

# FUTURE OPTIONS FOR EDUCATION PROVISION IN HAWERA

---

COMMUNITY ENGAGEMENT REPORT

OCTOBER 2020



PREPARED FOR: HAWERA COMMUNITY  
PREPARED BY: D & G CONSULTING

## CONTENTS

<b>EXECUTIVE SUMMARY .....</b>	<b>3</b>
RESULTS .....	4
<b>INTRODUCTION .....</b>	<b>6</b>
<b>METHODOLOGY.....</b>	<b>8</b>
FACE-TO-FACE WORKSHOPS .....	8
ONLINE SURVEY .....	8
NGĀRUAHINE IWI CONSULTATION .....	9
ANALYSIS.....	10
<b>PARTICIPANTS .....</b>	<b>11</b>
<b>ONLINE SURVEY RESULTS .....</b>	<b>13</b>
EDUCATION IMPORTANT FEATURES .....	13
OTHER IMPORTANT FEATURES .....	14
OVERALL OPTION PREFERENCES.....	18
OPTIONS POSITIVES AND NEGATIVES.....	19
OPTION 1: YEAR 1 – 8 PRIMARY SCHOOLS, YEAR 9 – 13 SECONDARY SCHOOL.....	26
OPTION 2: YEAR 7 – 8 INTERMEDIATE SCHOOL AND YEAR 9 – 13 SECONDARY SCHOOL ON SEPARATE SITES .....	30
OPTION 3: YEAR 7 – 13 SECONDARY SCHOOL.....	33
OPTION 3 PREFERRED YEAR GROUPINGS.....	36
OPTION 4: YEAR 7 – 8 INTERMEDIATE SCHOOL AND YEAR 9 – 13 SECONDARY SCHOOL ON A SINGLE SITE .....	37
OPTION 5: YEAR 7 – 10 MIDDLE SCHOOL AND YEAR 11 – 13 SENIOR SCHOOL ON SEPARATE SITES .....	41
OPTION 6: YEAR 7 – 10 MIDDLE SCHOOL AND YEAR 11 – 13 SENIOR SCHOOL ON A SINGLE SITE .....	45
<b>NGĀRUAHINE IWI ENGAGEMENT .....</b>	<b>49</b>
OPTION 1: YEAR 1 – 8 PRIMARY SCHOOLS, YEAR 9 – 13 SECONDARY SCHOOL.....	51
OPTION 2: YEAR 7 – 8 INTERMEDIATE SCHOOL AND YEAR 9 – 13 SECONDARY SCHOOL ON SEPARATE SITES .....	51
OPTION 3: YEAR 7 – 13 SECONDARY SCHOOL.....	52
OPTION 4: YEAR 7 – 8 INTERMEDIATE SCHOOL AND YEAR 9 – 13 SECONDARY SCHOOL ON A SINGLE SITE .....	52
OPTION 5: YEAR 7 – 10 MIDDLE SCHOOL AND YEAR 11 – 13 SENIOR SCHOOL ON SEPARATE SITES .....	53
OPTION 6: YEAR 7 – 10 MIDDLE SCHOOL AND YEAR 11 – 13 SENIOR SCHOOL ON A SINGLE SITE .....	53
OTHER DISCUSSION .....	54
<b>APPENDIX A: INFORMATION SHEET GIVEN TO PARTICIPANTS .....</b>	<b>57</b>
<b>APPENDIX B: SHORT ANSWERS FROM PARTICIPANTS .....</b>	<b>61</b>

## EXECUTIVE SUMMARY

The Ministry of Education is currently working on plans for future schooling in the Hawera area, and is committed to investing in the property at Hawera Intermediate School and Hawera High School. In 2017 the Education Hawera Facilitation Group led a community engagement process on aspirations for future schooling provision in the area. Since that time, there have been changes to schooling in the area (boards, principals, etc), and so the Ministry contracted an independent facilitator to lead a new engagement process.

This process focused on the community's aspirations for education provision, including the resources and facilities they believed would best enable or support these aspirations. As part of this, the community were presented with a number of options for the future structure of the schooling network, which is currently comprised of a range of contributing and full primary schools, a Year 7 – 8 intermediate school, and a Year 9 – 13 high school. The identified options were:

- Option 1: Year 1 – 8 Primary schools, Year 9 – 13 Secondary school
- Option 2: Year 7 – 8 Intermediate school and Year 9 – 13 Secondary school on separate sites
- Option 3: Year 7 – 13 Secondary school
- Option 4: Year 7 – 8 Intermediate school and Year 9 – 13 Secondary school on a single site
- Option 5: Year 7 – 10 Middle school and Year 11 – 13 Senior school on separate sites
- Option 6: Year 7 – 10 Middle school and Year 11 – 13 Senior school on a single site

Option 2 reflects the status quo which is something that is currently under criticism by many in the community. Option 1 removes the transitional Intermediate school and extends primary schools, requiring a large commitment for change from the primary schools in the area. Options 3 - 6 signal change in traditional intermediate-secondary structure with options 3, 4, and 6 combining schools to a single site.

The process involved both face-to-face engagement and a survey (both paper and online). Iwi were consulted via Zoom and phone with Ngāruahine, Ngā Rauru and Ngāti Ruanaui and one iwi (Ngāruahine) requested that further engagement be carried out with its members. This occurred through two face-to-face hui and a paper survey.

All options had several factors which affected participants' perceptions of them. In the survey (online and the paper survey provided to Ngāruahine), participants were given an information sheet to familiarise themselves with the options and how they might work as well as answer questions they may have around issues such as resource sharing, bullying etc. The survey sought to understand the personal reasons behind why options are preferred by the community.

Following removals, 362 responses were available for analysis. These were primarily parents/primary caregivers, however those identifying as staff, former students, and community members also made up large groups. 30 participants were included in the iwi consultation, and 21 of these provided a written survey.

## Results

Regarding what aspects of education are the most important to the community, the following were the five items rated as most important:

1. High-quality teaching and learning
2. High-quality staff and resources
3. Smooth transitions between schools
4. Facilities which are accessible for all
5. Facilities which are designed to last

The option which had the highest average level of preference was Option 1 (extending primaries), followed by Option 3 (Year 7 – 13 secondary) and Option 6 (co-located middle and senior school). The status quo, Option 2, was not rated highly indicating a need for change expressed by many in the community. Results were influenced by a ‘vocal minority’ who gave high favourability to their preferred option and rated other options very low. This caused significant skew in the distribution of scores for each option.

This is particularly true of those who were averse to change, who tended to rate other options very low. Pro-change participants rated Option 2 low but may not have been so strongly aligned with other options. They tended to prefer options which are more significant departures from the status quo.

When asked about what option was their favourite, the most responses were received for Option 1, with more than one third of participants answering this question indicating Option 1. This was followed by Option 6, then Option 3.

The positives and negatives of each option were assessed using thematic analysis. The themes present in participants’ responses were able to be aggregated into 5 categories:

1. Transitions
2. Student outcomes
3. School quality/resources
4. Age and development
5. Redevelopment<sup>1</sup>

Across the six options, participants indicated that these five overarching things are what influenced their responding.

Across each option, participants were asked if there was anything that could change their preference. Their responses were coded, then change scores were used to compare preference levels.

While Option 1 was the most preferred option, responses demonstrated that this was reliant on *all* primary schools being able to accommodate years 1-8. If it was not all primary schools, preference levels dropped significantly for this option. If not all primary schools are able to recapitate, other options would be preferred.

---

<sup>1</sup> This refers to this redevelopment process, including addressing problems, being feasible etc.

Preference for Option 2 would be increased if there was significant improvement to, and investment in, the facilities. Improving education in the current system also stood out as having potential to improve support for this option.

Preference for Option 3 would be increased through addressing the age differences of students and ensuring that age cohorts are able to be sufficiently separated. This is likely in response to some of the problems present in schools regarding behaviour and wellbeing. Also having evidence for improved education and having enough space to accommodate students would increase support for this option.

Options 4, 5 and 6 had similar results for what could change preference level. This includes evidence for improved education, addressing age gaps (separation and mixing of age cohorts), shared and improved facilities and resources, school collaboration and separation, and having significant support and buy-in.

The iwi consultation found Option 6 to be the most favoured option. The various positives and negatives of the options given by Ngāruahine iwi were similar to those in the feedback received in the main online survey. Iwi emphasised that changes made to the intermediate and secondary schools should not impact negatively on Kura Kaupapa and should aim to be inclusive of Kura and directly benefit Kura Kaupapa such as through shared facilities and resources that Kura Kaupapa currently do not have access to. They also emphasised that they have several concerns with education in Hawera currently and that people need to come first, buildings second.

The iwi consultation recommended that education provision extend beyond Year 13 and include an academy so that tamariki may continue to learn knowledge and skills to allow them to work and remain in the Hawera community.

## INTRODUCTION

### **Background and identified options**

The Ministry of Education is currently working on plans for future schooling in the Hawera area, and is committed to investing in the property at Hawera Intermediate School and Hawera High School. In 2017 the Education Hawera Facilitation Group led a community engagement process on aspirations for future schooling provision in the area. Since that time, there have been changes to schooling in the area (boards, principals, etc), and so the Ministry contracted an independent facilitator to lead a new engagement process.

This process focused on the community's aspirations for education provision, including the resources and facilities they believed would best enable or support these aspirations. As part of this, the community were presented with a number of options for the future structure of the schooling network, which is currently comprised of a range of contributing and full primary schools, a Year 7 – 8 intermediate school, and a Year 9 – 13 high school. The identified options were:

- **Option 1: Year 1 – 8 Primary schools, Year 9 – 13 Secondary school**

This option means that most or all the primary schools in the area would be extended from Years 1 – 6 to Years 1 – 8, rendering an intermediate school not necessary. If rolls at a school grow, the Ministry of Education can provide additional property so in this option primary schools would receive additional teaching spaces if this was required.

While this change would be carefully managed, this would have implications for students, parents, board of trustees members, and staff as many at Hawera Intermediate would be otherwise displaced. This change would occur over two or more years to ensure that current Year 7 students would not go back to a primary school for Year 8.

- **Option 2: Year 7 – 8 Intermediate school and Year 9 – 13 Secondary school on separate sites**

This option maintains the status quo with Hawera Intermediate and Hawera High School remaining separate entities with their current Year 7 – 8 and Year 9 – 13 structures. Change in this area would be dedicated to improving the property and facilities at the two schools and improving education in the community without changing the structure of schools.

- **Option 3: Year 7 – 13 Secondary school**

This option would involve the combining of Hawera Intermediate and Hawera High School with the mechanism for this not yet determined. The structure of the new school be Year 7 to 13 and this would be on a single site, either on one of the existing sites or on a new site altogether. Regardless, there would be new purpose-built facilities to accommodate the increased roll.

Within the school, there would likely be some kind of year level grouping, for example a junior and senior grouping of students. Such structures tend to have individual deans, physical learning spaces, and social spaces but are a part of a single larger school.

- **Option 4: Year 7 – 8 Intermediate school and Year 9 – 13 Secondary school on a single site**

This option maintains the traditional Year 7 – 8 and 9 – 13 structures of Hawera Intermediate and Hawera High School, and keeps them as separate schools but they on a shared site. Co-located schools often have some shared specialist facilities and may have larger or more specialised spaces than either school would be able to have individually. Staff are often shared across schools and students may have freedom to attend classes at the other school where relevant.

- **Option 5: Year 7 – 10 Middle school and Year 11 – 13 Senior school on separate sites**

A middle/junior college accommodates students Years 7 – 10 so that students in the 'NCEA years' (Year 11 – 13) attend a senior school/college. The schools, however, would remain separate entities so would have their own unique identities. There would be the same number of transitions as there currently are, however, students would have four years of middle school compared to two years of intermediate school.

- **Option 6: Year 7 – 10 Middle school and Year 11 – 13 Senior school on a single site**

This option is similar to Options 4 and 5 as two separate schools would be co-located on a single site. The intermediate, however, would be a middle school, accommodating 'junior students' Years 7 – 10 while Years 11 – 13 would be part of a separate senior school on the same site. As co-located schools, they may share some large or specialist facilities and may share some staff.

### **Factors for consideration**

The options have several factors that need to be considered including transitions, bullying, physical facilities, staffing, and governance in single-site arrangements. Information on the options and additional considerations which were provided to participants is shown in Appendix A.

The options above were posed to the community for feedback for discussion over what options might best suit the needs of the community, what are positive and negative aspects of each, and what risks require mitigation for the different options to be successful.

## METHODOLOGY

### Face-to-face workshops

Focus groups with students took place in March 2020 at Tawhiti School, Turuturu School, Normanby School, Hawera Primary School, Hawera Intermediate, and Hawera High School, with 97 students taking part. Students discussed their aspirations for schooling, and what facilities would best support these aspirations, as well as the pros and cons of each of the options.

Principals were also consulted as a group and board of trustees members met face-to-face (both together and as individual boards where requested). There were two workshops for staff members (early learning services and schools) to discuss the options and ask questions.

Four public workshops were conducted, with three held in Hawera and one in Manaia. These workshops were a means of communicating information about the project to the public, reassuring them of the purpose, and garnering some of their early feedback. A separate focus group was held for employers and social agencies from the area. The numbers participating in each category are reported below in Table 1.

Table 1: Participant numbers by category

Group	Number
Boards of Trustees and principals	35
Community meetings	69
Staff meetings	52
Social agencies workshop	9
Students	97

Communications about meetings for staff, parents, and the community were sent in February 2020 to schools, kura and early learning services asking them to distribute information and include it in their communications such as Facebook pages and newsletters. An advert was also placed in the South Taranaki Star advising the public about the workshops.

Due to the global COVID-19 pandemic and the associated New Zealand lockdown, the project was put on hold in late March and resumed in June 2020.

### Online survey

An online survey was drafted based on feedback from the community in the face-to-face phase. The survey was conducted on Survey Monkey and a weblink to the survey was distributed out to schools, kura, early learning services, and workshop attendees so that they could participate. They were encouraged to distribute the survey on to anyone else with interest in the subject and process.

Drop-in sessions were made available at Hawera High School for those wishing to complete the survey online but who did not have access to a device or Internet.

