

Received 04/12  
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Note: This submission was received on 4/12 and again on 7/12. The only difference is photograph on pg 60. All versions of page 60 are included in this version.

Hon Hekia Parata  
The Minister of Education  
PO Box 1666  
Thorndon  
Wellington 6011



7<sup>th</sup> December 2012

Dear Minister,

Attached is the Windsor School submission regarding the proposed merger of Windsor and Burwood Schools and the possibility of re-capitation.

Following extensive consultation, our community has expressed a resounding "No", to the proposal of a merger.

As you will see in our proposal their evidence is strong and research based, their questions and criticisms of this proposal are legitimate and appropriate and their alternative suggestion is realistic and honourable.

As you will read Minister, the evidence is overwhelming for Windsor to remain as Windsor and to continue with the excellence in governance, leadership and teaching that you spoke about when you visited us.

Conversely the evidence of benefits for a merger is basically non-existent. There is not one piece of evidence that the Ministry has provided that indicates that merging Windsor and Burwood is guaranteed to improve our outcomes for our learners. Instead we, and our community, believe that such a merger runs the risk of compromising the quality of teaching, learning, leadership and governance of Windsor.

Our proposal will show that Windsor is a highly successful school, achieving in all key areas, and an integral part of a strong community. We have achieved what we have because of the staff, leadership and Board of Trustees that we have at Windsor. The community knows that if we merge that staff have to reapply for their jobs and there is no guarantee that they will be appointed. They consider it unacceptable that the principal loses his job and there is no guarantee he will lead the merged school. They are also extremely concerned that a merger provides no guarantee that the current Board will become the continuing Board and there is therefore no guarantee of ongoing quality and local governance.

The bigger picture and rationale to improve outcomes for Māori, those with Special Needs, those from lower socio-economic backgrounds and to see 5 out of 5 achieve

success makes sense to us. This is something that Windsor has been working to achieve over the last 10 years (see ERO report evidence). Again a merger with its potential change of leadership and staff puts all of this progress at risk.

Given the data in this submission a better response would be to not only encourage Windsor to continue, but to showcase Windsor as a shining example of a school achieving the ambitions of the current government!

Minister, on behalf of the community we strongly believe that Windsor should not be merged, our community has spoken, our evidence speaks, our history speaks, our Māori whānau speak and our children have spoken.

If you are true to your word that you will genuinely listen then you will respond in the only way possible and that is to allow Windsor to continue.

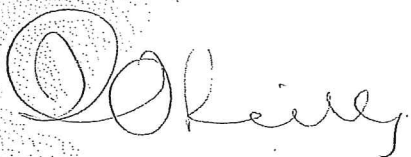
If you believe that there is still a need to close Burwood School and Chisnallwood Intermediate (this is most definitely not our preference) then the community is happy to respond by reorganising our enrolment zone. This will give the families of Burwood certainty and a very positive alternative for their future and will provide quality Year 7 & 8 teaching and learning provision.

Our submission suggests ways in which we believe that Windsor can approach such a decision to ensure that all communities feel engaged and welcome at Windsor School.

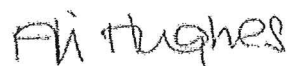
Windsor School and its community want to continue to Whakāko peha peha tahi tātou (Learn Together with PRIDE). We respectfully request that you honour that desire, that you listen to the voices of our community through this submission and that you respond in an appropriate manner.

We look forward to your response, Minister.

Yours faithfully



Neill O'Reilly  
Principal



Ali Hughes  
Board Chairperson



# SUBMISSION TO THE MINISTER OF EDUCATION

From the Windsor School Board of Trustees

7 December 2012



Learning Together With **PRIDE**  
Whakāko Pehapeha Tahī Tātou

*"Windsor is known for excellence in governance, leadership and teaching" (Hon. Hekia Parata, 7 November 2012)*

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Whakataka te hau ki te uru  
*cease the winds from the west*

Whakataka te hau ki te tonga  
*... from the south*

Kia mākinakina ki uta  
*let the breeze blow over the land*

Kia mātaratara ki tai  
*over the ocean*

E-hi-ake ana-te-atakura  
*let the red tipped dawn come with a sharpened air*

He huka, he tio, he hau hū  
*a touch of frost, the promise of a glorious day*

Tihei Mauri ora!  
*let there be life!*

Our welcome mihi affirms the belief the Windsor community has in this submission.

The winds of change are upon us, but we see a bright future ahead for our school.

### **About Windsor School**

Windsor School is a contributing Year 1 to 6 primary in the north east of Christchurch. The roll stands at approximately 630 students, with 26 classrooms and 50 members of staff. It is the largest contributing school in the Canterbury region.

The school has excellent academic standards and a supportive community, large attractive grounds, modern teaching facilities and a dedicated staff who provide a quality 21st century learning environment for students. Characteristics of our learning community are active and positive participation by parents, teachers and children, and learning that utilises the skills, knowledge, expertise and resources from within our community.

Windsor's motto is *Whakāko pehapeha tahi tātou*, Learning Together with Pride. Our PRIDE values underpin the culture of our school: Participation and partnership, Respect and responsibility, Integrity and identity, Determination, Excellence.

## 1. THE PROPOSALS

The Minister of Education has challenged us all to think differently about how education is provided in Christchurch. In the changed circumstances in which we find ourselves, the Windsor School community has risen to this challenge.

### THE MINISTER'S PROPOSAL

*The Minister proposes that Windsor School and Burwood School should merge, as a new school, on the Windsor site and possibly recapitate to become a Year 1 to 8 school.*

#### The community's response

As a board we have conducted extensive community consultation using four research methods (p.9). While our community accepts that the continuation of two schools in our area is not viable, almost 100 per cent of those consulted have rejected the proposal to merge<sup>1</sup>. Their views are supported by Ministry and ERO data (p.7), research and best practice evidence. The community's reasons are outlined on p.5.

As the consultation phase began another option emerged that counters the merger proposal and offers a solution that our community believes better serves the interests of both Windsor and Burwood schools. We have shaped an alternative proposal around this. It has the support of 97 per cent of our participating community and the full endorsement of the Windsor School board of trustees and staff.

Our alternative proposition is based on community demand, on the overwhelmingly negative community response to the merger proposal, and a number of important evidential factors including our analysis of trends and projections around enrolment numbers in our wider community over the next two years.

### THE WINDSOR SCHOOL COMMUNITY'S ALTERNATIVE PROPOSAL

After engaging with its school community stakeholders the Windsor School board requests that the Minister considers the following. Our community proposes:

- *that Windsor School continues as is with its current board of trustees, leadership and staff;*
- *that if the Minister determines Burwood School needs to close, Windsor's enrolment zone is extended to include the current Burwood home zone and that Burwood's children and families are welcomed into the Windsor community;*
- *that if the Minister determines Chisnallwood Intermediate needs to close<sup>2</sup>, Windsor becomes a full Y 1-8 primary school.*

This submission outlines the case for that proposal and is supported by evidence from our consultations in the form of community voice. Our case is embedded in what we know from the Ministry's iterative Best Evidence Synthesis programmes about effective leadership, and quality teaching for diverse learners.

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<sup>1</sup> Online survey responses /623:

- I would prefer to see Windsor remain with an enlarged enrolment zone (inclusive of Burwood) (606)  
- I would prefer a merger with Burwood School, creating a new school on the Windsor site (17)

<sup>2</sup> Letter received from the Ministry of Education re: Aranui Cluster (8 October 2012)

## 2. FIVE KEY REASONS BEHIND THE COMMUNITY'S ALTERNATIVE PROPOSAL

Based on feedback during consultation the Windsor School community believes:

1. **That disestablishing the largest Year 1-6 school in Canterbury (representing over 500 families) is an unnecessary, unwarranted and disproportionate response to the reorganisation of schooling in our area.**

*"A transition to Windsor would minimise the disruption to the children of the combined Windsor and Burwood communities by requiring the school with by far the smaller role to move. Why disrupt the 500+ pupils at Windsor as well with a merger?" (Parent)*

2. **That the best outcome for the students of both schools lies in bringing Burwood students into the Windsor learning community.** Windsor is a successful and high performing school, recognised for its innovation, expertise in pedagogy and for leading curriculum design in a deep and sustained way. Staff embed what they say and do in research evidence (pp.16, 19, 23, 24). Windsor's learning and teaching programmes (p.15) will help achieve the Minister's vision to reduce disparity and achieve greater equity by maximising learner achievement for all the children in this area. All learners, including the government's four priority groups: Māori and Pasifika, those with special learning needs, those who have English language learning needs, and those from low socio-economic backgrounds, will enjoy improved outcomes with the teaching staff that Windsor has (p.19).

*"Our children are accepted with all their quirks, and learning is provided in a way that suits the child, not what is the easiest way to teach." (Parent)*

3. **That dismantling Windsor's quality, depth and experience of educational leadership team in a merger will put student achievement at risk.** The Leadership Best Evidence Synthesis (2009)<sup>3</sup> shows that quality educational leadership is an enabler of learning and has a significant influence on student achievement in schools, second only to quality teaching.

*"Windsor is a fantastic school with leadership and staff that are truly outstanding – to interfere with the current structure would be tragic, not only for the children and parents directly involved with Windsor but also for the wider community, many of whom move to, and live in the area because of the reputation Windsor has as a leader in education in the East." (Parent)*

4. **Should the Minister decide to close Burwood, that Windsor's experienced governance and leadership teams are best placed to honorably and respectfully lead the change processes** around welcoming and transitioning Burwood families to Windsor. Draft strategic and operational plans are being developed with input from the board, students, teachers and parents, to ensure a smooth process around a potential transition. This includes co-opting Burwood board members onto the Windsor board so that they are involved in the strategic thinking around the change process as early as possible (p.12). We believe this plan will be equally relevant in the event of a merger going ahead.

<sup>3</sup> Robinson, V., Hohepa, M., & Lloyd, C. (2009). *School Leadership and Student Outcomes: Identifying what works and why. (BES)*. Ministry of Education: Wellington.



*"Strong and effective leadership will see a positive and respectful merger/transition through. Under the current leadership team we have every confidence that this will be achieved. A merger under newly appointed leadership is far less likely to be successful than an expansion of Windsor under the current leadership." (Parent)*

5. **That Windsor has a growing roll.** The opening roll for 2013 is now at 570 – the highest in four years. The roll is currently 640 and is projected to end 2013 at 650. Due to the small numbers of Year 6 students in 2013 it is projected to grow to a minimum of 670 in 2014<sup>4</sup>. The school has relatively minor earthquake damage and disputable remediation costs<sup>5</sup>. It makes sense to build on the reputation of the community's school of choice. The Ministry's own data suggests that additional provision at Windsor for in-zone Burwood families will mean less cost than merging the whole Burwood roll with Windsor's roll, given that Burwood has a large number of out-of-zone students who, it is predicted, will be unlikely to move to Windsor if our zone expands.

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<sup>4</sup> Over the last five years of roll projections made by the principal and the board have been correct. Where there has been a discrepancy, the result has been a higher than projected roll.

<sup>5</sup> On Thursday last week (29 November) the Ministry responded to our OIA request (and numerous written requests, phone calls and meetings in person) to clarify the indication that 13 of our classrooms are uneconomic to repair. While the board tentatively accepts this very late confirmation, they are also aware that the buildings under review are currently sound and indeed are the focus of the Ministry's own view that Windsor leads the way in Modern Learning Environments (MLE) design within existing buildings.

### 3. ENDORSEMENTS BY THE MINISTRY AND ERO SUPPORT THE COMMUNITY'S POSITION

Endorsement over a number of years by the Ministry of Education and the Education Review Office lends weight to the community's position on why it is critical, for all learners in our area, to protect Windsor's leadership team and learning community.

**Over five years the Ministry of Education** has endorsed the models of learning and the innovations at Windsor in the following ways:

- Windsor was made the Lead School in the Te Kete Atawhai ICT PD Cluster (2007-2009) with the previous principal and the current principal as Project Director.
- Windsor was awarded \$60 000 from the Innovation Funding Pool for the PRIDE Support Programme (2009).
- Windsor achieved national recognition for its School Pathway Awards (Home Learning Initiative) through the Education Gazette (May, 2010), Education South (term 1, 2009), NZ Curriculum Online and TKI.
- Windsor has been used by the Ministry as an example of what can be achieved when creating Modern Learning Environments (MLEs) within an existing school environment and with existing buildings. The Ministry encouraged schools and Ministry staff to visit Windsor and view the development. They also did this to showcase the school as a best practice model for strategic property planning.
- Windsor's e-learning, inquiry and home learning practices have been showcased through NZ Curriculum Online (2012).

**Over 10 years the Education Review Office** has endorsed the work of Windsor for:

- High standards of teaching
- Strong professional and pedagogical leadership
- Positive and learning-focused relationships
- Strong governance.

This is evidenced in the following reports:

#### 2002

- *"Reviewers observed a high standard of teaching." (p.3)*
- *"The principal is providing strong educational leadership." (p.3)*

#### 2004

- *"The positive school culture reflects a sense of unified purpose about raising student performance." (p.2)*
- *"The senior managers and teachers actively promote student learning and achievement." (p.2)*
- *"Teachers develop high quality relationships with children and make learning purposes clear." (p.2)*
- *"The principal, ably supported by the board and senior managers, is providing strong leadership and a clearly articulated direction for the school." (p.2)*

**2007**

- *"High quality learning opportunities." (p.3)*
- *"Use of assessment information to identify and provide for continuing needs of children." (Good performance p.7)*
- *"Teaching practice systematically builds on students' prior learning." (p.8)*
- *"Relationships are positive respectful and purposeful." (p. 8)*

**2010**

- *"Students are well supported in their learning. They benefit from effective teaching practices." (p. 1)*
- *"Learning environments effectively promote students' learning." (p.1)*
- *"The school is strongly led by professional leaders." (p.3)*
- *"Trustees have a very good understanding of their roles as governors of the school, they have sound policies and practices to promote the emotional and physical safety of the students." (p.1)*



#### 4. HOW WE CONSULTED WITH OUR COMMUNITY AND STAKEHOLDERS

Windsor School's community of interest and key stakeholders (individuals, groups and networks) were identified and invited to respond to the proposal between October and November 2012.

The community's preferred option on which the alternative proposal is based was originally mooted by parents contacting the school via letter and email (p.29), it was explored informally during the community meeting, discussed with the Minister, unpacked further in the focus groups and then verified through the online survey.



All the material collected is anonymous. Although quotations and comments have been recorded, no identification of the participants has been reported in the findings.

Analysis from the consultation phase has been appended (p.30).

##### 1. A meeting of the Windsor parent community (qualitative)

**Based on the formal scenarios put, the main finding from this meeting was that the community preferred scenario a, but were prepared to consider scenario c (see below).**

This large meeting (200 parents) was called to explain the Minister's proposal to the parent community and to give them a chance to ask questions. The Board Chair spoke to the meeting and explained the proposal, discussion followed. Board members and staff, at "SWOT" stations around the school hall, asked small groups of parents to discuss and respond to the proposal and three other possible scenarios. They identified their strengths, weaknesses, opportunities and threats. Parents moved around the room from station to station.

