

# FUTURE OPTIONS FOR SECONDARY EDUCATION PROVISION IN ROLLESTON

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COMMUNITY ENGAGEMENT REPORT

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## EXECUTIVE SUMMARY

The Rolleston area is currently projected to have significant growth in the coming years, and the current Rolleston College does not have the capacity to meet this demand. The community were consulted, and a survey was conducted to assess the community's opinions of different secondary school options to alleviate the pressure created by rapid population growth.

- Option 1: A new secondary school
- Option 2: A second campus of Rolleston College

308 survey responses were included in the sample.

When asked which option they preferred, 54% preferred option 1 and 46% option 2, which is a relatively close split. Further investigation of the levels of support, however, showed that option 1 had higher levels of community support compared to option 2. Approximately 63% of participants gave scores which were in favour of a new secondary school compared to 43% for a second campus of Rolleston College. A new secondary school was also the preferred option for Te Taumutu Rūnanga.

Participants were asked about the positives and negatives of a new secondary school in Rolleston, and the responses were thematically analysed. The themes for the positives were:

- Growth
- Choice
- Teaching and learning
- Opportunities
- School identity
- Change in the community
- Convenience and location
- Facilities and resources
- Community
- Keeps kids together

The themes for the negatives of a new secondary school were:

- Community
- Zoning
- Cost and resources
- Change in the community
- Inconvenience
- School identity

For a second campus of Rolleston college, three options were presented:

1. Campuses arranged based on geography, i.e. where they live determines which campus they attend
2. Campuses arranged by year level, i.e. a junior and a senior campus
3. Campuses arranged by other criteria, such as the specialist facilities

The preferred configuration was campuses arranged by year level with approximately 66% of participants favouring this option. The reasons given by participants for why this was their preferred option fit into the following themes:

- Age group specialisation
- Age group separation
- Better than other options
- Sense of community and connectedness
- Reduced bullying
- Keeps kids together
- Effective transitions
- Cost- and resource-effective
- Innovative

The preferred year level configuration for campuses arranged by year level was year 9-10 and year 11-13. 67% of participants preferred this configuration, and 29% preferred year 9-11 and year 12-13, and 4% preferred a different configuration. The other configurations given were year 7-10 and 11-13 (such as a middle/senior school), an NCEA split (regardless of age), and a separation based on level irrespective of age.

Participants were asked about alternative ways of arranging campuses. They suggested the following (in order from most- to least- referenced):

- Specialty subjects
- Middle/senior campuses (year 7-10, 11-13)
- Single cell/traditional vs. modern learning environments
- Single sex
- Vocational learning
- Alternative learning
- Bilingual education

They were asked how much they supported these arrangements, but not enough numbers were obtained to make inferences about the community. Of those who gave a response, however, the most favoured were middle/senior campuses, single cell/traditional vs. modern learning, and single sex.

## RECOMMENDATIONS

- It is recommended that a new secondary school be developed with input from the community as this was a more favoured option compared to a second campus of Rolleston College.

### *If a new school is chosen*

- The community need to be heavily involved in creating the school and ensuring that it aligns with the values of the Rolleston community.
- The placement of the school needs to consider the position of other schools, the concentrations of people in the projected future, and the congestion and flow of traffic, as well as positions of main roads.
- It needs to be created with assistance from Rolleston College to ensure that it complements Rolleston College.
  - This may mean that facilities, subjects, and programmes are offered at each location which may allow students additional opportunities through accessing the other school, rather than limiting the potential at each school.
  - This may also reduce competition as there is collaboration between the two schools.
- The board and principal of the new school need to have high collaboration with the governance of Rolleston College.
  - This may help with the relationship moving forward, ensuring that there is reduced competition, similar values, shared events etc.
- The implications of zoning need to be considered and made explicitly clear to the community. The community should be given ample opportunities to provide feedback on enrolment schemes and home zone boundaries to ensure fairness.
- Shared events and interschool competitions need to be considered as part of the educational network in Rolleston to capitalise on the opportunities that having a new secondary school may offer.
  - Socialisation events should aim to mix students through capitalising on the shared Rolleston community spirit so as to reduce bullying and rivalry.
- The design of learning spaces needs to consider increased adaptability so that environments can be easily configured to be single cell with the ability for spaces to be opened for open plan learning.
  - This will alleviate concerns from some participants that modern learning environments are not suitable for some students by ensuring that spaces are future-proofed but with the ability to be single cell for some students who may need this.
- Bilingual pathways need to be considered in the design of the teaching and learning models, the learning spaces, the governance team, and the specialist services provided.
  - This new school should act as a 'go-to' place for families who desire bilingual pathways. This will require advance planning.