A hard copy of the survey was also designed so that participants could complete the survey on paper and submit this. The hard copy survey was made available at local schools, the



South Taranaki District Council, and at the Hawera Library. Information appeared in Southlink in the South Taranaki Star advising of the survey.

The survey contained a link to an information sheet for participants to read to have a greater understanding of the project. This information sheet also contained more in-depth information on the six options and informed participants of some of the positive and negative aspects, and things they may want to consider when answering the questions. They were advised to have the information sheet open when completing the survey so they could easily refer to it. The information sheet was included at the back of the hard copy version of the survey. The information sheet is included as Appendix A of this report.

The survey informed participants that their anonymity and confidentiality was guaranteed as no identifying information was collected, and any identifying information they included in answers would be removed and not included in this report so no answers could be traced to any individuals. They were instructed that consent to having their answers used in the survey was given when they clicked 'next' to start the survey, or by signing the paper version.

The survey initially gathered demographic information including how participants are connected to schooling in the area and with what school they are connected. They were able to choose multiple options. Following these questions participants were told that if they did not want to complete the survey in full, they could opt to provide a single answer in the textbox. Those who opted to complete the survey in full continued to provide responses on aspects of education generally and the six options presented specifically.

Participants were first asked to rate how important they find various aspects of education which may be influenced through this process. Importance of components of education was rated on a 10-point scale where 1 = "Very unimportant to me" and 10 = "Very important to me".

They then gave feedback on each of the six options. For each option, they were asked their level of preference on a 10-point scale where 1 = "Strongly opposed to this option" and 10 = "Strong in favour of this option". They were asked why they held this preference in an open-response questions. For each of the options participants were asked in an open-response question whether there was something that could change their preference, then asked to indicate on a 10-point scale how this would change their preference where 1 = "This would make me far more opposed to this option" and 10 = "This would make me far more supportive of this option".

Participants finally were asked what facilities they felt could/should be shared if Option 4 or 6 were to be picked, what option (out of the six) was their preferred option, and whether they had any final comments to make.

### **Ngāruahine Iwi Consultation**

Ngāruahine iwi were consulted through two hui and a paper survey after they requested that further engagement be carried out with their members. The survey was adapted to be simple to write on and required participants to indicate their level of preference before and after having discussion on the different options.

## Analysis

Both quantitative and qualitative methods were employed depending on the type of data obtained. The importance of different aspects of education was assessed using descriptive statistics include calculating averages (mean values) and standard deviations.

Qualitative responses such as those to the question “Is there anything else that you feel is particularly important to education in Hawera?” were analysed using thematic analysis. This involves examining pieces of narrative in the form of open responses to identify common themes, topics, ideas, and patterns of meaning that occur repeatedly. These are then grouped together and summarised.

Throughout this report, when qualitative themes are reported, approximate number of responses for each theme are given. The numbers are approximate because thematic analysis is dependent on the analyst and their interpretation of comments. A few examples in the form of direct quotes from the survey are given throughout the report to highlight what kind of responses are given for each theme.

The preference for options was calculated using averages and standard deviations. Participants were also asked to indicate which option was most favourable to them, and these were counted, and percentages calculated.

For each of the options, the preference rating of participants was displayed in a histogram. A Shapiro-Wilks test was conducted for each to determine whether the preference ratings were normally distributed. Where the score is statistically significant ( $p < .05$ ), the distribution is *not* normally distributed. This helps to give an idea of the preference of each option and whether responses pool at either end of the distribution.

Reasons for preference were analysed with thematic analysis. Across all six options, the themes fit into five categories:

1. Transitions
2. Student outcomes
3. School quality/resources
4. Age and development
5. Redevelopment

These are discussed in terms of the categories across all five options. The number of responses for each theme in each category are provided for each option in tables.

For how preference could be changed, these were assessed with both qualitative and quantitative methods. First, responses were coded to identify common categories, and then for each category, the level of preference given for the option was compared with the level of preference they indicated it would be changed to. This meant subtracting the second score from the first score to calculate a change score. For categories with 3 or more responses, the change scores were averaged to indicate the average level of change based on the feedback. If categories had 15 or more responses, a *t*-test for dependent means was conducted to assess whether the change in preference scores was statistically significant ( $p < .05$ ).

## PARTICIPANTS

416 responses were obtained in the online survey. A further seven were given as hard copies, one of these contained a written submission (essay style). 58 participants were removed for not answering any questions beyond demographics. This may be because they encountered the text which reminded them that the survey would take approximately 15 minutes to complete and they were asked again to download the information sheet. 3 participants were removed for answering the importance of education components all negative, and not answering any questions beyond this, suggesting they started the survey and responded with a negative bias. This left a total of 362 responses for analysis. 30 participants attended iwi hui and 21 of these completed a paper survey.

Table 2 below shows which groups participants indicated they belonged to. Note that the total adds to more than 362 as participants could belong to more than one group, for example, they could be a teacher and a parent.

Table 2: Participants' affiliations to schools in South Taranaki and Hawera

Group	Number	Percentage
Parent/primary caregiver	258	71.3%
Other family member	29	8.0%
Staff member	90	24.9%
Current student	3	0.8%
Former student	101	27.9%
Current or former Board of Trustees member	45	12.4%
Community member	100	27.6%
Other	10	2.8%

The largest group was of parents and primary caregivers with more than two thirds (71.2%) of the sample identifying as this, however staff members and formers students of these schools also made up significant groups with 24.9% and 28.5% respectively.

10 people identified as 'other'. Their affiliations were:

- Spouse of staff
- Delivery of Youth Guarantee programmes
- Parent of former student
- Former staff member
- Mother to be
- Staff working across all schools (unspecified)
- Staff of another school outside the area
- Volunteer

Table 3 shows the schools with which participants are affiliated.

Table 3: Participant school affiliations

Group	Number	Percentage
Hawera Christian School	11	3.0%
Hawera High School	164	45.3%
Hawera Intermediate	122	33.7%
Hawera Primary School	49	13.5%
Manaia School	11	3.0%
Mokoia School	6	1.7%
Normanby School	50	13.8%
Opunake High School	7	1.9%
Patea Area School	8	2.2%
Ramanui School	16	4.4%
St Joseph's School	57	15.7%
St Patrick's School	3	0.8%
Tawhiti School	59	16.3%
Te Kura Kaupapa Māori o Ngāti Ruanui	10	2.8%
Turuturu School	68	18.8%
BestStart South Road 2	11	3.0%
Hawera Kindergarten	19	5.2%
Kids Barn Childcare Centre	21	5.8%
Kiwi Clubhouse Learning Centre	29	8.0%
Koromiko Kindergarten	18	5.0%
Patea Kindergarten	9	2.5%
Tawhiti Kindergarten	13	3.6%
Other	40	11.0%

## ONLINE SURVEY RESULTS

355 respondents completed the survey in full with the remaining 10 providing a short answer. These responses are included in Appendix B and have been thematically coded with the remainder of the dataset where relevant. One participant provided a written submission attached to their paper survey, and this is included as Appendix C.

### Education Important Features

Participants were presented with 21 components of education which they could rate the importance of. Table 4 shows the average levels of importance and standard deviations for each of the components. There were 10 participants who, across all components, gave an average score of less than 5. This means that they mostly rated features as unimportant to them. These participants had their data checked to determine whether this was because they misread the scale (possible thinking that 1 = Very important), whether it was lazy responding/acquiescence, whether they genuinely felt these components were not important, or whether they had negative perceptions across their responses that might cause them to rate these components as unimportant (because they are change-averse).

Three participants gave all low responses, but other questions in the survey were answered correctly and candidly, indicating they may have misread or misinterpreted the question. Because of this, their data for this question was removed, but the rest of their data was retained.

Table 4: Importance of education components average ratings and standard deviations

Important components	Average	Standard deviation
Facilities which are of high quality in terms of their construction.	8.4	1.91
Facilities which are designed to last.	8.7	1.80
Facilities which are visually appealing through design and colour.	7.3	2.25
Facilities which offer innovative learning environments (e.g. breakout spaces, flexibility etc.).	7.7	2.31
Facilities which are more traditional (e.g. single cell classrooms).	6.0	2.44
Facilities which are accessible for all.	8.9	1.75
Facilities which are culturally responsive.	7.7	2.41
Facilities which represent the cultures present in the community (e.g. decorations and designs representing various cultures).	7.4	2.46
Facilities which focus on specialised subjects and equipment.	8.4	1.80
Facilities which focus on the history of the school and community.	6.6	2.43
Facilities which enable community use.	7.0	2.22
A rich and well-maintained outdoor environment (e.g. grass fields, gardens etc.).	8.5	1.74
Schools which are connected and collaborative.	8.0	2.14

Smooth transitions between schools.	9.0	1.62
High-quality teaching and learning.	9.7	1.15
High-quality staff and resources.	9.7	1.11
A shared strategic direction between schools.	8.6	1.90
Shared professional development.	8.3	2.04
Shared knowledge and expertise between schools.	8.5	1.91
Community involvement in the design of new facilities.	6.8	2.40
Provision of bilingual education.	7.2	2.37

The top five most important rated items are as follows (in order with most important at the top):

1. High-quality teaching and learning
2. High-quality staff and resources
3. Smooth transitions between schools
4. Facilities which are accessible for all
5. Facilities which are designed to last

Interesting to note from these results is that the four most important features were also the ones which had the *lowest* standard deviations. This indicates that these components were rated highly important more consistently than other components as there were fewer low responses.

The bottom five most important rated items are (in order with least important at the top):

1. Facilities which are more traditional (e.g. single cell classrooms)
2. Facilities which focus on the history of the school and community
3. Community involvement in the design of new facilities
4. Facilities which enable community use
5. Provision of bilingual education

The results above indicate what features of education need to be highlighted throughout this process. Interestingly, it indicates that community involvement is of lesser importance to the participants of this survey. The important components show that participants value high-quality education provision in facilities which are built to last. Another important component is having smooth transitions between schools.

### Other Important Features

Participants were asked an open-ended question on whether there was anything else important to them. These results were qualitatively analysed through thematic analysis and are listed in order of most- to least-referenced. Some however are closely related, and these are listed together. It should be noted that not all of these themes are central to this piece of work.

Table 4 above shows some features of education which need to be of primary focus during this piece of work when considering what school structures and school provisions are best for the community and what aspects need to be focused on while this project moves forward. In contrast, some of the themes below are more related to education in general, rather than for the project of redesigning the school network in Hawera. However, they are still listed as they are important to the community and indicate their values and priorities.

Some comments made fit into the components listed in Table 4. These are not included below.

### Safety at school

This (and behavioural management below) had the most references. People who referenced this discussed the importance of school being a safe place for students free from harm. This includes focusing on the reduction of bullying and on harmful behaviours which place students, staff, and the community at increased risk.

*“Students to feel safe in their environment.”*

*“Creating a safe and engaging learning environment.”*

### Behavioural management

This theme was very similar to the one above, but the participants discussed the particular behaviours which occur in Hawera by students and the need for these to be managed carefully. This means dealing effectively with challenging students and having zero tolerance for harmful behaviours including drug use and physical violence. They believe schools need to have behavioural standards and follow these diligently. Combined with a focus on safety at school, behavioural management has potential to help safeguard the wellbeing of students going through school in Hawera.

*“The way in which extreme behavioural issues are dealt with and by whom.”*

*“A faster and more proactive approach to address bullying and the use of illicit substances.”*

### Transparency and openness

Some people commenting felt that being open and transparent about this project was particularly important moving forward. This means involving parents, the community, staff, and students each step of the way to find a way to best meet the needs of everyone. The community would value the ability to be able to have a say and collaborate in forming an educational network in Hawera that they all value.

*“A high standard and practice of parental inclusion/communication surrounding the education of their child/children.”*

### Preparing students for the future

An important theme to some participants is the need for schools to focus on preparing students for the future. This means preparing them for working life and ensuring that what they learn and achieve in school makes them employable, especially when future needs are changing. They believe that while academic skills are important, students need skills, capability, and flexibility to find work, particularly if they choose employment which is not academically focused.

*“Think about future of work and what is expected when kids go into employment - creativity, innovation, emotional intelligence. Not just academic.”*

### Life skills

In line with the theme above, participants discussed the importance of learning soft skills and life skills, beyond just academic knowledge. This means things like investing, budgeting, cooking, relationships, and anything that can help them in life beyond just giving them knowledge. This also includes helping them build a moral barometer so that they may navigate life with a sense of knowing right from wrong.

*“Education is also outside the classroom i.e living skills.”*

*“Higher emphasis on life schools including, budgeting, cooking, investing, friendships, goal setting, body pride etc.”*

### High-quality sports

Whatever is decided, sports are something that many people in the community value for students. They would like future education to have a high-quality sports programme with dedicated, high-quality facilities.

*“That we have good sporting resources and coaches available.”*

### Outdoor education and place-based learning

Some people in the community would value place-based learning which takes advantage of the natural environment in the surrounding area. This means more activities and learning which occurs outdoors and teaches students about the environment in which they live.

*“Provide for learning in the environment (mountain, sea, local farms) and in the classroom. Please utilise the awesome resources that we are so lucky to have here in South Taranaki.”*

### Local curriculum

Similar to the theme above, some participants would value greater focus on providing a curriculum which acknowledges their local history and New Zealand history.

*“A clear structured curriculum that focuses on Taranaki history & NZ history.”*

### Individualised learning

This is the ability for schools to provide an education that accounts for different levels of knowledge and ability and ensures that education is closely aligned with student needs.

*“Emphasis on tailoring education to meet each child’s individual developmental needs.”*

### Quality special education

Some comments were directed at providing quality services and education for students with extra learning needs, physical disabilities etc. They felt such students should be supported more in their journeys and should have the resources made available to ensure their education is not impeded by any other difficulties they face in life.



*“Spaces for kids of differing abilities who are mainstream schooling. They need sensory spaces and quiet spaces. These kids currently have no provision and little support.”*

*“Yes more teaching assistants and funding for kids with social problems such as anxiety bullying ADHD etc.”*

### School collaboration

This theme refers to schools which are collaborative and a sense of community in which people work together to provide the best education for students in the area.

