, set the timeframe, and it's usually 4-5 weeks and that is up to the Minister. Once that timeframe is finished, the Minister has the discretion to then make that decision. She could, sit on it for 6 months. When you receive this you can go back, then she will communicate again. She can accept, change her mind, or accept, or give you more time. It is the Minister's decision. Worst case, 4-5 weeks, 28 days only, then decision. Best case, you have the longer than 28 days, if your community comes up with more information that is seen as focusing on those needs.

Copies of documents: template, parameters and timeframes were handed around.

I explained the goals and related these to charter goals – the cluster plan should include commonalities in goals. Information has been provided regarding these and there are some ideas of what they might be.

Some attendees cautioned others about interactions with the media and ensuring schools speak only for themselves.

The schools are still awaiting the formal proposal letters but have already started conversations with their communities.

A discussion followed on where to next. offered to go to any BoT meeting or with the public if they wish. There was a general willingness to maintain individuality of schools but to work collectively.

It was determined that schools would consult with their own boards, and then devise a plan from there. There was also general consensus that timeframes for the proposals and the cluster plan were too short.

The MoE agreed to get back to the cluster re timeframes.

Discussion around what to do next continued.

- We need to make our way forward.
- We need to explore every option available to us.

Cheryl asked for suggestions for alternative venues (wheelchair access friendly) for any future meetings. The Sports ground, or school gymnasium or Onuku marae were all suggested.

Meeting adjourned 10.53am

Due to the lengthy nature of the meeting we have endeavoured to summarise the key points. Please let us know if anything significant has been omitted.

SUMMARY OF MEETING – Ministry of Education - Opportunities plus Innovation

DATE: 20th September, 2012.

TIME: 6-8pm

Key Speaker: Coralanne (CA)

John Clarke – Resourcing Manager is present.

Ministry team are also present.

Agenda: Sharing of information around Mergers and Closures.

Objective: Provide information around Process. Question and answer session.

Attendees were welcomed by Coralanne Child, Programme Manager, Earthquake Recovery.

Discussion opened with a power point presentation conveying information around the consultation process.

This power point introduced basic background on how we got here, the consultation process around the Education Renewal Recovery Programme (including submissions and directions from the community) including a call to make timely decisions.

There was open and frank discussion around the proposals and consultation process under the Education Act.

The Ministry reinforced: No one as of today is in a formal consultation process. Everything that is being discussed today is proposals only.

The proposals are for Boards and Principals to consider. Letter will be received from the Minister advising Boards to enter into formal consultation.

Questions were asked around the delivery of the letters and in particular why they did not accompany the announcement last week and how this will fit with school holidays.

The Ministry advised: A letter signed by the Minister to school boards initiates consultation on the proposals. These letters are expected to be sent within a fortnight and that we are mindful of school holidays. The proposals are proposals.

Questions were asked around dates provided at the announcement around proposed closures and mergers.

The Ministry advised: these are indicative and not a statement of fact. The fact this is a consultation process was reinforced. Formal consultation is left with the community. Board of Trustees will lead the consultation.

Questions were asked around the timeframe for consultation:

The Ministry advised this detail would be included in the Minister's letter and reinforced the board would decide on what formal consultation, meetings, surveys, will occur. There is a range of ways to consult.

The Ministry advised it could consult with other boards, which the Ministry deems to be affected, but acknowledged some boards may consider neighbouring schools a part of their community and consult with them directly. This was a decision for individual boards.

Questions were asked around decision making following consultation.

The Ministry advised the Minister would make the decision. Boards would provide a report confirming the outcome of their consultation to inform this decision.

Concerns were raised that there was a perception consultation had already begun.

The Ministry reinforced consultation only begins on receipt of the Minister's letter. This is the opportunity for boards to engage with their community on the proposal and other options or ideas the board or community wishes to canvass. What is put on the table is a proposal to consult on. Consultation can look at different options. When hearing from the community there could be other options available to be put in report to Ministry.

The Ministry acknowledged while it may sound like a formality, the letter would make it clear that it is "possible closure" and the Minister is asking and requiring boards to consult the community on this. And the Minister needs to follow the process of the Act.

This is consultation on if, not when; a school would close or merge. Decisions can only follow consultation.

