

INFORMATION SHEET – FLAT BUSH NEW SCHOOLS

Schooling Strategy

Overview

- What is the Schooling Strategy for Flat Bush?
- What will the schools be called?
- What are the different types of schools?
- How do these year groupings relate to how students of different ages learn?

Campus Structure

- How will the Campuses be structured?
- What about the boards of trustees?
- Will students of all age groups mix on a daily basis at the Campuses?
- Is the Junior/Senior High School concept tested in New Zealand?
- Which primary schools will feed into each junior high school?

Creating a 'Flat Bush School Network'

- I've heard talk of creating 'education pathways' and 'school networks' – what do these terms mean?
- How will a common vision be developed and achieved?
- What happens if secondary-age students move into the area, or vice versa – will they be able to easily fit into the different schooling structure?
- What will be the impact on existing schools in the surrounding areas?

Enrolment Details

- What year levels will the new schools take in their first year of operation – will it be one year level per year?
- How and when should I enrol my child?
- What areas are likely to be in the zone for each of the schools?
- What schools will intermediate and secondary school-age students attend until their schools are built?
- When will Baverstock Oaks become a contributing school (stop enrolling year 7 and 8 students)?

Special Education

- What provision will be made for students with special needs in the Flat Bush area?

Community Involvement

- What is an establishment board of trustees?
- How do I get considered for an establishment board of trustees?
- What kinds of people make good establishment board members?
- How much work is required of establishment board members?
- Why should I consider putting my name forward for an establishment board?
- How much do board members get paid?

Design and Construction

- Who will design the schools?
- Will all the schools look the same?
- What facilities will the schools have?
- How long does it take to build a school?

Overview

What is the Schooling Strategy for Flat Bush?

Seven new state schools will be established in the Flat Bush area, in addition to Baverstock Oaks primary school which opened in 2005.

The new schools and their planned opening dates are:

Opening Date	Type of School	Year Levels	Indicative Age	Location	Projected Peak Roll
2009	Contributing Primary School	Years 1-6	5-10 year olds	Jeffs Road Campus	700
2009	Junior High School	Years 7-10	11-14 year olds	Jeffs Road Campus	1100
2010	Senior High School	Years 11-13	15-17 year olds	Ormiston Road Campus	1600
2011	Contributing Primary School	Years 1-6	5-10 year olds	South West Flat Bush	700
2013	Contributing Primary School	Years 1-6	5-10 year olds	Ormiston Road Campus	700
2013	Junior High School	Years 7-10	11-14 year olds	Ormiston Road Campus	1100
2015	Contributing Primary School	Years 1-6	5-10 year olds	South East Flat Bush	700

What will the schools be called?

The name of each school will be decided by the school's board of trustees, after consultation with the school community. The new name must be approved by the Ministry of Education. New schools are established with planning names only.

As part of the naming process, the establishment boards of trustees will make decisions on what term they use for the junior and senior high schools. There are several options for junior high schools, for example, including 'junior secondary school' or 'middle school'.

What are the different types of schools?

Contributing Primary School?

A contributing primary school caters for Years 1-6 children (usually five to ten year olds). Programmes at contributing primary schools are based on the New Zealand Curriculum for this age group. After completing Year 6, students go on to a junior high school or intermediate school, or sometimes a Years 7-13 secondary school. In Flat Bush the local school will be a junior high school.

Junior High School

A junior high school (or junior secondary/middle school) caters for Years 7-10 children (usually 11 to 14 year olds). Although they are relatively new in New Zealand, junior high schools have been part of education systems overseas for many years. Clover Park Middle School in Otara is an example of a Years 7-10 school. Also, a new junior high school, Albany Junior High School, opened in 2005 in North Shore City. Junior College of New Zealand, a private school, also caters for Years 7-10 students.

Junior high or middle schools cater specifically for the needs of children in the 11 to 14 age group. It is often at this time that children begin to struggle with problems of peer pressure and

finding their own identity. Staff are usually trained to understand the social as well as the educational needs of this special age group.

Programmes are designed to prepare children well for senior secondary school and to build their confidence and self esteem. A typical academic programme would include languages, technology, the arts, health and physical wellbeing, mathematics, social studies and science.

Senior High School

A senior high school caters for Years 11 to 13 children (usually 15 to 17 year olds). The proposed senior high school in Flat Bush would be one of the first such schools in New Zealand, although another is planned to open in Albany in 2009 to follow on from the junior high school. Senior College of New Zealand, a private school for students in years 11-13, has been in existence for a number of years now.

A senior high school will provide more of an adult learning environment where independent learning skills will be fostered. The emphasis will be on preparing students well for further learning at university or an institute of technology, or for entry to the workforce.

