Education Report: Change of class for Mangakino Area School (329)

To: Hon Chris Hipkins, Minister of Education

CC: Hon Tracey Martin, Associate Minister of Education

Date: 24 September 2018  Priority: High

Security Level: In Confidence  METIS No: 1153871

Drafter: Hana Crengie  DDI: s 9(2)(a)

Key Contact: Ezra Schuster  DDI:

Messaging seen by Communications team: Yes  Round Robin: No

Purpose of Report

The purpose of this paper is to ask you to:

Note that you agreed to undertake consultation with the boards of schools whose rolls might be affected by a change of class for Mangakino Area School from Year 1 to 13 (area school) to Year 1 to 8 (full primary), under section 157 of the Education Act 1989 (the Act) [METIS 1127551 refers]. We also engaged with Mangakino Area School whānau and community regarding the possible change of class.

Note that this consultation and engagement favoured a change of class for Mangakino Area School to a Year 1 to 8 full primary school in 2019.

And informs your decision on whether to:

Agree to change the class for Mangakino Area School under section 153 of the Act from a Year 1 to 13 area school to a Year 1 to 8 full primary school, with an effective date of 28 January 2019.

Summary

1. The roll of Mangakino Area School has decreased rapidly over the last three years, particularly at secondary level. Currently, only three secondary students are enrolled, and the majority of secondary students in the area attend other schools. The school is having difficulty both in attracting secondary enrolments and providing suitable secondary education.

2. The Mangakino area has sustained significant population decrease. In 2011, Mangakino Area School was identified in the Ministry's Network Plan for 2012-2017 as likely to need a review of secondary provision due to the predicted loss of general population.
3. The Education Review Office (ERO) and the New Zealand Qualifications Authority (NZQA) have expressed a range of concerns about the quality of secondary education available at Mangakino Area School. The school has had three statutory interventions in 15 years to address risks to student welfare, leadership and teaching quality.

4. We propose a change of class to full primary to address the school's situation. The current primary roll at Mangakino Area School (90) is a sustainable size for a full primary school.

5. You previously approved us undertaking consultation on this change of class (METIS 1127551 refers – attached as Annex 8). We have consulted with the school whānau and community and a change of class to full primary is supported by approximately 80% of respondents, and 100% (32) of the school's current Year 5 to 13 students.

6. If approved, the change of class would be supported by recruitment of a new Primary principal, support from the Tokoroa Kāhui Ako | Community of Learning, and transition plans for current students with additional learning needs to help them transition to other schools at senior year levels.

7. Under section 153(1)(a) of the Act, the Minister may, by notice in the New Zealand Gazette declare a composite school to be a primary, intermediate, or secondary school. The notice must specify a day (not earlier than the end of the term after the term during which the notice is published) on which the change takes effect. If you agree to the proposed change of class the Ministry recommends the change takes effect from 28 January 2018.

8. If you approve this change of class, it must be gazetted before the beginning of Term 4, 2018 to take effect from Term 1, 2019. We ask that if you agree, you sign the attached letters to the Commissioner for Mangakino Area School and local Members of Parliament, as well as the attached New Zealand Gazette notice, by 8 October 2018.

9. If you are not able to make a decision by this date, the school will not be able to make the change in Term 1 and will have to employ the staff teaching at secondary level for another 12 months under the provisions of the Area School Teachers' Collective Agreement.

10. A draft media statement is attached as Annex 7.
Recommended Actions

The Ministry of Education recommends you:

a. note that whānau and community engagement and consultation with schools support a change of class from a composite school to a Year 1–8 full primary school in 2019;

   Noted

b. note that this change of class must be gazetted before the beginning of term 4, 2018 to take effect from Term 1, 2019, so we ask you to decide by 8 October 2018;

   Noted

c. agree that under section 153 of the Education Act 1989 Mangakino Area School become a Year 1–8 full primary school from 28 January 2019;

   Agree / Disagree

d. note that this change of class will be supported by recruitment of a new principal, for whom a Principal Recruitment Allowance is being sought;

   Noted

e. agree that this report be proactively released as per your expectation that information be released as soon as possible. Any information that might need to be withheld will be done so in line with the provisions of the Official Information Act 1982;

   Agree / Disagree

If you agree to the change of class you are asked to:

f. sign the attached letters to Mangakino Area School’s Commissioner and local MPs, and the New Zealand Gazette notice.

Katrina Casey  
Deputy Secretary  
Sector Enablement and Support  
28/9/2018

Hon Chris Hipkins  
Minister of Education  
1/10/18
Background

1. Mangakino township is a settlement in the Taupō electorate, approximately 40km southwest of Tokoroa and 60km north of Taupo. The wider Mangakino area includes the settlement of Whakamaru 10km southeast of Mangakino. (See figure 2 in Annex 3 for a map of the area).

2. Mangakino Area School provides education for Year 1–13. The school is part of the Tokoroa Kāhui Ako | Community of Learning. Currently, only three students are enrolled in secondary year levels at the school. There are 60 primary students enrolled.

3. From 2003 to 2018, Mangakino Area School has had three statutory interventions (2003-2006, 2010-2014, and 2017- present) to address leadership, teacher capability and student achievement risks.

4. Following an ERO recommendation for further statutory support in December 2017, the Board of Trustees resigned and a commissioner was appointed. The principal resigned from her position on 8 May 2018. An experienced retired principal has been contracted to lead the school for the remainder of 2018.

5. The commissioner is engaging with the school community about new principal recruitment and working towards a board election by the end of 2019.

Legal Process for Change of Class

6. Under section 153(1)(a) of the Education Act 1989 (the Act), the Minister may, by notice in the New Zealand Gazette declare a composite school to be a primary, intermediate, or secondary school.

7. The Gazette notice must specify a day (not earlier than the end of the term after the term during which the notice is published) on which the change takes effect. If you agree to the proposed change of class we recommend the change take effect from 28 January 2019 (the beginning of Term 1).

8. For this to occur you need to agree to the change by 8 October 2018. If you agree after this date, the school will not be able to implement the change in Term 1, and will have to employ the staff teaching at secondary level for another 12 months, under the provisions of the Area School Teachers’ Collective Agreement.

Proposal for Change of Class

9. We believe that a change of class to Year 1–8 is an appropriate measure to address concerns about roll decline and the quality of secondary education at the school. We have also considered the following points:
   a. Mangakino Area School has a Māori medium immersion unit (although none of the current secondary students are enrolled), so we have considered the availability of Māori medium education in the area for secondary students.
   b. There are four students in the Mangakino community with verification under the Ongoing Resourcing Scheme, and a similar number of students with additional needs for support with behaviour or schooling engagement. We have also considered what support is available to help transition these students to other schools at secondary year levels.
c. The proposed change of class may improve access to secondary education for families in the Mangakino area due to changes in transport eligibility.

Population and roll decline

10. At December 2016, Statistics New Zealand predicted further population decline in the area over the next ten years, including small decreases in the numbers of secondary age children. A table of population projections for Mangakino Census Area Unit is included in Annex 3.

11. In addition to the impact of population decline, secondary students living in the area are bypassing Mangakino Area School to attend other schools. In March 2018, 97% of secondary-age students mapped as living closer to Mangakino Area School were enrolled in other secondary schools. In particular, at Forest View High School in Tokoroa and Tauponui-a-Tia College in Taupo. Data on roll change and families’ enrolment choices is included in Annex 3.

Quality of secondary education

12. Low student achievement has been a concern at the school for some time. A summary of achievement outcomes based on the school’s data is provided in Annex 4, together with a statement from the acting principal about 2018 assessment practice.

13. In their latest reviews, ERO and NZQA identified significant concerns with the quality of the secondary education programme at Mangakino Area School. Relevant extracts from ERO and NZQA reports are set out in Annex 6.

14. ERO reviewed Mangakino Area School five times between 2010 and 2015. Some indicators of improved performance were noted. However, in their latest review in December 2017, ERO concluded that the school is unable to provide quality education for students in Years 9 to 13 and unable to provide equitable opportunities for senior students to achieve success in NCEA.

15. In October 2017, NZQA placed conditions on accreditation for the school to provide NCEA qualifications. NZQA will not accept internal assessments from the school at this time, meaning current secondary students are working on Te Kura Pouamau correspondence programmes or accessing trades courses from external providers.

Māori medium education

16. Mangakino Area School provides a Māori medium programme in an immersion rumaki unit. In July 2018, the rumaki unit enrolled seven students in Year 1–3. No secondary students have been enrolled in the past five years.

17. Ten students from the Mangakino area are attending Te Kura Kaupapa Māori o Te Hiringa in Putaruru, a Year 1–8 kura. The nearest secondary Māori medium provider to Mangakino Area School is Te Wharekura o Te Kaokaoao o Patetere in Putaruru. This wharekura currently has three secondary students from the Mangakino area.

18. Representatives from the Pouakani marae committee have aspirations to establish a kura kaupapa Māori unit in Mangakino township.
Students with additional learning needs

19. Approximately one-third of respondents to whānau and community engagement, all of whom support change of class, asked the Ministry to consider students with additional learning needs. There are students in the Mangakino community with verification under the Ongoing Resourcing Scheme, and a similar number of students with additional needs for support with behaviour or schooling engagement. In July 2018, Mangakino Area School enrolled four secondary students, including one student who supported change of class but will need additional support to travel to school.

20. The Ministry is working with the commissioner to identify and implement responses to meet the learning support needs of these students. If the change of class is approved, the school can retain special needs students in year 8 who require a longer transition period to move to Year 9. Transition plans for students verified on the Ongoing Resources Scheme are being supported by Learning Support specialists working with the individual families and the school.