The Ministry acknowledged the significance of the word 'consult' and the requirement that this is in line with legal boundaries – specifically those contained within the Education Act.

Nothing has been pre-determined. No decisions have yet been made.

There was a call for reassurance the consultation would be done with integrity. The Ministry provided this assurance and reinforced this is a proposal, not to be predetermined. It is entered into with good faith. Independent facilitators could be engaged to support this.

Further clarification was sought around process. The Ministry confirmed consultation was led by school boards and not the Ministry.

The Ministry undertook to continue to talk with schools and answer questions and provide information as appropriate.

There were questions around whether the social and emotional impact had been factored in with staff under stress and families in crisis, and to what extent had the Ministry looked into these impacts and further impacts.

The Ministry reminded participants of the work of the Wellbeing recovery team the primary schools can access. We are working with the Methodist Mission in partnership to provide support. We are using police statistics, relationship counselling for example and working with the CERA wellbeing team. We continue to monitor and ensure appropriate supports are in place.

Questions were raised around the veracity of some of the data provided around the catalysts for change. People/Land/Buildings.

The Ministry confirmed the roll data was correct as of March 2012. And that ancillary buildings including boilers attached to teaching and learning spaces were counted as separate buildings as an explanation for any differences in the interpretation of numbers of buildings. The Ministry confirmed detailed assessments had been undertaken to inform potential remediation costings and that further investigations were continuing.

The Ministry invited any school with concerns around their buildings or questions around their data to contact either their senior advisor, property advisor or via the call centre – the numbers were provided in the information pack last Thursday

Indicative building costs provided to cluster groups reflect four work programmes; Earthquake damage, weather tightness, Structural, Maintenance issue.

Confirmation around the building act requirements and ministry policies around structural integrity was sought. The Ministry confirmed the building Act requirement is 33% but, because safety is a paramount, the Ministry is striving to ensure all its stock is at 67% of code where practicable. The Ministry would be happy to have follow up conversations around this if principals or board chairs wanted us to.

In response to a question around the review of special education, the District Manager, Special Education, advised no decisions have yet been made but the proposal would provide for an additional 90 service packages for students.

The advice from National Office regarding the likely timeframe for community consultation was that a recommendation would go to the Minister suggesting five to six weeks.

If the Board decides they need more time, or the Minister needs more time, there can be a further 28 day period added. This will be confirmed in the letter from the Minister.

Specific questions relating to the process included

Q: Who is the continuing school, who is the merging school?

A: For some of your situations we have already said which are the continuing schools and the proposal for merger. In other situations, consultation will help to shape this.

Q: So it's not to do with human needs being met? I want this recorded.

A: You received a box about access. This identified (3 kilometre distance etc). I point you in the direction of this sheet. Also Section 156 A of the Education Act. Please refer to this.

A: Yes.

A: The continuing school can only be identified once a site is identified.

A: That's a guideline; the letter will state real facts and timings.

A: This is only an option; the Board could decide a 50/50 combination.

A: Boards would look to have representation across both schools and would expand.

A: No, the letter can't have a date as it's a predetermination. The Minister will not make this decision without consultation. My apologies for any distress any indicative dates are causing. I will go back to my colleagues on this.

I am here to outline the process. It is not until the point of the letter that you will have the clarity that you are seeking (around timeframes).

A: The Minister has said she wishes a fair and reasonable time, and decisions to come after that. At this point she cannot commit to a timeframe. Please appreciate she will be dealing with a lot of reports.

A: The Ministry makes recommendation based on information from communities. The board holds the information, and they consider that in reference to the Act.

A: Detail would need to be worked through with each school.

A: Under the collective, different things apply. Refer to the collective.

One school may continue as the continuing school. With regards to naming, how a school operates is up for discussion.

Q: If say the continuing school Board only co-opts one member, is this an equitable outcome for students of merger school?

A: This is something to work with both Boards on.

A: Third option is, the Minister can get rid of both Boards, s156A (3) Education Act. We need to look at what the best practice is here. And not repeat bad experiences of the past.

Q: So, can a teacher only apply for their past role, or any role?

CA: The board will need to decide what type of teachers will be needed.

CA: NZ STA is available for guidance or advice.