##### Scenarios

- status quo (remain as we are)
- merge with Burwood School as a Year 1 to 6 school
- remain as we are but recapitate to a Year 1 to 8
- merge with Burwood and recapitate to a Year 1 to 8.

Responses were recorded in writing, analysed and grouped into advantages and disadvantages of each scenario.

At this meeting the option of Windsor continuing, becoming a Year 1 to 8 school and extending the enrolment zone to include the Burwood community was not a formal scenario. Board

members, however, report that parents raised this scenario during the conversations held at the SWOT stations. See detail at p.30.

## **2. Three focus groups (qualitative)**

**The main findings from these three meetings show that the participants were strongly in favour of the alternative proposal, that they wished to retain the current Windsor leadership team and that they viewed the welcoming of Burwood to Windsor extremely positively.**

Three one-hour kanohi ki te kanohi focus groups were held with parents and those from the wider Windsor community, including parents whose children currently attended local ECE centres and who were considering Windsor for their children, local ECE owners and local kindergarten staff.

These focus groups built on feedback from the first meeting. The facilitator explained that while the first meeting showed that the school community preferred the status quo (scenario a) it was important to consider that change was inevitable. Given this the groups agreed that the best course of action was to look more closely at the next preferred change scenario (scenario c) and other possibilities.

During these meetings, and also during question time at a community meeting held with the Minister (November 7) the scenario for “remaining as we are and extending the enrolment zone to include the Burwood zone” was examined. The meetings also provided an opportunity to gather the community’s thinking so that their ideas could be fed into a possible transition strategy.

Each meeting had a separate focus. The first (13 parents) examined the group’s preferences for what Windsor might be like “post change”, the second (15 parents) asked for input into ideas around positive ECE transitions processes to the school before, during and after a change, the third (16 parents) asked for input into ideas around positive transitions processes for Burwood children and parents in the event that the Windsor school zone extended to include Burwood.

Comments were recorded on tape, transcribed and analysed. See detail at p.33.

## **3. An online survey of the Windsor community (quantitative and qualitative)**

**A clear decision emerged from this method of consultation – as shown in our alternative proposal. This survey generated the 97 per cent preference for Windsor remaining as it is, but with an enlarged enrolment zone to include the Burwood home zone.**

As the focus groups yielded qualitative data we wanted to triangulate it with quantitative data by covering the same areas using online survey questions. The survey captured 623 individual responses from the Windsor parent community and was aggregated and analysed automatically. The survey yielded other information to questions asked about provision for Years 7 and 8, plus other general comments. See p.44.

## **4. Consultation with Windsor’s Māori community (quantitative and qualitative)**

**A clear decision emerged from this method of consultation – as shown in our alternative proposal. Ninety-three per cent of our Māori parents support the proposal to close Burwood and continue Windsor with an extended enrolment zone. Ninety-eight per cent support Windsor’s recapitulation if Chisnallwood Intermediate closes.**



Windsor School has consulted with its local Māori community, their kaumatua, their rūnanga and their local iwi kanohi ki te kanohi and by telephone. Forty out of a possible 60 families participated. Responses were shared verbally and recorded in writing. Feedback is consistent with the feedback from the wider community. See p.55.

**Written comments from a Māori parent of two children at Windsor School**

*"If this school merges my concern is that the cultural identity, foundations and practices that have been developed over the last 4 years will be at risk. What has developed has taken time, energy and vulnerability on the part of the staff, and an openness to Te Reo and tikanga. It has happened because of the vision and commitment of the leadership team of Windsor and the support of the Board. Due to this there has also been a change in the attitudes and acceptance on the part of the community to Māori culture and practices.*

*All of these things and all of the work that has been done is at risk in the case of a merger. Most importantly this could have a severe negative impact on my tama - their wairua."*

**Written comments from a Māori parent of one child at Windsor School**

*As a Māori parent of one of your students I have grave concerns about the potential drop in the quality and daily service delivery my son is currently being exposed to. The level of commitment that your staff, from the B.O.T level down through your administering of the school, to my tamaiti and others like him has been on a par with what I have been personally exposed to on our marae, from my Te Arawa kaumaatua. Everything based around integrity, honesty, trust, concern and aroha. The continued exposure of MY MĀORI WORLD and its benefits to our Burwood community has been evident in the general acceptance by our community of the worth and value of Māoritanga. Don't let anyone diminish your worth and value to me and my whanau.*

*I, of Te Arawa – Ngati Pikiao blood, support you.*



## 5. CHANGE FOR THE BETTER: OUR IDEAS FOR TRANSITIONING BURWOOD STUDENTS TO WINDSOR

The Windsor School community does not underestimate the challenges around shifting a grieving community (parents and students) to Windsor, should the Minister decide to close Burwood, and the implications of this.

Throughout the consultation process we have discussed how we can effectively and sensitively manage the transition of the Burwood children, their parents, whānau and caregivers to Windsor.

The focus for our plan is on empowering the Burwood community over this time. We want the Burwood community to have a strong voice in how our new Windsor School will be shaped.

The ideas below have emerged from a special board meeting, a staff-only day and the third focus group. If the Minister does not approve our alternative proposal, and we are instructed to merge with Burwood, we believe that many of these ideas will still be relevant during a time of transition that leads to a merger.

<b>Leadership and governance during the transition</b>  In the event that the Minister decides there is a need to close Burwood, and supports the extension of the Windsor zone to include Burwood, the board of Windsor has committed to the following:	<ul style="list-style-type: none"><li>• Two board representatives immediately co-opted from Burwood to assist with the change management plan.</li><li>• A consultation session with parents of Burwood and Windsor to begin to discuss their needs and expectations.</li><li>• The joint boards hold planning meetings as part of the change management plan</li><li>• Senior leadership (especially the principal) are released to spend time at Burwood to assist with transition plans.</li><li>• The board will continue to consult with the kaumatua of both schools and Ngāi Tahu regarding the transition.</li><li>• Additional funding and staffing will be provided from either board reserves or Ministry funding to enable teachers to work across sites (i.e release teachers from Windsor to teach at Burwood).</li><li>• Funding will be accessed to provide free uniforms for all the Burwood children who transition to Windsor.</li><li>• Joint PTA groups will be established.</li><li>• Funding will be provided to allow for transport for the two schools to regularly move from one site to the other to take advantage of Talent Development Programmes.</li><li>• The PRIDE values of Windsor will be revisited to ensure that they reflect the aspirations of both communities.</li><li>• A revisioning and strategic planning process will commence at the earliest possible opportunity.</li><li>• Technology will be made available to Burwood to ensure that they have the same access to e-learning opportunities as Windsor until the merger takes place.</li></ul>
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	<ul style="list-style-type: none"> <li>• The board will plan with the Burwood community regarding closing, transitioning and re-start ceremonies.</li> <li>• The board will take advantage of the Ministry appointed facilitators and experts to ensure that the process is fair, transparent and honorable.</li> <li>• The Windsor School website will be re-vamped to reflect the new school community.</li> <li>• Burwood children will be invited to participate in any programme and activity that is offered at Windsor but is not available at Burwood.</li> <li>• A combined school council will be formed in 2013.</li> <li>• Shared professional learning has also been facilitated with the Burwood staff to start 2013, this has been offered at no cost to the Burwood staff.</li> </ul>
<p><b>Caring for students and families in the immediate future</b></p> <p>In the event that the Minister decides there is a need to close Burwood, and supports the extension of the Windsor zone to include Burwood, the teaching staff of Windsor have suggested the following in relation to care of Burwood students and their families:</p>	<ul style="list-style-type: none"> <li>• It will be important to acknowledge and take account of the anger and the emotions involved for the Burwood community, and deal with their grieving.</li> <li>• The community of Burwood School may want a closing ceremony and we could attend as a school and share their experience and join with them as they work through the grief process of losing their school.</li> <li>• We need to let the Burwood community understand that we know this is not their preferred solution.</li> <li>• We realise that for many of the families and caregivers Burwood was an active and considered choice for their children.</li> <li>• It is important that Burwood teaches the Windsor school community about what and who they "are".</li> <li>• The two schools can have intellectual, sporting, cultural and social gatherings on neutral grounds.</li> <li>• We will survey the Burwood children and see what is important to them and acknowledge and celebrate with them the history and treasures of Burwood.</li> <li>• In consultation with the RSA and other relevant groups we can think about how the Burwood War Memorial could remain part of the history of Burwood, and in due course Windsor.</li> <li>• Burwood families can be invited to the Windsor open days and drop-in days.</li> <li>• We will organise joint coffee mornings and evenings for parents and caregivers from the two schools to meet each other and ask questions of each other.</li> <li>• The Burwood families will be surveyed to find out what information they need, and what they want from Windsor for their children.</li> </ul>



	<ul style="list-style-type: none"> <li>• We will include the Burwood children in our fun-day Friday activities.</li> <li>• We need to invite the Burwood community to explore the ideas behind the PRIDE challenges before they come to Windsor.</li> <li>• We will begin emailing each other, class to class, between Windsor and Burwood.</li> <li>• The Windsor staff will visit Burwood to learn what the Burwood children need and want.</li> <li>• The Windsor website will be revamped to be more useful in the merger and to include the Burwood community as well.</li> </ul>
<b>Caring for students and families during the transition</b>	<ul style="list-style-type: none"> <li>• There will be a joint powhiri by the two schools to open the new environment at Windsor.</li> <li>• In order the ease the uniform concerns each Burwood child could be offered a free Windsor school sweatshirt and time to change over to the new uniform.</li> <li>• Burwood children would be encouraged to bring tangible things with them that make the new environment more like their own, for example their art works.</li> <li>• Family camps for both schools to get to know each other can be organised on neutral ground.</li> <li>• Windsor/Burwood children can have buddied up families to develop the relationships for both communities.</li> </ul>
<b>Ongoing care for students and families</b>	<ul style="list-style-type: none"> <li>• Each combined class can have parents or caregivers from both schools as pastoral care people who interact and provide community news to children from both Burwood and Windsor.</li> <li>• Inquiry learning will be used in all classes to look at how we come together, and what we will become together in the future.</li> <li>• The new school will ensure that it provides equal opportunities for leadership to all children.</li> <li>• Windsor school will maintain its focus on the learning opportunities of all children.</li> </ul>



## **6. THE BENEFITS TO BURWOOD OF OUR ALTERNATIVE PROPOSAL**

We understand that the Minister's vision for education renewal takes a city-wide view. An important question that underpins this is how can we ensure that the greatest number of children not only benefit but are advantaged by the reorganisation of education in Christchurch?

**We believe our alternative proposal will help the Minister to achieve her vision.** It presents a fantastic opportunity for Burwood students to become part of the Windsor whānau. Our two schools are already intertwined through proximity, shared events, and professional and family connections, so we would be building on already established relationships. Together we can review the Windsor values, beliefs and expectations and ensure that what we have going forward represents the view of the new Windsor School.

Bringing Burwood to Windsor will guarantee certainty and stability. It will also help reduce disparity and contribute to achieving greater equity by maximising learner achievement for ALL the children in this area.

As we will show, Windsor has an outstanding reputation for teaching and learning, culturally inclusive and empowering practices, and governance and leadership. This can only advantage the Burwood students that we would receive.

The continuation of Windsor with an enrolment zone that includes Burwood would mean that:

- Consultation and collaboration could start immediately an announcement is made to transition the Burwood families who are staying.
- Any new enrolments would be immediately assured of their position.
- The highly successful leadership of Windsor would remain and manage the change process in a positive and honorable manner.
- The Burwood community could begin the transition time frame with known factors (staff, school name, uniform, expectations, leadership, governance).
- Staff from both schools would set about preparing for the transition with certainty about the future.

The Burwood community can also expect to take advantage of the following strengths and key points of difference that Windsor School has including:

### **A. EXCELLENCE IN TEACHING AND LEARNING PROGRAMMES**

Windsor School has quality pedagogical expertise in the following areas:

#### **Numeracy and Literacy**

Both of our numeracy and literacy leaders (the deputy principal and the associate principal) are recognised as experts in their fields within and beyond the school. Both have been invited to present at local and national conferences. They are sought after by other schools for their expertise.

They have nurtured other staff within the school to help them develop their growth and transition to leadership roles. Our numeracy and literacy outcomes indicate the effectiveness of their leadership. Both have been involved in leading professional learning at Windsor over the last five years.

Expertise in pedagogical leadership and the effectiveness of professional learning has seen the following improvements in outcomes over the last three years (school-wide data):

% at or above National Standards	2010	2011	2012
Reading	81%	84%	88%
Writing	75%	77%	85%
Maths	78%	82%	85%

### **Inquiry Learning**

In response to the challenges of *The New Zealand Curriculum* (2007) we have sought expert and research-based help in developing our PAI Inquiry Modules (Ponder, Activate and Innovate). Our staff have been asked to show the modules in action, and they have presented at conferences demonstrating what we have achieved. An example of this can be found on TKI in the NZ Curriculum Online space: <http://nzcurriculum.tki.org.nz/Curriculum-stories/Media-gallery/Effective-pedagogy/Inquiry-learning> where a teacher from Windsor, Vic Hygate, explains how she has shifted children from knowledge to understanding through her approach to inquiry learning.

### **Home Learning**

In 2005 the principal Neill O'Reilly developed a new way of partnering with the community to create *home learning* as opposed to *home work*. This research-based concept has now been presented to hundreds of New Zealand schools and is operational in many of them. The approach has also been published widely including in the *Education Gazette*, popular media and through radio. Professor John Hattie has commented very favourably on the idea. The concept and the accompanying resources are shared freely online through our school website: <http://www.windsor.school.nz/index.php?mid=3,2241> and through NZ Curriculum Online.

### **e-Learning**

Windsor was an early innovator in the use of e learning technologies and led Te Kete Atawhai ICT PD contract from 2007 to 2010. The school moved to mobile devices at an early stage to complement the school's Kotahitanga classroom philosophy: "*A right place for everyone and for everyone a right place*". Recently the school has invested in iPods and iPads to support creative learning opportunities.

Our leader of e-learning, Matt Bush, works collaboratively with some of the most advanced schools in New Zealand in this area to develop effective and meaningful use of mobile technology and approaches to blended e-learning. Our aim is to open the minds of our children to innovative and collaborative learning opportunities.

Go to <http://edtalks.org/video/matt-bush-itouch-our-experiences> to hear Matt talk about the project.

Matt recently initiated "Windsor FM", a local school-based FM radio station run by children for the Windsor community.

### **Specialist Teachers and Programmes**

At Windsor we believe in the importance of the Arts and in physical activity. As early as 2005 the school sought to maximise the learning opportunities of children in these areas through effective use of teacher classroom release time. Specialist teachers of music and PE have been employed at the school since 2005.