*“A highly connected school community.”*

Seldomly referenced themes are listed below. These did not have enough comments to provide discussion around the theme, but still represent areas in education which are important to some members of the community

- Pastoral care
- Having a good reputation and pride
- Learning which is fun
- Adult learning/night classes
- Less reliance on technology
- Extra-curricular activities
- Good leadership

## Overall Option Preferences

Before assessing the options individually and what aspects of each are positive and negative to the community, the overall preference of options was assessed. Table 5 below shows the averages and standard deviations for the levels of preference for each of the six options presented in the survey. Option 2 represents the *status quo* in terms of the structure of education by retaining Hawera Intermediate School and Hawera High School as separate schools on separate sites.

Table 5: Averages and standards deviations of preference scores for each option

Options	Average	Standard deviation
Option 1: Year 1 – 8 Primary schools, Year 9 – 13 Secondary school	6.4	3.44
Option 2: Year 7 – 8 Intermediate school and Year 9 – 13 Secondary school on separate sites	4.2	3.26
Option 3: Year 7 – 13 Secondary school	4.8	3.54
Option 4: Year 7 – 8 Intermediate school and Year 9 – 13 Secondary school on a single site	3.9	2.95
Option 5: Year 7 – 10 Middle school and Year 11 – 13 Senior school on separate sites	3.9	2.99
Option 6: Year 7 – 10 Middle school and Year 11 – 13 Senior school on a single site	4.5	3.27

The maximum level of preference was 10, so it was clear that looking at the options individually is important to know why the options were not preferred by some and why the averages are not higher. This is important because whatever option is decided upon, any perceived negative aspects can be mitigated to ensure the best possible outcomes for the community.

The results show that Option 1 had the highest average rating. The next highest rated option was Option 3 which is a single school for all students Years 7 – 13, rather than separating them into separate schools on individual sites or a shared site.

The status quo, Option 2, was not highly rated. The lowest rated Options were Options 4 and 5. Option 4 was rated lower than Option 3, indicating that if Years 7 – 8 and 9 – 13 are going to share a site, a separate intermediate school should not be retained as part of this structure. Option 5 was rated lower than Option 6, indicating that if a Middle/Senior school structure were to be adopted, they should share a site rather than be geographically separated.

Options 2 and 4 were among the lowest rated, and both these options retained a Year 7 – 8 Intermediate school structure. Thus, on average, participants were less inclined to prefer the Year 7 – 8 structure and preferred options that were a change from this. A compelling reason for this is the number of transitions and frequency of transitions. This will be explained in the participant qualitative responses in the following sections.

Looking at the data and individual responses, there were some trends in the ways that participants responded to their most and least preferred options. In particular, this was the way a ‘vocal minority’ responded. Some participants responded in a way that gave high

favourability to their desired response, but then rated other options very negatively. This explains why the options tend to have low average preference scores. This also explains the responses of change-averse or pro-change respondents. Those who are change-averse negatively rate options other than Option 2, while those who are pro-change will give more weight to options which feel like a more 'radical' departure from normality, such as Option 3, while negative scoring Option 2 which they feel does not work. People will vote highly in favour for their favourite options, and (presumably as a strategy to guarantee its success), vote the other options very low so as to lower the average and increase the rating of their preferred option.

After answering questions on the individual options, participants were asked to pick only one option as their favourite. The results are shown in Table 6 below. The percentage is calculated by the number of people who answered the question, so does not include those who skipped answering this question.

Table 6: Count of how many times each option was selected as preferred option

Options	Count	Percentage
Option 1: Year 1 – 8 Primary schools, Year 9 – 13 Secondary school	107	38.9%
Option 2: Year 7 – 8 Intermediate school and Year 9 – 13 Secondary school on separate sites	35	12.7%
Option 3: Year 7 – 13 Secondary school	39	14.2%
Option 4: Year 7 – 8 Intermediate school and Year 9 – 13 Secondary school on a single site	19	6.9%
Option 5: Year 7 – 10 Middle school and Year 11 – 13 Senior school on separate sites	25	9.1%
Option 6: Year 7 – 10 Middle school and Year 11 – 13 Senior school on a single site	50	18.2%

### Options positives and negatives

Across each option participants gave feedback on why they indicated this level of preference. This helped reveal some of the positive and negative components of each option which may inform future decision making.

The responses fit into five categories: Transitions, student outcomes, school quality/resources, age and development, and redevelopment. These are discussed individually below with some example quotes to highlight.

#### Transitions

The issue of student transitions through education was one of the most highly referenced. Participants tend to follow two avenues of reasoning: Transitions are disruptive and should be avoided, or transitions help students adjust to more complex higher learning. Intermediate school is thus either inhibiting or supporting these viewpoints.

It was very common for participants to be critical of the Intermediate school transition. This made Options 1 and 3 favourable as both of these options removed a transition as they don't include an intermediate or middle school. Transitions involve students changing site, peers, teachers, school culture and values etc. Removing one transition gives students more time to adjust to secondary, or more time in familiar territory at primary school. For some families,

this also means one less uniform to purchase or one less place to drop off their children, meaning fewer transitions can be of greater convenience.

*“Less transitions/disruptions changing between primary/intermediate/secondary schools.”*

*“I support this because then it will be a smooth transaction from primary to high school and not so much chopping and changing between multiple schools.”*

*“I support this option because I feel the less transitions the better. Less cost for uniforms and resources. No new set of rules to learn or follow, students will be familiar with their current school. Some parents may have students at 3 different schools at some point in their life. 3 different uniforms, 3 different sets of staff to communicate. Dropping this down to 2 would build on relationships between a school and whanau.”*

Options 4 and 6 are also favourable to some because the transition between schools does not include a geographical transition as schools are located on a single site. Students would thus be familiar with the grounds and the people around them, and so the transition may be easier than completely changing school site. Where the transition was different from the current system, many participants tended to say this was a better alternative.

*“Think taking intermediate school out would allow easier transition for children.”*

*“...have a supported transition to high school. There is an ability to maintain school values and students are able to stay within a school community avoiding a limbo phase.”*

Where students are on a single site or have more time at each school (such as in a middle and then senior school) or are at a single site or in a single school (Option 3), there were comments focusing on how education was more consistent and coherent. This was because students were given time to adjust, had greater collaboration between schools, and felt like each school was a ‘step’ rather than a complete change.

*“Great to have some continuity between the schools.”*

*“Provides opportunities for a strong school culture to be established and also gives opportunity for more of a seamless curriculum.”*

This positive commentary around the improvement and reduction of transitions, and the seamlessness of the school system, far outweighed critiques of change quoting that intermediate school was a necessary transition. These participants tended to prefer Option 2 and stated that intermediate school is an important transition between primary and secondary school. It offers developmentally tailored education and facilities which help children develop before they begin secondary school.

*“I feel the students need to have another step (move away from Yr 1 - 6) before starting High School.”*

*“Moving directly from a primary (particularly in rural areas) to a secondary environment has serious potential psychological and educational negative consequences.”*

*“Intermediate works as a transitional school from young children to teenagers.”*

### Student outcomes

How students are affected by different school systems was a contentious issue and based largely on personal opinion and anecdotal evidence. Participants gave examples of their own experiences in various systems or evidence which they have heard from other schools or regions. Across most options, there were comments made on whether students were more or less likely to experience good or poor outcomes as a result of that option.

Comments were also made regarding whether or not the option would be able to meet the needs such as meeting individual learning needs, offering specialist subjects and subjects of interest etc.

*“Greater ability for students who have specific learning needs (be they less or more advanced than their peers) to easily access that support without having to physically go to a different site to do so, which can be intimidating and impractical - essentially less barriers to accessing more specialised support which can be available at a larger school.”*

*“Year 10 students have a chance to start to tailor their studies to their interests.”*

Other student outcomes include keeping students together, having same-age peers, forming relationships, having older role models etc. Some options may enable students to form relationships with other students or keep close ties with peers of the same age. Some participants felt that options with more mixed age groups enabled more relationship building between age groups and for older students to act as role models for younger students. Advocates of Option 2, though, felt that having same age peers was more important than mixed age groups.

*“Would enable strong relationships to form between students and teachers and also between students.”*

*“I believe this will give both age groupings more opportunity to bond.”*

### School quality/resources

Regardless of what option is picked, participants were reassured that there was a financial commitment to improve education in the Hawera region. Some comments were thus dedicated to pointing out that new facilities and resources were beneficial to existing schools, or that a new school could be built.

*“Better facilities than the current.”*

*“If done well and all age groups are considered then creating a innovative school for our community and next generations students.”*

Another important component of the school and resources was the sharing of facilities, resources, and governance. This means collaboration and cohesion between schools who may be able to leverage their facilities and resources to best meet the needs of all students. This also includes human resources and governance so that there is a strong connect between the schools and how they are operated.

Options which had separate schools on separate sites tended to be criticised for being too separated and not sharing and collaborating enough. This was also true to an extent for different schools on the same sites, but less so. Where schools are in close proximity, there were many participants who praised the use and sharing of facilities, resources and governance across schools.

Those who were strong advocates for Option 3 (a single Year 7-13 school) discussed that having two schools (i.e. an intermediate and secondary, or middle and senior school) was essentially 'doubling up' on facilities and resources which wasn't necessary when a single school could share.

*"...better, larger facilities and more resources to share."*

*"Funding is limited having one school with all the facilities and teaching staff necessary would be a plus."*

*"I like the idea of shared facilities and resources. These can also be shared with the community."*

*"Also there is an unnecessary doubling up of resources and staff."*

Conversely, some participants felt that schools which shared a site needed to have *greater* separation. This means having their own space and maintaining their own identity and culture that was completely separate.

*"Separate sites with separate identities allow children to mature more within 'their' school."*

*"Not sure how separation would be maintained between sites, in order to benefit seniors I feel this is essential."*

Some participants were concerned that schools could not accommodate numbers if Hawera Intermediate were to be disestablished. This includes too many students in primary schools for Option 1, or too many students in one school for Option 3, or too many students on a shared site for Options 4 and 6. They believed that in these scenarios school sites would be too small to be able to accommodate all students.

*"The numbers are too large to have a combined school for primary and high school children."*

*"Once again space and shared space would become an issue."*

*"...Hawera is too small for this."*

### Age and development

Some commentary was geared toward the different age groups and the developmental level of students. Throughout the survey, participants commented on whether they felt the options were supportive of student development or not. This largely revolves around what young people, early teens, and adolescents need in education. Education needs to align with student maturity levels and support their physical, social, and emotional developments they are going through.

*“That it is a significant time for the students to mature and grow in learning and it gives them the opportunity to do this without the social pressures of the older students.”*

*“A difficult age group to teach and manage as they are children wanting to be treated like adults but still want to be children.”*

*“As a parent who has had one child transition to high school and one about to I feel having year 7-8 together is a good idea as they are all going through similar things physically mentally and emotionally.”*

For some options, participants discussed the importance of age groups being separated. This is because participants believe that older students can be poor role models or model poor behaviours and actions to impressionable younger students. Another reason to separate age groups was to allow Year 11-13 students to focus on NCEA. They felt that it was important that students of different developmental levels were a focus throughout this process, even when schools share a site.

*“I don’t like the idea of my year 7 mixing with year 10 up... I feel they are in too different maturity groups.”*

*“Quite good having that older group separated especially as they go into NCEA & having the younger ones separated so not so exposed.”*

*“The age mix is not my preference, there is such a huge difference between a 10/11 and a 14/15 and having them in a small school together will bring about social and emotional problems.”*

Other specific examples surrounded Year 7-8 students being too old for primary or too young for secondary. These were matters of personal opinion or anecdotal evidence. One reason for keeping Years 7-8 students away from secondary was that participants wanted them to ‘be kids’ for longer, while others stated that at that level of maturity, they are ready to move on and grow up.

*“Intermediate aged children do not have the maturity to be in a school socializing with 17 year olds!”*

*“Intermediate kids are growing up too fast, let them be kids*

*“Also year 7 students are too young and innocent to be put into high school environment.”*

*“They need to feel they are growing up and moving on.”*



## Redevelopment

Finally, some participants made comments on the redevelopment. A common positive across options was that change is necessary for the community and the option signals positive change for the education in the community. Option 2 was largely criticised for being too much of the same and not being enough change. Other options were also criticised for not being a big enough change and for not adequately addressing existing problems. This is because some participants called for drastic departure from the existing system to address problems they perceive.

*"We need a massive change."*

*"Change is needed for children to continue schooling."*

*"More than location needs changing."*

*"Change is needed in our community and we are losing to many children to boarding schools who are able to offer a better education than Hawera currently can."*

Others criticised the options for being too difficult, requiring too much reorganisation, or being financially unviable. For these participants, they are apprehensive that the options are not feasible or possible.

*"Would cause a lot of upheaval to primary schools."*

*"Cost of rebuilding and updating two schools."*

*"I don't believe there will be enough spaces, resources, teacher capabilities to adequately support the needs there are."*

*"Would take a long time to become the norm and would create disruption to the community, I don't think it is any better."*

Advocates of Option 2 want to see Hawera Intermediate retained and feel that the current system is fine the way it is. They believe that the intermediate can be improved to better meet the needs of the community and that the community have indicated in the past that they want to keep the status quo.

*"I believe if the intermediate got its act together it could be great again."*

*"Working well at the moment, less hassle for all involved."*

*"Works well now. Intermediate site is great location, huge potential much more space than High School."*

*"Was the preferred option for the Intermediate in the first place."*

Options 3 - 6 affect current Year 1-8 schools. In these options, students from Year 1-8 need to integrate into schools part way through or into a school which is on a shared site. They may find it difficult to integrate and find their place in school. Should one of options 3-6 be chosen, then how Year 1-8 primary schools are affected needs to be considered to ensure transitions remain smooth.



*“For children who do go to a full primary and then have to go on to Hawera High school how will they fit in as they will not come in until year 9 and that is after the majority have already settled in.”*

*“What happens to those kids that come from a year 0 - 8 school? They end up coming into the middle of their time at the middle school.”*

*“Still could see other children being disadvantaged if didn’t attend till year 9.”*

### Option 1: Year 1 – 8 Primary schools, Year 9 – 13 Secondary school

Figure 1 shows the distribution of scores for the preference of Option 1. It shows that it had a U-shaped curve where most respondents gave a rating of 10 or 1 with fewer responses in between. 31.2% of participants who gave a response to this question rated the preference as 10, compared to 17.4% who rated it as 1. This indicates there is a clear preference for Option 1.