If staff are declared surplus, then a collective agreement will apply. From a financial perspective, the process around closure is straightforward in regards to assets. These can be redistributed by the Ministry.

Q: What about a board school house?

A: If it is considered an asset of the school it can revert to the Ministry.

Q: If the school owns a building on site, then what?

A: If a board owns a site, then payment for that property must go back to a local community trust.

CA: The idea is that assets and liabilities of merging schools are transferred to the continuing school. There is an EDI agreement between merging schools and the MOE and funding to support transitioning students. This is the funding mechanism to support schools.

Q: Do we just let our buildings run down and not invest?

A: Some of these changes could take years especially where we may be looking at a rebuild. We want the environments to be right for our learners. The property team's intention is to re-visit that with you. Contact your Senior Property Advisor.

Attendees were reminded to log any concerns with the Ministry around property and the assessment process.

The Ministry was clear that no planning had begun outside of the rebuild of Halswell and enhanced provision at Pegasus Town and Rolleston which were announced last Thursday. There has been no site acquisition or predetermination of consultation outcomes.

The Ministry reinforced it was open to further conversations and dialogue and the earthquake team along with senior advisors and property advisors were available to answer questions.

The Ministry also undertook to follow up some issues raised around maintenance of infrastructure from individual schools.

An agenda will be provided in advance of next week's cluster meetings.

7.58pm – Meeting adjourned.

Student voice

Workers at the museum
will quit because
their kids will not cope,
and cause the museum
to close.

we won't
be able
to get
sports
stuff
of our choice.

We will have
a smaller community
with not much kids.

we
will have
a smaller
class.