How do these year groupings relate to how students of different ages learn?

The following table, which gives a broad overview of the different stages of students' learning and development, corresponds with the schooling structure for Flat Bush schools. This suggests that junior and senior high schools could benefit from having the freedom to focus on the different (age-related) needs of their students.

Approximate age	Schooling Years	Nature of Learning	Type
0-4	Year 0	Development of intellect, personality, language, motor skills, relating to others	early childhood centre
5-10	Years 1-6 (N/Entrants–Std 4)	Basic tools of learning, literacy and numeracy. Socialisation.	primary school
11-14	Years 7-10 (Form 1-4)	Development of meta-cognitive skills, mastering the basics of a broad curriculum, exploring nature of self, relationship skills	junior high school or middle school
15-18	Years 11-13 (Form 5-7)	Non-compulsory, emphasis on developing independent learning skills, increased specialisation, qualifications, career focus	senior high school
18+	Adult	Academic, employment-related training and retraining, research, cultural and recreational, hobbies and interests.	tertiary, employment related training, lifelong learning

Campus Structure

How will the Campuses be structured?

Two campuses will be created on two sites:

- **Ormiston Road Campus** will have three schools on one large site, with provision for three early childhood education centres. It would therefore provide for the education, sporting and cultural needs of children from pre-school through to the completion of their secondary schooling. The projected peak roll for this site is 3400 students across the three schools.
- **Jefferies Road Campus** will comprise two schools and two early childhood centres, catering for students from pre-school through to the end of Year 10. The projected peak roll for this site is 1800 students across the two schools.

Each school will be managed by its own principal. However, it is likely that the principals will work together to ensure a coordinated approach to the education of children in the community.

There are several examples of campus models already operating in Auckland schools, with many private schools operating under this structure, e.g. St Cuthbert's College, Kristin School, Diocesan School for Girls. An example of a multi-school state campus is Sir Edmund Hillary Collegiate in Otara where three schools work together in a "village of learning" to improve the focus of education delivered to students. The combining of resources, skills and expertise has led to increased achievement levels for students across all ages. Mt Roskill also operates in a campus environment with the primary, intermediate and secondary schools located on a single campus and all working closely together.

What about the boards of trustees?

When they are established, each new school will have its own board of trustees, as required by the Education Act 1989. This Establishment Board will be appointed by the Minister of Education. During the first year of the school's operation there will be an election for the board of trustees. If the elected boards of trustees of two or more schools wish to combine, and the parent community supports this initiative, it is likely that the Minister of Education would approve such an application.

Sir Edmund Hillary Collegiate, which comprises three schools, has a combined board of trustees. On the Mt Roskill campus, each school has its own board of trustees.

Will students of all age groups mix on a daily basis at the Campuses?

As for all existing schools - whether they are primary schools, area schools or in a campus environment - principals and boards of trustees will determine where and when children can move around the campus and where they can play.

Is the Junior/Senior High School concept tested in New Zealand?

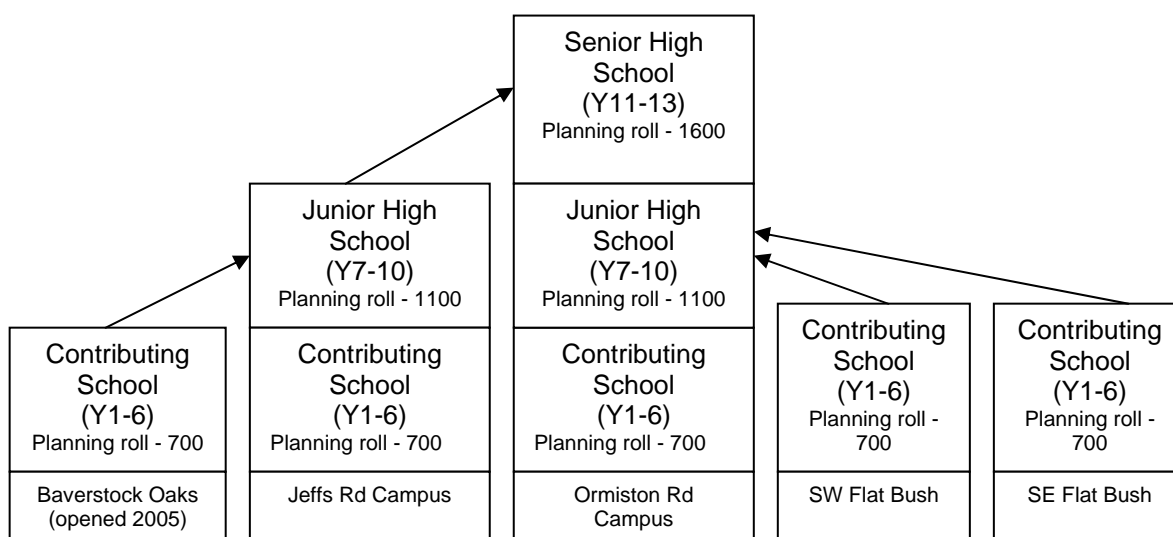
The Academic Colleges Group (ACG) has been operating private junior/senior high schools for a number of years now. There are currently five middle schools in the state education system whose graduates go on to local secondary schools. Albany Junior High School is the first to be established with a senior high planned to follow. An increasing number of years 7-13 schools are organising themselves into middle and senior schools in recognition of the particular needs of students in the 11-14 age group.