The red line shows where the normal curve should fit the data, however the data is clearly is not normally distributed and shows that the two extreme ends of the graph are the most favoured. This was confirmed with a statistically significant Shapiro-Wilk test indicating that the data was not normally distributed ( $W = .84, p < .01$ ).

In the following graphs, the distributions show that a majority of participants give a preference rating of 1. This is the only distribution where the biggest category is a preference rating of 10.

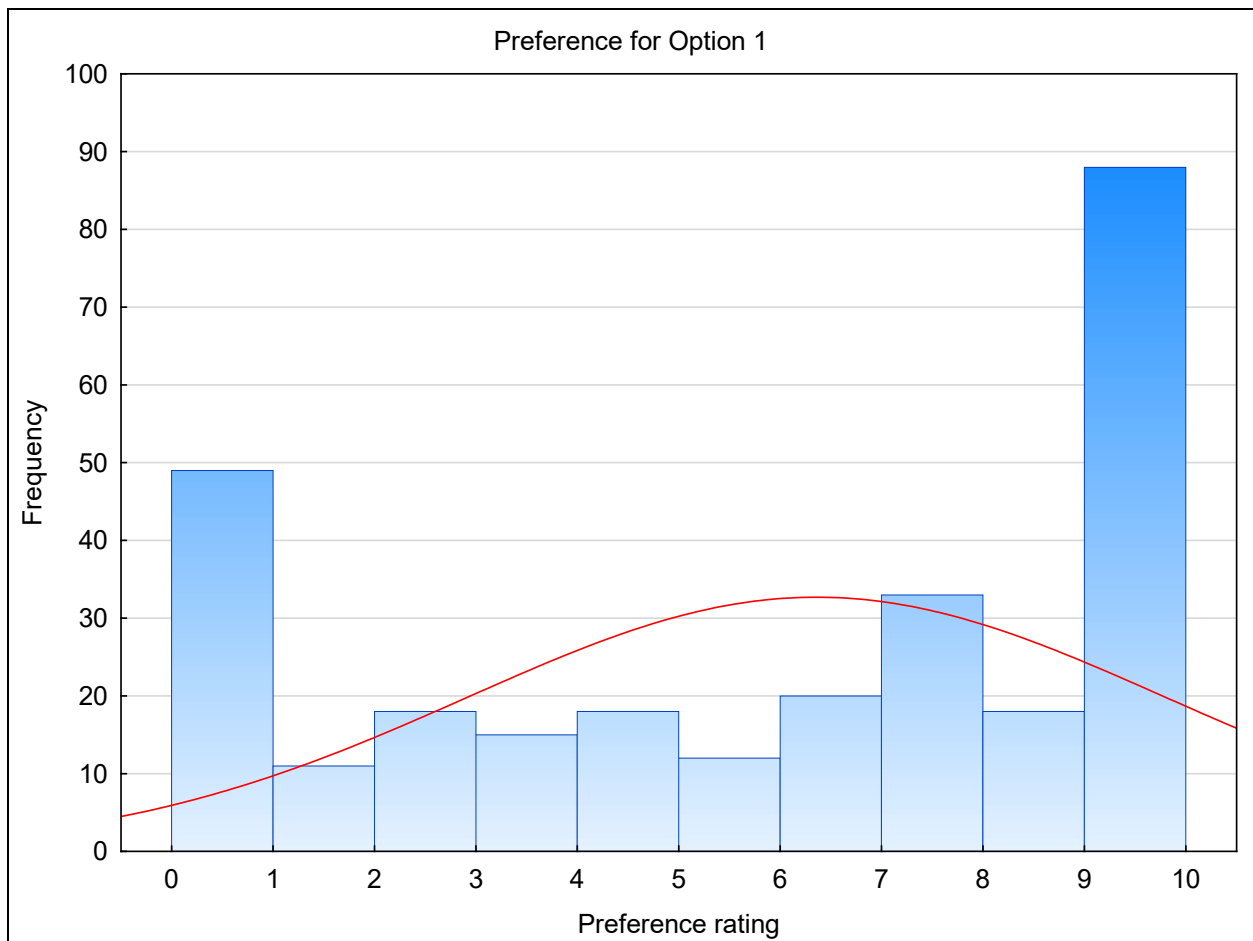


Figure 1: Distribution of preference scores for Option 1.

The positives and negatives for Option 1 is shown in Table 7 with the approximate number of participants who gave comments that fit these themes.

Table 7: Positives and negatives of Option 1

Positives	Approximate count
<i>Transitions</i>	
Fewer transitions	60
Better transition	11
Don't like intermediate system	10
<i>Student outcomes</i>	
Positive outcomes and opportunities	12
Better outcomes for Year 7-8 in primary	16
Keeping kids together	5
<i>School quality/resources</i>	
Poor perception of intermediate	12
Improved facilities and resources	3
<i>Age and development</i>	
Separates younger and older students	7
Older students in primary	8
Year 7-8 too young for secondary	7
Negatives	Approximate count
<i>Transitions</i>	
Too long at primary	24
Intermediate is a good transition	17
<i>Student outcomes</i>	
Does not meet student needs	9
Students need same-age peers	2
<i>School quality/resources</i>	
Not enough room at primary	12
<i>Age and development</i>	
Year 7-8 should be in secondary	3
<i>Redevelopment</i>	
Requires reorganisation	6
Doesn't address existing problems	3
Shortage of staff and resources	2
The system is fine the way it is	2
Want to retain Hawera Intermediate	1

Participants were asked about what could change their level of preference. These are displayed in Table 8 with the valid number of scores and average change in preference score (either positive change or negative change). Averages are only calculated if there are 3 or more valid scores due to the potential for averages to seem inflated. If a change was mentioned by only one participant, it was not included.

Table 8: Things that could change preference for Option 1

Change	Valid number of scores	Average change in preference score
Ability to do so	3	+1.3
Significant support	4	+1.5
All Primary schools	43	+1.1
Not all schools	23	-4.6
Selected schools	4	+0.3
Specialist facilities	2	
Overcapacity	3	-5.3

- Ability to do so

This means having the space and resources to be able to make primary schools year 1-8 successfully without schools experiencing overcrowding. This may mean acquiring more space for schools to expand.

*“Acquiring more real estate for primary school expansion.”*

- Significant support

This means having strong support from the Ministry and community and buy-in from schools so that this option can be successful. This also means giving schools help and resources for them to cope with having students over a longer period (and thus having more students attending school at any given time).

*“A lot of support of the committee and schools.”*

- Which schools become full primaries

There were 4 types of responses participants gave over which schools can/should be full primaries. The most mentioned one was preference would change if *all* primaries were to become full primaries. As this had 43 valid responses a *t*-test for dependent means was conducted and the increase in preference (1.1) was found to be statistically significant ( $t = 2.48, p < .05$ ).

*“All schools would need to change.”*

The converse of this was participants who said their preference would change if it did not occur to all schools. These could not be lumped with the responses above as that would require that their original preference be manipulated. This showed a significant decrease in preference (-4.6), and a *t*-test for dependent means confirmed that this was statistically significant ( $t = -6.96, p < .01$ ). This showed that those who commented on *inequality* rather than *equality* had a more extreme change in level of preference for Option 1. This suggests that, for these participants, if not all primaries can be changed, the option would not be viable.

*“If only some were offered to become 1-8.”*

Some interesting feedback however was that having only some schools become full primaries allows for families to have some choice in whether they want to pick Year 1-6 or 1-8. However, if there was no intermediate school this could create problems for schools which are Year 1-6.

*“Maybe it would be a good idea if just some of the schools did this. then it gives parents a chance to make a call on what’s best suited for their child.”*

Selected schools means that participants indicated which schools they would like to see become full primaries without specifying that it should be all schools or some schools.

*“I would hope/expect our school (Normanby) would become yrs 1-8. which I am happy with.”*

- Specialist facilities

These participants indicated that full primaries need to have access to specialist facilities that are required for Year 7-8 students.

*“If there was a shared hub for learning like cooking technology etc specialist subject primary schools don’t allow for.”*

- Overcapacity

Some participants would be significantly dissuaded from Option 1 if primary schools were not able to accommodate the additional students. This includes classes becoming too big for learning to benefit.

*“The big issue is the current environmental capacity to have all year 7&8 remain at their primary schools with capacity of classroom space.”*

## Option 2: Year 7 – 8 Intermediate school and Year 9 – 13 Secondary school on separate sites

Figure 2 shows the distribution of scores for the level of preference for Option 2 which was the option to retain the status quo in terms of the Intermediate and Secondary structure in the area. The graph shows a heavy right skew whereby a majority of respondents were very against this option, a small group giving a neutral rating, and another small group rating it highly. 36.6% of participants who rated this option gave it a score of 1 (highly opposed), and 12.9% gave it a rating of 10 (highly in favour). This indicates that, on average, participants are not in favour of retaining the current Year 7 – 8 Hawera Intermediate and Year 9 – 13 Hawera High School structure on separate sites. This is despite feedback that this is what the community 'chose' (explained in the qualitative results below).

This graph does not follow a normal distribution with Shapiro-Wilk's test being statistically significant ( $W = .84, p < .01$ ).

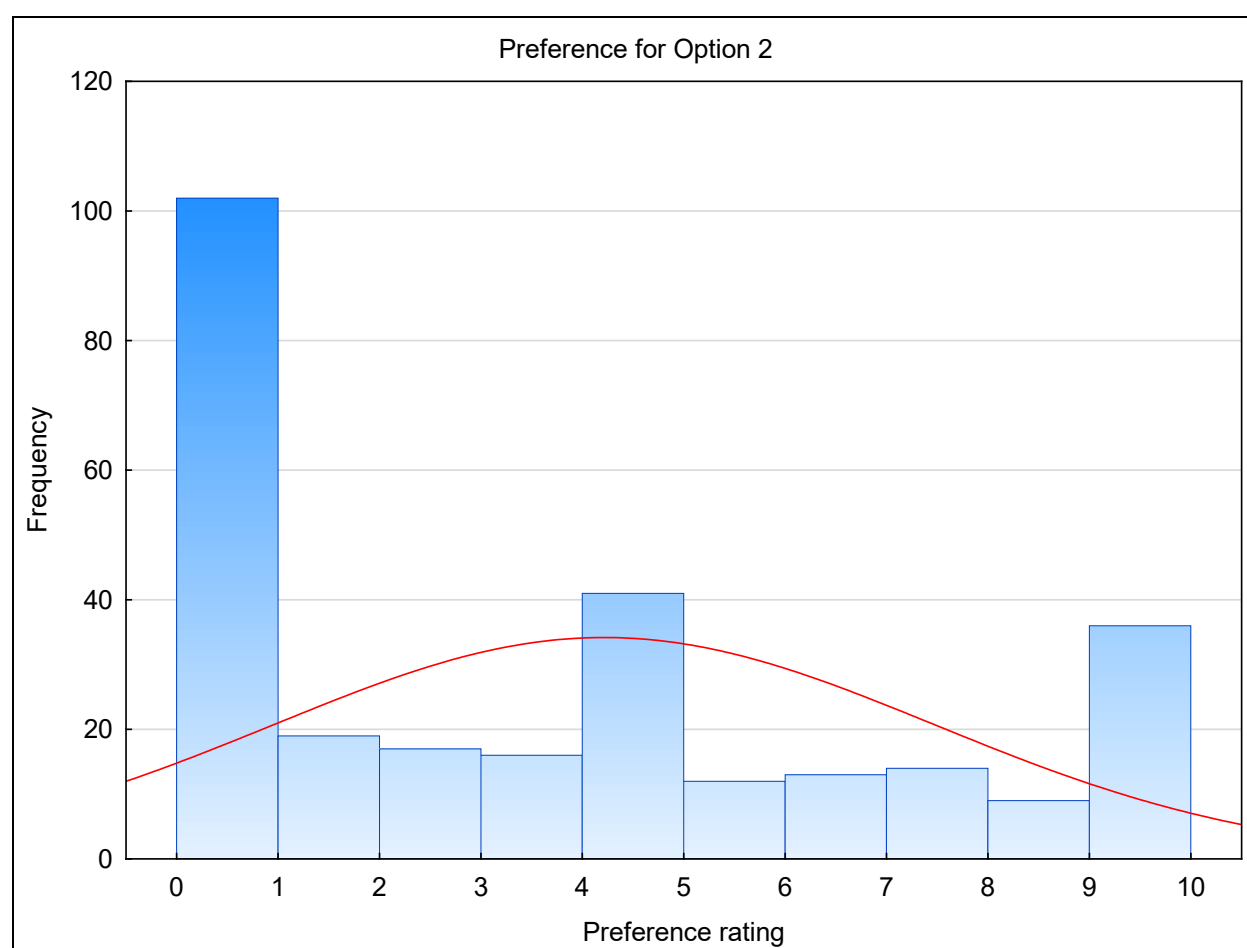


Figure 2: Distribution of preference scores for Option 2.

Table 9 below shows the positive and negative feedback for Option 2. Table 10 shows things which could change participants' level of preference for Option 2.

Table 9: Positives and negatives of Option 2

Positives	Approximate count
<i>Transitions</i>	
Intermediate is a good transition	21
<i>Student outcomes</i>	
Positive outcomes and opportunities	2
Relationships with same-age peers	3
<i>Age and development</i>	
Supports development	7
Year 7-8 too young for secondary	5
Year 7-8 too old for primary	1
<i>Redevelopment</i>	
The intermediate school can be improved	4
The system is fine the way it is	18
It is what the community want	3
Negatives	Approximate count
<i>Transitions</i>	
Don't like intermediate system	59
<i>Student outcomes</i>	
Lack of older role models	5
Hard to form relationships	2
<i>School quality/resources</i>	
Poor perception of intermediate/high school	28
Does not share facilities/resources/governance	8
<i>Age and development</i>	
Does not support development	2
Year 7-8 better in primary	3
Year 7-8 too young for secondary	1
<i>Redevelopment</i>	
The system doesn't work	20
Change is necessary	16
Other systems are better	5
Financial unviable	4

Table 10: Things that could change preference for Option 2

Change	Valid number of scores	Average change in preference score
Improved education	9	+2.4
Behaviour and wellbeing addressed	4	+0.8
Updated facilities	12	+2.3
Improved governance	3	+1.3
Improved transitions	2	

- Improved education

Preference for option 2 would increase for some participants if they had evidence that under this system that the Intermediate and Secondary school could perform to improve the quality of teaching and learning and improve student academic outcomes.