I will
be less fun
if the school
closes

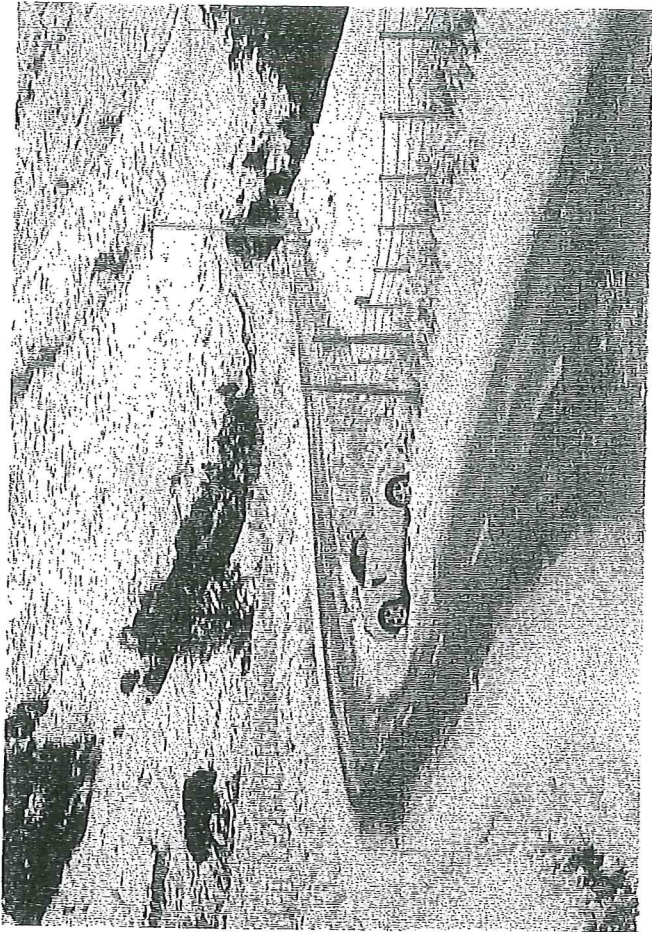
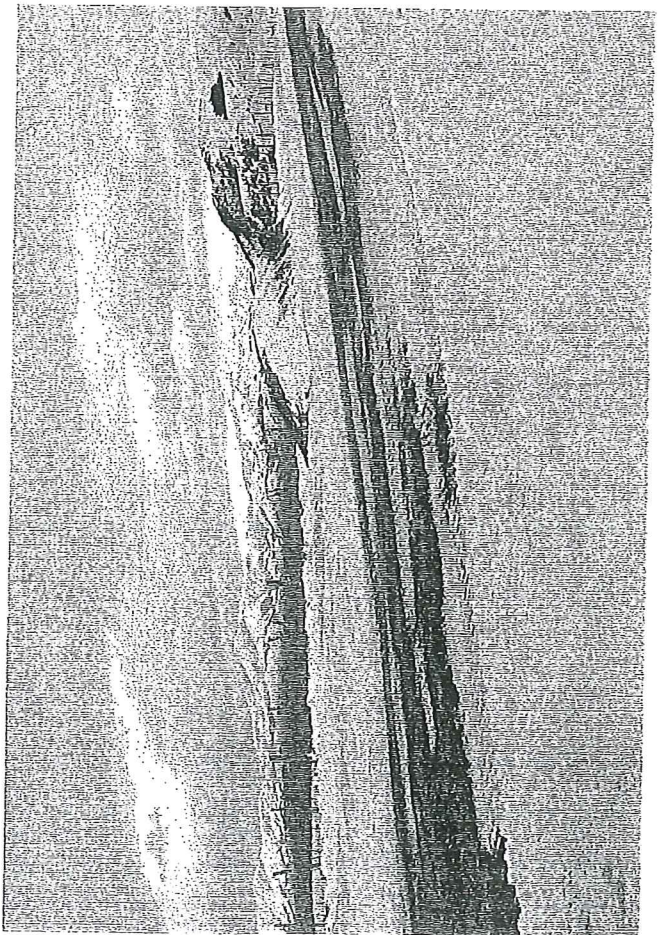
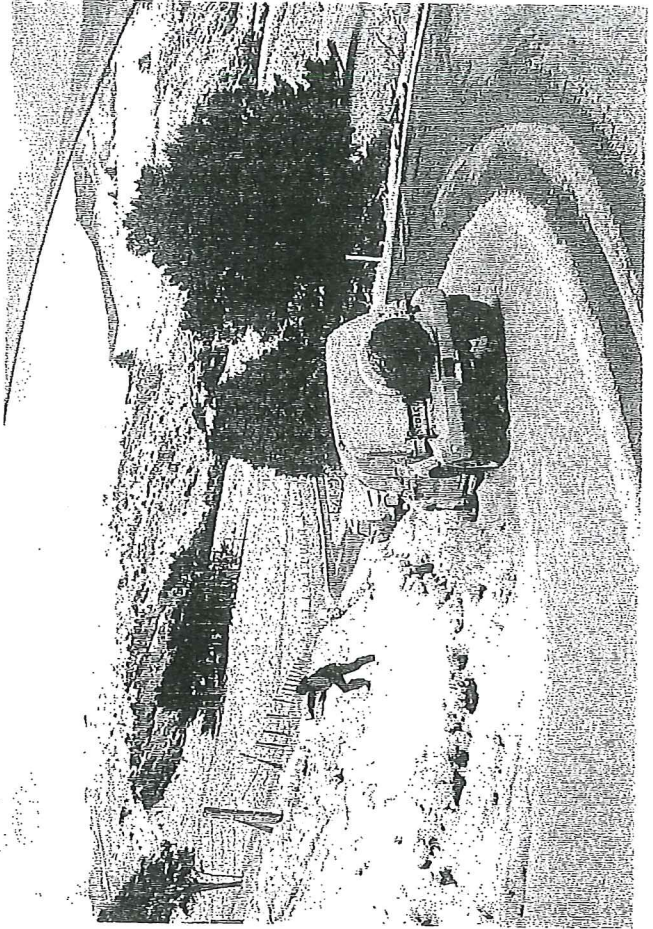
Holly's Concerns:
for
Okapi's Day

we will
hardly know
anyone
in our
school

Family
Kor's family
(age 10)