21. Mangakino Area School participates in the Tokoroa Kāhui Ako | Community of Learning. The Kāhui Ako is on track to submit its achievement challenges soon. Draft achievement challenges include a goal to develop Personalised Learning Pathway Plans for students with additional needs, through collaborative action with school staff. The Kāhui Ako is planning to use learning support resources supplied via the Kāhui Ako to raise achievement of Mangakino Area School students who have been identified with additional learning needs.

Transport eligibility considerations

22. The proposed change of class may also improve access to secondary education for families in the Mangakino area due to changes in transport eligibility. Mangakino is a low-income community and currently families taking their children to other secondary schools further away than Mangakino Area School are paying for all or part of the transport costs from their own resources.

23. Eligibility for Ministry transport assistance will be reviewed if a change of class is approved, with the effect that families in the Mangakino area may be eligible for assistance, should their children attend their closest secondary school. Maps of March 2018 student distributions for students enrolled in Mangakino Area School and students living in the secondary transport entitlement area for the school are included in Annex 3.

Consultation with Schools and Whānau and Community Engagement

24. In June, you agreed to the Ministry undertaking consultation with the boards of schools whose rolls might be affected by the change of class, under section 157 of the Act [METIS 1127551 refers – attached as Annex 8]. We also engaged with Mangakino Area School whānau and community. We undertook consultation from July to September 2018.
Consultation with schools

25. We consulted 11 schools under section 157 of the Act and received six responses. Three were supportive of the change of class and three were neutral. The Ministry expects minimal impact from the change on the rolls of other schools, given existing patterns of secondary enrolments. However, families' transport entitlements may see a small number of enrolment changes, such as transfer from Tokoroa High School to Forest View High School. Letters from schools are attached as Annex 7.

Whānau and community engagement

26. A range of opportunities were provided to encourage parents and whānau to provide their views:
   a. Hui and korero with an independent consultant
   b. Providing email and phone numbers of Ministry staff
   c. Online survey access
   d. An information flyer delivered to 400 households in Mangakino township
   e. Facebook notices placed by schools who enrol students from Mangakino letting parents know about the opportunity to comment.

27. To support the Ministry's engagement, the school commissioner contracted the same consultant undertaking community engagement to give staff and students opportunities to give their views. These have been included in the report on engagement results. The consultant's report and a summary of matters raised by whānau, students and staff, with Ministry comment, are attached as Annex 5.

28. 80% of respondents to whānau and community engagement indicated a preference for Mangakino Area School to change to be a Year 1 to 8 full primary school. This includes whānau with children currently enrolled at the school, whānau who have already enrolled their children in other schools, and families in the Mangakino area who do not have secondary-age students at present.

29. 100% (32) of Year 5 to 13 students enrolled at Mangakino Area School supported the change of class due to wanting stronger secondary pathways.

Sector organisations

30. We also consulted PPTA and NZEI on the options proposed for Mangakino Area School. PPTA advised that their members have had the opportunity to comment in the engagement and consultation process provided by the Ministry and the commissioner. NZEI noted that their members support the change, provided it is undertaken as a change of class and the name of the school is changed to reflect its new class. The responses are included in Annex 7.

Staff Employment Implications

31. If you approve a change of class from being an Area School to a full primary school, a change to employment contracts will be required. Teaching staff would likely move onto the Primary Teachers Collective Agreement. The Ministry will seek the support of NZSTA and teacher unions to assist the school and its staff with this change.
School Financial Viability

32. We have no financial concerns about Mangakino Area School. As at 31 December 2017, it reported a working capital of $556,673. Having reported five consecutive years of financial surpluses between 2012 and 2016, we consider the school to be in a healthy financial position.

Cost Implications

Resourcing savings

33. If the change of class is approved, the total operational savings to the Crown (including resourcing and staffing) are estimated to be $252,000 per annum (including $108,000 in operational grant savings and $144,000 per annum in secondary staffing savings). This amount does not include costs associated with surplus staffing as a result of change of class.

Property costs

34. The school has 18 classrooms but is only entitled to, and receives property funding for, seven. We continue to discuss the property portfolio with the school, in particular, the reconfiguration of its existing classrooms, administration area, toilets and the rationalisation of surplus classrooms.

35. If you agree to the change of class, planning will be undertaken to develop a rationalisation and redevelopment plan for the school that reflects the change of class and existing property issues. This planning process is likely to occur in 2019.

36. If additional funding for redevelopment of the school is necessary, it will be sought via the School Property Business Case, most likely in 2019.

Transport costs

37. If you approve the change of class, Ministry transport assistance will be reassessed for both students currently receiving assistance and those who will need to attend another school due to the change of class.

38. If approved, the change of class would not affect existing transport arrangements for Māori Medium students living in the Mangakino area. Ministry transport assistance for whānau enrolled in Māori Medium is paid to enrolling kura or schools on the basis of parents’ choices of setting.

Risks and Mitigations

39. If a change of class is implemented, there is a risk that the school may not be able to attract sufficient enrolments long-term from a reducing school-age population.

   a. We will continue to provide intensive support to the school and the Kāhui Ako, and engage with the boards of primary schools enrolling families from Mangakino township where the rolls of these schools indicate the possible use of network tools including enrolment schemes.
40. If a change of class is not implemented, there is a risk that low confidence in the school's secondary education will prompt more parents to leave the school and Mangakino Area School will not be able to sustain a viable education programme.

a. The Ministry would mitigate this by working with the commissioner and acting principal to ensure enrolled secondary students are provided with a secondary programme that supports their engagement and achievement, and continue to be supported via the Kāhui Ako. If the roll continued to decline, the Ministry would also provide information to the commissioner to support his decisions on any staffing reductions required of the school for 2019.

Next Steps

41. If you approve the change of class, it must be gazetted before the beginning of Term 4 to take effect in Term 1, 2019. If you agree to this by 8 October, this will enable the school to make this change in Term 1. If you agree after this date, the school will not be able to make the change in Term 1 and will have to employ the staff teaching at secondary level for another 12 months under the provisions of the Area School Teachers' Collective Agreement.

42. We ask that if you agree, you sign the attached letters to the Commissioner for Mangakino Area School and local Members of Parliament, as well as the attached New Zealand Gazette notice by 8 October 2018. The letter to the Commissioner should be returned to the Ministry to be hand delivered.

43. A draft media statement is attached as Annex 9.

Proactive Release

44. It is intended that this Education Report be proactively released as per your expectation that information is released as soon as possible. Any information that might need to be withheld will be redacted in line with the provisions of the Official Information Act 1982.
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<tr>
<th>Annexe</th>
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<tr>
<td>Annex 1</td>
<td>Letters to Commissioner and Local MPs</td>
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<td>Annex 2</td>
<td>New Zealand Gazette Notice</td>
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<td>Annex 3</td>
<td>Population Indicators, Roll Change and Enrolments</td>
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<td>Annex 4</td>
<td>Student Achievement Information</td>
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<td>Annex 5</td>
<td>Summary of Whānau and Community Engagement Results and Consultant’s Report</td>
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<td>Annex 6</td>
<td>Extracts from NZQA and ERO reports (2017)</td>
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<td>Annex 7</td>
<td>Section 157 Consultation Responses from Schools and Sector Organisations</td>
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<td>Annex 8</td>
<td>Previous Education Report Initiating Consultation</td>
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<td>Annex 9</td>
<td>Draft Media Release</td>
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</table>
Dear Adrian

I have recently considered a proposal to change the class of Mangakino Area School from a Year 1 to 13 school to a Year 1 to 8 full primary school. The school offers programmes in English and Māori Medium.

I have decided to approve the application based on the information presented to me. The change will be implemented from Term 1 2019.

This approved change of class for the school reflects the community’s wishes for the school to concentrate on the provision of quality primary education for whānau and students.

Yours sincerely

Chris Hipkins
Minister of Education
Hon Louise Upston  
MP for Taupō  
Parliament Buildings  
WELLINGTON

Dear Ms Upston

I have recently considered a proposal to change the class of Mangakino Area School from a Year 1 to 13 school to a Year 1 to 8 full primary school. The school offers programmes in English and Māori Medium.

I have decided to approve the application based on the information presented to me. The change will be implemented from Term 1 2019.

This approved change of class for the school reflects the community’s wishes for the school to concentrate on the provision of quality primary education for whānau and students.

Yours sincerely

Chris Hipkins  
Minister of Education
Wayne Gribble  
Commissioner for Mangakino Area School  
P.O. Box 75  
MANGAKINO 3445

Dear Wayne,

As you know, I have recently considered a proposal to change the class of Mangakino Area School from a Year 1 to 13 school to a Year 1 to 8 full primary school.

I have decided to approve the application based on the information presented to me. The change will be implemented from 28 January 2019.

Thank you for your support for the whānau and community engagement process to include student views and the opinions of school staff.

This approved change of class reflects community wishes for the school to concentrate on the provision of quality primary education for whānau and students.

Please contact Ezra Schuster, Director of Education for Bay of Plenty Waikato if you have any questions. Ezra can be contacted on 59(2)(a).

Yours sincerely,

Chris Hipkins  
Minister of Education
New Zealand Gazette Notice

Change of Class of Mangakino Area School (329)

Pursuant to section 153(1)(a) of the Education Act 1989, I declare that Mangakino Area School (329) will become a Year 1 to 8 full primary school on 28 January 2019 and cease to be a Year 1 to 13 composite area school on that date.