*“Yes if both schools received investment to update school facilities and learning programs.”*

- Behaviour and wellbeing addressed

A common concern with Option 2 is that there are existing problems with student behaviour and wellbeing in the community and Option 2 would benefit from committing to addressing these problems.

*“A strong pathway/behaviour programme for struggling students. A way for them to find purpose and pride in education.”*

- Updated facilities

The most commonly reported change that could increase preference for Option 2 is if the schools received support to improve and update their facilities.

*“If both schools got upgraded facilities.”*

- Improved governance

The current governance of schools was an issue perceived by some participants who would have a higher preference if these governance issues were to be addressed.

*“Decent principal and BOT who deal with the behaviour issues of some students in our community.”*

- Improved transitions

This involves making transitions smoother and more cohesive so as to give students better outcomes when moving through schools.

*“Transition smoother. Primary schools involved in transition more.”*



### Option 3: Year 7 – 13 Secondary school

Figure 3 shows the distribution of scores for preference for Option 3, a Year 7 – 13 Secondary school. This was the second most favoured option with an average of 4.8. There is, however, a strong right skew showing that a majority of respondents did not prefer this option. Ignoring those who gave a score of 1 there appears to be a steady gradient with increasing preference, however those giving a score 1 throw off this relationships. 37.1% of those who rated this option gave a rating of 1 compared to 16.2% who were strongly in favour giving a rating of 10. Despite being the second most favoured option, there is strong opposition to this option, and this is discussed in the qualitative information below.

As with other distributions, the data is not normally distributed ( $W = .83, p < .01$ ).

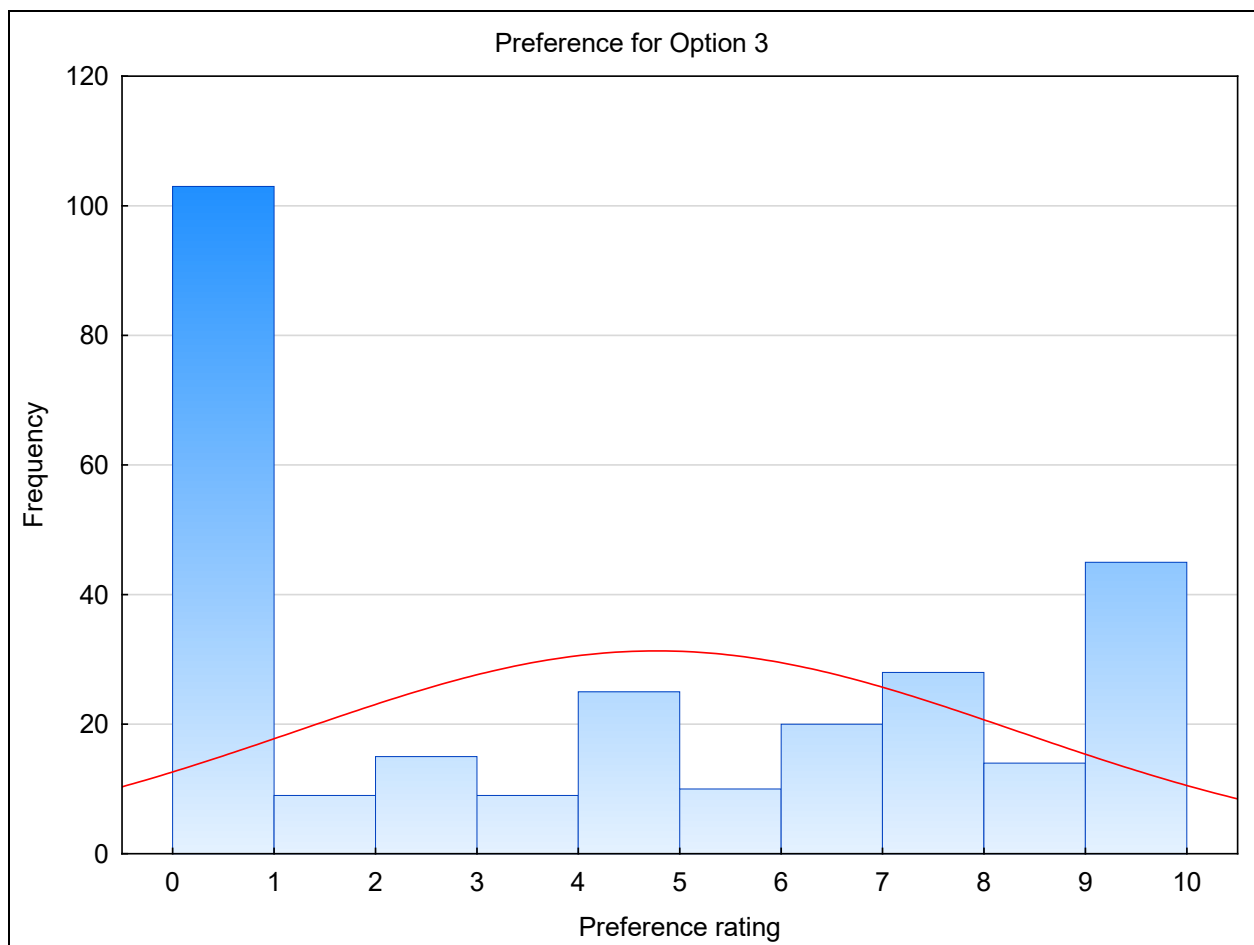


Figure 3: Distribution of preference scores for Option 3.

Table 11 shows the feedback the community gave on the positive and negative aspects of Option 3 that influenced their level of preference. Table 12 details what could change their preference.

Table 11: Positives and negatives of Option 3

Positives	Approximate count
<i>Transitions</i>	
Fewer transitions	30
Better transition	5
More consistent education	10
<i>Student outcomes</i>	
Positive outcomes and opportunities	18
Supports individual needs	3
Older role models	7
Supports relationship forming	2
<i>School quality/resources</i>	
Modernises school(s)	3
Shared facilities/resources/governance	21
<i>Age and development</i>	
Supports development	2
<i>Redevelopment</i>	
Potential to be a good system	15
Change is necessary	2
Support local community	3
Negatives	Approximate count
<i>Student outcomes</i>	
Does not support individual needs	4
Less leadership opportunities	1
<i>School quality/resources</i>	
Not enough room for all students	7
<i>Age and development</i>	
Does not support development	10
Year 7-8 too young for secondary	71
<i>Redevelopment</i>	
Exacerbates existing problems	6
Current Year 1-8 school consideration	4
Too difficult to implement	2
Want to retain Hawera Intermediate	2

Table 12: Things that could change preference for Option 3

Change	Valid number of scores	Average change in preference score
Improved education	5	+3.6
Age differences considered	7	+3.6
Mixing of ages	3	-3.7
Located on Hawera High School site	12	+0.9
Located on Hawera Intermediate site	2	
Located on a new site	13	+2.6
Having enough space	3	+3.7
Split governance	2	

- Improved education

As with Option 2, participants believe that updating and offering a high standard of teaching and learning could positively influence preference for this option. This means having quality staff and improving the academic outcomes for students in a system which is improved from the status quo.

*“The school's achievement outcomes improved dramatically and ERO reports supported this.”*

- Age differences considered

A common concern across options is the influence that older students can have on younger students and vice versa. Participants believe that by having adequate separation of students and ensuring younger students are safe while at school, Option 3 could be made more appealing.

*“I would only support this option if the years were split as chosen above and both splits keep mostly separate.”*

- Mixing of ages

Conversely to the point above, participants believed that mixing ages could make Option 3 less appealing.

*“I would definitely oppose this option if the year groups didn't have designated spaces.”*

- Site location

There were three main possibilities reflected in comments: Locating on the Hawera High School site, locating on the Hawera Intermediate site, or moving to an entirely new site. 12 responses indicated the Hawera High School site would improve their preference, but not by much on average. Locating on a new site, however, had 13 responses and made Option 3 be viewed significantly more positively.

*“It would be sensible for this school to be located on the current High School site given it's access to the great facilities nearby of the Hub and the Aquatic Centre.”*

*“If Hawera Intermediate site was used, this would lessen my preference for this option. I do not think that site can cope with an extra 700 students being that close to the main road.”*

*“Development of a new site would improve my preference.”*

- Having enough space

Should there be adequate space and facilities to be able to accommodate all Year 7-13 students in the area without exceeding capacity or being cramped, some participants would view Option 3 more positively.

*“If the school could ensure they had adequate space, facilities, resourcing and teaching staff to cater for the needs of the younger children.”*

- Split governance

Two comments were directed at the splitting of governance (for junior and senior cohorts). One was a positive change and one was a negative change.

*“If it wasn't under one BOT and principal.”*

### **Option 3 preferred year groupings**

Participants were told that Year 7-13 schools tend to be internally operated as smaller groupings of year groups with their own deans, physical learning spaces or social spaces, and other degrees of separation.

They were asked which year grouping was their preferred option. These are detailed in Table 13. The percentages were calculated from the total of those who answered, thus doesn't include those who skipped this question.

Table 13: Participants' preferred internal configuration for a Year 7 – 13 secondary

Grouping	Number	Percentage
Year 7-8, Year 9-13	59	24.3%
Year 7-9, Year 10-13	69	28.4%
Year 7-10, Year 11-13	108	44.4%
Other	7	2.9%

The other groupings suggested were:

- Something completely new and innovative
- Three cohorts, Year 7-8, 9-10, and 11-13 (this was mentioned 5 times)
- No grouping, one Year 7-13 family

A middle and senior school arrangement within the Year 7-13 school was the most highly favoured where students are operated as groups of Year 7-10 and 11-13.

#### Option 4: Year 7 – 8 Intermediate school and Year 9 – 13 Secondary school on a single site

Figure 4 shows the distribution for preference scores for Option 4. This was one of the least favoured options and the distribution shows a majority of participants giving a score of 1. While not normally distributed ( $W = .86, p < .01$ ), without the results of those indicating a score of 1, the scores 2-10 appear to be somewhat normally distributed with a group of participants giving a neutral score of 5 and then it tails dropped off toward the extreme ends. The number of participants giving a score of 1 however creates a significant skew in the data. 35.3% of participants who gave a rating for this option gave a rating of 1, compared to 8.0% who gave a rating of 10.

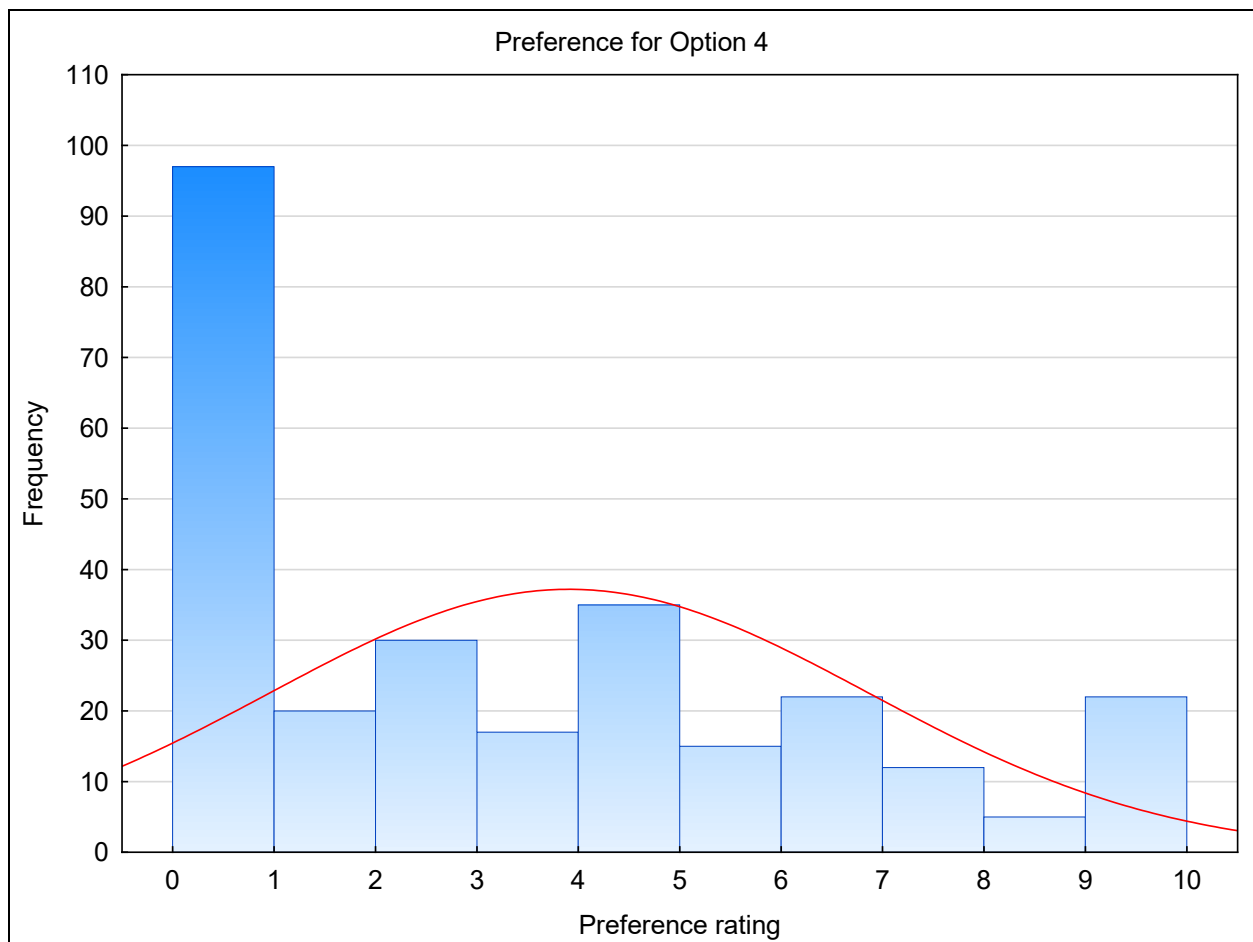


Figure 4: Distribution of preference scores for Option 4.