by Holly
around
age 10

Families could
move, that
makes Okapi's



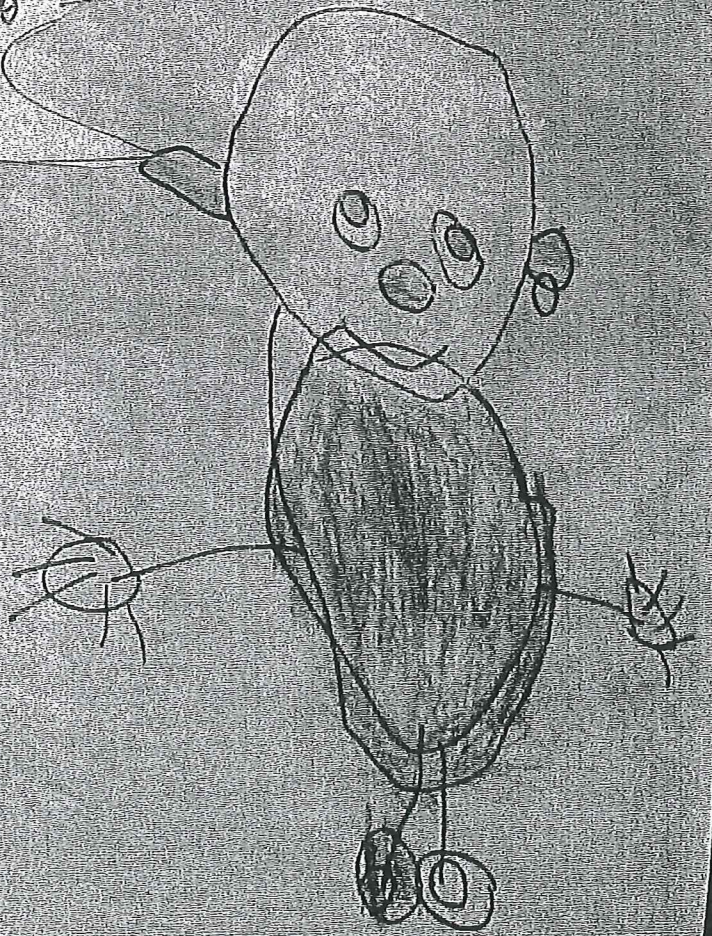
I ^{pp} like looking
 at ^{pp} school
 school

and Elijah:

to Akafon School
 have to get up at 7
 the morning to catch
 the bus

do close the museum shop and the
 will leave and all will be closed
 School means alot to orains bay
 please don't close this
 School

Elijah-Lee Witala
 age 12



Tyler's
Concerns

The Dad is hard and we would
to have two buses.

We would not have
P.E. so we would not get in

for all the things we have to do
we have to do a lot of things
we have to do a lot of things
we have to do a lot of things

we have to do a lot of things
we have to do a lot of things
we have to do a lot of things
we have to do a lot of things

we have to do a lot of things
we have to do a lot of things
we have to do a lot of things
we have to do a lot of things

My Dad is the chair person of the
Board but he will lose his job if you
close all schools.