Chris Hipkins
Minister of Education

Dated at Wellington this 1st day of October 2018
Annex 3: Population Indicators, Roll Change and Enrolments

Table 1: Statistics NZ population for Mangakino Census Area unit, by age-group 2013 to 2028 (Medium growth scenario)

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<td>Year 1-8</td>
<td>95</td>
<td>95</td>
<td>95</td>
<td>95</td>
<td>95</td>
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<td>105</td>
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<td>710</td>
<td>700</td>
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<td>680</td>
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Table 2: Rolls at Mangakino Area School 2012 to 2018

<table>
<thead>
<tr>
<th>March Actual</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>July Actual</th>
<th>Male</th>
<th>Female</th>
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<tr>
<td>2012</td>
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<td>62</td>
<td>117</td>
<td>59</td>
<td>57</td>
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<td>63</td>
<td>37</td>
<td>26</td>
<td>63</td>
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Table 3: Ethnicity composition of roll (July rolls; a student can list more than one ethnicity)

<table>
<thead>
<tr>
<th>Year</th>
<th>International</th>
<th>Māori (84.5%)</th>
<th>Pasifika</th>
<th>Asian (6.0%)</th>
<th>European (9.5%)</th>
<th>Other</th>
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<tr>
<td>2012</td>
<td>0</td>
<td>98</td>
<td>0</td>
<td>7</td>
<td>11 (9.5%)</td>
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<td>2013</td>
<td>0</td>
<td>95</td>
<td>0</td>
<td>5</td>
<td>10 (9.2%)</td>
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<tr>
<td>2014</td>
<td>0</td>
<td>86 (93.5%)</td>
<td>0</td>
<td>6</td>
<td>6 (6.5%)</td>
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<tr>
<td>2015</td>
<td>0</td>
<td>82 (96.6%)</td>
<td>0</td>
<td>8</td>
<td>8 (10.4%)</td>
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<tr>
<td>2016</td>
<td>0</td>
<td>68 (85.3%)</td>
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<td>8</td>
<td>8 (10.4%)</td>
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<td>2017</td>
<td>0</td>
<td>70 (89.0%)</td>
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<td>8</td>
<td>8 (10.4%)</td>
<td>0</td>
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<tr>
<td>2018</td>
<td>0</td>
<td>52 (82.5%)</td>
<td>0</td>
<td>12</td>
<td>12 (19.0%)</td>
<td>0</td>
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Figure 1: Rolls by cohort size percentage (Year 1 to 8 and Year 9 to 13)
Table 4: Enrolment choices: Year 1 to 8 students transferring from Mangakino Area School to other schools

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<tr>
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<td>Benneydale School</td>
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<td>Te Wharekura o Te Kaokao o o Patetere</td>
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<td>Kaiko Intermediate</td>
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<td>Malata School</td>
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<td>Ruapotaka School</td>
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<tr>
<td>Other (19 schools)</td>
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<td>45</td>
</tr>
</tbody>
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Table 5: Enrolment choices Year 9-13 students transferring from Mangakino Area School to other schools

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</tr>
</thead>
<tbody>
<tr>
<td>Forest View High School</td>
<td>s 9(2)(a)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Tokoroa High School</td>
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<tr>
<td>Te Aho o Te Kura Pounamu</td>
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<tr>
<td>Rangitoto College</td>
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<td>Other (10 schools)</td>
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<td></td>
<td>27</td>
</tr>
</tbody>
</table>

Table 6: Enrolment choices All Year 9-13 students living closer to Mangakino Area School than another secondary school, March 2018

<table>
<thead>
<tr>
<th>School attended</th>
<th>Count of students</th>
<th>Market share %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taupo-nui-a-Tia College</td>
<td>36</td>
<td>35%</td>
</tr>
<tr>
<td>Forest View High School</td>
<td>27</td>
<td>26%</td>
</tr>
<tr>
<td>Tauhara College</td>
<td>7</td>
<td>7%</td>
</tr>
<tr>
<td>Tokoroa High School</td>
<td>s 9(2)(a)</td>
<td></td>
</tr>
<tr>
<td>Mangakino Area School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (8 schools/Kura)</td>
<td>26</td>
<td>25%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>103</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 7: Enrolment choices All Year 1 to 8 students living closer to Mangakino Area School than another primary school (March 2018)

<table>
<thead>
<tr>
<th>School attended</th>
<th>Count of students</th>
<th>Market share %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mangakino Area School</td>
<td>58</td>
<td>41%</td>
</tr>
<tr>
<td>Whakamaru School</td>
<td>53</td>
<td>38%</td>
</tr>
<tr>
<td>Marotiri School</td>
<td>13</td>
<td>9%</td>
</tr>
<tr>
<td>TKKM o Te Haringa</td>
<td>10</td>
<td>7%</td>
</tr>
<tr>
<td>Other (4 schools/Kura)</td>
<td>7</td>
<td>5%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>141</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Figure 2: Mangakino location map
Annex 4: Student Achievement Information

Table 1: Year 1 to 8 achievement by overall teacher judgement and curriculum area (2014 – 2016)

<table>
<thead>
<tr>
<th>Year</th>
<th>Mathematics</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Well Below</td>
<td>Below</td>
<td>At Above</td>
</tr>
<tr>
<td>2014</td>
<td>15</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>2015</td>
<td>7</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>2016</td>
<td>(e)</td>
<td>17</td>
<td>30</td>
</tr>
</tbody>
</table>

Figure 1: Proportion of students at or above national standards compared with all decile 1 schools (2014 – 2016)

Table 2: Mangakino Area School 2017 Strategic Goal 1: Literacy – Writing (Year 1 to 8)

<table>
<thead>
<tr>
<th>Year</th>
<th>Proportion Well below/ Below</th>
<th>Proportion At/ Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>68.2%</td>
<td>31.8%</td>
</tr>
<tr>
<td>2015</td>
<td>68.8%</td>
<td>31.3%</td>
</tr>
<tr>
<td>2016</td>
<td>71.2%</td>
<td>28.8%</td>
</tr>
<tr>
<td>2017</td>
<td>69.4%</td>
<td>30.6%</td>
</tr>
</tbody>
</table>
Figure 2: Leavers with at least NCEA level 2 compared with all decile 1 schools (2014 – 2017)

Table 3: NCEA Achievement [not for public release – small numbers require redaction]
Mangakino Area School Assessment Summary 2018

Assessment within Mangakino School is a continual process, woven into learning and teaching. It helps to provide information on student progress and achievements, and is used to identify the next steps in learning.

Effective approaches to assessment enable our teachers to plan, differentiate and teach more effectively, so that each student is able to reach the highest standard according to ability and potential.

Assessment Cycle
The formal assessment practices in the school are based on two cycles of assessment – one in February and the other in Term 4. The earlier round of assessments have included e-astTLe for Writing, GLOSS, PAT and JAM for Mathematics and Probe (Comprehension), STAR, PAT-(Vocab, Comprehension, Punctuation, Grammar) for Reading. These vary according to the levels taken.

The data and ensuing analysis provided material for setting achievement targets for our priority students with a strategic focus on lifting the standards of writing across the school.

At mid-year e-Asttle Writing assessments were carried out across the school to provide a checkpoint of progress against these targets. The results have been collated to provide a picture of overall improvement and effect sizes have been produced to give evidence of how the intervention has worked.

There has also been a measurement of progress in Maths and Reading early in Term 3. The data has been used to strengthen achievement targets and re-prioritise individuals for acceleration strategies.

The end of year will see a re-assessment with like tools to measure how effective the learning programme and acceleration strategies have been.

Reporting and Feedback
Formal written reports are produced at mid-year and end of year. The former include statements of where students are operating in reference to Curriculum Levels in Reading, Writing and Mathematics. These are formulated from the formal assessment data as well as OTJs. In addition the reports articulate next steps for individual students and tips on how to improve even further.

The school is currently upsaling use of PACT (Progress and Consistency Tool) and learning progressions to ensure there is close alignment to the Curriculum Levels.

Parents and Whanau are involved in the formative process by means of 3-Way Conferences in early Term 2 and towards the end of Term 3. These are student-led expositions on learning targets, contexts and based on Goal Setting and Evidence books.
### Annex 5: Summary of Whānau and Community Engagement Results and Consultant's Report

#### Summary of community/whānau engagement

<table>
<thead>
<tr>
<th>Submitter</th>
<th>Current parent?</th>
<th>Change/No change</th>
<th>Points in support of preferred option</th>
<th>Ministry comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name supplied</td>
<td>n</td>
<td>Change</td>
<td>Do not see many 9-13s in town</td>
<td>In March 2018, there were 28 Year 9-13 students mapped as living in Mangakino township. 3 were attending the school.</td>
</tr>
<tr>
<td>Name supplied</td>
<td>y</td>
<td>Change</td>
<td>Noticed decline in senior students; due to being able to go to other schools.</td>
<td>See Table 4, Annex 1: reducing proportion of Secondary students at the school, especially over last 3 years.</td>
</tr>
<tr>
<td>Anon1</td>
<td>y</td>
<td>No change</td>
<td>4 teachers need to be replaced. Would be great to see the seniors stay but these teachers really need to be replaced. Some new friendly teachers would be awesome to see.</td>
<td>Mangakino Area School employed 13 permanent teachers funded by the Ministry in 2007 and 7 such teachers in 2017. Turnover rates at the school are relatively low, averaging 1.9 teachers per year over last 11 years. Outlier years 2008 and 2012 when 4 left each year as the result of a Board strategy during statutory intervention of lifting student achievement through recruiting effective teachers. In 2018, curriculum staffing is 6.2 (of 7.4 total FTTE). Due to roll drop, the school is required to undertake CAPNA and anticipates having to lose a 'good Primary teacher'.</td>
</tr>
</tbody>
</table>