Table 14 shows the feedback the community gave on the positive and negative aspects of Option 4. Table 15 following this shows the things which can change opinion.

Table 14: Positives and negatives of Option 4

Positives	Approximate count
<i>Transitions</i>	
Better transitions	12
More consistent education	4
<i>Student outcomes</i>	
Positive outcomes and opportunities	6
Older role models	5
Relationships with same-age peers	1
<i>School quality/resources</i>	
Improved facilities/resources	2
Shared facilities/resources/governance	22
<i>Age and development</i>	
Supports development	2
Separates younger and older students	1
<i>Redevelopment</i>	
Potential to be a good system	2
Retains school identity/culture	4
Negatives	Approximate count
<i>Transitions</i>	
Does not remove transition	9
<i>Student outcomes</i>	
Does not meet support needs	3
<i>School quality/resources</i>	
Need for greater separation	9
Too separated	16
Not a good use of resources	6
Not enough room for all students	5
<i>Age and development</i>	
Year 7-8 too young to be close to secondary	14
<i>Redevelopment</i>	
Not enough change – Does not address problems	27
Year 1-8 school consideration	2
Too difficult/disorganised	7
Don't want movement or change	4
Doesn't make sense	9

Table 15: Things that could change preference for Option 4

Change	Valid number of scores	Average change in preference score
Improved education	6	+2.5
Not addressing problems	2	
Age group separation	5	+3.2
Shared improved facilities and resources	9	+2.4
Increased school collaboration	3	-0.3
Good, shared governance	5	+2.8

- Improved education

As with other options, preference for Option 4 is improved if there is evidence of improved teaching and learning and academic outcomes and opportunities for students which occurs with a revitalised educational system.

*“Curriculum redevelopment.”*

- Not addressing problems

If Option 4 were not to adequately address some of the concerns of the community, particularly those around behaviour and wellbeing and it were to be ‘business as normal’ but on a shared site rather than separate sites, participants would prefer this option less.

*“Not being able to control bullying.”*

- Age group separation

Separating younger and older students is important to some participants. All five comments on this stated that separating the age groups would make Option 4 more preferable.

*“If they could have some separation and different break times.”*

- Shared improved facilities and resources

If there’s a possibility of improving the facilities and resources of the schools when they share a site and that these facilities and resources can be shared, some participants would view Option 4 more positively.

*“Great use of resources to provide for all students.”*

- Increased school collaboration

This average preference change for this was close to 0 due to a negative comment cancelling out two positive comments. This is because collaboration can be a contentious issue as some people prefer schools to remain individual while others value an opportunity for schools to interact more.

*“If there is too much interaction between the schools.”*

*“Schools working exceptionally close together.”*

- Good, shared governance

Having a governance team (Principal, board of trustees etc.) that work well together and are able to manage both the Year 7-8 and Year 9-13 school was something that could make Option 4 more appealing. These participants do not want governance issues to get in the way of quality education in Hawera.

*“Definitely just one board of trustees. There is already too much bureaucracy.”*



### Option 5: Year 7 – 10 Middle school and Year 11 – 13 Senior school on separate sites

The results for Option 5 are very similar to the results for Option 4. It shows a majority of participants were highly opposed to this option with very few giving highly favourable scores. The data is not normally distributed ( $W = .85, p < .01$ ) due to the significant skew caused by the majority of participants giving a score of 1. 37.7% of participants who answered this question gave a score of 1 and 5.9% gave a score of 10.

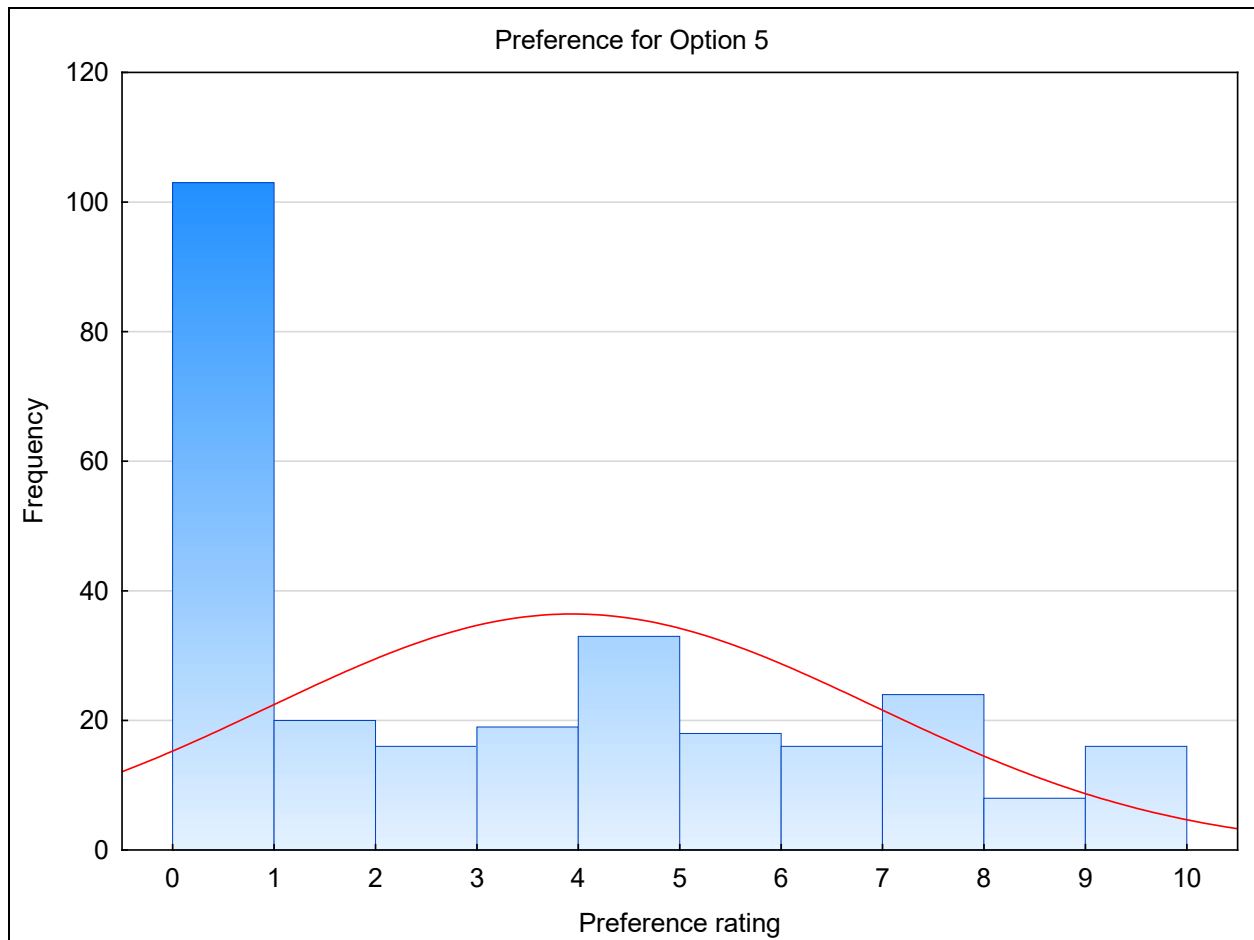


Figure 5: Distribution of preference scores for Option 5.

Table 16 shows the positive and negative features of Option 5 that influenced preference for this option. Table 17 follows which details the things which could change preference for Option 5.

Table 16: Positives and negatives of Option 5

Positives	Approximate count
<i>Transitions</i>	
Better transitions	6
More consistent education	3
<i>Student outcomes</i>	
Positive outcomes and opportunities	16
Supports individual needs	5
Older role models	1
Supports relationship forming	3
<i>Age and development</i>	
Supports development	3
Separates younger and older students	19
<i>Redevelopment</i>	
Potential to be a good system	6
Retains identity and culture	1
Negatives	Approximate count
<i>Transitions</i>	
Does not remove transition	10
Not enough time at each school	4
Disruptive to learning	9
<i>Student outcomes</i>	
Does not support individual needs	1
Does not support relationship forming	4
<i>School quality/resources</i>	
Too separated	18
Does not share facilities/resources/governance	22
<i>Age and development</i>	
Does not support development	1
Younger and older students should be separated	6
Year 9-10 should be in secondary school	3
<i>Redevelopment</i>	
Not enough change – Does not address problems	11
Year 1-8 school consideration	4
Too difficult/disorganised	3

Table 17: Things that could change preference for Option 5

Change	Valid number of scores	Average change in preference score
Improved education	6	+3.3
Difference in education provision (between schools)	3	-1.0
Significant support	3	+4.7
Not addressing problems	2	
Updated facilities	3	+2.0
Greater collaboration	3	+0.7
Located on a new site	3	+2.3

- Improved education

Options 5 and 6 posed new structures to participants, many of whom may have been previously unaware of the middle and senior school structure operating in New Zealand. Evidence that this changed structure could have benefits for students' education could improve the preferability of Option 5. This also includes the option for students to access specialist education and courses.

*"If trade courses were included. So kids going into trades still spent time at school. And got the most of the free education NZ offers."*

- Difference in education provision (between schools)

This was primarily an issue of inequality. Participants would prefer Option 5 less if it meant that some students would have a better education than other or that one was better equipped than the other.

*"They would need to have the same level and quality of specialist facilities as the older students."*

- Significant support

Adequate funding and resourcing for this option could have a profound effect on the preference of Option 5. Participants communicated that both schools would need funding to be build/upgraded to have specialist facilities.

*"If the government agreed to give both schools the amount of funding actually necessary to build both."*

- Not addressing problems

If Option 5 was not able to adequately address problems that currently exist such as behavioural and wellbeing it could be viewed more negatively.

*"If bullying was not controlled on either site."*

- Updated facilities

Having new, purpose-built and/or updated facilities to better meet the needs of students could make this option more appealing.

*“If both schools were brand new specialist facilities...”*

- Greater collaboration

Some people would value a more connected, cohesive system, and those participants believe that a structure like that in Option 5 could benefit from a high degree of inter-school collaboration.

*“Better connection between intermediate and high school. Expectations which are required at high school to be interpreted into intermediate.”*

- Located on a new site

This was not necessarily recommending a combined school, but that one school could be moved or that schools could be positioned to be closer to one another. This is something that could make this option more favourable.

*“If it was on adjacent sites. This would allow pooling of resources to deliver higher quality tech, language, music, sensory spaces etc to the younger age groups allowing better outcomes at ncea 1,2,3.”*

### Option 6: Year 7 – 10 Middle school and Year 11 – 13 Senior school on a single site

This option was the third most favoured. A majority of participants gave a preference rating of 1 (highly opposed). 31.9% of participants gave a preference rating of 1 while 12.5% of participants gave a preference rating of 10. The data is not normally distributed ( $W = .86, p < .01$ ). Following the bulk of participants giving a rating of 1, the data is somewhat level across the other preference levels.

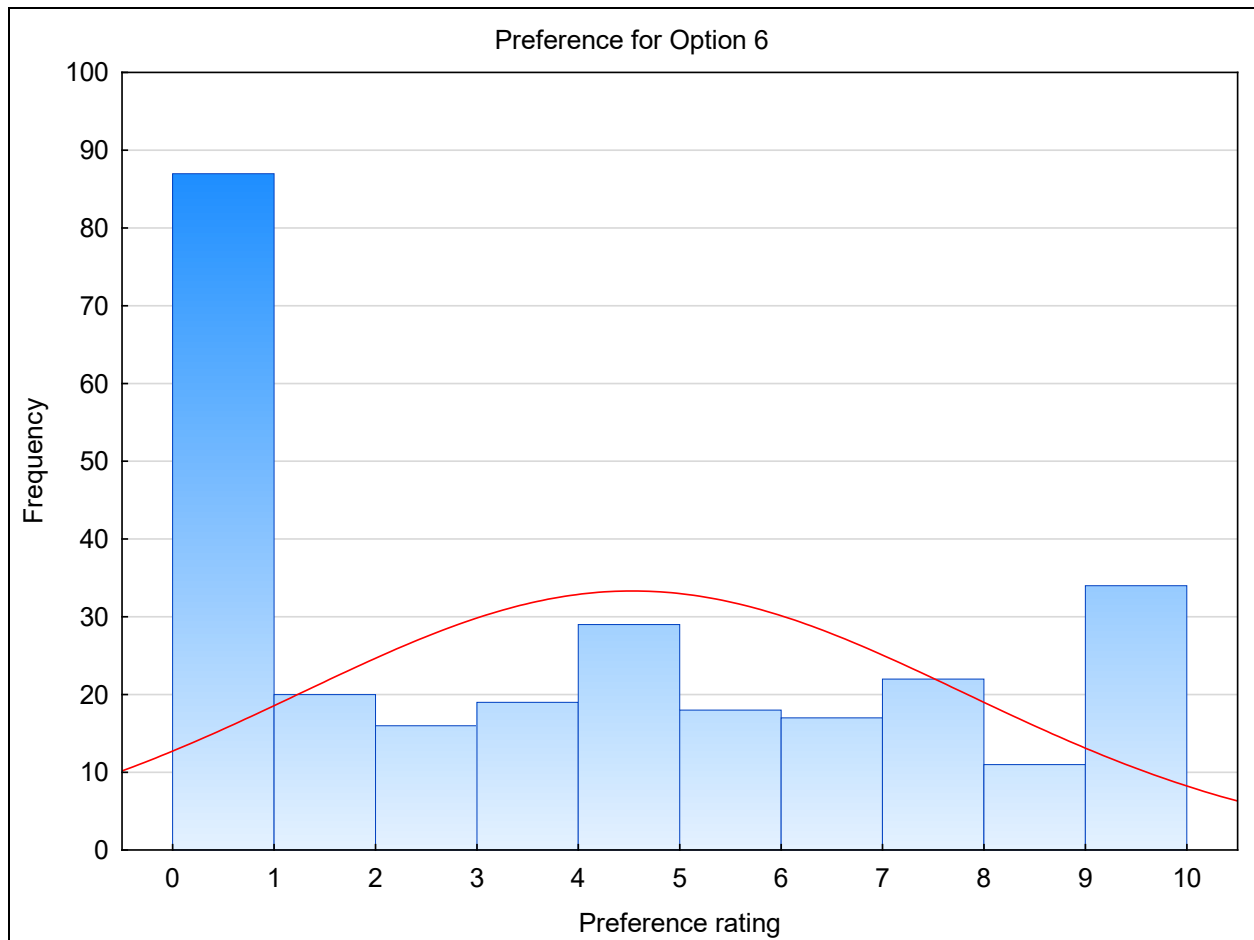


Figure 6: Distribution of preference scores for Option 6.