Our children achieve exceptional results in music and sports locally and nationally. Further opportunities have been provided in our Talent Development Programme which includes a school rock band, choir, and orchestra. We also have sports and representative teams in every discipline, and we provide specialist training for individual sporting excellence. Through the specialist teachers and programmes our children have great opportunities to develop their abilities.

### **Performing arts**

Windsor school staff have worked hard to ensure that the principles and values that underpin *The New Zealand Curriculum* and the vision, values and beliefs of the Windsor curriculum are expressed through all aspects of the curriculum at our school. There is a strong focus on providing opportunities for expression through the performing arts.

This can be seen in the school's dance group, jump jam teams, the orchestra, rock band and choir. It is also visible through our annual Community Celebration Evenings.

In 2012 we had a Wearable Arts presentation with over 1000 adults in attendance. This event showcases the learning at Windsor. Many from the wider community as well as the school's neighbours come to support us. They get to see first hand what we do at the school, and the event also provides an opportunity for networking and relationship building beyond the school.

We have evidence that children from Windsor School go onto to intermediate to perform at a very high level at Chisnallwood's orchestra, brass band, rock band and musical performances as a result of their experiences here. Our children repeatedly win the annual music scholarship to Chisnallwood.

### **Talent development programme**

We have designed a programme over the last two years that provides for our gifted and talented children. This began with an independent audit and review of what we had on offer. It led us to initiate changes that have seen both the philosophy and practices for our children improve.

Children now have the opportunity to be involved in a team or group in the many following areas:

dance, mural, creative writing, jump jam, chess, orchestra, choir, rock band, science central, brain busters, radio station, enviro-team, gym, cross country, athletics, school council, bankers, playground aces, house leaders, wearable arts, powhiri group, maths challenges, photography, movie, and philosophy.

This programme is made possible through innovative use of resources and the talents of our teaching and support staff. The programmes operate before school, in school time, lunchtime and after school and impact positively on over 125 children per year. It continues to grow and the feedback from parents and children is very positive.

### **Self-regulated Learning**

In line with *the New Zealand Curriculum* and the Windsor curriculum the leadership team at the school have been fostering self regulated learning through quality professional learning over the last four years. Self-regulated learning has seen our children become clear about

- what they are learning
- why they are learning it



- how they will make progress
- how they will know if they are successful or not
- what effective learning looks, sounds and feels like (called Learning Heroes at Windsor)
- where they learn
- who they learn best with
- what they are learning at home
- how to express their learning to others including leading parents at regular three-way learning conferences.

In addition through the development of our understanding of the SOLO taxonomy and its implication for teaching and learning all of these aspects are becoming more transparent, and more research-based as we progress. Presented to the board twice annually, our research shows a steady improvement in our children's ability to self-regulate their learning.

This is becoming another area where the expertise and experience of the staff is sought by other schools. The principal and associate principal presented workshops to other schools, most recently in Term 4, 2012. They have received an invitation to open other schools Teacher Only Days in 2013 with this topic. In addition the principal has presented the progress and findings of the school about self regulated learning at conferences in Auckland, Tauranga and Christchurch.

### **School Transitions**

Such is the importance of transitioning to school that Windsor School set up comprehensive and innovative practices in 2010 to improve the process. Included were:

- improved information to parents
- regular visits prior to full first days
- visits to preschools
- welcoming preschoolers into the school library (with borrowing rights!).
- education evening for parents
- orientation sessions for prospective parents
- improved facilities and resources for new entrant children
- improved curriculum design specifically for new entrant children.

The most significant change however was the creation of our school New Entrant Powhiri. With full consultation and involvement of our local kaumatua the leadership team created a formal event to welcome the families as manuhiri to the school, and then for them to leave as part of the Windsor whānau.

The kaumatua gave his blessing for our senior kapa haka boy to mihi at the powhiri and for families to be formally called onto the school site. At the powhiri the families are given a taste of Windsor *Excellence* with speeches from school council members, performances by the kapa haka, and then options of seeing the dance group, the jump jam, the rock band or the orchestra. This event has become pivotal as we welcome families to a partnership in education that will last in many cases well over 13 years!

## B. A STRONG FOCUS ON THE MINISTRY'S IDENTIFIED PRIORITY LEARNERS

### Māori and Pasifika Learners

Windsor School has worked extremely hard to respond to *The New Zealand Curriculum* (2007) and to government priorities to improve outcomes for both Māori and Pasifika. Strategies are in place to ensure that both groups are achieving at or above the rates for all students at Windsor. *Ka Hikitia*<sup>6</sup> and the *Pasifika Education Plan*<sup>7</sup> have led our thinking and work around these groups.

Our collection of annual data shows that we are achieving our goals for these learners, and our specific targets and strategies are having the desired effect. In particular there is an emphasis for our Māori and Pasifika to succeed as Māori and Pasifika. Both cultures are embraced at our school in explicit ways.

% at or above National Standards	2010	2011	2012
Reading overall	81%	84%	88%
Reading Māori	92%	90%	92%
Writing overall	75%	77%	85%
Writing Māori	84%	85%	86%
Maths overall	78%	82%	85%
Maths Māori	95%	86%	92%

With only 3 Pasifika children data is unable to be released for confidentiality reasons.

The school leadership and Board consult with our Māori whānau annually. We use their input and discussions to improve provision for our learners. Only 2 per cent of our school population is from Pasifika families at the moment and we hold discussions with individual parents at least twice a year.

The percentage of Māori children at Windsor has grown from below 2 per cent in 2002 to over 8 per cent in 2012. Reviewing recent trends (and with the proposed inclusion of the Burwood community) we expect this number to grow to 10 per cent. The feedback from our current Maori whānau shows that the progress we have made over the last five years is not only significant but essential to the hauora of their tamariki.

We are confident that our strengths, leadership and innovations will enhance the provision and outcomes for both groups of learners. We look forward to the inclusion of the Burwood community and the increased diversity of our school in the new arrangement.

### Te Reo and tikanga Māori

The CDHB<sup>8</sup> response to the *Draft Education Renewal Plan* notes that Māori student achievement, the

<sup>6</sup> Ministry of Education. (2008). *Ka Hikitia – Managing For Success: The Māori Education Strategy 2008–2012*. Ministry of Education: Wellington.

<sup>7</sup> Ministry of Education. (2009). *Pasifika Education Plan 2009–2012*. Ministry of Education: Wellington.

<sup>8</sup> Meates, D. (2012) *Response of Canterbury District Health Board to Draft Education Renewal Recovery Plan*.



promotion of tikanga, Te Reo and the provision of bilingual units should be explicit priorities in the reorganization of Christchurch's education sector (Meates, 2012 p.11). Windsor School endorses this view.

In 2009 we recognised the need to further enhance our cultural responsiveness. The school already had (and still has) excellent outcomes for our Māori children. However in consultation with our Māori community it was determined more could be done.

The principal negotiated with a father who was fluent in Te Reo school and who was already assisting with some of our Māori programmes. With guidance from the principal the parent was able to leave his previous job and set up in business supporting schools with Te Reo, kapa haka and tikanga Māori.

As a result the kapa haka group has grown to over 270 children, and all the children receive expert tuition in Te Reo every week. Staff are involved in regular Te Reo professional learning and are supported in class with their Te Reo programmes. This system of support for the staff and children has expanded to five schools across Christchurch. At this time the parent cannot meet the demand of the schools!

Through this initiative we have seen the quality and quantity of Te Reo used by teachers improve in the school, the interest and attendance in kapa haka soar, and the quality of the children's Te Reo has improved significantly.

Should the need be identified Windsor has the potential to establish a bilingual unit for the Parklands Learning Community Cluster. We are also aware that one of our neighbouring clusters has strength in this area and we would welcome the opportunity of working with them for the combined benefit of children in the future.

### **Learners with Special Needs**

The Quality Teaching for Diverse Learners Best Evidence Synthesis (2003)<sup>9</sup> identifies quality teaching as the most important within-schools factor that contributes to successful student achievement (Alton-Lee, 2003).

*Quality teaching is responsive to student learning processes (and) responsive teaching is important for all learners, and particularly critical for students with special needs (p. 45).*

We have particular expertise and experience in supporting student with special needs. In 2009 the Ministry of Education awarded our school an innovative funding grant of \$60,000 to implement the PRIDE Support programme. The principal and special needs co-ordinator (SENCO) developed the programme through a research-based inquiry action research project. We were able to employ a permanent part-time support staff member to support children and staff when children were unable to learn in their own classroom due to hyper-arousal or some other difficulty.

A special space was created in the school where learning could continue for these children. In another school, the child might be excluded from learning altogether. The SENCO has developed a very high level of expertise for children with special needs and has initiated a professional learning programme for all staff (support staff and teachers) to deepen their understandings and skills regarding the

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<sup>9</sup> Alton-Lee, A. (2003). Quality teaching for diverse students in schooling: best evidence synthesis. Wellington, N. Z.: Ministry of Education.



teaching and learning of special needs children.

This programme has also been the subject of many visits to Windsor over the last three-and-a half years by other schools wanting to find out more about it.

### **Learners who have English language-learning Needs**

Windsor school has a well-resourced ESOL programme with our deputy principal providing strong leadership in this area. We have a specialist ESOL teacher as well as regular professional learning opportunities for staff who need assistance providing effective access to the curriculum for ESOL learners. ESOL learners are catered for within the class programme and also have one-on-one support in withdrawal programme outside the classroom. Feedback from our students and their families has been very positive.

### **Learners from Low Socio-economic Backgrounds**

*Pedagogical leadership also involves creating an environment in which important academic and social goals can be pursued and achieved. In an orderly environment teachers can focus on teaching and students can focus on learning (Alton-Lee, 2003, p.101).*

Windsor has made provision for children who are from low socio-economic backgrounds by ensuring that funding does not limit children participation in any learning opportunity. This includes camps, LEOTC, sporting events, cultural events, music and the arts. In addition the school provides uniforms free of charge to those who are unable to purchase them, the same applies to stationary supplies and any other resources a child may need to be able to succeed as a learner. We regularly provide food to children who come to school without breakfast or lunch. We do this through our PRIDE Support programme. The programme coordinator also facilitates the donation of food to homes where there is a need.

In short, all children, regardless of the financial position at home, can participate in all learning opportunities. When finances are an issue the school has systems and processes in place to provide the necessary funding.

## **C. EXCELLENCE IN GOVERNANCE**

The Windsor board of trustees has shown excellent governance over a significant period of time. ERO reports have regularly identified their effective leadership, positive communication and consultation with the community and a focus on learning.

Board members are experienced in business management, finance, communication, compliance and governance, consultation and education. Our board chair is the chief executive of a national not-for-profit educational organisation. They have the trust and respect of our community and staff.

The board has shown sound financial management and has utilised financial resources for the benefit of children and their learning. This is in line with the findings of the Leadership Best Evidence Synthesis (2009)<sup>10</sup> which shows that obtaining and strategically allocating resourcing to a school's

<sup>10</sup> Robinson, V., Hohepa, M., & Lloyd, C. (2009). *School leadership and Student Outcomes: Identifying what works and why. (BES)*. Ministry of Education: Wellington.

pedagogical goals is a key characteristic of leadership that improves outcomes for diverse learners in schools (p.41).

The board is noted for its focus on developing teacher competency through a significant investment in teacher professional learning (over \$400 000 in the last 5 years) and their support of leadership development. In addition board members have been pivotal in leading strategic planning, self review as well as strategic property planning. They have enabled staff to develop their skills and expertise and provided time for staff to share these.

The board is very generous in providing time and funding so that staff may share their expertise beyond our own gates, this is proven beneficial for the educational sector as a whole.

The board has also led the school effectively through the trauma of the last two-and-a-half years as well as governing a significant change management process under the leadership of the current principal from 2008 to the present day.

Given this, the Windsor community believes that it is in the best interests of both communities to retain Windsor's current governance structure. However, in the event that Burwood closes, they are keen to work with the Burwood School community, including current board members, to identify the strengths that Burwood would bring to Windsor and revisit Windsor's vision, values and beliefs so that we can create an even better Windsor together.

#### **D. EXCELLENCE IN LEADERSHIP**

Leadership BES (Robinson, et al, 2009) also shows that quality educational leadership has a significant influence on student achievement in schools, second only to quality teaching.

*Leaders in high performing schools are distinguished ... by their personal involvement in planning, coordinating and evaluating teaching and the curriculum (p.99).*

*Leaders create educationally powerful connections when they:*

- *establish continuities between student identities and school practices*
- *develop continuities and coherence across teaching programmes*
- *ensure effective transitions across educational settings (p.116).*

Our community has expressed a strong view that key to the success of Windsor School and the provision of a positive and challenging learning environment for their children is the leadership of Windsor.

The senior leadership team of Neill O'Reilly (principal), Dianna Reynolds (DP), Jacqui Malham (DP) and Kaye Royle (AP) are seen as critical to the ongoing success of the school and the ongoing provision of the quality teaching and learning environment evident today.

This team has worked tirelessly over the last five years to create a learning culture where the PRIDE values are lived and where the teaching and learning beliefs are embodied. All are leaders in their field.

Neill O'Reilly as the leader of learning is recognised locally, nationally and internationally as an expert in a range of areas in relation to education. He is also a hands on leader and is the person who is at



the gate each day to greet families and at the end of the day to farewell them.

He is actively involved in the learning in the school through either his leadership of professional learning or his participation in professional learning alongside staff.

He is visible in the classrooms and has led significant change in the school over the last five years as evidenced based best practice has been relentlessly pursued.

Over the last four-and-a-half years Neill and his senior leadership team have led the Windsor school community through a significant change management process that has seen the learning culture and the physical environment improve dramatically. Windsor has gone from a tired and dated school to one that nationally recognized for its excellence and innovation across a range of areas. Included in the changes were:

- a re-visioning process
- a new set of community expressed values and motto
- a new logo and uniform
- a new team structure for the whole school
- a new curriculum
- a new home-learning partnership
- implementation of an e-learning strategy
- totally refurbished classrooms.
- the construction of three new classrooms
- remodelling of the grounds including new courts and an enviro-play area
- introduction of National Standards
- a new appraisal and professional learning system
- the introduction of Classroom Kotahitanga
- the introduction of student led three-way learning conferences.

This change process has been led in positive and collaborative manner. It had total buy-in from the staff. The community was also very involved in the process with ongoing consultation and focus groups. This depth of experience in change management can be brought to bear during the change process ahead.

## **E. AN EXCELLENT PROFESSIONAL ENVIRONMENT FOR STAFF**

### **We invest in our leaders**

*Leaders in high performing schools are distinguished ... by their personal involvement in planning, coordinating and evaluating teaching and the curriculum (Robinson, et al 2009, p. 99).*

Four years ago it was apparent that Windsor's pedagogical leadership structure could not assure the quality of teaching and learning practices. In response to this, and with the support of the board, the principal created a 12-month leadership development programme for Windsor's aspiring leaders.