Mangakino Area School regards itself as hard to staff. The school employs 3 permanent teachers who began as Beginning Teachers in Mangakino and have not worked at another school (this was also the case for the previous Principal). The Commissioner recognises the need to 'reignite passion' for teachers at the school, as part of lifting community confidence.
<table>
<thead>
<tr>
<th>Submitter</th>
<th>Current parent?</th>
<th>Change/No change</th>
<th>Points in support of preferred option</th>
<th>Ministry comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name supplied</td>
<td>n1</td>
<td>No change</td>
<td>Retain so I can bring my moko back if the teachers are as good as they used to be when I attended the school.&lt;br&gt;Retain as more economical for families.&lt;br&gt;Retain as good for kids and community &amp; township.</td>
<td>Submitter acknowledges the secondary age children in her whānau attend other Secondary schools.&lt;br&gt;Transport may be provided free by the Ministry, depending on address. Assisting transferring whānau to access cheaper uniforms will be considered by Forest View High School per July meeting with BOT Chair/acting Principal.&lt;br&gt;Difficult to retain provision for Secondary in the face of population change and parents choices of other schools. Sustaining primary provision in the school needs to be a priority.</td>
</tr>
<tr>
<td>Name supplied</td>
<td>n1</td>
<td>Change</td>
<td>Only a handful of seniors at the school. Teachers – range of subjects and social interaction – not up to scratch</td>
<td>Mangakino Area School enrolled 4 Secondary students in July 2018. Approximately 100 other students have chosen other Secondary schools. Whānau have a range of reasons, including their personal preferences for larger schools offering more diversity in subjects and extra-curricular opportunities.</td>
</tr>
<tr>
<td>Name supplied</td>
<td>n1</td>
<td>No change</td>
<td>Son attends school in Mangakino, submitter enjoyed their time at the school since 9/10&lt;br&gt;“Town is small and people love our school.”&lt;br&gt;Families can’t afford to send children to other schools.</td>
<td>This whānau will be provided with information about schooling choices, and needs of the children will be considered in transition plans.&lt;br&gt;97% of secondary age students who live closer to Mangakino Area School than other secondary schools have chosen to enrol in those other schools.&lt;br&gt;Transport may be provided. Uniform costs discussed with Forest View High School BOT chair and acting Principal in July, if change of class was to be approved by the Minister. Will be included in MOE input to plans for supporting transitions for affected students.</td>
</tr>
<tr>
<td>Submitter</td>
<td>Current parent?</td>
<td>Change/No change</td>
<td>Points in support of preferred option</td>
<td>Ministry comment</td>
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<tr>
<td>Name supplied</td>
<td>n</td>
<td>Change</td>
<td>Change is overdue and should have happened years ago. For many years educational offerings limited by size of senior school. Parents have chosen to send their children to Taupo and Tokoroa, Financial impacts have been hard on those families. If senior school is closed, need to consider transport to both Taupo and Tokoroa schools at least until those at other towns finish their schooling.</td>
<td>4 Secondary students in July 2018. Approximately 100 other students who lived closer to the school have chosen other Secondary schools. Whānau have a range of reasons, including their personal preferences for larger schools offering more diversity in subjects and extra-curricular opportunities. Transport entitlement under the School Transport Policy is to the nearest Secondary school according to the home address of the whānau/family. To receive transport assistance, the student must live more than 4.6km (Year 9-13) from the closest Secondary school, and be attending that school. Transport entitlement areas for Taupo-nui-a-Tia College, Te Awamutu College, and Forest View High School will be adjusted if change of class is approved, and some families will gain transport assistance. Some Mangakino families attending Taupo secondary schools will not be newly eligible for transport assistance if change of class is approved as they live closer to secondary schools in Tokoroa.</td>
</tr>
<tr>
<td>Name supplied</td>
<td>n</td>
<td>No change</td>
<td>Submitter is §9(2)(a) It is a backward step to close the senior school. If there is not the option of secondary education within the environs of Mangakino the options for many are greatly reduced...when a major education option is removed the outlook for the village is not so good.</td>
<td>Difficult to retain provision for Secondary in the face of population change and parents choices of other schools. Sustaining primary provision in the school needs to be the Ministry and community priority.</td>
</tr>
<tr>
<td>Submitter</td>
<td>Current parent?</td>
<td>Change/No change</td>
<td>Points in support of preferred option</td>
<td>Ministry comment</td>
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</tr>
<tr>
<td>Name supplied</td>
<td>n1</td>
<td>Another option</td>
<td>As I live in Whakamaru (closer to Taupo than Tokoroa) I would like the Ministry to provide a fully funded transport service to secondary schooling in Taupo. Currently my children attend Tauponuiatia. In the past 3 years I have [taken my child to the bus the] number of children catching the bus has grown by as much as 300%. This tells me neither MAS or the high schools in Tokoroa are not (sic) a secondary school option for a large number of rural families in the Whakamaru area.</td>
<td>Transport entitlement under the School Transport Policy is to the nearest Secondary school according to the home address of the whānau family. If the submitter's whānau live in a southern part of Whakamaru rural area &quot;closer to Taupo than Tokoroa&quot;, the submitter's child/ren will likely be entitled to free transport to Tauponuiatia College, if the change of class is approved.</td>
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<td></td>
<td>To receive transport assistance, the student must live more than 4.8km (Year 9-13) from the closest Secondary school, and be attending that school. Whakamaru settlement itself is 43.6 km from Taupo, and 29.5 km from Tokoroa, therefore families living in Whakamaru settlement will likely only be eligible for transport to either Forest View High School or Tokoroa High School, depending on their address.</td>
</tr>
<tr>
<td>Anon2</td>
<td>n1</td>
<td>Change</td>
<td>Free bus for travelling out of town for Yr13.</td>
<td>Transport entitlement areas for Taupo-nui-a-Tia College, Te Awamutu College, and Forest View High School will be adjusted if change of class is approved, and some families will gain transport assistance. Approximately 30 children already pay bus costs of $30 per week per child in 2019 to be transported from the rural areas around Whakamaru to Forest View High School. Depending on their address, these families may gain free transport if change of class is approved. Some families attending Taupo secondary schools will not be newly eligible for transport assistance if change of class is approved as they live closer to secondary schools in Tokoroa.</td>
</tr>
<tr>
<td>School survey 2</td>
<td></td>
<td></td>
<td></td>
<td>Transport entitlements depend on the family's individual address, and are only available to the next nearest secondary school. For families within Mangakino township and the rural Whakamaru area up to approximately ten km south of Whakamaru settlement, this is likely to be limited to Forest View High School.</td>
</tr>
<tr>
<td>Submitter</td>
<td>Current parent?</td>
<td>Change/No change</td>
<td>Points in support of preferred option</td>
<td>Ministry comment</td>
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</tr>
<tr>
<td>Name supplied</td>
<td>y</td>
<td>No change</td>
<td>Last year was a mess for our older kids. The way of learning chosen for them was ridiculous. I'm happy things are getting on track but so many of our kids are attending schools out of town. I would love for our senior school to keep going but I know I'm a minority. I just don't want my kids to have to travel out of town to attend another school. They can learn just as well at this school as any other school.</td>
<td>In Term 4, 2014, after exit from intervention, the Board introduced a new pedagogy for Year 7-13 students “He Whakaaro Nui” adopting an Australian product “Big Picture Education”. Although laudable in its intent to provide passion-based self-directed learning opportunities for students at the school who were not achieving NCEA outcomes, the change was made abruptly and without engaging with community or Professional Development for staff. The new pedagogy was unpopular with some families and teachers. Transport distances for families in the Mangakino township will be between 35 and 38 km to attend Forest View High School in Tokoroa. At present the 97% of students whose families are already making other enrolment choices are travelling that distance or near to twice that distance, one way, if attending Taupo schools. Although NCEA achievement lifted between 2014 and 2016, Mangakino Area School has consistently reported student achievement lower than national comparisons for other decile 1a schools.</td>
</tr>
<tr>
<td>School Survey 3</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Anon3</td>
<td>n1</td>
<td>Change</td>
<td>The junior side is still strong at the school. I have no faith in the senior teaching staff, that is why I pulled my children from the school.</td>
<td>Junior school student achievement has been noted as a strength in the Charters and Analyses of Variance for Mangakino Area School in recent years. National standards and NCEA achievement for students at Mangakino Area School improved significantly from 2014 to 2016; however NZQA decided in Oct 2017 to not accept internal assessments reported by the school and ERO said in Dec 2107 that it did not have confidence in the school’s data.</td>
</tr>
<tr>
<td>School survey 4</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Submitter</td>
<td>Current parent?</td>
<td>Change/No change</td>
<td>Points in support of preferred option</td>
<td>Ministry comment</td>
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</tr>
<tr>
<td>Anon4 School survey 5</td>
<td>n1</td>
<td>Change</td>
<td>Resources: the school is extremely under resourced to meet the needs of secondary students e.g. teachers, tech arts, sports teams and the number of secondary students are low. It is quite painful observing secondary school students unable to socialise, grow and broaden their horizons with like-minded, same aged students. This option will provide them with more opportunities to succeed. Bullying is a huge issue within the school</td>
<td></td>
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<td></td>
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<td></td>
<td>Resourcing for secondary schooling providers is roll based; larger schools can offer a wider range of subject options and a larger and more diverse student population. Mangakino Area School has a Working Capital of $550,000 in 2018 and no financial issues. They have utilised operational resources to provide access for Secondary students to external courses suited to their personal interests since 2014. Mangakino community has a population that is one of the 10% most deprived communities in New Zealand (2013 census information), and the community has a fairly large gang presence. Reported rates of stand downs and suspensions are higher for secondary students, in general. Mangakino Area School has been resourced to participate in the Ministry's Positive Behaviour for Learning programme since 2013.</td>
</tr>
<tr>
<td>Anon5 School survey 6</td>
<td>n1</td>
<td>Change</td>
<td>Can't get good quality education at Mangakino Area School hence why I removed my child. He is now thriving in his new school.</td>
<td>National standards and NCEA achievement for students at Mangakino Area School improved significantly from 2014 to 2018, however NZQA decided in Oct 2017 to not accept internal assessments reported by the school and ERO said in Dec 2017 it does not have confidence in the school's data.</td>
</tr>
<tr>
<td>Submitter</td>
<td>Current parent?</td>
<td>Change/No change</td>
<td>Points in support of preferred option</td>
<td>Ministry comment</td>
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</tr>
<tr>
<td>Name supplied</td>
<td>n1</td>
<td>Change</td>
<td>My children go to Taupo Colleges, and the learning opportunities there both in school and out of school are far superior than what Mangakino Area School could offer. We pay for a bus, I believe in the best interest of the seniors they should be bussed off to Taupo or Tokoroa Colleges... Those schools have way more opportunities, both education and sporting, outdoor education, dance, drama... so much to offer. They get the opportunity to make lifelong friends from all walks of life from a large group of students. Mangakino should concentrate on making the junior school a fully resource[d] school to be proud of.</td>
<td>Mangakino Area School enrolled 4 Secondary students in July 2018. Approximately 100 other students who lived closest to the school have chosen other Secondary schools. Whānau have a range of reasons they consider when choosing a secondary school, including their personal preferences for larger schools offering more diversity in subjects and extra-curricular opportunities. In some cases, families may not have an affinity with the location of the school, and relate to the larger population centres. Difficult to retain Secondary provision in the face of population change and parents' choices of other schools. Sustaining primary provision in the school needs to be the Ministry and community priority.</td>
</tr>
<tr>
<td>Name supplied</td>
<td>n1</td>
<td>Change</td>
<td>s 9(2)(a)</td>
<td>Whānau have a range of reasons they consider when choosing a secondary school, including their personal preferences for larger schools offering more diversity in subjects and extra-curricular opportunities.</td>
</tr>
<tr>
<td>Name supplied</td>
<td>n</td>
<td>Change</td>
<td>The children of our community would be better served attending the high schools of Tokoroa and Taupo.</td>
<td>Whānau have a range of reasons they consider when choosing a secondary school, including their personal preferences for larger schools offering more diversity in subjects and extra-curricular opportunities.</td>
</tr>
<tr>
<td>Name supplied</td>
<td>n</td>
<td>Change</td>
<td>The needs of our primary school students must be met.</td>
<td>Sustaining primary provision in the school needs to be the Ministry and community priority, in light of population projections for this age group.</td>
</tr>
</tbody>
</table>
TE KURA-A-ROHE O MANGAKINO/MANGAKINO AREA SCHOOL
COMMUNITY ENGAGEMENT REPORT