he will lose his room job
he will lose his room job

If you shut
you will shut down
shut down our country
shut down our country

If you shut all
do the fun stuff we won't be able to

We will not
get the stuff we
need to get the stuff we
need to get the stuff we

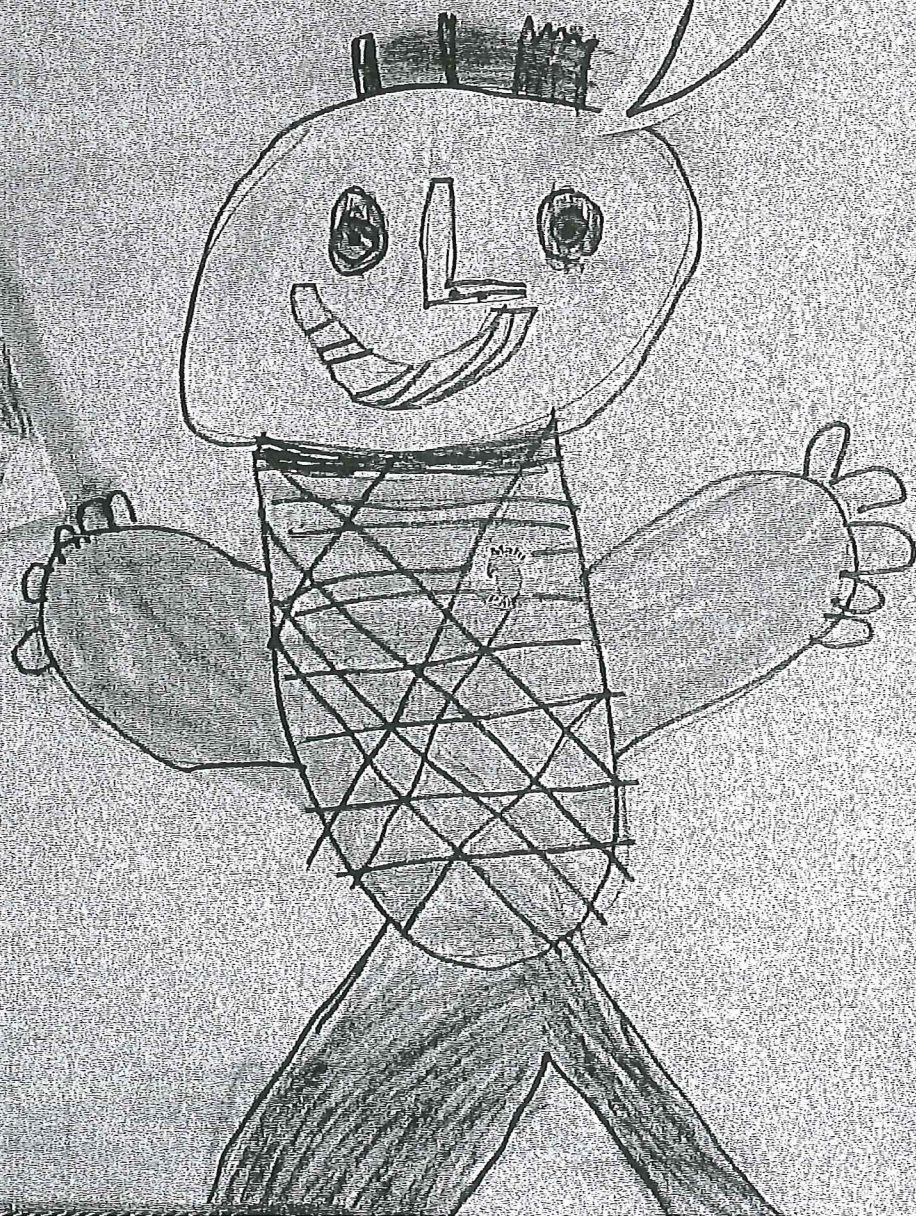
1.

Everyone
will go into
one room.

2. we will learn
different
things.