Which primary schools will feed into each junior high school?

The Jeffs Road junior high school will attract its roll primarily from Baverstock Oaks and the Jeffs Road primary school, with the other three primary schools feeding into the Ormiston Road junior high. Both junior high schools will feed into the senior high school.

Enrolment schemes will be developed to allow all students attending the contributing schools to access the junior and senior high schools.

The following diagram shows the 'education pathway' from each of the schools.



Creating a ‘Flat Bush School Network’

I’ve heard talk of creating ‘education pathways’ and ‘school networks’ – what do these terms mean?

The ‘Education Pathway’ denotes the route that a student takes, or has available to take, to continue and complete their education. The Flat Bush Schools strategy is focused on making the pathway clear and manageable for the wide range of students who will live in Flat Bush to ensure they achieve their full potential. An education pathway is enhanced by the sharing of information about students as they move from one educational setting to the next, and by co-operation between schools.

‘School Network’ is the term the Ministry uses to describe a group of schools. The schools in Flat Bush will make up a network. A key aim of the Flat Bush Schools Strategy is to develop a group of schools that work collaboratively together under a common vision for their area. Having a cohesive network eases the transition for students between schools as all schools have an agreed philosophy for schooling in the area.

How will a common vision be developed and achieved?

The Ministry of Education has appointed an Advisory Group to ensure that the development of the seven new schools planned for Flat Bush (plus Baverstock Oaks) is co-ordinated and has the best possible links with the local community. It is intended that the group will play a key role in developing a high-level educational vision for the Flat Bush schooling network and develop a strategy for special education provision within the network.

The Advisory Group membership includes representatives from Manukau City Council, the Botany Community Board, local iwi, local residents, local boards of trustees, local principals, and Ministry officials. It is being facilitated by education consultant, Alan Burton.

The Advisory Group will also contribute to decision-making around early childhood provision on school sites, and encourage the engagement of the Flat Bush community in the development of the schooling network.

As each establishment board is appointed, they will be invited to a briefing by the Advisory Group. It is hoped that some members of the Advisory Group will be appointed to establishment boards.

What happens if secondary-age students move into the area, or vice versa – will they be able to easily fit into the different schooling structure?

Yes, any student moving into the area should find that they can fit into a Flat Bush school as easily as any other school. All good schools make an effort to ensure new students have a smooth transition into their new school.

What will be the impact on existing schools in the surrounding areas?

The Ministry will work with all schools to ensure that the impact of the establishment of the new schools is minimised. The implementation of enrolment schemes will ensure that places at the new Flat Bush schools are for local residents which should ease most issues associated with students leaving their current school to attend a new one.

If the anticipated growth occurs as expected and the opening of the first schools was delayed, this would put significant pressure on the infrastructure of the existing schools. For this reason the Ministry is now committed to establishing, designing and constructing the first two schools to open in 2009.

Enrolment Details

What year levels will the new schools take in their first year of operation – will it be one year level per year?

Both Jeffs Road schools – the contributing primary and the junior high school – will offer instruction at all year levels from term one, 2009. Decisions for the other schools will be made prior to their establishment.

How and when should I enrol my child?

Confirmed enrolment details will not be available until about six months before each school opens. Prior to taking enrolments, an enrolment scheme will need to be developed for each school. Individual schools will provide information to their communities about enrolment procedures when these have been developed.

What areas are likely to be in the zone for each of the schools?

The new schools are intended to provide for the new population in the Flat Bush area and each school will have an enrolment scheme (zone) that reflects its localised catchment area.

Until the establishment boards are in place for individual schools and the community grows, it is not possible to give an indication of what streets or areas will be in the zones for any of these schools until closer to each school's opening date.