MIHIMIHİ

It is important for me to acknowledge at the outset the community of Mangakino who were so very welcoming, open, honest and insightful about their views on the future of education in their community. The Mangakino community care deeply about the education of their tamariki/mokopuna, and this is reflected in the passionate way they engaged with me during my time there. Ki a koutou ngā whānau o Mangakino, he mihi maihia mo tōu manaaki, me tōu whakaaro rangatira e pa ana ki te matauranga o tōu tamariki mokopuna.

KUPU ARATAKI/INTRODUCTION

Mangakino Area School ("MAS") currently provides education for students from Year 1-13. The current roll for the whole school is 66.6. For the secondary side of the school the roll is just 6. These students are enrolled in subjects by correspondence and are supervised by a secondary teacher onsite. There has been a steady decline in the number students enrolled at MAS, especially in the secondary school. The majority of students within the MAS catchment are travelling by bus (at a cost to whānau) to secondary schools in Tokoroa and Taupo.

The Education Review Office ("ERO") reported in 2017 that MAS is not achieving equitable and excellent outcomes for all students.¹ Further MAS is unable to provide equitable opportunities for senior students to achieve success in NCEA.

There have been significant changes with governance and management in recent years and currently the school has an acting Principal and a Commissioner in place.

The local demographics have also changed dramatically with house prices sky rocketing and many being purchased by people from the cities as holiday homes. These new home owners are not permanent residents and do not have secondary age children. Rental properties are near impossible to find for whānau that wish to live, and have their children educated locally.

Against that background the Ministry of Education ("the Ministry") is considering the long-term sustainability of the secondary school at MAS.

¹ Refer http://www.ero.govt.nz/review-reports/mangakino-area-school-01-12-2017/
Table 1

<table>
<thead>
<tr>
<th>ENGAGEMENT GROUP</th>
<th>NUMBERS</th>
<th>OPTION 1</th>
<th>OPTION 2</th>
<th>OPTION 3</th>
<th>PREFERRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>24</td>
<td>15/62.5%</td>
<td>3/12.5%</td>
<td>6/25%</td>
<td>1</td>
</tr>
<tr>
<td>Students</td>
<td>32</td>
<td>32/100%</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Whānau with current students</td>
<td>17</td>
<td>13/76.48%</td>
<td>4/23.52%</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Whānau who choose to send students elsewhere</td>
<td>15</td>
<td>14/93.33%</td>
<td>1/67%</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Wider community member</td>
<td>13</td>
<td>9/69.23%</td>
<td>1.5/11.54%</td>
<td>2.5/19.23%</td>
<td>1</td>
</tr>
<tr>
<td>Community Hui6</td>
<td>27</td>
<td>22/81.48%</td>
<td>0</td>
<td>5/18.52%</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>128</td>
<td>105/82.03%</td>
<td>9.5/7.42%</td>
<td>13.5/10.55%</td>
<td></td>
</tr>
</tbody>
</table>

Graph 1

At the first community hui there were 7 participants and there was a unanimous decision given the ability to have a detailed discussion. However, at the second community hui there were 20 participants. The consultant did not conduct a vote, so the numbers represented here are based on the discussion and the various contributions of the participants. It gives an indication of the views as opposed to an exact number.
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(e) A “drop in” facility over two days for a total of 4 hours where community members could call in and speak with the consultant at the town library;

(f) Hard Copy and Electronic Staff Survey (Survey Monkey);

(g) Staff were provided the opportunity to meet one on one with the consultant;

(h) The contractor met with all Year 5-13 students currently enrolled at MAS;

(i) Formal letters were sent to Wairarapa Moana Incorporation, Pouākani Marae and the Pouākani Incorporation seeking their views on the Ministry’s options.\(^8\)

Advertising

The Ministry distributed by post an information sheet and survey form on 30 July 2018 to Mangakino Township addresses.\(^9\) This advised residents that a community consultation was about to commence, some background information to the consultation and the contact details for the Ministry person in charge of transport. The Ministry’s survey also provided the contact details for the consultant, should the community wish to make contact.

A notice was also placed in the Dam News on Wednesday 8 August 2018, advising of the two community hui and providing the contractor’s contact details should anyone wish to make direct contact.\(^10\)

Information was placed on the MAS Facebook page on 31 July 2018.

Hard copy surveys were placed in the Town Library, the two local Kohanga Reo, the local Early Childhood Centre Kiwi Steps, and were available from MAS office.\(^11\)

Hard copy surveys were sent home with the MAS newsletter on 9 August 2018.

Information and the online link to the survey were placed on the MAS Facebook page on 10 August 2018. A link to the staff survey and a hardcopy survey was distributed to staff on 10 August 2018.\(^12\)

A poster was sent to community agencies, MAS contacts and placed on social media on 15 August 2018.

Kanohi ki te Kanohi Hui and Community Hui

The contractor takes very seriously the relationship and trust that is built with people I interview in these types of processes. The initial stages of kanohi ki te kanohi hui are about whakawhanaungatanga and getting to know the person you are interviewing. This is an

\(^8\) Refer Appendix 1, 1a, 1b

\(^9\) Refer Appendix 2

\(^10\) Refer Appendix 3

\(^11\) Refer Appendix 4

\(^12\) Refer Appendix 5
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- Behavioural concerns;
- Lack of engagement from the community; and
- Negative school culture.

For those that chose Option 3, the suggested alternatives were:

- Close the school completely. Year 1-8 children can be bused to Whakamaru School and the secondary aged children can be bused to Tokoroa or Taupo;
- Become a Year 1-6 Primary School with Year 7-8 children being bused to an intermediate or full primary school;\(^{15}\)
- That the MAS site be used as a satellite campus for tertiary institutions such as Toi Ohomai; and
- Kura Kaupapa Māori.

For those that chose Option 2 the reasons why they preferred the status quo were:

- The community deserves a secondary school, where those students that need it can still be educated locally; and
- Poor leadership at governance and management level in the past has been the reason for the decline in secondary student numbers. The community should not suffer because of this.

WHAKAAROA TAUIRA/STUDENT VIEWS

A total of 32 students from Year 5-12 were consulted with as part of the engagement process.

The consultant met with those students currently enrolled in the secondary school either one on one or in a small group of 3. The Year 5-6 students were consulted altogether with each child given the opportunity to speak and voice their views. Each child did take up that opportunity. The Year 7-8 students were consulted with in two groups, with each child again been given the opportunity to contribute. Every child shared their thoughts.

All students, 100%, preferred option 1.\(^{16}\)

The secondary aged students shared the following reasons for their choice:

\(^{15}\) Of the 6 staff that chose Option 3, 3 or 50% were of the view that Year 1-6 was the best option for the community.