Neill O'Reilly led some aspects of the programme and the school also used external expertise tailored to Windsor's needs. Staff were upskilled in their pedagogical knowledge, their curriculum expertise, their teamwork profile, their communication ability and their understanding of the culture of learning



Submission to the Minister of Education: from Windsor School Board of Trustees

at Windsor.

From this programme five team leaders were appointed. Other staff used the training to improve skills in their areas of leadership. The programme proved so successful that an additional programme ran in 2011 for the next set of aspiring leaders. This leadership development has been critical in the movement of Windsor to a highly effective organisation with shared vision, values and beliefs.

### **We invest in our staff**

In 2009 staff were presented with the challenge to move from a compliance-based appraisal system to one where teaching as inquiry was at the heart of appraisal and professional learning.

The school took part in the early piloting of the Ariki Project, funded by the Ministry of Education. This project has led to a culture of highly self-reflective staff who use teaching as inquiry to drive their pedagogy. At the same time clarity was provided for staff around the appraisal process and its link to teaching as inquiry.

NZEI have viewed the process and systems created at Windsor School and sought permission to share them with other schools. Professional learning has been a major investment of the board. Staff have benefited from seeing some of the best practice in New Zealand but more importantly have had the time to undertake action research inquiries to investigate the effectiveness of new initiatives within their practice.

The professional learning provided at Windsor has enabled all staff to improve the quality of their teaching and the learning that occurs in the school. It has also enabled teachers to become experts in a range of areas.

### **F. WE HAVE AN EXISTING STRATEGIC BLUEPRINT FOR MODERN LEARNING ENVIRONMENTS**

We are seen by the local Ministry of Education, as well as by national and international educators, as leading the way in creating modern learning environments. We have used the existing school site and its buildings to achieve this by being creative and strategic.

In 2009 the school was faced with ongoing growth and increased classroom space allocation. The board and the principal knew they had to address the fact that little had been done in the way of strategic property design and planning. They set about engaging an architect and landscape architect to work with the school community to create a 10 to 15 year property learning design plan.

The process was again research based and the design process utilised the works of Prakash Nair and Randall Fielding, as well as the work of Dr Ken Fisher. The result was a plan that ensured that the school would focus taxpayer funds on quality learning spaces.

The Ministry was involved in the process and now uses the Windsor Plan as a benchmark for other schools. It refers schools, boards and Ministry staff from around New Zealand to come to Windsor to see the plan and the implementation. The plan also links school design with our concept of Classroom Kotahitanga.

Strategic property designs and the use of modern and flexible learning spaces are also part of our innovative learning environment. They have enabled us to offer spaces to our teachers and children

which support their teaching and learning in new ways. These innovations help to make our school flexible and ready to deal with the different and new challenges that will come our way as a result of the changing educational environment in Christchurch.

#### **G. THE ADVANTAGES OF A LARGER SCHOOL**

One of the areas identified by our community over time is the need for a “community feel” for the school that feeds into the well-being of all learners. The annual review of learners’ attitudes, behaviour and trust (p.56) show that our school has continued to refine its practices in this regard. Review feedback indicates that children feel well cared for, safe, liked by their teachers and have a wide range of learning opportunities. They also indicate that they enjoy learning and playing with children of all age groups, not just their own.

Despite the fact that Windsor is already a school of 640 students families do not ‘feel’ that the school is too big for their children. Children and their families report a sense of well-being. This has been achieved through:

- buddy classes who meet on a regular basis
- discrete teams within the school who plan, learn and at times teach together giving our children multiple points of contact with teachers and an opportunity to have a "school within a school".

Our larger size also means that we have been able to create greater opportunities for relationship building through programmes, clubs, events, meetings and networking.

- The PRIDE Support programme ensures that any child, regardless of age or stage, has a safe place and person to go to at any time between 8:30am – 3:15pm. This initiative sees not only children but their families building very strong relationships with the coordinator of this programme
- The Talent Development programme and school clubs provide an extensive range of opportunities for children. Both ensure that children have the opportunity to excel, peruse their interests and be challenged at their own level with a wide range of learners.
- Pukeko Café is a regular meeting time 8:45 – 9:30 on Fridays in the Library where parents can have a coffee and an informal get together with the principal.
- Consultation and education evenings are held each term and provide an opportunity for the school to develop their partnership with the community.
- The House system, established in 2011, was set up to improve the connections across the school and the links between students.
- The design and layout of the school ensures that children have a sense of “their own space” as well as shared spaces where they can play, interact and learn with a wider range of students of different ages and with different interests.

These practices and others ensure that children and parents gain a sense of community and involvement at Windsor School.



## 7. WHAT THE FUTURE COULD LOOK LIKE

The future for Windsor is very bright. We have essential support and partnership from the community, collaborative practices with local schools as well as schools around New Zealand, and a staff who continue to excel in their fields. The board of trustees continues to focus resources on improving outcomes for learners by investing in staff, professional learning and quality learning environments.

With an expansion of the school (through the community's preferred option of an enlarged enrolment zone or through a merger) the board and leadership team have gained a real sense of expectation about what Windsor will look like in the future. Together with the schools in our Learning Community Cluster we have a belief that we can improve opportunities and outcomes for learners even further.

This would be achieved through:

- the development of specialist sports and recreation academies for our learners together with facilities and resources to extend and refine the skills, abilities and attitudes of our children;
- the creation of shared learning facilities and resources to meet demand for food and materials technology, language development, e-learning opportunities as well as specialist science and technology opportunities;
- the sharing of the expertise across our cluster for the benefit of all learners;
- the continuation and implementation of the Windsor School Strategic Property Plan;
- the creation of bilingual learning opportunities within the cluster;
- the economies of scale that can be achieved through the pooling of resources, group purchasing power, sharing of expertise in support staff and creation of positions that are cluster based rather than single school based;
- the continued development of self-regulated learners at Windsor (Learning Heroes) with opportunities for children to lead their learning both within and beyond the school;
- the further development of our bicultural identity with further connections with our local iwi, further development of our Te Reo and tikanga opportunities and the exploration of bilingual provision either within Windsor or within the cluster;
- expansion of e-learning opportunities to extend our radio station, BYOD provision and collaboration with like-minded schools across New Zealand and the globe as we build on our intention to further develop 21st century learning environments for our students.

## **8. WINDSOR SCHOOL COMMUNITY'S 10 NON-NEGOTIABLES**

Regardless of the decision around our alternative proposal, the Windsor School community wants to ensure:

1. That our children are the first priority through all of this.
2. That any change to Windsor (expanded zone/ merger) is done in a way to minimize any negative impact on our children.
3. That if we become a Y1-8 school, our children have the same or better opportunities than they would have had at Chisnallwood Intermediate.
4. That the PRIDE support programme and Talent Development opportunities for our children continue.
5. That our children have a voice in the future.
6. That MLEs replace any damaged, leaky and uneconomic to repair buildings.
7. That there is no reduction in field space.
8. That the current school name, vision, and leadership is retained.
9. That we do not have a Ministry of Education appointed board imposed upon us.
10. That there is an honorable transition for the Burwood community.



## APPENDICES

**Appendix A:** Extracts – a letter and an email that first raised the idea for the alternative proposal

**Appendix B:** Analysis of community consultation

**Appendix C:** Annual review of learners' attitudes, behaviour and trust

**Appendix D:** Last word, from Amelia

## **APPENDIX A: EXTRACTS FROM A LETTER AND AN EMAIL THAT FIRST RAISED THE IDEA FOR THE ALTERNATIVE PROPOSAL**

The principal of Windsor School received these when the merger proposal was first mooted:

### **Email extract from parents of two children at Windsor School**

*"After attending the consultation meeting and reading the information about the merger, we keep coming back to the same question: "Why do we need to merger?" Surely it makes sense to simply increase the enrolment for Windsor Primary School.*

*Windsor School has an exceptional principal, a strong management team and a teaching staff that are second to none. Windsor Primary School is renowned for its innovative use of learning environments such as the Chill Studios and successful learning platforms like PRIDE and PONDER. Is it really necessary to dismantle this winning formula?*

*In our opinion the best possible outcome would be to welcome Burwood students into the Windsor School community by simply increasing the enrolment of Windsor rather than merge the two schools.*

*We feel that Burwood students would benefit from joining Windsor School as it exists today. We would like the principal, his management team and teaching staff to remain in tact. We are confident that inclusion of Burwood students and their families would be handled in a sensitive and positive manner."*

### **Letter extract from parents of one child at Windsor School**

*While Burwood School does not see the merger as in the best interests of its community, and Windsor is choosing to support that view, it also seems imperative to object on our own grounds, with a clear view that a merger is not in the best interests of the Windsor community, regardless of Burwood's position. We would prefer to see a response which looked around a merger to a controlled incorporation of Burwood to the current Windsor structure, making provision for a pro-rata board and management structure. The key philosophies of Burwood could be incorporated into those of Windsor but the management changes [would be] less radical, uncertain and destabilising.*



## APPENDIX B: ANALYSIS OF COMMUNITY CONSULTATION

### 1. A MEETING OF THE WINDSOR PARENT COMMUNITY

<b>SCENARIO A: REMAIN AS WE ARE</b>	
<b>Advantages</b>	<b>Disadvantages</b>
Provides security, certainty for staff	Shrinking roll, less funding, buildings not repaired
Keeps identity of school	Perceived as an inflexible school
Provides certainty around concept of life long learning	Where do Y7-8 go if Chisnallwood closes?
Provides security, certainty for children and families	There will be an overlap of zones
Gives Intermediate choice and provides mixing of children	
Current size a strength	
Working as a school so why change	
Repair of buildings, needs doing anyway	
Swimming pool an advantage	
No new uniform needed	

<b>SCENARIO B: MERGE WITH BURWOOD AS A Y1-6</b>	
<b>Advantages</b>	<b>Disadvantages</b>
Restructure the school, strengthen and provide more opportunities	Losing Windsor culture
Student bonding, embracing change (new uniform)	Staff losses, staff morale
Bigger catchment area and funding increase	The two schools have different cultures (hierarchy)
Have say about new 21 <sup>st</sup> century classrooms	Zoning changes
New and bigger staff with new ideas	There would be stress, it would be a building site, would there be transition funding to compensate?
Similar number of students	Cost of rebranding, eg logo, uniforms, equipment
Keep Windsor identity	In a change children become numbers and get disrupted

Gain new decile ranking	Loss of school land in a merger
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<b>SCENARIO C: REMAIN AS WE ARE AND RECAPITATE TO Y7-8</b>	
<b>Advantages</b>	<b>Disadvantages</b>
One less transition for children and looks after both Windsor and Burwood children	Does a Y1-8 school supply same opportunities as a Y7-8?
Keeps identity of Windsor and new design/facilities	Fewer resources to meet needs of all ages
Provides certainty around concept of life long learning	Less room on site (recreation)
Security for staff	Bigger leap to high school
Leadership for senior students	There would be bullying
No new uniform needed	The school would become too big
School has additional resources	What about Chisnallwood and their staff?
No stress for parents re choice of schools	Will the roll go down?
Gives a choice if Chisnallwood stays	Will the leadership of school be guaranteed?
Could happen before 2016	The buildings would not be repaired till the end of the process
One emergency destination for all children	Will adding Y7-8 positively influence the school?
Continue existing Board of Trustees	New buildings will be two storeyed
No re-branding of school	

<b>SCENARIO D: MERGE WITH BURWOOD AND RECAPITATE TO Y7-8</b>	
<b>Advantages</b>	<b>Disadvantages</b>
Opportunity to specialise and provide a wider range	Building 2 storeyed, so access and safety a factor
Family groups stay together longer	Is the government wanting to get rid of intermediates with special facilities?
School has additional resources, buildings and planning	Staff need to re-apply for their jobs, so there is instability
Not so far to go to as Chisnallwood	Will specialist intermediate offerings be lost, eg music, technology, therefore greater travel at parental expense

Submission to the Minister of Education: from Windsor School Board of Trustees

Strengthen culture of school and identity	Uncertainty for children and disruption
Stronger relationships	Change to the Windsor climate
Teachers have more opportunities	Impact on Windsor families not wanting change
Can develop existing approach at Windsor	What about the affiliated high school?
No new uniform costs	What about kids caught in the transition time?
Leadership at Windsor can develop	Would the government nominate the Board of Trustees?
Teachers can have more professional learning	What happens to the Burwood funding?
Technology can raise funds out of hours	What about Special Needs – kids and stuff?
Better parking can be provided	What about merger funding?
More alignment between Windsor and rest of cluster	What about parking issues?
Can use Chisnallwood ideas	Would there be new uniform costs?
Makes sense	Loss of play fields v buildings
Makes Prestons a high school only which is better	Building 2 storeyed, so access and safety a factor



*APPENDIX B: ANALYSIS OF COMMUNITY CONSULTATION CONTINUED*

## **2. THREE FOCUS GROUPS: KEY FEEDBACK POINTS**

### **Focus Group 1**

**Consultation purpose:** to propose a likely post-merger scenario and seek parents' in-depth responses to it.

**Method of consultation:** Face-to-face group discussion for one hour led by facilitator, captured on a voice recorder and main points transcribed.

**Scenario:** If Windsor became a Y1-8 school and merged with Burwood School:

#### **1. What might you expect the physical environment to be like: buildings, play areas, classrooms?**

- I would hope for some technology classrooms if they are going to do away with intermediates. I have noticed that other parents with children at Year 8 schools they do lose a lot of time being transferred to specialised schools – they can lose another whole hour out of the day, whereas if it is on site then they don't lose it. So they would have to build more classes somewhere.
- Well they could maybe shared out around the cluster and go smaller distances that they would to other intermediates. You could have different areas of the school with different specialties.
- Or you could have multiple spaces.
- Or you could have a large mobile thing that has a turn at one school then rotates around to other schools. Or the equipment tours around. Or there could be a large local hub built and all the schools could easily rotate around to the specialist hub.
- Yes they are asking us to cluster together with other schools in the area so that every school doesn't build its own resources.
- It does depend how many gadgets or equipment that you need.
- It is amazing what you can get in terms of portable units, even kitchen facilities.
- You could wheel in and out special facilities.
- What about permanent buildings? They would have to be two storey. It would be a shame to lose all the bottom field that we have for these buildings. To have a lot more specialised facilities. Is there set spaces that you have to have, for example between buildings? I have looked at the two storey buildings and they are quite well set out. I think too that we have to weigh up modern two storeys and the loss of play areas. It is a no brainer to lose playground if we can have good two storeyed buildings.
- Already in our updates there have been some better ideas, and what was lost space is made to work better, and I was a bit dubious before that happened. So there are more flexible buildings and more room to do stuff. In between classrooms there have been created multiple learning spaces and they work well. And kids do choose to go there to do a variety of learning things if they are self regulated. It's part of the philosophy here.

#### **2. What you expect your children to be learning?**

- From my point of view it would be important to have the same learning opportunities for the children as now and not lose them – especially there is more that they can move around with and do.