3. OUR mums
and dads
won't be in
charge.

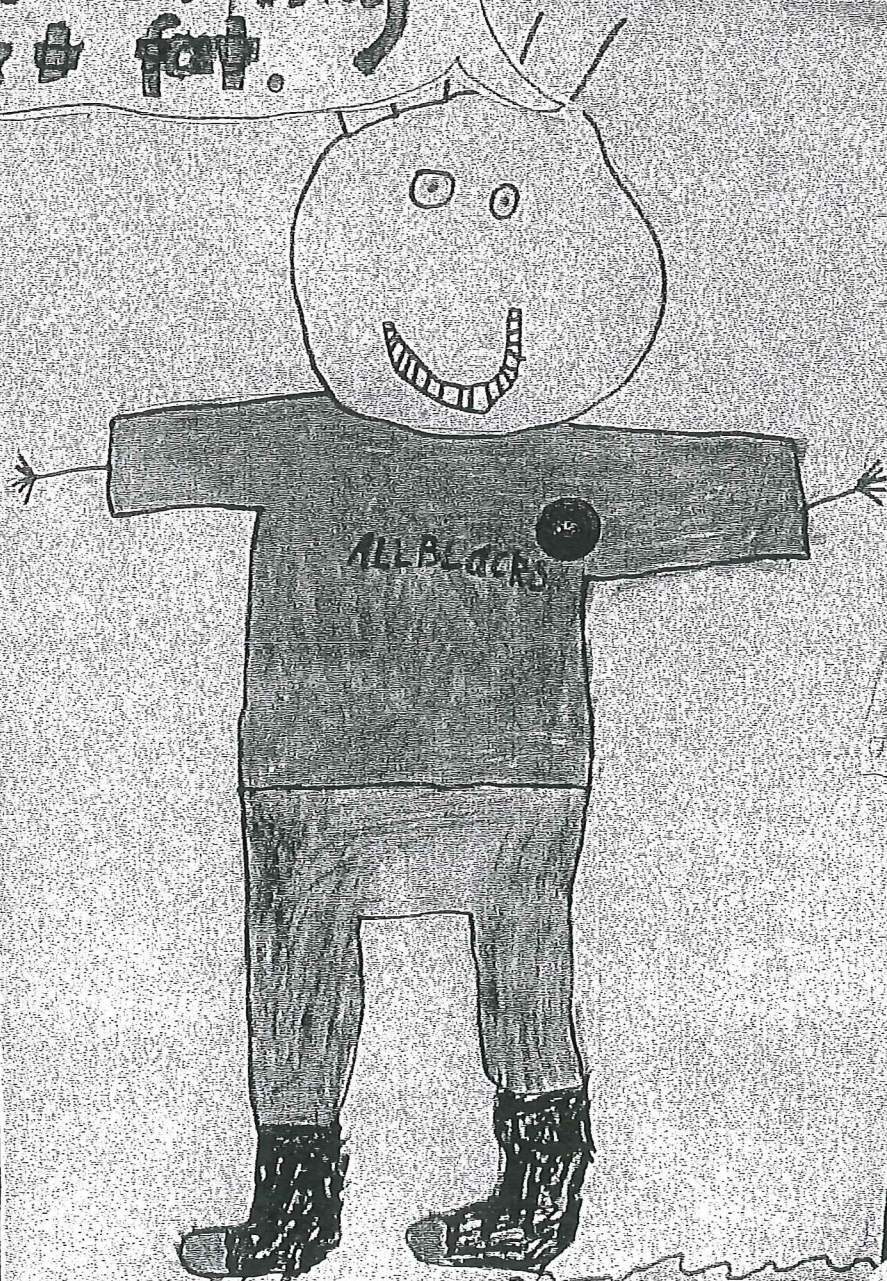
Please Don't Close our
school, and I don't Like
other schools. because I love this
school.



if you close

down

out school
people might have
to stay at home
and do nothing
and get fat.



① Kains Bay

Kura

ERU NICHOLSON

No board means
no money no books
no call no coal
stuff and no tips
because less money

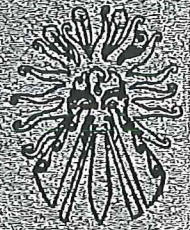
Too many people for
one teacher and at
and at different ages

It's too far to go to Akaroa

There will be no pets like
Calves

We want it to be a school
not a classroom

Enviroschools



Ngā mihi!
Congratulations!

Awarded to

Okains Bay

for

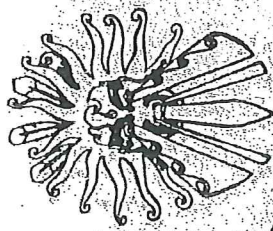
Involving the whole
school in the designing
and building of a creative
and practical hut

Signature and Dates

Chair, The EnviroSchools Foundation

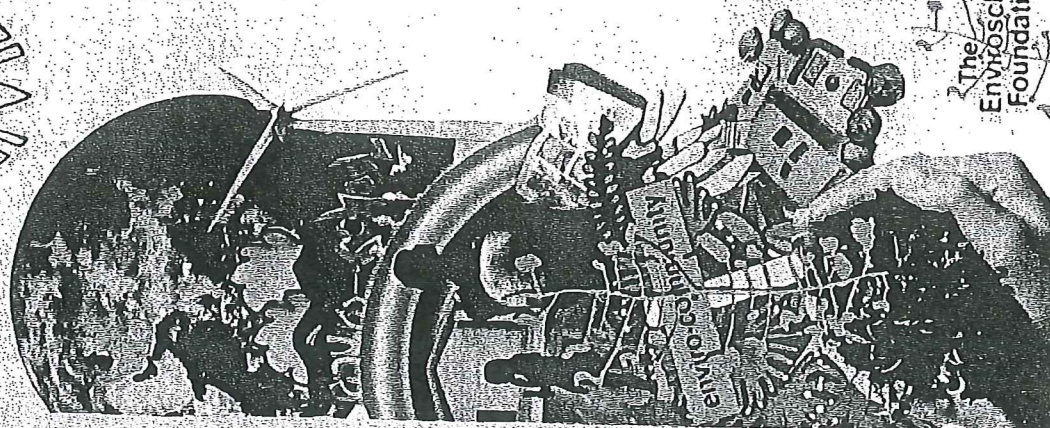
Alecia
Regional Co-ordinating Agency

youth
inspired
habitats



Enviroschools Bronze Award

Ngā Mihi! Congratulations!