\(^{16}\) Whilst 100% of the students supported Option 1, one Year 7-8 child did indicate that due to his whānau situation, bus travel (even if Ministry funded) would be difficult for his whānau.
(a) Parent/Whānau of current student(s) enrolled at MAS;
(b) Parent/Whānau that live close to MAS but have chosen to send their children to another secondary school; or
(c) Person/Whānau that live in the community but do not have secondary school aged children at present.

Parents/Whānau of current student(s) enrolled at MAS

A total of 17 people/whānau who identified as having a student(s) currently enrolled at MAS participated in the engagement process.¹⁸

As shown on the Table below, of those that participated 13, or 76.48% preferred Option 1.

<table>
<thead>
<tr>
<th>NUMBER ENGAGED</th>
<th>OPTION 1</th>
<th>OPTION 2</th>
<th>OPTION 3</th>
<th>SPECIAL LEARNING NEEDS YEAR 9-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>13/76.48%</td>
<td>4/23.52%</td>
<td>0</td>
<td>5/29.41% would like a unit to cater for those with special learning needs up to Year 13.</td>
</tr>
</tbody>
</table>

The following were the key themes that came through from those whānau with current students enrolled at MAS as to why Option 1 was the preferred option:

- Not enough students to sustain a secondary school;
- Not enough educational or social opportunities provided;
- Staff culture is negative, and this filters down to the children;
- No passion or pride in the school from the staff, students or community;
- MAS is not culturally strong and does not have a good relationship with the Pouākani Marae;
- Regardless of any changes that are made, will not be able to entice those that have left to return. Nobody wants their child to be a "guinea pig";
- Bullying culture;
- Concerns about the quality of the teaching;

¹⁸ Engaged either by survey, kanohi ki te kanohi hui or telephone.
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- Insufficient numbers to sustain a secondary school;
- Perception that there is a lack of motivation by staff and the community and as a result, students have been let down; and
- Funding should be focussed on transporting students to other schools with greater opportunities, rather than maintaining the secondary school for just a few.

For the purpose that chose Option 2 the reason shared for that was because economically it is better for the whānau and community to have a local school.

Wider Community Members

A total of 13 members of the wider community participated in the engagement.\(^{20}\)

As shown in the table below 9, or 69.23% preferred Option 1.

<table>
<thead>
<tr>
<th>NUMBER ENGAGED</th>
<th>OPTION 1</th>
<th>OPTION 2</th>
<th>OPTION 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>9/69.23%</td>
<td>1.5/11.54%</td>
<td>2.5/19.23%</td>
</tr>
</tbody>
</table>

Unlike the other cohorts, those that described themselves as being in the wider community cohort, did not mention the need for provision to be made for those from Year 9-13 with special learning needs. The consultant’s assessment of this was that this cohort is effectively one step removed from MAS. They do not have current children attending MAS nor do they have secondary age children so understandably are not turning their mind to the many and varied educational needs of students.

For those from the wider community that preferred Option 1, the key themes that emerged were:

- Not enough children to sustain the secondary school;
- Whānau are choosing to send their children elsewhere now. By closing the secondary school and funding buses out of town this eases the financial burden on whānau;
- MAS is not supported by local iwi. For example, Wairarapa Moana Incorporation fund a bus to transport children to Whakamaru School;
- Perception that MAS is a school for Māori, and sadly non-Māori have chosen to send their children elsewhere;

\(^{20}\) Engaged either by survey, kanohi ki te kanohi hui or telephone.
\(^{21}\) One participant chose both Option 2 and 3 hence the \(\cdot 5\).
\(^{22}\) One participant chose both Option 2 and 3 hence the \(\cdot 5\).
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- Puts a lot of financial strain on whānau having to send children away;
- Difficulty attracting quality staff;
- Need teachers with passion and enthusiasm; and
- Property needs a face lift.

The meeting also felt strongly about there being provision for those Year 9-13 with special learning needs.

The second hui was held on Tuesday 21 August at 6.30pm. There were 20 attendees. Whilst the contractor did not take a vote at this community hui, the assessment is that the majority were in favour of Option 1 with provision for those Year 9-13 students with special learning needs.

The main areas for discussion were:

- Concern that the secondary students were required to learn by correspondence;
- Financial burden for whānau having to send children out of town;
- Insufficient numbers to sustain a secondary school;
- Provision for those with special learning needs;
- Insufficient te reo tuition currently provided;
- Concerns around the quality of the teaching;
- Difficulty attracting good staff;
- A need for strong leadership at both governance and management level;
- A view from some that the Area School was never going to work. Should have planned better about what education delivery at MAS would look like and been more innovative;
- Changing community demographics;
- So much opportunity for EOTC that is not being utilised;
- Designated character school with an overarching Te Ao Māori philosophy would be viable. Close the secondary school down temporarily to plan for what the education delivery would look like and how it would be implemented.

Those that supported an alternative option, support a designated character school with an overarching Te Ao Māori philosophy.
12 August 2018

Tēnā koutou

Mangakino Area School

Ko tēnei he mihi nui ki a koutou ōku whanaunga o te waka Takitimu. Ko Rachel Mullins tōku ingoa, he uri ahu o Ngāti Kahungunu ki Heretaunga me Kāi Tahu. Ahakoa he mihi poto, he mihi aroha ki a koutou.

I have been contracted by the Ministry of Education ("MoE") to consult with the Mangakino Community about the future of education in Mangakino. Specifically, the MoE is interested in the provision of secondary education in Mangakino from 2018.

The MoE has presented the following options for the Mangakino community to consider:

- **Option 1**: Mangakino Area School to change to become a Year 1-8 Primary school from 2019; or
- **Option 2**: Mangakino Area School to remain a Year 1-13 school for 2019 and continue to offer primary and secondary education for students who enrol; or
- Is there another option that the MoE should consider?

I am employing several methods to engage with the community to get their views – hui, surveys, a "drop in" centre, text, email or phone discussions with the aim of trying to hear from as many of the community as possible.

The voice of Pouakani Mārae is an important part of the discussion and I would love to hear your educational aspirations for your tamariki mokopuna. I therefore invite you to touch base with me either by phone or email to share your whakāaro with me. Alternatively, I am happy to meet kanohi ki te kanohi to kōrero with the Pouakani Mārāe whānau if that is what you would prefer.

The consultation process ends on 1 September 2018 to allow me time to compile all the information I have received, and report to the MoE. Therefore, please touch base with me before then to give me your views and/or arrange a hui with me.

I look forward to hearing from you.

Ngā manaakitanga

Rachel Mullins
Whakamana Consultancy Ltd
Director
Ngāti Kahungunu/Kai Tahu
12 August 2018

Tēnā koutou

Mangakino Area School

Ko tēnei he mihi nui ki a koutou nga kaitiaki o Pouakani whenua. Ko Rachel Mullins tuku ingoa, he uri ahau o Ngāti Kahungunu ki Heretaunga me Kāi Tahu. Ahakoa he mihi poto, he mihi aroha ki a koutou.

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- Is there another option that the MoE should consider?

I am employing several methods to engage with the community to get their views – hui, surveys, a “drop in” centre, text, email or phone discussions with the aim of trying to hear from as many of the community as possible.

The voice of the Pouakani Trust is an important part of the discussion and I would love to hear your educational aspirations for your tamariki makopuna. I therefore invite you to touch base with me either by phone or email to share your whakaaaro with me. Alternatively, I am happy to meet kanohi ki te kanohi if that is what you would prefer.

The consultation process ends on **1 September 2018** to allow me time to compile all the information I have received, and report to the MoE. Therefore, please touch base with me before then to give me your views and/or arrange a hui with me.

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Director
Ngāti Kahungunu/Kai Tahu
12 August 2018

Tēnā koutou

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- Is there another option that the MoE should consider?

I am employing several methods to engage with the community to get their views – hui, surveys, a "drop in" centre, text, email or phone discussions with the aim of trying to hear from as many of the community as possible.

The voice of the Wairarapa Moana Incorporation is an important part of the discussion and I would love to hear your educational aspirations for your tamariki mokopuna. I therefore invite you to touch base with me either by phone or email to share your whakaaro with me. Alternatively, I am happy to meet kanoni ki te kanohi it that is what you would prefer.

The consultation process ends on 1 September 2018 to allow me time to compile all the information I have received, and report to the MoE. Therefore, please touch base with me before then to give me your views and/or arrange a hui with me.

I look forward to hearing from you.

Ngā manaakitanga

Rachel Mullins
Whakamana Consultancy Ltd
Director
Ngāti Kahungunu/Kai Tahu
The future shape of schooling in Mangakino.....

it’s now time have your say!
Nau Mai, Haere Mai

This month sees consultation and hui to get community wishes and opinions on what type of school we want in and around Mangakino.

Community Hui (two opportunities)

Tuesday 21st August 2.00 pm
Tuesday 21st August 6.30 pm
Mangakino Area School - Whare

Parents, whanau, community – all invited

Facilitated by independent contractor Rachel Mullins who has been contracted by the Ministry of Education to complete this consultation through a range of hui, meetings and surveys.
Have Your Say!

What should the future of education look like in Mangakino for your tamariki and mokopuna?

The Ministry of Education would like your whakaaro/thoughts on the provision of secondary education in Mangakino from 2019.

WHĀNAU OR FAMILY NAME: ________________________________
PHONE OR EMAIL CONTACT: ________________________________

**TICK THE STATEMENT THAT BEST DESCRIBES YOU:**

- I am parent, caregiver, family or whanau of children who are currently enrolled at Mangakino Area School;
- We live close to Mangakino Area School but our child(ren) currently attend other secondary schools;
- We live in the wider Mangakino community but do not have secondary age children at present.