For each enrolment scheme, the Ministry will identify a possible zone which the board will then consult local schools and the community about, as required under the Education Act 1989. The board will take account of any feedback before submitting its enrolment scheme to the Ministry for approval. This would generally be undertaken in the year prior to the school's opening date.

What schools will intermediate and secondary school-age students attend until their schools are built?

Children in Flat Bush are entitled to attend an existing state school in the vicinity of Flat Bush.

For secondary students the nearest state schools are Botany Downs Secondary College, Sir Edmund Hillary Collegiate and Tangaroa College, depending on where they live. For intermediate students, again it will depend on where they live, with the closest options being Baverstock Oaks School which has opened as a full primary school (catering for children up to Year 8), or Somerville Intermediate or Howick Intermediate Schools.

When will Baverstock Oaks become a contributing school (stop enrolling year 7 and 8 students)?

The Ministry will consult the boards of trustees of Baverstock Oaks and Jeffs Road Junior High School before the Minister makes a decision to change the school to a contributing school.

Special Education

What provision will be made for students with special needs in the Flat Bush area?

The Ministry will provide facilities to cater for a range of needs across the Flat Bush schooling network in order to ensure there is an appropriate teaching and learning environment for all children in the area who choose to attend a state school, including those children with special education needs.

In Flat Bush there is an exciting opportunity to look at this provision across all of the new schools in order to develop a range of learning environments.

The Ministry views any special education facilities as an integral part of these new schools and will be working with all key parties to make the most of the opportunity that the opening of seven new schools in Flat Bush provides.

Community Involvement

How will the community continue to have input into the new schools?

There will be a number of opportunities for the community to have involvement in the implementation of the strategy, including through the statutory consultation process that is required prior to the formal establishment of a new school and becoming a member of an establishment board of trustees. Once a school is established, the board will hold meetings with the community from time to time about the setting up of the school.

What is an establishment board of trustees?

An establishment board of trustees, consisting of five members, is appointed by the Minister of Education, under Section 98 of the Education Act 1989, to oversee and assist in the process of setting up a new school.

An establishment board is responsible for appointing a foundation principal and other senior management staff, determining school policy and governance practices, as well as ensuring the school reflect the needs and aspirations of the emerging local community.

Establishment boards are generally appointed by the Minister of Education shortly after the formal establishment of a school and they remain in office for up to six months after the opening when board of trustees elections occur.

How do I get considered for an establishment board of trustees?

About the same time as the Ministry begins consultation on the establishment of a school (about two/three years before the planned opening date), nominations are called for the establishment board of trustees. Each nominee needs to complete a nomination form which must be endorsed by two other people.

What kinds of people make good establishment board members?

A successful establishment board is made up of a wide range of people ideally from the local community, or at least people known to the local community. They should, as much as possible, represent the community in terms of gender and ethnicity. They should have an

interest in education (or knowledge and understanding of schools) and the time to devote to the project. The establishment board may co-opt up to four members to achieve a balanced board and to add skills and expertise.

Key attributes include being forward thinking, being receptive to new ideas, having excellent communication skills, able to work as part of a team, the time to commit to the task, willing to challenge points of view, able to assimilate and analyse information, having an understanding of project management processes, having a good understanding of systems and structures, having good judgement, having an understanding of the difference between governance and management, and a commitment to the community.

How much work is required of establishment board members?

An establishment board may be appointed from two to three years prior to the opening of the new school, depending on the type of school. During the early days of its establishment, the board may need to meet at least weekly, not including any sub-committee meetings. It is expected that this will reduce once the principal has been appointed and construction has commenced.

Why should I consider putting my name forward for an establishment board?

Previous members of establishment boards have found the role to be extremely rewarding, with many noting that they enjoyed making a tangible contribution to their local community.

How much do board members get paid?

The work of an establishment board is voluntary, as is the work of an elected board of trustees, although meeting expenses may be paid.

Design and Construction

Who will design the schools?

The Ministry will appoint a design and construction team to design and build each school as it is established, with the establishment board and educational professionals having an involvement in the design process.

Will all the schools look the same?

No, none of the new schools will follow the same design. All new schools are designed specifically for the individual site and for the community that they will serve. However, the designs on the shared campuses will be complementary.

What facilities will the schools have?

The facilities a school has will depend on what type of school it is, with all schools having the full range needed for them to deliver the curriculum. Primary schools generally consist of teaching spaces, an administration area, a library and a multi-purpose space. The junior and senior high schools will also have a full range of specialist facilities suitable for their students.

How long does it take to build a school?

The construction time depends on a number of factors including the site and the type of school to be built. Larger schools with specialist facilities (junior/senior high) take longer, with most schools taking on average about a year to build.