School: Okains Bay

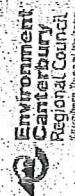
We celebrate all that has been achieved on our enviroschools journey so far.
We have committed ourselves to the journey, laid the foundations and taken
steps to being a sustainable school community.

Signed: _____

Regional Coordinating Agency, Environment Canterbury

Date: 10/6/10

In Partnership with





Kori Ki Te Kura
ACTIVE
SCHOOLS



Sport Canterbury congratulate

Okains Bay School

**on their ongoing commitment to developing an enhanced
physical activity culture in the following areas:**

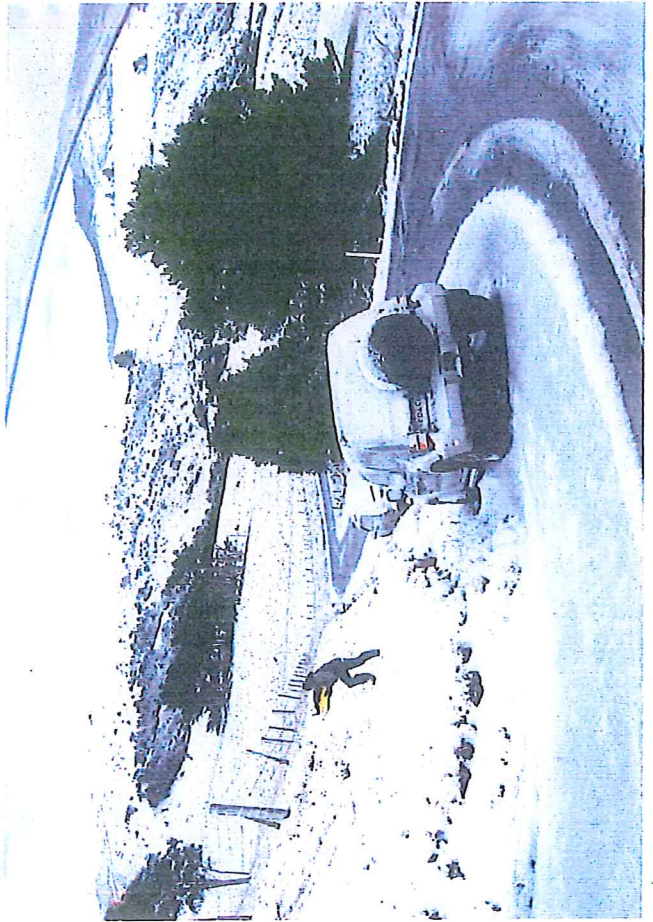
- School Ethos & Organisation
- Curriculum
- Co-curricular physical activity opportunities
- School Community Links
- School Environment & Resources

Signed

G. Cooper

Active Schools Facilitator

dated: August 2010



[Sign Guestbook](#) [Back to Okains Bay Museum](#)

Name


Date 2011-06-14

Location 

Message The friendly people of Okains hosted our American University group of 19 in early May. It was a great way to start a month long expedition in New Zealand. Our students really connected with Mikey after the Powhiri and it was a true treat to have the Okains school kids out to sing a waiata for our group. Kai was tasty and our students walked away with an understanding of NZ culture that helped inform the rest of their stay. Thanks for the great morning in your little corner of the world!

Name

Date 2011-11-04

Location 

Message After cruising around NZ we would definitely say that this was the highlight. The kids were sensational, and after going through both Wellington & Auckland Museums, the Okains Bay Maori Museum won hands down, so much more culture and realism in this small town than the other two put together. Applause all round to this small community and there effort in keeping traditions alive. This beautiful breathtaking place is a definite MUST DO in NZ. 😊👍