**CHOOSE THE OPTION YOU PREFER:**

- I support Option 1: Mangakino Area School to change to become a Year 1-8 Primary school from 2019; or
- I support Option 2: Mangakino Area School to remain a Year 1-13 school for 2019 and continue to offer primary and secondary education for students who enrol; or
- I would like the Ministry to consider another option (say what other option/s you prefer):

**WHAT ARE YOUR REASONS FOR SUPPORTING YOUR PREFERRED OPTION? PLEASE ADD ANY COMMENTS YOU WISH TO MAKE.**

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________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Have Your Say!

What should the future of education look like in Mangakino for the tamariki and mokopuna?

The Ministry of Education would like your whakaaro/thoughts on the provision of secondary education in Mangakino from 2019.

As a staff member of Mangakino Area School you are an important voice that the Ministry of Education needs to hear from. Have your say!

CHOOSE THE OPTION YOU PREFER:

☐ I support Option 1: Mangakino Area School to change to become a Year 1-8 Primary school from 2019; or

☐ I support Option 2: Mangakino Area School to remain a Year 1-13 school for 2019 and continue to offer primary and secondary education for students who enrol; or

☐ I would like the Ministry to consider another option (say what other option/s you prefer):

WHAT ARE YOUR REASONS FOR SUPPORTING YOUR PREFERRED OPTION? PLEASE ADD ANY COMMENTS YOU WISH TO MAKE.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

If you would like to discuss your views or make an appointment to meet to discuss them, please text, phone or email Rachel Mullins of Whakamana Consultancy Ltd on s 9(2)(a) or Alternatively, you can drop this form into the school office or email it to Rachel. All forms must be received by 1 September 2018.

Whakamana Consultancy Ltd
Whakamana Tangata, Whakamana Whānau, Whakamana Hāpori
Empowering People, Empowering Families, Empowering Communities
Rachel Mullins – Director

s 9(2)(a)
Annex 6: Extracts from NZQA and ERO reports (2017)

Extracts from NZQA Managing National Assessment Report (October 2017)

The schools Managing National Assessment (MNA) reviews have been on an annual return cycle since 2014. Over this period the number of students at the school with entries for assessment of standards contributing to the NCEA has reduced from 17 to three.

Following the 2016 MNA review, an action plan was developed and agreed upon to assist the school to meet its obligation to deliver credible assessment and address a wide range of significant issues. The action plan was not implemented.

This [Oct 2017] review found significant issues that the school must address to meet requirements...an increasing number of significant issues have undermined the credibility of the school's assessment for national qualifications.

There is:

- Inconsistent assessment practice causing students to be uncertain of the requirements of various assessment process, assessment timelines and the outcomes of their assessment
- Insufficient oversight of Individualised Learning Programmes to meet the student assessment needs
- A lack of monitoring ...
- Poor management of data ...
- Lack of effective communication between students, teachers, senior managers and the Board of Trustees.

Failure to resolve significant issues and ongoing non-compliance means NZQA will impose conditions on the school's consent to assess under the Education Act 1989.

As a result of this review and report NZQA will no longer accept results of internal assessments conducted and reported by the school.

Extracts from Education Review Office Report (December 2017)

ERO is not confident in the school's processes and practices necessary to enable students to achieve success, and for the school to achieve equity and excellence.

ERO identified non-compliance in relation to:
- performance management
- Education Council Regulations
- curriculum and assessment
- self-review.

The school is unable to provide quality education for students in Year 9 to 13.

The school is unable to provide equitable opportunities for senior students to achieve success in NCEA.
ERO is not confident in the reliability of the school's data.

The school is unable to show progress and achievement for [Rumaki] students. There is no dependable quantitative data about the achievement and progress of these learners.

The school is not responding effectively to those Māori and other students whose learning and achievement need acceleration.

The school is not gathering sufficient, robust evidence on which to make sound judgements about teacher performance in relation to Practising Teacher Criteria (PTC).

The board is not governing the school effectively.

The principal is not leading learning effectively across the school.

Relationships within the school and with the parent community are not conducive to a positive culture for learning.

Priority must now be placed on:
- strengthening lines of communication so that all groups feel included and well informed
- restoring professional trust and reciprocal relationships at board and staff levels
- lifting levels of staff morale
- developing positive partnerships for learning with parents and whānau.
Annex 7: Section 157 Consultation Responses from Schools and Sector Organisations
4 September 2018

Philippa Pidd
Manager
Education Network
Ministry of Education
Wellington

By email

Kia ora Philippa

**Mangakino Area School: NZEI response**

Following notification of the consultation process set up to consider possible change for the Mangakino Area School, our field staff met with NZEI Te Riu Roa members at the school.

Our members are currently unsure about the effect a reorganisation would have on their current employment status and would appreciate certainty about the direction Ministry will take. However, they also understand the rationale for change given the reduction in the number of secondary education students enrolling at the school over the last few years.

From our members’ perspective, the preferred option is therefore that of a change of class to a full primary (years 1 to 8).

NZEI’s support of this option is on the basis that the reorganisation is carried out as a change of class and a subsequent change in name to Mangakino Primary School, or to some other name that reflects the change of class. We would not support a process that involved the closure of the existing school followed by the establishment of a new primary school. We support the change of class as the process is less punitive for existing staff and, being less disruptive than a closure, provides a more beneficial climate for the continuation of teaching and learning during the transition period.

NZEI field staff have contacted the acting principal to arrange pastoral care for our members.

Nga mihi

Neil Hammond
Director of Organising
NZEI Te Riu Roa
Thanks Hana,
Could you just remind me of the process and the timeline?
Kind regards,
Derek

Thanks, Derek
I read your email as letting us know there will not be a separate submission from the PPTA to the current consultation.

Thank you very much for being willing to walk with us on this task. It’s been a rewarding experience for me.

nga mihi
Hana

Kia Ora Hana,
I’ve contacted the branch chair Andy Gray. He said the staff and members have made submissions to Rachel Mullins and don’t think they will make any more until there is a provisional decision to comment on again. I’ve checked our membership lists and currently we have 3 members on site. Kind regards,
Derek

Kia ora Dennis

Might we hear from you this week? (other than the feedback you have already given us of course.)

I’d be keen to let you know how we are going with the consultation to date.
Hana Crengle
Senior Advisor
Ministry of Education
Via email,

27 August 2018

Tēnā koe Hana

Thank you for your letter dated 21 August with regard to Mangakino Area School, the Board of Tokorua High School is pleased to be part of the S.157 Consultation.

At the Board meeting on Thursday 23 August 2018, your letter was considered and discussion ensued with how any such change may impact our school. The overwhelming element in the discussion was around supporting student achievement.

To that end, the Board of Trustees of Tokorua High School wishes to go on record as supporting Option 1 in the best interest of student achievement.

We look forward to the result of such consultation and offer any further support as may be required in the future with regard Mangakino Area School.

Ngā mihi

Graeme Dewhurst
BOT Chair

"The best and highest qualifications for all."
Hi Hana,

After a quick consultation with the board and Donna we believe that changing the Mangakino Area school to years 1 to 8 will have no impact on Tirohanga school or the families on our roll. We feel that it is inevitable that a change needs to occur and support the reduction to years 1 to 8.

We appreciate the opportunity to be consulted.

Thanks

Jared Seymour
Tirohanga Board Chair
Kia ora Hana,

Kia ora hoki i nga tini ahuatanga e turakina nei e tatou i tenei wa. Ka mihi ki to tatou runga rawa, tatu mai ki te whenua. Ko to tatou kingi Maori tonu e palhere nei i nga Iwi. Haere nga mate, waiho mai ko tatou hei kanohi ora. Tena koe. Tena koe me te kaupapa e whaka nel e koe i tenei wa. Kua roa nei a Te Kura A Rohe O Mangakino e haere nei. Ialanei, kua haere mai te nuinga o nga tamariki ki nga kura o Te Whakamaru, o Forest View High, o Tokoroa High tahii. Mo te taha ki te reo Maori, kei te haere mai e 10 o nga tamariki ki Te Kura Kaupapa Maori O Te Hiringa. Kei te tautoko ahuai i te kura i tenei wa, ahakoa tono ngoikore. Kei te Iwi, kei te hapori tonu te tikanga, meheamea ka pirangi kia noho tonu hei Kura A Rohe, he Kura Auraki noa iho nei.

Holano taku rima heneti,
Takarihi Temarama (Tumuaki & Kaiko Tau: 1)

2018-07-20 12:48 GMT+12:00 Hana Crenge <s 9(2)(a)>

Kia ora e te Tumuaki

I waea atu ahuai ki a korua ko te Board Chair. Na te mea, ka timata te Tahuhu ki te korero ki etahi kura mo te kaupapa, "He aha o koutou whakaaro mo te mea me whakarereke i Mangakino Area School, kaore ranei?".

A tera wiki ka tuhitahi au ki to Poari mo te mea nei. Meheamea kei te pirangi koutou ki te korero ki a matou mo te mea nei, teenaa koa waea mai ki ahuai.