- I think it would be really good if they were able to use facilities, like science facilities and visualise their future opportunities. And then they could be prepared for high school here and at any age use the let's say cooking facilities here. And then they can incorporate them at various times, integrated activities, and use them for fundraising with other people using the facilities. Like the parents could use things too, things that the children use during the day. We could think of multi- use spaces. And children could use them or run them for the community, like a café.

### 3. What would your non-negotiables be?

- We would not want to lose any opportunities that our children have now as a result of their integrated learning opportunities. They do more than maths and language, they do things in a context. We have to fight for what we have got already. It is so important to have the staff here that we have got and governance to keep it like that.
- The values here are really good and they are set by the principal and the BoT – so for example that we have rules, but that we also have the PRIDE values and the participation and things for the children. It is the culture of the school. With the PRIDE values and things they do get the vocabulary which they use and understand, and the competencies.
- Yes, and they get the comprehension and they try to work out how to do things and set their own goals – it motivates them to do things, and it does seem to come home!
- I think the children should have some of the things that they will experience at high school like science. And languages too - any of them would be good. To get the habits that they might need at high school and how to use their out of school hours would be good. Especially in those last two years to make easy transitions to high schools.
- The kids need to have the same quality of learning even if the school does go up to Year 8. And we don't want the teacher to pupil ratio to increase. Averages at the moment to just over 1:23 now.
- We don't want the loss of playing space that we have now.
- We need continued access to specialised teaching as we have now, for music and PE as we have now.
- We would want permanent structures for our buildings not more relocatables!
- We want earthquake strong foundations, not like the relocatables which bounce about.
- We want an established plan for the school, not that it is just merged and then left to get on. There has to be a clear set out plan for how things will work. Not just three or four new classrooms to get you by and the 20 years later they are still there. We expect modern learning environments that are up to code. We will not accept relocatables. It is our children and their life time and their schooling. We will not accept Johnny come lately having done a six week course, there needs to be real quality of buildings. It is huge! It is unacceptable to us to go through something not well done and not well thought out.
- The other thing is for the work to be done with minimal disruption to the school. Because it is hard enough all of us being removed out of our houses for repairs without the school being disrupted as well. And it is not just our homes, but our workplaces and our surroundings and facilities and things like QE2 which no longer functions. The Library in the community has been closed for all those weeks. We need our school to be good and safe for our children. Our lives and the children's lives have been so disrupted all this time. It is important that the school makes our children feel safe and the community feel safe. And our concern is for the risk that we face and that the children are important especially over the next three years.
- Another negotiable is that the Board of Trustees must represent us and the local community. We need to be able to vote for them.



#### 4. What challenges might children have?

- It is a period of change and that will be difficult for the children to face. We need stability for them.
- One of the great worries that parents have is what will happen to their five year olds, their young ones, with a lot of older students around the school – parents think that having the extra two years of students they might be quite old but I have been saying to the parents it will be much the same as now with the children hanging around their areas with age appropriate equipment and with their own age group. But you could make it that in the school the children hang around with their own age group and there might be a different philosophy in the older two year group. I do worry about how it will work out with 600 kids, but they can be in their own areas. You don't see many older kids hanging round the young ones.
- Yeah the older kids are not the problem. They are not really interested in the little kids, if necessary they walk through the area.
- And it will be kids who have gone through the school and so it will be part of the culture to go with your age group.
- There would be another 200 children essentially.
- There will be traffic problems and people need to be encouraged to scoot to school or walk to school in 'buses' again, so we need the pathways improved.
- There are also all the changes and loss that our children have faced already. Like my child had the chance to go to Chisnalwood and an intermediate, and that has been lost so this must make up for it! And for me if this school went to year 8, but there were other intermediates left in Christchurch we would most likely move to be eligible to them. And we would move for the high schools because there are no proper options for us here. We don't want a year 1-13 school, we are not a country school area! This wouldn't occur anywhere else in New Zealand.
- Whatever option the Ministry offers us we have to get stuck in and work to make it the best it can be. Remember that the assumption from the Ministry is that Burwood will come here and the worst things they and we have to face is the change of culture! So it has to be managed properly. But it is lucky that the communities are very much the same.

#### 5. What local facilities (outside the school) would you like to see?

- We want to see a swimming pool built in this area.
- We need community rooms which clubs and hobbies can use and meet in. Life long learning
- Our school hall is already too small to accommodate the new merged kids.
- We need local facilities and it takes so long to get anywhere in Christchurch.
- We need local sports facilities, within the schools.
- And we need a community library and with a community café and more local facilities, such as a community nurse.
- A community allotment/garden as well.
- The things that change such as the closure of schools can be used to build the community things more.

#### 6. Any other comments?

- We must manage this process well for our community.
- We need clear guidelines and timelines about how will it be over the next few years.
- We need the BoT to manage it well.



Submission to the Minister of Education: from Windsor School Board of Trustees

- We need the roads to be there and consistently managed and the school changes to be managed well too.
- The way the process has been handled so far is really concerning, about the schools and about the community facilities. So we need it to be very clearly stated that it will not continue like that. But that it will be guaranteed to be a good and well run process. We have gone through so much already, even the changes in the roads.
- We need to have the Minister and the Ministry to listen to what we have to say – it needs to be about certainty. Change is difficult to do, so we need it to be done well.

APPENDIX B: ANALYSIS OF COMMUNITY CONSULTATION CONTINUED

**Focus Group 2**

**Consultation purpose:** to ask for input into ideas around positive transitions processes in the event that the Windsor school zone extends to include Burwood; to propose a likely post-merger scenario; to seek ECE providers and parents' in-depth responses to both of these.

**Method of consultation:** Face-to-face group discussion for one hour led by facilitator, captured on a voice recorder and main points transcribed.

**Scenario 1: If the Minister chose to rezone Windsor to include Burwood, what do you think we could do to welcome those students and families?**

A school leader explained that Windsor now has a variety of places from which children transition to Windsor from pre-schools and kindergartens and sometimes we don't know where the children are coming to if they are from a workplace based place. Currently there is a system in place which enables parents and children to ask questions about us, and for the children to have three visits to the school's classrooms. The teacher at Windsor also visits the preschools but doesn't meet and get to know the children in any way. We are talking about 100 -120 transitions each year so far.

- The children and the parents might feel quite angry if this happens, if Burwood closes, because they will feel there is no option. That has to be got over. There will definitely be a case of misplaced pupils if Burwood is closed.
- So there needs to be an open day, barbeques to welcome people, some simple things to welcome people have to be thought about. Because, especially if this is not your first child, you would know what they are coming to, the place, the teachers – there would be some comfort in knowing where your child is coming to. Choice has been taken away from people.
- Can some of the teachers be the same as if they were going to Burwood?
- One of the things if you expect Burwood as your school you will probably have been there before, to the library, or to use other facilities, and you can walk there or walk past, and you are probably familiar with it. It is a huge part of the transition, so once Burwood is closed then maybe you can do something at Windsor to replace that. Even for the children to do something here.
- I have been involved in mergers before, so you have to be careful with the language used. So you have to think of that so it is not a take over. It means talking to people and finding out what they are thinking and saying – what they are worried about or angry about, and it is so important to take their feedback, even before you start the process. It is much better if they are talked to before – inclusive beforehand.
- It maybe too that they have started at Burwood are likely to be in the next year or so, so they have to be transitioned to Windsor as school children not pre-school. And it will forced on them and us, because the zoning will change. It will give them, parents and children, ownership of the decision and they will have a place where they can have a say and make decisions together. Decisions have been made and there will be change and change can be good, but it is a very vulnerable time.
- It is important that the Burwood and the Windsor parents can be mixed together and to express their views, and it is important that the Burwood parents know that the Windsor parents are just



as scared or nervous of the changes. So we are all in the same boat. So we need to ask them how to mix the cultures and what are the real problems that we all have to solve. The 2 schools need to learn together, and there need to be lots of ways that people can come to terms with the changes.

- And the Burwood parents probably want to support the Burwood staff and principal as much as they can. But it is really difficult because people do feel threatened if their jobs are on the line. So the language is really important.
- And with the closure or the merger the community of the new school will be so much more diverse. Everyone has to be included in the bigger number of people, children and families. It is about inclusion. There has to be first of a sense of belonging for everyone. And the Windsor way can't be the only right way, there needs to be inclusion. But there are similar communities and values between Windsor and Burwood. We do share the community.
- But there are differences to be taken account of. There will be a sense that it is all new, there will be a difference in the size of school. And some parents might have chosen a smaller school.
- And there will be lots of new things that will evolve and have to be dealt with as we go along. Parents have to be brought on board with the newness and then they have to convey that to their children. It is so important to have meetings as we go along to discuss these things. Important that is communicated, and through invitations to preschools in the area to come along to special days, like sports, to get to know the school.
- The children that are here at Windsor, you know they think that this is my space and they have to talk about welcoming more people in. That has started already. The Windsor parents need to know this is happening so they can support it. The buddying system that they have here needs to be extended and rethought. It could be useful.
- You do have to be careful to welcome new people here and make them feel welcome in the new environment and you have to be able to have a person you can communicate with. It will be a very big school and we need to know that it works well. It does now but it is important to keep that if the school gets quite a bit bigger. I am worried about new people coming in, and to get them to know the teachers and who is the principal. It is good here but needs to be kept.

## **Scenario 2: If Windsor became a Year 1-8 school and merged with Burwood School:**

### **1. What might you expect the physical environment to be like: buildings, play areas, classrooms?**

- We would be very concerned if we lost our playing fields to accommodate the specialist facilities that would be needed.
- It is a shame that Chisnallwood will close because that's where all those facilities are for those aged children. It seems crazy to rebuild those things for our kids on this site. I guess we wouldn't rebuild all that here and at Queenspark for example, there would be one here and they would focus on another elsewhere and our kids would have to travel between them.
- There was the suggestion of one massive mobile unit that would go round all the schools in the cluster. It just came out at the previous meeting. I am not saying that will happen, it is just thinking differently.
- But that would involve travel time for the children and there hasn't been a lot of explanation about why they would close an intermediate that has all those facilities already there for the children to access. Why are they doing that?
- It does have advantages well to make things closer to the schools, but they still haven't explained that well.



- My understanding is that research hasn't been so good about intermediate schools recently whereas 20 year ago it was all glowing! But I have been round long enough to see the cycle, this has already happened. We need to know what has happened in Auckland where there are a lot of years 1 - 13 schools and what is happening there? There is technology in those schools, so what is happening? They haven't shared what is happening up there so that people can make proper decisions about it. We need that information. We are all scrabbling in the dark really. What is happening in Auckland, in South Auckland. It may benefit a lot of children to go to a new school to a Chisnallwood. They are not sharing any of the findings about intermediates like Chisnallwood. We need to have choices.
- So what will it cost to rebuild here and to have extra buildings on our site, and the use of learning time for travelling?
- Already we do trek our kids all over the place for swimming now that QE11 is closed! There is potential for it!

## **2. What challenges might children have?**

- We would have to make sure there were leadership opportunities for the children. That has been one of the advantages of intermediates. Yes I think that is vital and giving them roles to play alike buddying up with new entrants.
- At the moment the years 5/6 do those sorts of things at this school, so will they lose that opportunity? We need to add another layer onto that. We don't want to lose the things that the years 5/6 do.
- We might have to have more special interest groups to give more opportunities to the older children. We could have more camps for them. And maybe they go could go further afield.

## **3. What would your non-negotiables be?**

- Class sizes. The Ministry funds everyone but every school chooses to use it differently
- Two storey buildings, some parents are iffy about them. But other countries have them and there are safe examples in Christchurch. There needs to be opportunities for people to visit them and see that they are safe. There are lots of things that we are anxious about but in a modern building we could see them working if we went round other places where they exist and work well. Not just two storeys, but the roll back classrooms and all that.
- We need to have spaces for the years 7 and 8. They need a space that is theirs. A lot of the older children will be going through things that they don't want the younger ones round for. On the same site.
- Parents could also have a place to go, to give them a choice and they could have a coffee etc.
- It is about the traffic as well, and we live near the school, so another couple of hundred joining the school does worry me a lot. So we do need some space for that. And one school and one entity, but we do have Council grounds around it and we could use some of that.
- We don't want a whole lot of relocatables brought in to the school, we want new buildings.

## **What local facilities (outside the school) would you like to see?**

- Swimming pool.
- A really large school/community hall. Which can be used by both groups. It could have a large space and smaller conference rooms.
- Some after school programmes?

- Opportunities for classes for the community in the evening. Especially if we have new facilities for technology or for food technology. Using the facilities for more than the school hours. It has to be done to a high standard.

**Any other comments?**

- Does a merge or closing of another school give us more money and funding opportunities?
- Access and parking needs to be considered and to give us better access to the rest of the community. It really does affect the whole community what happens to us. Should we get more property? Money is an important thing and the Ministry has built new schools with amazing facilities all round the country, including new areas of Christchurch. But we won't get all new buildings.
- A lot of money needs to be spent on the land around here to make it right and usable!

APPENDIX B: ANALYSIS OF COMMUNITY CONSULTATION CONTINUED

**Focus Group 3**

**Consultation purpose:** to ask for input into ideas around positive transitions processes in the event that the Windsor school zone extends to include Burwood; to propose a likely post-merger scenario; to seek parents' in-depth responses to both of these.

**Method of consultation:** Group split into two, and questions posed. Groups discussed together and noted down main ideas, then came together for a larger group discussion led by facilitator. This second larger discussion was captured on a voice recorder and main points transcribed. One hour total.

**Scenario 1: If the Minister chose to rezone Windsor to include Burwood, what do you think we could do to welcome those students and families?**

- We talked about bringing physical things from Burwood to here, like art work and making it look more at home for the Burwood children and their families.
- We talked about hosting sports events combined with the two schools leading up to the event of the merger.
- I would want lots of information if I were a parent coming from Burwood. About the school, the relationships between the teachers, our protocol of what we do here, how the older children treat the younger children, ...
- We talked about a drop in during the day here, inviting Burwood parents. And maybe they could meet some other parents that are here to start to make those connections and friendships.
- I suggested walking bases and pick up one another's children.
- We talked about our philosophy and values and things like that. I mean if we are going to merge as schools then we have to merge Burwood's and Windsor's values. We are going to have to figure out as a community what we want for all of our children. WE would have to go through a process of consultation like this one. I mean the thing is for many parents like me I could have sent my children to either Windsor or Burwood. So there will be some who were in the same position and for whatever reason they chose to go to Burwood. So we need to figure out how we make both sets of parents feel comfortable and to meet the needs of the children.
- Wouldn't it be interesting to know the reasons that some parents chose to send their children to Burwood? That would be something we could do.
- I think one of the strengths that Windsor has is its strength of leadership – it is the teaching and the more welcoming environment and I think we need to look at that. And I think that is what we should trade off, looking at those key attributes that we can combine. And not necessarily jumble everything up and not necessarily rewrite history. We should look at what we have on offer here. You are looking for learning qualities, you are looking for strong teaching staff, for resources, you want to know what your child is going to get. We shouldn't be afraid of what we have got. There needs to be a lot of planning around that.
- We need to acknowledge that, particularly for Burwood, of what they have lost. Perhaps there needs to be some kind of ceremony or ... and I am not really a touchy feely person, but if they are actually physically losing their school and everything that must be acknowledged



and then another ceremony to welcome them here, and we recognise that it is not your choice, this has been visited upon you. And we understand that. WE should celebrate what they have achieved and what has been in the past. So that we can take those things and bring them on. Just because the physical Burwood has gone it still is part of this community. Parent voice is important, we should have ambassadors from children staff and parents, and a Burwood parent could phone one of these people and ask about specific things.