Table 18 details the components of Option 6 which are viewed positively or negative and which influence the community's preference for this option. Table 19 details things which could change this preference positive or negatively.

Table 18: Positives and negatives of Option 6

Positives	Approximate count
<i>Transitions</i>	
Better transitions	7
More consistent education	6
<i>Student outcomes</i>	
Positive outcomes and opportunities	7
Supports individual needs	7
Older role models	5
<i>School quality/resources</i>	
Improved facilities and resources	2
Shared facilities/resources/governance	21
<i>Age and development</i>	
Supports development	1
Separates younger and older students	7
<i>Redevelopment</i>	
Potential to be a good system	8
Negatives	Approximate count
<i>Transitions</i>	
Does not remove transition	4
Disruptive to learning	2
<i>Student outcomes</i>	
Poor outcomes	1
Lack of older role models	1
<i>School quality/resources</i>	
Need for greater separation	5
Too separated	17
Does not share facilities/resources/governance	6
Not enough room for all students	5
<i>Age and development</i>	
Younger and older students should be separated	18
<i>Redevelopment</i>	
Does not address problems	1
Year 1-8 school consideration	2
Too difficult/disorganised	1

Table 19: Things that could change preference for Option 6

Change	Valid number of scores	Average change in preference score
Improved education	5	+0.2
Significant support	2	
Age differences considered	3	-1.0
Mixing of ages	2	
Year 7-9, 10-13 separation	2	
Increased school collaboration	10	+0.7
Too much separation	2	

- Improved education

As with other options, participants would like to see education in the area change for the better and options which can achieve that are more favourable.

*“Total curriculum revamp.”*

- Significant support

A commitment in financial and resource support is necessary for this option to be properly realised.

*“Real-time, constructive commitment in resources from the Ministry.”*

- Age differences considered

This is an issue which can be positive and negative to different people. The positive is that age groups are separated to ensure younger students are safe, and negative is that younger students should have access to senior facilities to advance their education.

*“Sharing events is ok as it is limited time together, 11-12 is such a impressionable age and emotionally a hard time as their body and mind go through so many changes. Keeping them separate and away from the older kids and influences is a better way of helping them learn and grow.”*

*“If there were restrictions on students involvement across levels i.e Talented & gifted students get to participate & grow...”*

- Mixing of ages

A couple of participants felt that it would not be advisable that age groups mix and would prefer cohorts to be separated.

*“11 year olds connecting with 17year olds before and after school.”*

- Year 7-9, 10-13 separation

This was specific feedback from two participants that cohorts would be better if junior was year 7-9 and senior was 10-13.

*“Year 7 - 9 seems better to me.”*

*“Move yr 10 up.”*

- Increased school collaboration

This was mostly viewed as something that would positively affect participant preference for this option. This includes schools working closer together, sharing values and vision, having shared events, and close working relationships.

*“I like the idea of shared major events on a new purpose built school.”*

- Too much separation

This is similar to the one above, but from the perspective that being too separated would be a negative thing.

*“I would be less favourable towards this option if the divide/identity between the two age groups was significant.”*



## NGĀRUAHINE IWI ENGAGEMENT

As part of this engagement process, iwi were approached to provide specific feedback on the options and how change in the Hawera community might affect Kura Kaupapa and Māori students and whānau in the wider Hawera area.

In the area, there are three iwi: Ngāruahine, Ngā Rauru, and Ngāti Ruanui. Hui were conducted with Ngāruahine. Ngā Rauru and Ngāti Ruanui engaged with the Ministry and felt that their views had been adequately represented in the broader engagement process through the community workshops, survey, and various communications.

This Ngāruahine iwi engagement involved two hui. The first had 21 people and there were 9 at the second. This was a combination of teachers/staff, parents, whānau, and iwi community members. 21 attendees provided a paper survey.

Table 20 shows the average levels of preference for each of the options as was obtained in the paper survey from 21 participants. Table 21 following that indicates the numbers (from both hui) who preferred each of the options. Those in the first hui voted for their favourite using a token, while those in the second indicated their favourite option in the survey.

Table 20: Averages and standards deviations of preference scores for each option in the iwi consultation

Options	Average	Standard deviation
Option 1: Year 1 – 8 Primary schools, Year 9 – 13 Secondary school	5.3	2.78
Option 2: Year 7 – 8 Intermediate school and Year 9 – 13 Secondary school on separate sites	4.1	2.74
Option 3: Year 7 – 13 Secondary school	4.6	2.58
Option 4: Year 7 – 8 Intermediate school and Year 9 – 13 Secondary school on a single site	4.1	2.54
Option 5: Year 7 – 10 Middle school and Year 11 – 13 Senior school on separate sites	4.9	2.70
Option 6: Year 7 – 10 Middle school and Year 11 – 13 Senior school on a single site	5.4	3.14

Table 21: Count of how many times each option was selected as preferred option across both iwi groups

Options	Count
Option 1: Year 1 – 8 Primary schools, Year 9 – 13 Secondary school	4
Option 2: Year 7 – 8 Intermediate school and Year 9 – 13 Secondary school on separate sites	3
Option 3: Year 7 – 13 Secondary school	3
Option 4: Year 7 – 8 Intermediate school and Year 9 – 13 Secondary school on a single site	1
Option 5: Year 7 – 10 Middle school and Year 11 – 13 Senior school on separate sites	1
Option 6: Year 7 – 10 Middle school and Year 11 – 13 Senior school on a single site	18

The results shown earlier in Tables 5 and 6 (from those participating in the main online survey) showed a preference for Option 1 through recapitulating primary schools so that they all extend to year 8. Options 3 and 6 also stood out as potential other options that could be favourable to the community. The results from the hui, however, indicate that Option 6 is the most preferred by Ngāruahine participants.

The hui involved discussion around the options and education in Hawera in general. Attendees had the opportunity to explain their answers and discuss the pros and cons of the options openly. Because of this, the survey also asked if they would like to change their score and the reason for their change as the discussion may have provided information or perspective that they did not have earlier. Table 22 shows, for each option, the *new* average preference ratings following these discussions as well as the difference between the preference scores before and after discussion. A positive number indicates the preference increased and vice versa for a negative number.

Table 22: Average preference scores for each option following discussion at iwi hui, and average levels of change in scores

Options	New average	Change in averages
Option 1: Year 1 – 8 Primary schools, Year 9 – 13 Secondary school	4.6	-.7
Option 2: Year 7 – 8 Intermediate school and Year 9 – 13 Secondary school on separate sites	4.1	0
Option 3: Year 7 – 13 Secondary school	5.2	+.6
Option 4: Year 7 – 8 Intermediate school and Year 9 – 13 Secondary school on a single site	3.7	-.4
Option 5: Year 7 – 10 Middle school and Year 11 – 13 Senior school on separate sites	6.0	+1.1
Option 6: Year 7 – 10 Middle school and Year 11 – 13 Senior school on a single site	7.8	+2.4

Results in Table 22 show that some participants made small adjustments to their preference scores and that some changed their ways of thinking. The biggest differences were found for options 5 and 6 which both increased in preference. Option 6 had the biggest change, with some participants going from a low preference to a high preference following discussions. The reasons for why participants changed their scores will be discussed in terms of the six options individually.

Qualitative data was not analysed thematically as it was for the main data from the online survey due to the low number of participants. Instead, the options will be discussed individually with the specific feedback received. Other main themes from the hui will be discussed separately.

### **Option 1: Year 1 – 8 Primary schools, Year 9 – 13 Secondary school**

Consistent with feedback throughout this report, iwi value the cohesiveness of education when there is only one transition for students between primary and secondary school. This option allows for primaries and secondaries to work more closely to ensure that students are prepared for higher learning. Another positive was that students are not isolated for two years in intermediate and instead can remain with peers and their support networks. Some participants in the hui had learned under this system and stated that it worked for them and their whānau.

Negative points of Option 1 included how it removes a step between primary and secondary and the implications of having senior students in a primary setting. There was also discussion surrounding the negatives of disrupting existing schools and the potential upheaval that recapitation could have for current year 1 – 6 primaries. Another concern is that of space and capacity. Making changes to existing primaries to accommodate those who would normally attend Hawera Intermediate would require more facilities and resources at schools, and some of the participants questioned whether the primaries had the space and capacity necessary. They stated that while Option 1 may be good for some, the resulting upheaval to schools may render this too difficult.

4 participants increased their preference, and 2 decreased it following discussion, though not all gave reasons. A reason for an increase was the reduced transitions, and a reason for a decrease was the disruption to existing schools.

*“Single transition.”*

*“The issue shouldn't be pushed onto the year 1-6 primarys. They should be allowed to operate on their own. Don't disrupt their learning and their programme. May not be good for all primaries.”*

### **Option 2: Year 7 – 8 Intermediate school and Year 9 – 13 Secondary school on separate sites**

The status quo was not highly rated by iwi. The only positive was that this is the established norm and that the community and tamariki are conditioned to this and are used to this. There was some comfort in the fact that retaining the status quo could still result in positive change in the community, however, there was a resounding agreement by those attending the hui that current systems are not working well for tamariki and that a change may be a necessary step in improving outcomes and improving the quality of learning.

Some participants were concerned that two isolated years is not enough time at one school and does not provide adequate preparation for secondary education. Some stated that their tamariki did not have an adequate amount of knowledge and skill entering secondary school, indicating that intermediate education did not provide well for their whānau.

In terms of preference score changes, 2 participants increased and 2 decreased their scores. For those who decreased their score, they indicated that this model was not providing for tamariki as it should be. One positive increase was due to seeing the potential in the current model being improved.

*“Our Māori students don’t seem to thrive in this environment.”*

*“There are positive opportunities for this one.”*

### **Option 3: Year 7 – 13 Secondary school**

After some discussion, some iwi changed their minds regarding the possibility of a combined school. Others, however, were firm in believing that it was not viable. In terms of the positive feedback, some participants believed that Option 3 provided a single school/community which would allow for sharing of facilities, resources, and staff etc. Those who value whanaungatanga stated that having the various year levels together was a bonus. They also felt that a single school could still separate learning so that different levels are catered to.

Negatives included the differences of year levels, the potential overcrowding, potential for bullying, and being too big (especially for younger students). There was again the concern for the amount of space that is available at current schools and in the Hawera community to accommodate a school of this size. Time in the hui was dedicated to discussing the importance of ownership of space. That is, that young people benefit from having their ‘own space’. During a period of time following a fire at Hawera Intermediate, intermediate students attended Hawera High School. This experience was not seen as positive by participants as there were frequent fights and a different culture between the schools. There were concerns that younger students are not mature enough to be in a space with senior students who are sitting exams etc.

Following discussion, 4 participants increased their preference score, and 3 decreased their score. Those who increased their preference stated that the discussion helped them understand how this option could be beneficial and that learning could be separated. Reasons for decreasing the score included the combined school being too big and creating uncertainty for students.

*“When explained about this option. It gave me a better understanding that it could work.”*

*“Creates uncertainty for current students transitioning.”*

### **Option 4: Year 7 – 8 Intermediate school and Year 9 – 13 Secondary school on a single site**

Positives of this option include a shared site being able to better share resources and facilities. There would also be a single site for parents to go to which would be more cohesive and convenient. Year levels would be less isolated from one another, and this could be beneficial for tuakana/teina relationships to be formed.

Negatives are similar to those reported in Option 3; That the site would be too large and without enough separation between year levels. Again, some would prefer that students have their own space and don't have to worry about sharing.

2 participants increased their score, and 2 decreased their score following the discussions. A reason given for increasing the score was to increase sharing across schools. The only reason given for decreasing the score was that it was similar to Option 6. As this participant rated Option 6 highly, they may mean that Option 6 is preferable over Option 4.

*"I like the idea of sharing resources. Tech to community social learning."*

#### **Option 5: Year 7 – 10 Middle school and Year 11 – 13 Senior school on separate sites**

While intermediate models were criticised for having children in schools for only 2 years, participants discussed the positives of this option in terms of keeping students together for longer and allowing there to be separate spaces for junior and senior students. This would allow for greater consistency and for junior students to have dedicated time to prepare for senior education while focus on their qualifications without juniors.

Negatives primarily focused on the fact that sites were separated as greater sharing and efficiency in facilities and resources could be achieved on a single site. Some participants were concerned that younger intermediate-aged tamariki would be intimidated by the transition to a senior school setting. In the hui, there was discussion about this being a potential hazard for disengagement as some students may decide that at this critical time they do not want to transition to a (new) senior school following their time at the middle school.

3 participants increased their preference score following discussion, and 1 decreased their score. One reason was provided for each. For increasing, it was due to the increased period of time for Middle school students. For decreasing, it was due to Senior school having a shorter time frame.

*"Being able to mould your students longer."*

*"Timeframe at senior school too short."*

#### **Option 6: Year 7 – 10 Middle school and Year 11 – 13 Senior school on a single site**

This was the most preferred option in terms of the preference scores given and the increase in preference score following discussion. The positives of this option include the positives listed in Options 3 and 4. This is the amount of time spent at each school and the increased cohesion, sharing, and collaboration potential with a shared site. Being able to work collaboratively in such a way was identified as a positive kaupapa.

Negatives include the potential for bullying and discord between the two groups on a shared site. Funding was a particular concern as participants were unsure whether the individual schools would receive the same funding under a shared site model. As with other shared site models, there were concerns regarding the space and resourcing capabilities of this option.

As was noted earlier, this option had the biggest increase in preference following discussion in the hui. 8 participants increased their score and none decreased. The reasons for increasing scores include the potential for improved education and new-age learning,

whānau opportunities, the longer time spent in middle school compared to intermediate, the cohesive and inclusive culture this model could bring, and the consistency in education.