Naaku iti noa, na

Hana

Hana Crenge LLB LL.M (Hons), PG Dip Child Advocacy | Senior Advisor Network | Sector Enablement and Support
DDI 892(1)(a)
1144 Pukaki Street, Rotorua

education.govt.nz | Follow us on Twitter: @EducationGovtNZ

We get the job done. Ka oti i a matou nga mahi!
We are respectful, we listen, we learn He rōpū mārae, he rōpū whakarongo, he rōpū eko mātou
We back ourselves and others to win Ka manawaru ki a matou, me etahi ako kia whakatōra
We work together for maximum impact Ka mahi ngātahi mo te takanga nui te ao

Great results are our bottom line Ko ngā huaranga tino pai e mātou whānga mutunga
Education Report: Consultation about a change of class for Mangakino Area School (0329)

To: Hon Chris Hipkins, Minister of Education

Date: 1 June 2018

Priority: High

Security Level: In Confidence

METIS No: 1127551

DDI: s 9(2)(a)

Drafter: Merle Ramsay

Key Contact: Dawid de Villiers

Messaging seen by Communications team: No

Round Robin: No

Purpose of Report

The purpose of this paper is for you to:

Note that consultation is required regarding a possible change of class for Mangakino Area School from Years 1 to 13, to Years 1 to 8 (full primary)

Agree to the Ministry undertaking, on your behalf, consultation under section 157 of the Education Act 1989 (the Act) about a possible change of class for Mangakino Area School.

In 2011, the Mangakino area was identified in the Ministry’s Network Plan 2012-2017 as likely to need review of secondary provision due to the predicted loss of general population. It is currently a high priority school for support in the Schooling Improvement Framework.

The roll of Mangakino Area School has declined significantly over the last five years, particularly at the secondary level. The school is having difficulty providing suitable secondary education.

A change of class to primary-only provision is the proposed means of addressing the school’s situation.
Background

1. Mangakino Area School currently provides education for students from Year 1 to 13. The school is located in a small rural settlement south west of Tokoroa, in the Taupō electorate. Mangakino Area School is part of the Tokoroa Kāhui Ako.

2. The school is a high priority school for support in the Schooling Intervention Framework. It has a significant history of statutory intervention and informal support to address ongoing concerns about governance, leadership, teacher capability and student achievement. There are also issues with relationships both within the school and with the community. The school recovered capability during an intervention between 2010 and 2014, and had strengthened its management, governance and financial position when it exited from Intervention and longitudinal review in 2014.

3. Intensive support continued and focused on lifting student achievement, with particular attention to falling secondary enrolments and poor NCEA outcomes. In October 2017, the New Zealand Qualifications Authority (NZQA) placed conditions on accreditation for the school to provide NCEA qualifications.

4. Statutory Intervention at Mangakino Area School was again required in December 2017. Following recommendation by the Education Review Office (ERO), a Commissioner was appointed under section 78N(2) of the Education Act 1989. The Commissioner’s appointment commenced on 21 December 2017.

5. The school principal s 9(2)(a) resigned and formally resigned at the end of Term 1, 2018. An emergency staffing principal has been appointed and is expected to continue in that role for the remainder of 2018. The Class of the school from 2019 will determine the type of permanent principal to be recruited.

6. The Commissioner has indicated he intends to undertake engagement with the school community, beginning with relationships and working towards the establishment of an advisory group and eventual board election. This process is expected to take up to 18 months and will include engagement with whānau on the school’s Charter and Strategic Plan.

7. The Commissioner would prefer his engagement to be focussed on relationship building. He has recommended the Ministry complete consultation on the possible change of class, with the objective of providing clear direction for families and the Commissioner about secondary provision from 2019.

8. Simultaneous engagement and consultation will build on prior consultation undertaken by the former board of trustees, and allow the Commissioner to focus his engagement on building cohesive relationships for the future of the school.

9. In similar circumstances, the Ministry has sometimes undertaken consultation with the community, to ensure families have a meaningful opportunity to comment on a specific change proposal, given that a Commissioner has replaced elected community representatives.

10. Although we propose to consult on the option to change the class of the school, the Ministry will consider the views of the Mangakino community and local schools to determine whether to recommend this change of class, or one or more other options that might be advanced during the consultation.
19. There is a risk that the community will not engage with the consultation process as many have already provided their opinion and/or have already enrolled their children at other schools. To mitigate this risk, we will ensure that relevant information is available for parents, including those who have enrolled their children in other schools, and that everyone has an opportunity to comment.

Next Steps

20. If you agree to consultation, the Ministry will:

- work with the Commissioner to coordinate engagement plans
- engage an independent consultant to engage with families on the proposed change of class
- supply data and information to assist families in understanding the implications of the proposed change of class
- work with teacher unions to provide information to staff who might be affected by the change
- support community hui and any sector meetings
- provide you with a report detailing outcomes from consultation and recommending actions, including a class change for Mangakino Area School if appropriate.

Proactive Release

21. It is intended that this Education Report be proactively released as per your expectation that information be released as soon as possible. Any information that might need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

 Annexes

Annex 1: Summary of Agency Concerns
Annex 2: Network and Roll History Data
Annex 3: Additional ERO information for Mangakino Area School
Annex 2: Network and Roll History Data

1. The table below shows roll decline from 116 students in 2012 down to 77 students in 2017. The further table below shows ethnicity break down.

<table>
<thead>
<tr>
<th>March Actual</th>
<th>July Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>Year</td>
<td>Male</td>
</tr>
<tr>
<td>2012</td>
<td>65</td>
</tr>
<tr>
<td>2013</td>
<td>60</td>
</tr>
<tr>
<td>2014</td>
<td>44</td>
</tr>
<tr>
<td>2015</td>
<td>44</td>
</tr>
<tr>
<td>2016</td>
<td>35</td>
</tr>
<tr>
<td>2017</td>
<td>40</td>
</tr>
</tbody>
</table>

Ethnicity Composition (July Actual) (A student can list more than one ethnicity)

<table>
<thead>
<tr>
<th>Year</th>
<th>International</th>
<th>Maori</th>
<th>Pasifika</th>
<th>Asian</th>
<th>European</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>0 (0.0%)</td>
<td>96 (84.6%)</td>
<td>0 (0.0%)</td>
<td>7 (6.0%)</td>
<td>11 (9.5%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>2013</td>
<td>0 (0.0%)</td>
<td>95 (87.2%)</td>
<td>0 (0.0%)</td>
<td>5 (4.5%)</td>
<td>10 (9.2%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>2014</td>
<td>0 (0.0%)</td>
<td>86 (93.5%)</td>
<td>0 (0.0%)</td>
<td>7 (8.2%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>2015</td>
<td>0 (0.0%)</td>
<td>82 (96.5%)</td>
<td>0 (0.0%)</td>
<td>8 (10.4%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>2016</td>
<td>0 (0.0%)</td>
<td>68 (88.3%)</td>
<td>0 (0.0%)</td>
<td>8 (10.4%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>2017</td>
<td>0 (0.0%)</td>
<td>70 (90.9%)</td>
<td>0 (0.0%)</td>
<td>8 (10.4%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
</tbody>
</table>

2. The line graph below shows the roll trend and 2017 Year level group numbers (includes three Secondary – Tertiary students not in roll figures above).
The table below shows students that completed Year 6 at Mangakino Area School and the schools they subsequently enrolled at for Year 9 between 2015 – 2017 (some remained at Mangakino Area School for Years 7 – 8 and some went to intermediate schools for those years).

4. Of the 16 students that completed year 6 at Mangakino Area School during these years:
   - 5 stayed there for Year 9
   - 6 went to Tokoroa secondary schools
   - 1 to Tokoroa High School
   - 3 to Forest View High School
   - 2 went to Reporoa College
   - 1 went to Rotorua Boys' High School
   - 1 left the Bay of Plenty – Waiau region.

<table>
<thead>
<tr>
<th>Year 9 school name</th>
<th>Year as Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2015</td>
</tr>
<tr>
<td>Forest View High School</td>
<td></td>
</tr>
<tr>
<td>Hamilton Junior High School</td>
<td></td>
</tr>
<tr>
<td>Mangakino Area School</td>
<td></td>
</tr>
<tr>
<td>Marlborough Boys' College</td>
<td></td>
</tr>
<tr>
<td>Reporoa College</td>
<td></td>
</tr>
<tr>
<td>Rotorua Boys' High School</td>
<td></td>
</tr>
<tr>
<td>Tokoroa High School</td>
<td></td>
</tr>
</tbody>
</table>

| Year 6 Mangakino Area School Total       | 9    | 6    |      | 16    |

All redactions on this page under s9(2)(a)
Rural school gets a fresh start

A Bay of Plenty area school is to change its intake so it has a sustainable future, Education Minister Chris Hipkins announced today.

A decrease in the local population of the Mangakino area has contributed to a decline in the number of students at Mangakino Area School currently leaving it with only three secondary-age learners.

In a decision backed by the local community, the school will now become a full primary so staff can focus on delivering quality education to its younger students.

Declining rolls contributed to concerns about the quality of education at the senior level and the school had three statutory interventions in the last 15 years, the most recent initiated last year.

After consulting the local community, the Minister has decided to change the school’s intake to just years 1 to 8, a process known as changing its class.

Minister Hipkins said: "Closing a school or part of a school is never an easy decision to make but after consulting with the local community and the students themselves there was broad support for the proposal to change the school’s class.

"Eighty percent of the community and all of the school’s year 5 to 13 students backed the proposal and its current roll of 60 is a sustainable number for a school of its kind in its location."

He added: "The move to change the school’s class will give it a new lease of life. A new primary principal will be sought, supported by the Tokoroa Kāhui Ako | community of learning and plans will be drawn up to help current students transition to nearby secondary schools.

"I'm really pleased about the outcome and I wish the school and its community every success and will follow its progress with interest."

Notes for editors

An area school is one that can take children from kindergarten age (usually 4 or 5 years old) all the way through to the end of secondary school. They tend to be found in small towns or rural areas.


It is expected that the changes can be gazetted in the coming weeks and take effect from term one next year.