- Someone in our group talked about a buddy system, buddy classes, so sort of the same thing as we have here, but you could establish a buddy system with Burwood and Windsor. And we need to give the children of both schools the opportunities to establish relationships with each other. Even before we put them in formal classes, so it is more relaxed to do that.
- And often they are already playing sport and things with each other so they do know each other, some of them.
- It is true that many of the Burwood families are gutted, they are emotional about it, they already feel like refugees so we are going to have to cope with how they feel. They are angry! I know this from a family friend, I do know, because she does ask me about what Windsor will do. And sometimes she asks random weird questions, not what you would expect, but these are all the things that she wants to know. They are rebuilding at the moment and she doesn't have to come here she can take her kids somewhere else, but she does want to know everything she can about this school before she makes a decision.
- This is really powerful and these questions show what people are wanting to know.
- We also talked about revamping the website and making it more useful for new people, having a virtual tour, maybe a space for frequently asked questions. It would be good too for all new parents apart for the Burwood parents. It could happen soon so people aren't feeling like refugees for a long time.
- It could be a neat way for children to collaborate too, children from Burwood and Windsor. And we need to get into it straight away, I agree. It will be a relatively large job.

## **Scenario 2: If Windsor became a year 1-8 school and merged with Burwood School:**

### **1. What might you expect the physical environment to be like: buildings, play areas, classrooms?**

- Multiple use spaces, and a mobile facility within the cluster for specialised classrooms.

### **2. What challenges might children have?**

- We have got concerns for the cluster of schools and for transport of children to the specialist facilities. Valuable learning time might be lost.

### **3. What would your non-negotiables be?**

- We need the green spaces that we have now. Maybe we need the use of parks around the area, Council land?
- Music studios we want to remain here and other speciality classrooms/facilities, like languages, metal work etc at least within the cluster.
- PRIDE things
- Special needs.
- Class sizes.
- We want innovative teaching spaces to continue.

Submission to the Minister of Education: from Windsor School Board of Trustees

- We need a school hall to accommodate every one.
- We need to keep the Windsor property plan which still has another 5 years to run. And we have thought about it.
- Keep years 7/8 integrated with the rest of the school. Maybe a common room for them
- Becoming a years 7/8 school we want at least as good as Chisnallwood has had. Their people and their expertise. We don't want a 'make do' set up! The children have older siblings who have experienced that. They know what is possible. We do need to look at other years 1 – 8 schools and how they do it, and remember that they often go to Chisnallwood to do that! We want the best of what is available.

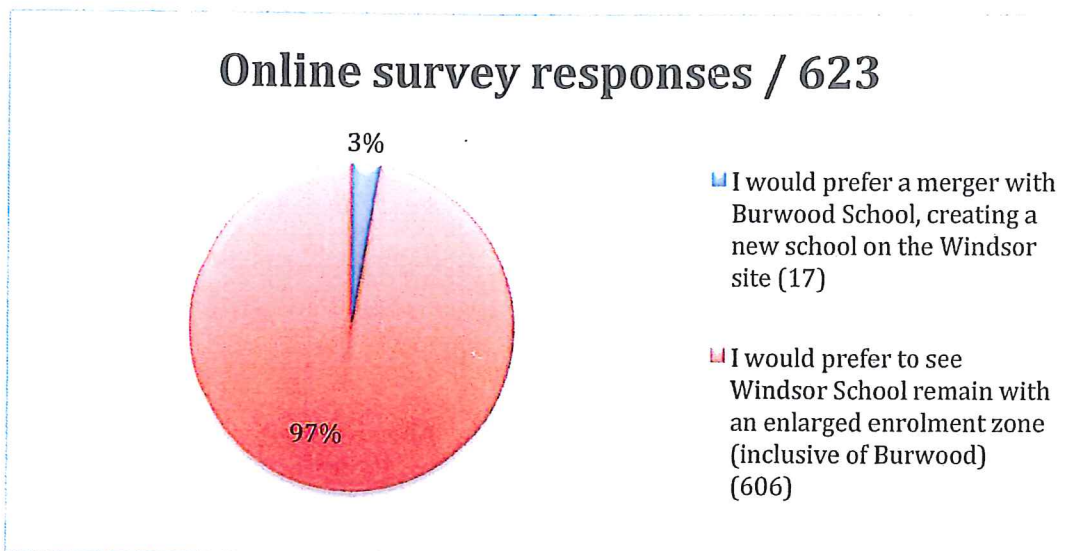
**Any other comments?**

- One of my biggest fears is around the leadership of the school. So we want as our non-negotiable is not to lose the leadership of the school.
- Parents can also add to the submission or sign it and endorse it.

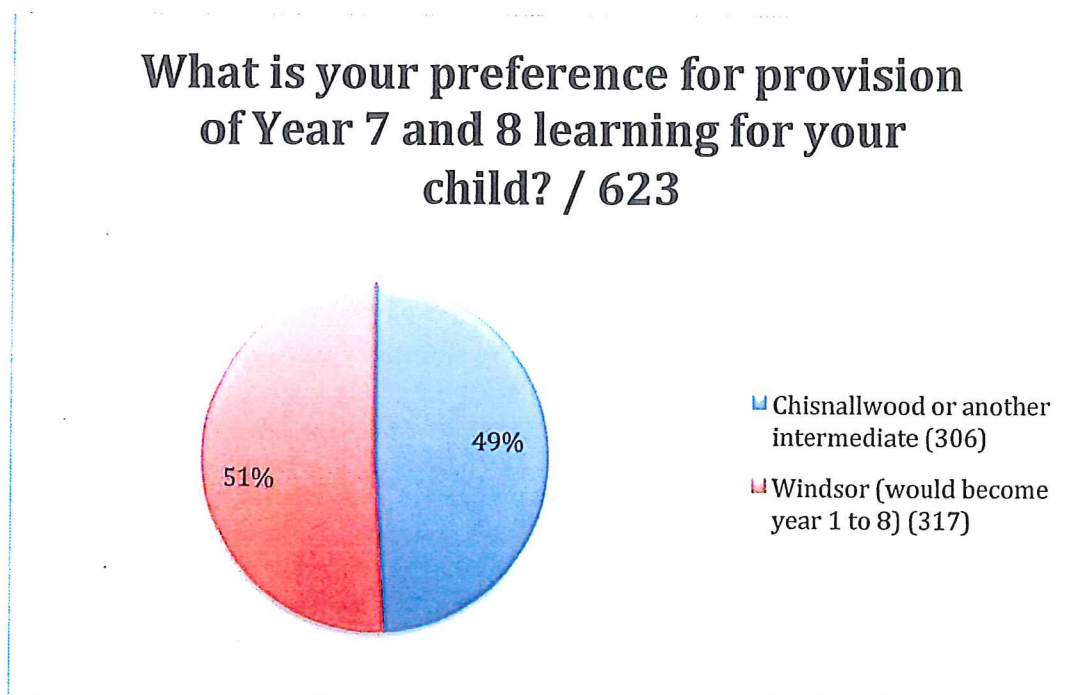


APPENDIX B: ANALYSIS OF COMMUNITY CONSULTATION CONTINUED

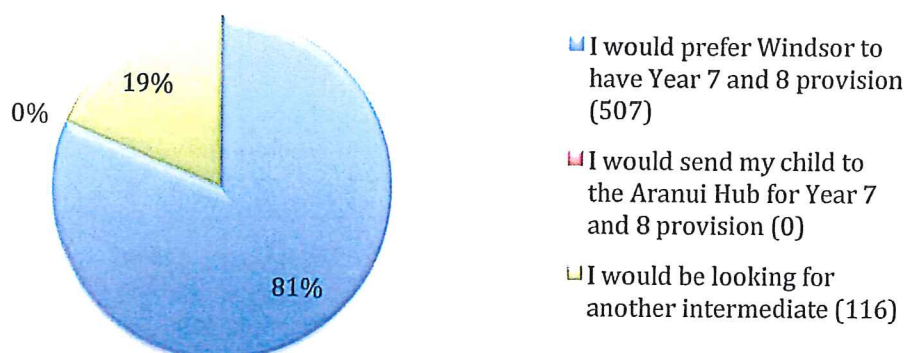
3. AN ONLINE SURVEY OF THE WINDSOR COMMUNITY



In addition to the question noted in the body of the report and shown above, "What is your preference regarding a merger or the continuation of Windsor (with an enlarged zone)?" respondents were also asked:



## If the Minister closes Chisnallwood what is your preference? / 623



### COMMENTS AND SUGGESTIONS FROM THE ONLINE SURVEY: 50 FROM 50 (verbatim and uncorrected)

Six-hundred community responders produced hundreds of comments to two questions asked in the online survey. Here is a representative sample of 50 comments on **each question from 50 responders**.

State the one most important factor to ensure that any merger / transition from Burwood to Windsor is a positive and respectful one.

1. That the best of both schools is acknowledged and incorporated into the new environment. That traditions are not lost in the initial period and let new ones grow naturally out of the new situation.
2. The Burwood community must be included in all consultation and decision making from the day the decision regarding the future of Windsor school is made.
3. It needs to be all inclusive - it is very important to avoid the "them and us" scenario.
4. Children and parents must be made to feel part of the school community and valued as people.
5. Timing is the key and may need to be staggered although it would also be great to acknowledge a date in a formal way - welcome powhiri, tree planting etc.

6. Protect the new children.
7. That the transition is smooth and seamlessly done so that our granddaughter is not disrupted, she has graduated from Reading Recovery and we are so proud of her progress.
8. Burwood is smaller school and roll has dropped...would be beneficial for community to combine....not so good for staffs jobs though.
9. Whatever happens has minimal affect on the children's security and learning.
10. Strong and effective leadership will see a positive and respectful merger/transition through. Under the current leadership team we have every confidence that this will be achieved.
11. In terms of a merger to try and keep one thing the same ie uniform, principal, name so that kids have something they can hold on to as opposed to starting everything new.
12. That the Principal of Windsor school remains the Principal of Windsor school. Any and all changes need to be kept to a minimum to ensure a smooth transition and strong leadership is the most important determining factor for this outcome. Our children deserve this.
13. We need to have welcoming events to make the Burwood children feel they fit in. We need to bring across some of their play equipment and artworks to make them feel at home. No pressure on them to change uniform straight away.
14. Biggest factor is Neil O'Reilly and existing management team remain in place. Their leadership has made Windsor school what it is today, the culture and their knowledge of our children. This is in turn,, passed on through to the teaching and support staff. Our children are known by their names, they are not a number, which with a school roll that we have is fantastic. Our children are accepted with all their quirks, and learning is provided in a way that suits the child, not what is the easiest way to teach. Our children are allowed to grow mentally by learning to think for themselves, thinking outside the box and I feel truly proud to have Windsor kids.
15. That children are not used in the media to go against the merger decision.
16. All (both school's, teacher's) ideas, philosophies and beliefs are recognized and used to help create/maintain - going forward- a great learning environment regardless of the merger/school closure outcome! Both school & communities to build a strong 'collective' and move onwards and upwards!
17. Strong leadership. A merger under newly appointed leadership far less likely to be successful (and more open to the Ministry imposing its own agenda) than an expansion of Windsor under the current leadership.
18. Cost efficiency. cost of new uniforms to family = extra burden; new school set up must wisely planned. waste of money will reduce the resources for our children.
19. That the children are welcomed, cared for and lead from a secure, solid and set structure. I believe the leadership team that is already in place at Windsor is of utmost importance in this transition,



and can cope best with all the needs of our extended community from both schools coming from a place of security themselves..

20. Minimising the disruption to pupils and ensuring the core values of the respective schools are retained.
21. Create the minimum disruption for the maximum number of people, thereby creating an more positive overall feeling within the community. To bring the two schools together through many meetings, social gatherings, inter school sports etc to make both schools familiar with each other.
22. There is a mutual understanding and respect for both school's values and cultures. This must be communicated carefully with both communities.
23. Ensure that all parties are involved in any consultation so that communication is clear and the children remain in a calm environment with the least amount of disruption through the transition stages.
24. The emotional, physical wellbeing of all the children must come first, before adult wants /needs.
25. That the transition is a carefully planned and respectfully implemented with clear long term goals for our children. We need a commitment from the MOE that they will invest in a permanent, superbly resourced school and that it will not be completed in a piecemeal, non committed fashion which takes advantage of the community.
26. Children must feel welcomed and supported if they have to change schools, with attention being given to maintaining their existing friendships and encouraging them to make new ones. No one should feel that they don't belong at "our school".
27. Making the changes positive and exciting for the children.
28. That the focus remains on providing the best learning opportunities for ALL children involved.
29. We are close neighbours.....we must welcome and encompass any new children from Burwood to our school with friendship and assurance that the children will get a great education....
30. The community is kept up to date with ALL happenings and allowed to have some input. It is also important that we are all given a chance to voice any concerns and time to process any information.
31. That the key strengths of each school is used that it benefits all students.
32. Being able to move forward with common agreed upon values for all of the children and families.
33. Ensuring that the school's Infrastructure can accommodate additional students. This includes areas for drop off and pick up, parking, play areas - where are the extra's to go?
34. Consultation at a community level.