*“Discussion, vision, next century learning.”*

*“Has potential to build community and marae culture of school, inclusive of all.”*

## **Other Discussion**

The two hui were an opportunity for iwi to not only discuss the six options but to discuss their aspirations for the future of education in Hawera in general. Several issues were raised which need to be considered in the scope of this project.

### **Impact on Kura Kaupapa**

Iwi were told that changes to the Intermediate and Secondary structure in Hawera, as described in the six options, would not impact the kura kaupapa as these would operate as normal. There was a concern, however, that changes to the structure could still impact the tamariki transitioning to those schools.

Of utmost importance was that the kura are not negatively affected in any way. This includes a loss of funding or a delay in resourcing or infrastructure needs. Iwi do not want issues with kura to go unaddressed or for kura to receive less funding as a result of changes to other schools in Hawera.

*“Our history as iwi, we have sacrificed so much for the Taranaki community, we don’t want to sacrifice our kura for Taranaki to benefit from this.”*

*“Our expectation should be, if we’re going to grow provision in South Taranaki, that has to be inclusive of Kura.”*

*“Regardless of this decision maori medium Kura should not be affected.”*

*“In terms of our new hall, we’ve been waiting since 2013. The Kura is over 100 years old, and where does that sit for us? Totally support what’s happening in Hawera, but what about Kura?”*

Changes to Hawera Intermediate and Hawera High School may benefit the kura kaupapa Māori by providing them with facilities, resources, technologies, and staff that they do not have on their own sites. This would allow for those tamariki to access opportunities they might not have previously had access to, and this could directly benefit these students by giving them knowledge and skills to live and work after secondary school.

*“, are there opportunities that there might be more facilities for Māori Kura Kaupapa. E.g. hospitality, will they be able to use it too? Or technology and science block. The Kura Kaupapa don’t have those facilities to be able to use.”*

### **Education beyond Secondary**

The potential for an Option 7 or 8 was raised a few times throughout the hui to include learning beyond Year 13 to prepare students for the future. In particular, the idea of practical

learning and apprenticeships was raised. This would involve the creation of specialised facilities and teaching for subjects in students' interest areas that they may want to pursue for work, such as plumbing or carpentry.

There was also a view that this was beneficial for keeping students within the Hawera community as they would have practical skill and knowledge to live and work in Hawera without needing to move to a new community or a bigger city.

Some participants discussed education in the past in terms of preparing students for future work. These participants said that this is not a reality anymore, and this leaves students with few options of what they would like to do beyond Secondary school.

*"What happens after year 13? Is there space for there to be something other than university? Jacinda said free apprenticeships, are we going to have something in Hawera to keep our rangatahi busy? Will extra land be provided for some of our other kids? Something to provide for them after year 13."*

*"Some kids won't come back because there's more opportunities elsewhere. They make more money, they don't see why they'd come back."*

*"Transition from High School to 'the world' is as important as any other transition. Why are we NOT talking about a purpose-built facility which allows for education after year 13?"*

Consideration could be given to the inclusion of a Year 14-15 academy (or similar) under any of the six options.

#### People first, buildings second

*"Not just a flash building that transfers old behaviours onto the new. The human comes before the building."*

The quote above exemplifies the strong opinion held by some that changing the structure and facilities in Hawera does not necessarily address the needs of education in the area. Iwi have concerns regarding the capabilities of students with basic skills such as spelling and timetables, the level of teaching, and the management of poor behaviour. New facilities and a new structure will not directly address these issues.

*"Better teachers than what we've got... If the teacher isn't good you're not going to learn anything. Would like to go back to when the teacher is more important than the building."*

*"When thinking about the journey of kids from birth to careers... need to have a good foundation. No point looking at tertiary if they can't read. Spelling. We see it. If you get this right, and they're confident learners in education, whatever that is, that pathway to tertiary is a lot brighter."*

Regardless of the option chosen, iwi have various things they would like to see addressed in education in Hawera to best provide for the South Tamariki area. While there are several



identified potential positives of change, long-term investment in education includes addressing the concerns of whānau.

### Importance of relationships

The importance of relationships was highlighted in the hui as something essential for education. This is lacking not only for many students with their peers and teachers but with whānau and the schools. It was acknowledged that not many whānau go to school to engage with their tamariki's learning and teachers.

There is an identified need for schools in Hawera to act as communities which build relationships.

*"Is there a disconnect between schools and communities? That's where the relationship is, that's where the support comes from. If we build a new schooling system it has to be about building relationships."*

*"...relationships is one of the biggest things at any level."*

*"Back in our time for parent/teacher interview, it was the whole family. Our engagement was really high. As we move through, level of engagement started to drop. High school wasn't for families. If it's not a place for families, is it a place for students themselves?"*

Relationships may be enhanced in options presented in this consultation, including options which have a shared site model.



## APPENDIX A: INFORMATION SHEET GIVEN TO PARTICIPANTS

### Future Education Provision in the Hawera Area

---

This sheet is provided to give you an overview of the options being considered in this community engagement process. Each option comes with various advantages and disadvantages which will be more or less important to different people.

This information may help you answer questions in the survey regarding the options. If it helps, you may directly quote this information in the survey.

#### **Option 1: Year 1 – 8 Primary schools, Year 9 – 13 Secondary school**

This option means that most or all of the primary schools would be extended from Years 1 – 6 to Years 1 – 8, and that there would no longer be an intermediate school. If rolls at a school grow, the Ministry of Education provides additional property so in this option primary schools would receive additional teaching spaces if this was required.

While this change would be carefully managed, this would have implications for students, parents, Board of Trustees members, and staff. This change would occur over two or more years to ensure that current Year 7 students would not go back to a primary school for Year 8.

Things to consider:

- Fewer transitions for students (transition between schools are a time when students are at risk of disengaging)
- Older students (Years 7 – 8) may be mentors to younger students
- Closure of Hawera Intermediate School
- Changes to the size and structure of primary schools
- New resources and facilities at primary schools to accommodate larger number of students
- This would have little disruption to current Year 7 – 8 students

#### **Option 2: Year 7 – 8 Intermediate School and Year 9 – 13 Secondary school on separate sites**

This option maintains the status quo with Hawera Intermediate School and Hawera High School remaining separate with their current Year 7 – 8 and Year 9 – 13 structures. This would mean that money would be dedicated to improving the property and facilities at the two schools.

Things to consider:

- Same number of transitions as currently (Primary, Intermediate, and Secondary)
- Potential for new or improved facilities at the two schools
- No changes to the schooling network
- The Intermediate school roll has potential to limit flexibility in staffing and programmes
- Younger students (Year 7 – 8) have less access to older role models (Year 9 – 13)

### **Option 3: Year 7 – 13 Secondary school**

This option means merging Hawera Intermediate and Hawera High School, changing the year levels at one school or the other, or creating an entirely new school which combines the two schools. This school could be located on one of the existing sites (either the intermediate or high school site) or a different site.

Year 7 – 13 secondary schools tend to be internally operated as smaller groupings of year groups. For example, a junior and senior grouping of students. These different groupings may have their own deans, their own physical learning spaces, or social spaces etc., but are part of a single larger school. In the survey you will be asked to indicate what approach to grouping students you prefer.

Things to consider:

- Fewer transitions for students
- Older students may be mentors to younger students at secondary school level
- Families with multiple children of different ages may have fewer drop offs and pick ups
- Possibility for new purpose-built facilities
- Larger roll allows the board to have for more flexibility with staffing and programmes, including more specialist staffing
- Requires changes to the schooling network

### **Option 4: Year 7 – 8 Intermediate school and Year 9 – 13 Secondary school on a single site**

This option would keep Hawera Intermediate and Hawera High School as two separate schools, however they would share a site. Where schools choose to co-locate on a single site, they often do this so they can share some large or specialist facilities. This allows them to get larger or more specialised spaces than either school would get individually.

Co-located schools often share staff, or students from one school can attend classes at the other school where relevant.

Things to consider:

- Older students may be mentors to younger students
- Families with multiple children of different ages may have fewer drop offs and pick ups
- No geographic transition for students from Year 8 to Year 9
- Potential for shared facilities, staffing and specialist equipment
- No changes to the schooling network (change of location, but no change to number and type of schools)

### **Option 5: Year 7 – 10 Middle school and Year 11 – 13 Senior school on separate sites**

A middle school (or junior college) is for Year 7 – 10 students, and senior students (Years 11 – 13, or the 'NCEA years') attend a senior school/college. Being separate schools, the Middle and Senior school would have their own unique characters. There would be the same number of transitions as there are currently, however students would have 4 years of Middle school compared to 2 years of Intermediate.

While this is not yet a common model, there are several middle and senior schools in New Zealand. For example:

- Ormiston Junior College and Ormiston Senior College (Auckland)
- Rototuna Junior High School and Rototuna Senior High School (Hamilton)
- Albany Junior High School and Albany Senior High School (Auckland)

Things to consider:

- Same number of transitions as currently (Primary, Middle, and Senior)
- Teaching and learning may be more targeted to particular age groups
- Younger students have less access to older role models at the schools in Hawera
- Specialist teachers from the Year 11-13 school could offer specialist classes to the Year 7-10 students
- Year 7 – 8 may have access to school with more flexibility with staffing and programmes in a Middle school compared to an Intermediate school

#### **Option 6: Year 7 – 10 Middle school and Year 11 – 13 Senior school on a single site**

This option is similar to Options 4 and 5, however it would be a Middle school (Year 7 – 10) rather than an Intermediate school (Year 7 – 8) sharing a site with a Senior school (Year 11 – 13) rather than a High school. As for Option 4, co-located schools can share some large or specialist facilities, and may share some staff.

Things to consider:

- Same number of transitions (Primary, Middle, and Senior)
- Teaching and learning may be more targeted to particular age groups
- Older students may be mentors to younger students on the same site
- Families with multiple children of different ages may have fewer drop offs and pick ups
- No geographic transition for students from Year 10 to Year 11
- Potential for shared facilities, staffing and specialist equipment

#### **Common considerations**

Below are common topics that were raised in the face-to-face meetings, and the following explanation may help provide additional background knowledge.

Firstly, there were a number of questions regarding different types of schooling structures (Year 1 – 8 Primary schools, Intermediates, Year 7 – 13 Secondary schools etc), and what type is 'best' for teaching and learning. The evidence shows that high quality teaching and learning can happen at any type of school, and there is no type of school that is consistently better for student engagement and achievement.

#### **Transitions:**

The literature tells us that transition between schools is a time when students are at risk of disengaging from education. Just because this is a risk doesn't mean this has to happen! Transitions may come with social, emotional, and physiological changes that can negatively impact learning as well as provide significant challenges for students and families. Students need to adjust to new teachers and peers, new ways of learning, new rules and routines, as

well as a new physical environment. Some may prefer a schooling network with fewer transition points for this reason.

Co-location of schools (Options 4 and 6) can mean less impact from transition because there is greater familiarity with the physical spaces and people present.

Often, decisions regarding a Year 1 – 8 Primary school or a Year 7 – 13 Secondary school become clear when people think the transition should occur. A Year 1 – 8 Primary might be preferable for those who like their current primary school or feel like their child is not ready to go through such a transition. Others might prefer a Year 7 – 13 Secondary school because they feel their child will be ready for exposure to more specialised teaching and is ready to move on from primary school.

#### *Bullying:*

The public meetings showed that many people are concerned with the potential for younger (Year 7 & 8) students to be bullied by more senior (Years 11-13) students in Options 3 and 4. Other examples of Year 1 – 13 or Year 7 – 13 schools have shown that this is not generally an issue, and that bullying more commonly occurs between similar-aged peers. On the contrary, many younger students find older students such as Year 13s to be mentors and leadership role models. Option 3 would likely be configured with some internal separation between age groups so younger students would have some of their own learning and social spaces.

#### *Physical facilities:*

Questions were often raised regarding how facilities would be designed and what relationship they could have to quality education and quality teaching. Evidence supports spaces being designed to be flexible, and able to be used and configured in a range of different ways to support different types of teaching and learning. Physical spaces in any of these options could be designed with community input to best reflect the learning and developmental needs of students as well as foster positive relationships with families and the wider community. Where there are aspirations for a specialised curriculum, greater cultural presence and/or stronger community connections, facilities may be specifically designed to facilitate this. The survey asks what types of facilities are most important to you.

#### *Staffing*

Changes to a schooling network (the number or type of school) will usually result in changes to staffing, and this may influence some people's preferences on the options outlined in the survey. If an option that results in a change to the schooling network is preferred, there is a requirement for further formal consultation with the Boards of schools which may be affected, and then a requirement for consultation with staff who may be affected.

#### *Single Site Governance*

Some people were unsure of how the governance would operate on a shared (or co-located) site. Typically, where schools are co-located, they maintain their own unique identities and governance structures. This means that there are two principals, two Boards of Trustees, and separate staff for each school etc. However, if co-location (Options 4 and 6) were a preferred option, there could be consideration about a shared Board of Trustees across both schools.

## APPENDIX B: SHORT ANSWERS FROM PARTICIPANTS

The following responses are answers given by participants who did not wish to complete the survey in its entirety, and instead opted to provide a single short answer to summarise their feelings.

*“Just keep things the same.”*

*“As there is NO mention of Kohanga reo, the survey will be bias. If we are to be included, a bit of work around needs to be done on the ‘TE AO MAORI.’”*

*“Keep schools as they currently are definitely do not combine intermediate and high school. If anything allow more primary schools to go up to year 7/8.”*

*“Middle School on separate sites Or the extension to year 8 at primary school.”*

*“Stay with the way things are and update intermediate and high school and stay on same sites.”*

*“Would like primary schools to go to year 8.”*

*“Keep it separate, do intermediate for three years, 7 8 and 9, and every school needs like a councillor who gets psychologists involved when certain kids need it... MENTAL HEALTH IS MORE IMPORTANT THAN EDUCATION.”*

*“I feel the last option would be beneficial to all age groups. Familiarity on same grounds. Longer in a middle school than 2 short years. Great for senior kids to also be a senior for a longer period of time. All have role models. Longer time to form relationship with teachers. Still able to offer variety and subject options. I believe primary school should continue to be yr 0-6. Leave and then start to grow in a different environment.”*

*“Option 1.”*