35. Clear timeframes and communication.
36. Due care and process needs to be followed - need to feel welcome and not an us vs them scenario.
37. Open communication between all parties involve - parents to have there say - not all decisions to be made by the Board alone.
38. I am a little concerned about the room for extra children. How many more classrooms would be required and as long as room sizes didn't increase. I really can't see why they would want to change the school name, logo etc. I find this a little unbelievable. It should remain Windsor School!
39. That the affected community accept and believe that the merger is both necessary and the most appropriate way of delivering the best possible outcome for all of our children.
40. All up to date and relevant information is quickly shared with board, staff and communities to ensure people feel like they are involved in the process (which certainly has been happening) rather than just feel that the process is happening to them.
41. As a community we have suffered alot over the last three years. The one constant the children have had is the school they love has continued to provide a safe, friendly and fun learning environment. Windsor has a special culture that is continually evolving and developing and it is important that any changes that are made are seemingly invisible to the children and happen behind the scenes and with minimal disruption to the existing "atmosphere".
42. If Chisnallwood closed then I would have no other option but to send my child to another school that catered for years 7 & 8. The ministry need to decide which they are doing. They can't close both Burwood and Chisnallwood and make Windsor cater for both. If I really had to choose I would prefer Windsor catered for year 7 & 8 and not merge with Burwood!
43. Decisions are made with the children's best interests at heart.
44. For Burwood to retain and bring with them any values, culture and physical environment that they can so as to make their transistion easier. Two dedicated seast on the Board of Trustees that is open for the election of a Burwood parent and teacher representative.
45. Stability in the staffing and culture of Windsor will create a core that is easily expanded with minimum disruption to existing students, and provide for a genuinely expressed warm welcoming of the former Burwood students.
46. That the children feel happy and secure with the changes so they can continue to learn and not be stressed.
47. if there was to be a merger/transition. then Chisnallwood needs to stay on to cater for the year 7 & 8.
48. The best option to support, encourage and move forward, needs to come out of a secure and solid leadership team that is already in place and proven. i believe that the existing leadership team in place at Windsor can get the best results for ALL our (Burwood and Windsor) children, their needs



and the needs of the families and wider community

49. Listen to what the kids want.

50. Windsor staff, children, parent & community are probably the most welcoming close-knit group of people you can find. A huge school that acts like a small country school. If you ask any child they will tell you how excited they are at the possibility of growing our community. We have welcomed Burwood pupils as zone have changed and there have been no know issues with this. We are all basically the same community our values and community spirit is in a similar league and many of our parents know those at Burwood. Windsor is a larger school, we need to really look and compare our strengths and the educational opportunities offered at both schools, the skills and knowledge of our teaching staff and highlight the differences and advantages that will be offered to the Burwood pupils, I think this could be a good starting point for our proposal. I am sure Windsor offers many more opportunities for children to reach for the stars and become self-managed, self-regulated learners and thinkers.

#### **General comments posted at the end of the survey**

1. We must retain the staff and in particular the current principal (Neil O'Reilly) who has set the standard and created a fantastic environment for our children. Local decision making is essential.
2. I prefer to school to remain in the current position, current staff, current values and if that means taking in extra students, then Windsor will definitely cater for that, but not a merge. thank you.
3. I feel very strongly about the culture that has been created at Windsor by Neil his team of teachers, The Board, PTA, community and most of all the children. If there is to be any change is should only be to include year 7 and 8 children in the school we maintain the School values. The values of PRIDE our Children learn are what make the School such a welcoming and positive learning environment for our Children. If this was to be ignored it would be to the detriment of our Children's learning which is after all what the Ministry should have top on mind. The Children and the community are want matter this should not be compromised.
4. Saw a newspaper article with a fantastic garden at Burwood School. It would be great if the land at Burwood could be utilised still as a learning space for the local community.
5. I would like to make the comment that I think the principal, teachers and trustees have shown great leadership in their reaction to this situation. By looking for the positives rather than focusing on the negatives, we have the possibility of making Windsor a better school than it already is.
6. How will our children be cared for if the school goes thru a complete rebuilding process? This is the wrong time to pursue wholesale change in this community. I recommend the school supports the most conservative and modest adaptations to support local needs until such time that the real impacts of larger changes are understood by the community.
7. Neil O'Reilly is an amazing Principal. His attitude to learning is very refreshing and he is an inspiration to the children and parents alike. He does an excellent job leading a team of very talented and driven teachers. He is the heartbeat of Windsor School.



8. Windsor goes to years 1 - 8, retains its identity / values and welcomes Burwood primary with open arms!
9. Having specially moved house away from the Burwood zone so that my daughter could experience the superior level of learning offered by Windsor, I am saddened by the draconian way in which the Ministry has gone about this whole process. The timing of the announcement was irresponsibly done in my opinion as it is diverting the focus, no matter how hard they try not to think about it, of the teaching staff from their primary role of teaching our children. The announcement could have been done after the school year was complete or in January of 2013. Our children have been through enough upheaval in the past few years and this ill conceived shuffle of schools is only going to harm our children in the long run. The merger, should it go ahead, will be akin to battery farming of chickens rather than the provision of quality education outcomes for our children.
10. Windsor school is not just a place of exemplary learning it is a consistency in the inconsistent world of children and families of the east side. The culture and heart of our school is something that we are not prepared to lose in our community and whilst we accept the situation that Burwood finds itself needs to be addressed we need to hold tight to all that we are. Please keep our leadership team as they are to broker the smoothest transition possible.
11. Windsor is a fully functioning, school offering excellent learning opportunities to an ever-increasing student body! We are beyond capacity numbers- wise now but acknowledge that growth may be inevitable. To dramatically alter the make-up of Windsor now seems short-sighted! Leave it as it is! We welcome new children to our school with open minds and open arms ... we had plenty of practice since February last year!
12. The staff at Windsor are fantastic, I have two children with special needs and all of the staff have gone above and beyond to help my children, they have exceeded all my expectations of a school, other organisations outside of Windsor that work alongside the school to help my oldest child, have commented how amazing all the Windsor staff are, it would be a tremendous shame if they had to lose their jobs because of a merger.
13. This is a sad and challenging time for all concerned. There is no easy solution, nor one that will leave everybody unscathed. It surely will be consistent with common sense to take the path that would do the least damage to the jobs of staff and officials, and to the character of each school. The earthquake has seen many of us lose much more than buildings (i.e. bricks and mortar), and we are weary of the constant and ever-enlarging losses we have to endure. If further change and unavoidable loss is necessary, let it happen in a way that does not diminish us (as individuals and as a community) - psychologically or materially.
14. It would serve the government no purpose (other than to sow anger and disappointment) to trample on our sentiments or to ignore our aspirations as a community.
15. One of the things that makes Windsor so unique is their standard of care for all their students. My son X has high functioning autism. From the day he started school until we left last term he had the most supportive team I could have wished for. Windsor made sure they had the staff and found the resources (on a tight budget) to ensure he got all the help he could.

16. My fear is that a bigger school could lose that ability and the children become a number. These children in the East have had a very unsettled frightening two years and some calm and security of the familiar would have been more constructive than uprooting their one secure place left and making major changes to it. Already most of these children have had this happen to their homes to varying degrees. Having said that, so long as the childrens best interests is what steers this change and not the god almighty dollar or political gain or somebodys power trip then it could be a good move.
17. I would be devastated if Windsor were to lose any of their caring and highly competent staff, the team there "works" everyone works together and the childrens best interest always comes first.
18. Neil O'Reilly has a refreshing hands on approach to the running of the school and the children go to school because they WANT to learn, they enjoy learning. I was so impressed that the first day my daughter started school in the February when we left that afternoon Mr O'Reilly met all the children at the gate leaving school and using her name asked her how her first full day went. It is not unusual to see him with his guitar in the playground during breaks looking rather like the pied piper. He is one person that is in his position because he likes children, he "gets" them and wants each and every one to reach their full potential.
19. Do what you are going to do quickly, and confidently. Don't drag things on for years. Put the children first.
20. Windsor staff, children, parent & community are probably the most welcoming close knit group of people you can find. A huge school that acts like a small country school. If you ask any child they will tell you how excited they are at the possibility of growing our community. We have welcomed Burwood pupils as zone have changed and there have been no know issues with this. We are all basically the same community our values and community spirit is in a similar league and many of our parents know those at Burwood. Windsor is a larger school, we need to really look and compare our strengths and the educational opportunities offered at both schools, the skills and knowledge of our teaching staff and highlight the differences and advantages that will be offered to the Burwood pupils, I think this could be a good starting point for our proposal. I am sure Windsor offers many more opportunities for children to reach for the stars and become self-managed, self regulated learners and thinkers.
21. Windsor is an awesome learning environment, it is the school I attended as a child, it is the school my husband and I chose for our children (We moved into zone for this to happen) We have an amazing set of values, we have a staff of caring, exceptional, educational professionals who are there for all of our children. For many families in this area, Windsor is the one constant in a life of continuous uncertainty and change. I feel safe in the knowledge that my son is cared for and achieving to his potential as I leave him in their care and go to work. I love my school, my children love their school. To remove this community school for us would be to remove the heart of our community.
22. Any new buildings are to be purpose built modern learning environments (not relocatable) - this depends on funding and decisions made about other schools by the ministry so is probably a question that needs to be asked after a few key decisions have been made.



23. Continuation of the current leadership team - this will increase with an increase in students so again needs to be revisited after key decisions are made.
24. I have an enormous amount of trust and respect in the currently leadership of Windsor and know that the best interests of Windsor children will be represented in any submissions to the Ministry.
25. The cost to parents and the school if burwood and windsor merge is a concern. If it is a new entity then there would be a new school uniform, logos, stationery etc.  
Is the ministry going to pay for the new uniform? We've all just paid for a new uniform (with the new logo).
26. I would prefer to see Burwood close rather than the merger option. I believe that would provide certainty for parents and staff. I also think that it would be the far cheaper option for all concerned (parents and school). Windsor has provided both my children with a quality education, I would like to see that culture continue. The staff at Windsor will always be unsung heroes to me for the care and security they showed towards all children in their care during the earthquakes.
27. Windsor is a fantastic school. If we got a stranger to stand at the gate and ask every parent that passed them to give one word of what Windsor means, many would answer "PRIDE". It is what we are and what we do. Windsor does not need to drastically change, we have evolved into the school we are today through our PRIDE values. We would welcome the Burwood community with sincerity and PRIDE.
28. One of the few consistencies in our lives in recent years has been our childrens' schooling. That schooling has not been the bricks and mortar. That schooling has been Windsor. That schooling has been the identity. That schooling has been PRIDE. That schooling has been the familiar routines and expectations. And undoubtedly, that schooling has been our charismatic and tireless Principal and our dedicated, committed and enthusiastic teaching and support staff.  
A merger threatens the very fabric that has given our children stability and fantastic learning outcomes. It is the human factor that makes Windsor what it is and who we are. A merger will bring wide-scale destabilisation of that human factor. This, we can ill afford if we are to continue to foster excellence.
29. In the case of playing fields, perhaps acquisition of the grounds at the rear of the school in Travis Country could be utilised for school activities etc, so as to allow room for building development directly onsite. The children must have a level of access to educational programmes, extra-curricular activities etc at least equal to what they currently have if the school ends up covering years 1-8, there must be no decline in anything.
30. Leave Windsor as it is, with the staff that it's got as they make it what it is and with out them my children will NOT be coming!!!!
31. I think that continuing Windsor school as Windsor School is the best way foward, its sad for the Burwood kids but I know alot of parents who wanted to get their kids into Windsor anyway but are out of zone and so had to go to Burwood.



32. Windsor has an excellent reputation that all parents want to see continue. Whilst sharing a close geographical area, Burwood has a significantly different culture. Burwood should close. Windsor will welcome those few remaining kids with open arms ... They are good at it! Windsor school has developed a very successful formula for education ... Leave it to continue flourishing!
33. Another non-negotiable for me would be the loss of the PRIDE room for the children with special needs, this facility is an important resource for the children at Windsor. Also the reduction of any support staff or teacher aides for children with special needs is something that is for me non-negotiable. Ideally an increase in support staff would be better suited to cater for the larger numbers of children who have special needs.
34. I really don't have any objection to children who currently go to Burwood School being able to come to Windsor, as long as the role doesn't go too high by this action. I VERY STRONGLY disagree with Windsor going to year 7 and 8 and hope that the ministry use their heart as well as their head when they make the decisions regarding our East Christchurch schools. They have no idea how much they are affecting our families by putting these proposals forward. The ministry are impacting on all 3 of my children's schools and without much evidence of the proposal's benefits. We have to have options on the East side of Christchurch for our children's education and a 1 - 13 school in the Aranui cluster will not be well utilised by the families of East Christchurch - STUPID IDEA!!!!!!!
35. I love Windsor's ways and put my son in there based on this, will be moving him if this changes, not happy.
36. As a household in zone for Queenspark and Windsor we considered ourselves lucky to have the choice of what we considered 2 great schools. After talking with other parents in the area the choice was easy. We chose Windsor because of its values and because of how other parents talked so enthusiastically about Windsor's teachers and Principal.
37. If change must eventuate, I would support Windsor school enlarging with the integration of Burwood pupils so long as additional land is allocated/purchased adjoining the existing Windsor site, ensuring the teacher/pupil ratio is maintained and the pupils enjoy the same proportionately sized recreational area as currently held both schools. I full endorse Windsor school management, in particular the Principal (Mr O'Reilly), who I would strongly support to be retained as the Principal of any merged entity.
38. Just hoping that whatever the outcome, it all runs smoothly and that the students aren't affected in any negative manner.
39. I fully support the local leadership of the school and feel very strongly that the Min of Ed must take the lead from them not the other way round. Whatever the outcome of the process it must happen in the least disruptive & most considerate way possible for the children and also for the staff whose jobs may be affected.
40. In my opinion Burwood should close and be welcomed in the best possible way to Windsor. If Chisnallwood were to move site to the Aranui Hub I would hope to see Windsor go to year 1-8.



Submission to the Minister of Education: from Windsor School Board of Trustees

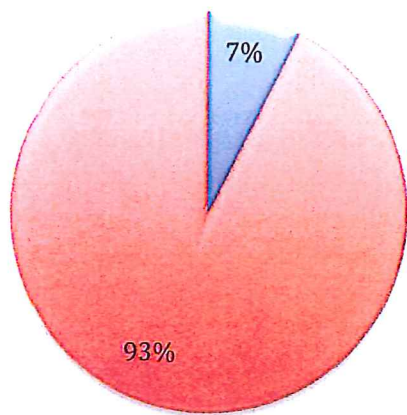
41. Chisnallwood is a fantastic school and sure take some resources/facilities but look at the case mix in this community and develop other ideas, Windsor is an innovative school and what works at one facility isn't necessarily going to be right at another. Windsor is it's own entity and I hope that in the future Windsor can transform in to an even more amazing place of learning for our kids. An enlarged school needs more space outdoors, it's already pretty full in the playgrounds and field. School grounds should't be cramped, you need open spaces for learning and just relaxing.
42. We have only been part of the Windsor community for 2 weeks and our wee boy absolutely loves it there. The structure,, the staff, facilities, it is all really fantastic.
43. I would welcome all Burwood children to our children and feel with existing Windsor culture,, they would easily integrate into the Windsor environment and there would be no them and us feelings at all. We have a great community at Windsor, and we need to be allowed to keep it.
44. Our schools have been the backbone to helping our kids get through months and months of aftershocks, providing security ongoing. Does the minister understand that this is the crucial time that post earthquake stresses occur?? I think not! Our children and communities don't need more insecurity and that's exactly what they are getting. It is an opportunity to progress our education system but they need to be fair and provide the schools and communities ALL of the information and progress it quickly!!! Windsor is a fantastic school and has been for many years, credit to the staff and Principal. The govt needs to enhance the community, not rip it apart!
45. Highlighting the positive similarities between the two schools and creating the feeling the merger/transition will create an even better learning environment for the students.
46. A transition to Windsor would minimise the disruption to the children of the combined Windsor and Burwood communities by requiring the school with by far the smaller role to move. Why disrupt the 500+ pupils at Windsor as well with a merger?
47. The merger option is the worst of all worlds.
48. Windsor is a fantastic school with leadership and staff that are truly outstanding - to interfere with the current structure would be tragic, not only for the children and parents directly involved with Windsor but also for the wider community, many of whom move to, and live in the area because of the reputation Windsor has as a leader in education in the East.
49. Please do not build extra classrooms on the field - it is important for children to have room to play, and socialise and just be kids.
50. I firmly believe merging Burwood and Windsor would be a mistake, however extending the zone to allow more children to attend Windsor school as Windsor students would benefit the community greatly, Windsor has already done so much for community, it makes sense to maintain that same standard.



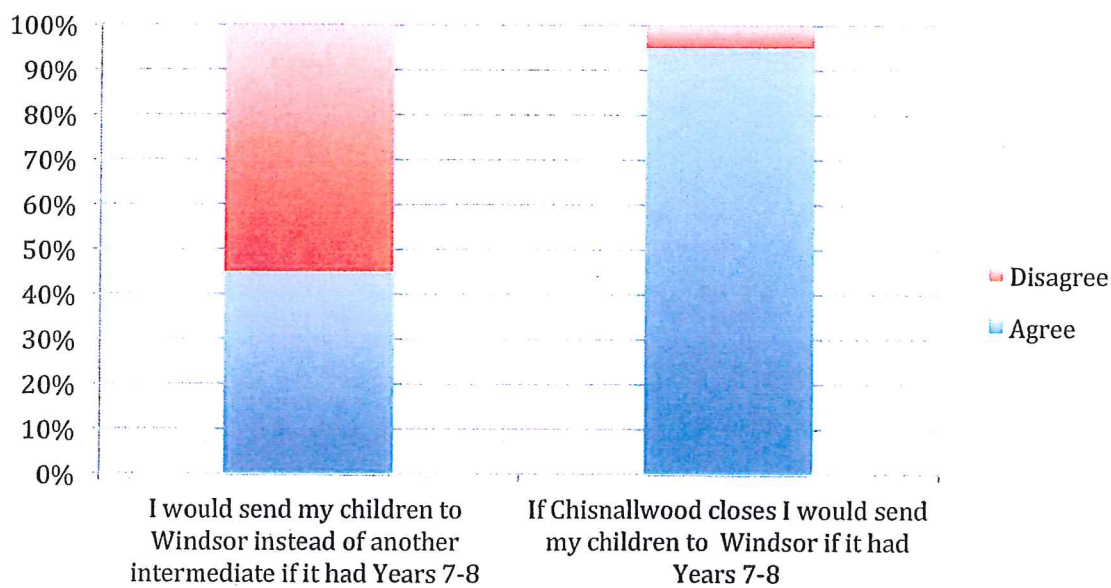
APPENDIX B: ANALYSIS OF COMMUNITY CONSULTATION CONTINUED

4. CONSULTATION WITH WINDSOR'S MĀORI COMMUNITY

Telephone and kanohi ki te kanohi  
response from Windsor's Māori  
community /40

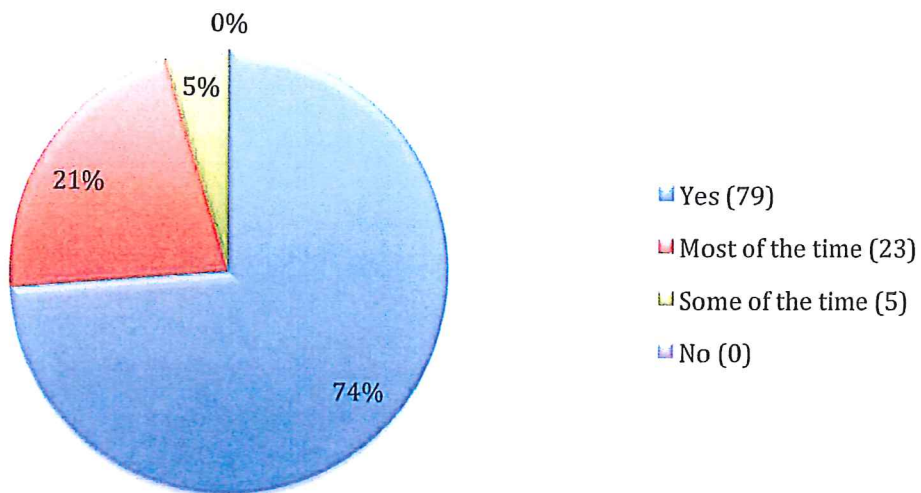


- I would prefer a merger with Burwood School, creating a new school on the Windsor site (3)
- I would prefer to see Windsor School remain with an enlarged enrolment zone (inclusive of Burwood) (37)

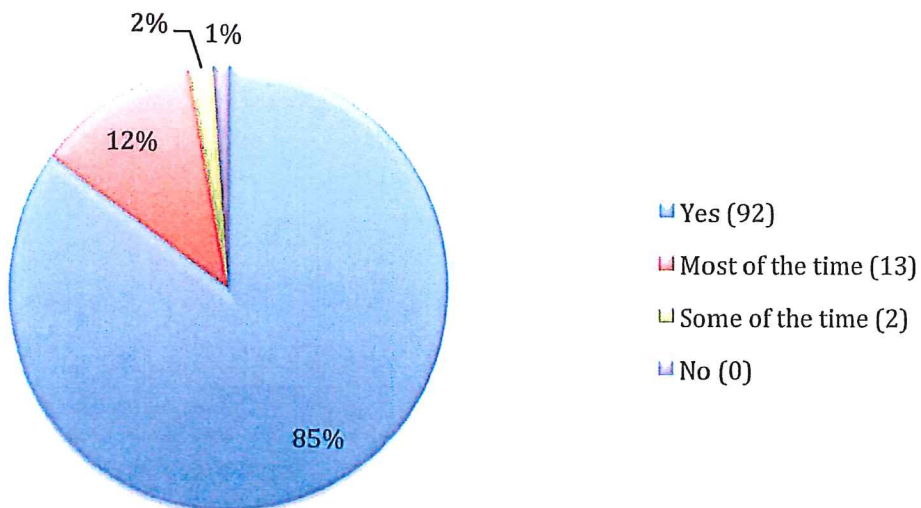


## APPENDIX C: ANNUAL REVIEW OF LEARNERS' ATTITUDES, BEHAVIOUR AND TRUST /107 RESPONSES

### Do you enjoy learning?

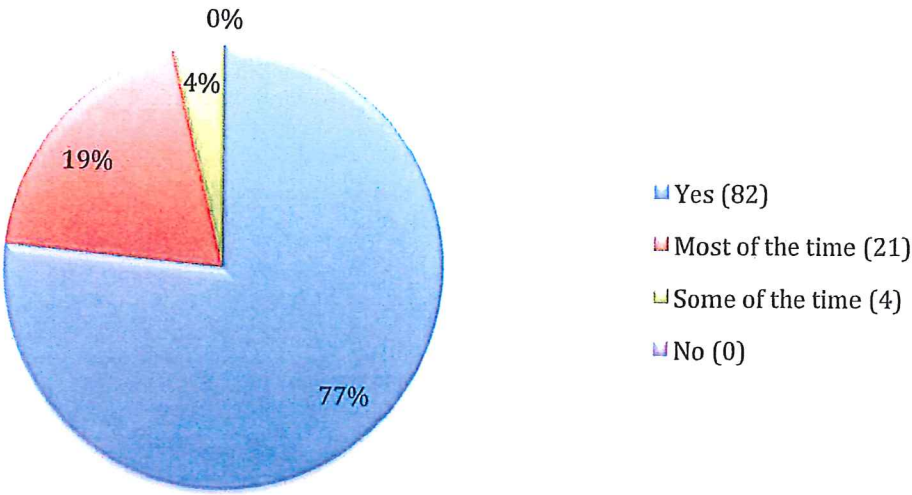


### Do you like your teacher?

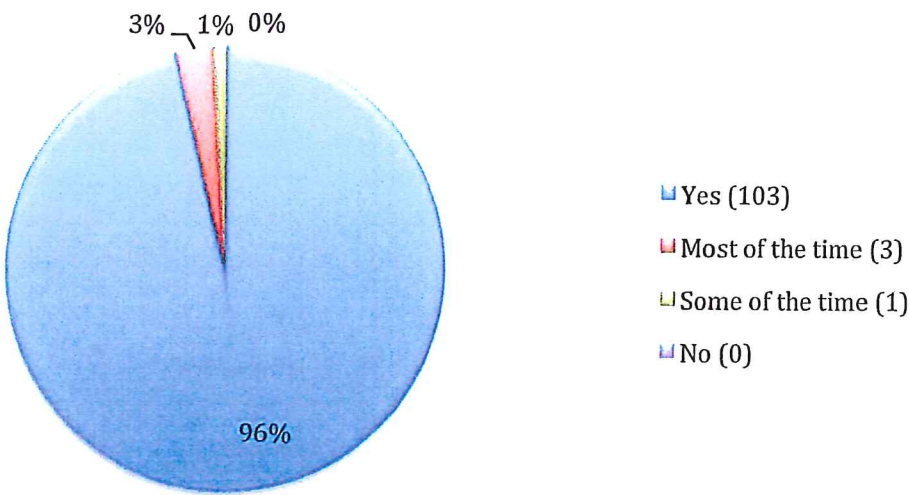




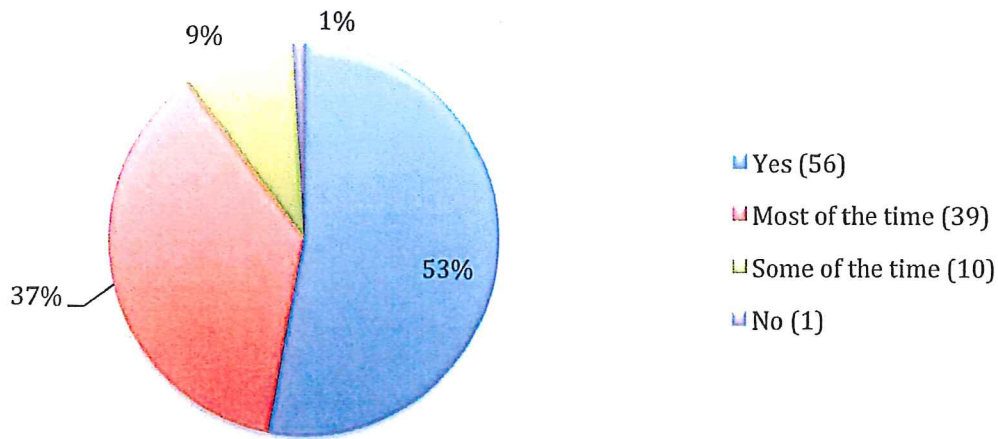
### Does your teacher like you?



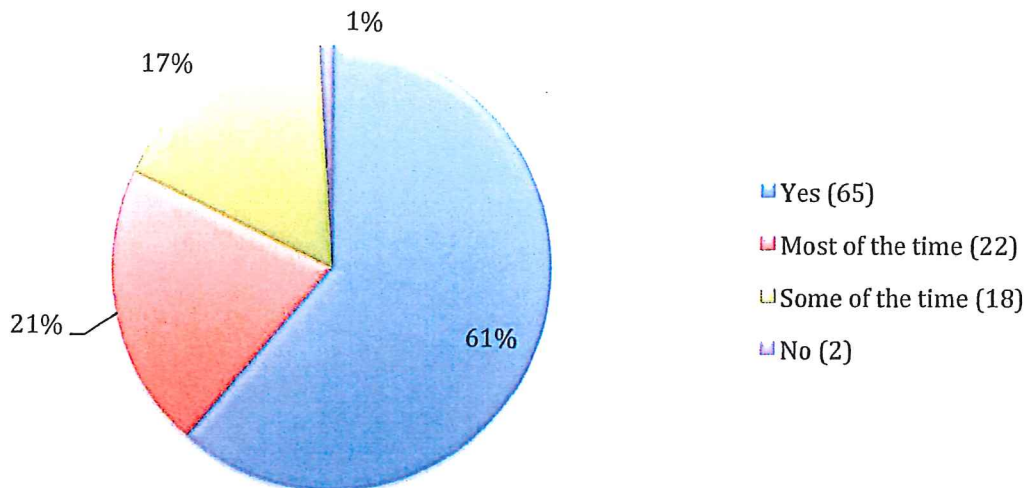
### Do you like Windsor School?



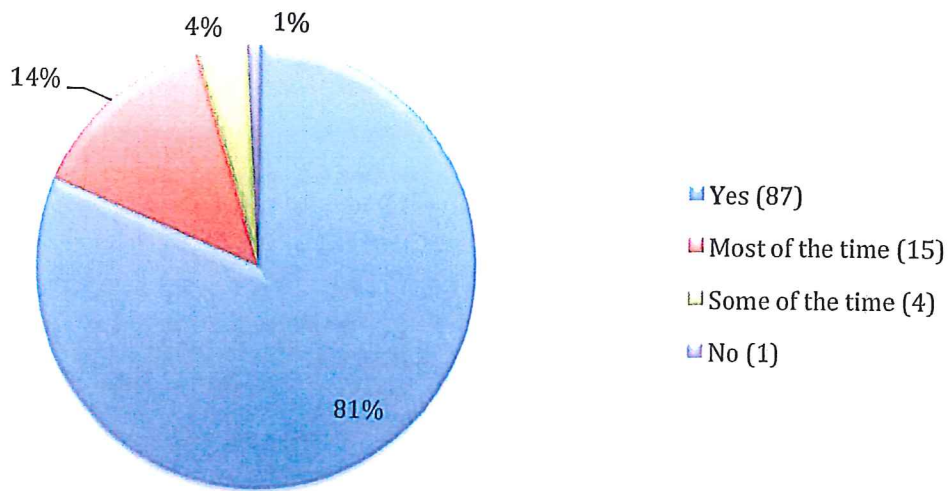
### Do you show PRIDE values by helping others?



### Do you feel safe in the playground?



## Do you feel safe at school?





## APPENDIX D: LAST WORD, FROM

Tēna koe Minister

Ko ahau



I am on our school council and our council knows that change must take place. We have been through a lot these past two years. For some it has meant a change in home. We have settled into an earthquake-ravaged city, and now we must cope with more change with schools closing and merging. I know that there is a proposal to merge our school with Burwood and to make it into a Year 1 – 8 school.

I would like you to know what I think should be retained from this school. I would like to see the school keep its name. I am sure Burwood feels the same, but it is on this property that the two schools are to come together. Also, I think our PRIDE Challenge programme should remain, because it gives kids a choice in what they want to learn,

and they know they are in charge of their learning. Our Talent Development and extra curriculum activities are many and varied. Just about all the teachers in this school take great learning activities on top of their usual classroom duties.

Our school motto is Learning together with PRIDE. Pride stands for: Participation and partnership, Respect and responsibility, Integrity and identity, Determination, Excellence. Our school council thinks these are values worth developing in children and we would like to see this motto remain.

Nāku noa, na

## APPENDIX D: LAST WORD, FROM AMELIA

Tēna koe Minister

Ko            ahau



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