*If a second campus of Rolleston College is chosen*

- It is recommended that if a second campus is chosen, the campuses be arranged by year level.
- The campuses should be split Year 9 – 10, year 11 – 13.
- Consideration should be given to making the new campus year 11 – 13 with new specialist facilities which can meet the interests and needs of senior students before they go into further education and work.
  - Facilities to help with NCEA, such as study rooms, should be considered in the design of a second campus.
- The size of the facilities should be considered to enable the inclusion of years 7-8 in the future, should this restructure be viable.
- The location of the second campus should consider the position of other schools, the congestion and flow of traffic, the placement of main roads, as well as the proximity to Rolleston College to enable safe student movement between campuses.
  - Allowing movement between campuses will increase the opportunities available to students at both campuses.
  - The safety and convenience of moving between campuses needs to be high priority, and busy main roads should be avoided where possible.
- Leadership and mentoring programmes should be considered to allow senior students to guide and teach junior students. How this should occur should be designed with input from the community.
  - This will help alleviate community concerns about juniors not having access to seniors.
- Consideration needs to be given to how students transition from junior to senior, and how they may be supported in year 10 so as to minimise disruption when starting NCEA.
- Te Taumutu Rūnanga expressed a desire that the cultural narrative continue across both campuses, in addition to aligning place-based pedagogy and content across curriculum delivery on both sites.
- The movement of staff between campuses needs to be considered as some specialist staff may be required at both sites.
- Consideration could be given to making the second campus a satellite of Lincoln High School, rather than Rolleston College.
  - This would require further consultation with the community as to how this would work and how it could be beneficial.
  - Issues of zoning and community division were prevalent in the survey which may not make this a favourable option.

## FUTURE EDUCATION PROVISION FOR THE ROLLESTON AREA

This purpose of this project is to inform the Ministry of Education and Rolleston education network of what the Rolleston community want for their future secondary education network. This will help inform future decision making in this area. This is precipitated by projected growth in the Rolleston area and an identified need for additional secondary education provision to accommodate numbers.

### Scope

Currently, Rolleston College is not able to accommodate the projected numbers of secondary students. Two options were posed to the community to increase secondary capacity.

- Option 1: A brand new secondary school

This option is for creation of a new secondary school in the Rolleston area which is independent from Rolleston College. It would have its own identity, own governance, own uniform etc. The design of this secondary school and how it is run would be developed with input from the community.

The Rolleston College enrolment scheme home zone would be adjusted to accommodate an enrolment scheme home zone for the new school. Students living in the home zone of Rolleston College would continue to have access to Rolleston College.

- Option 2: A second campus of Rolleston College

This option would involve the creation of a second campus of Rolleston College on a separate site. This would have the same Board of Trustees and management team, and a single vision and identity.

The campuses could be separated by geography and students would attend campuses based on location, similar to how an enrolment scheme home zone operates.

Juniors and seniors could be separated into separate campuses. The ideal groupings would be determined, such as year 9 – 10 and year 11 – 13. Staggered start and end times could be considered to facilitate drop offs/pickups. Each campus could be equipped with facilities which best meet the needs of those student year levels.

Some other arrangement could be used to differentiate the campus. For example, particular specialist facilities on each site or special programmes on each site could separate the campuses and determine which campus students attend.

The role of this consultation was to engage with the community on these options to determine what might be best for the Rolleston community going forward, ensure that they have a sense of ownership over their education provision, and ensure that their voice is heard and included in the reporting and future decision making.

## METHODOLOGY

### Face-to-face meetings

Two public meetings were held. One in the evening of Monday 10<sup>th</sup> August, and one in the evening of Tuesday 11<sup>th</sup> August, both at Clearview School. These public meetings had 16 and 24 attendees respectively. The purpose of the meetings was to provide community members with information on the project, answer their questions, and encourage them to provide responses in the survey.

A virtual discussion was also held with the Chairperson of Te Taumutu Rūnanga about the Rūnanga's preferences, and the influencing factors discussed by the Taumutu Education Committee in relation to a new school versus a second campus model.

### Online survey

A survey was drafted to assess community opinions of the future education provision in the Rolleston area. The survey was conducted on Survey Monkey and a weblink was distributed for participants to access the survey. A webpage was created with in-depth information on the options to inform the community of what they needed to know in order to participate. A link to the survey was included on this webpage.

The survey informed participants that their anonymity and confidentiality were guaranteed in the survey and that any identifying information they give would be removed and not included in this report. They were instructed that consent was given by clicking 'next' in the survey and progressing to the questions.

Demographics were assessed by asking participants to indicate their connection to education (i.e. whether they are a student, parent, staff etc.) and which school they were affiliated with. Participants could belong to multiple groups, for example they could be a parent and teacher at the same time, thus they were instructed to select all which applied to them.

Participants were then told the survey was split into two parts; one for additional secondary provision and one for primary school enrolment schemes. They were told that they did not need to complete both parts and could either skip forward to the primary school enrolment schemes or complete the secondary school provision with the option of later skipping the primary school enrolment schemes.

Those who indicated they would like to answer questions about the secondary school provision (or who did not indicate either) continued to the next page. They were asked about what their preferred option was out of a new secondary school or a second campus of Rolleston College. They were then asked to rate a series of items for how important they felt they were. These were rated on a 10-point scale where 1 = Very unimportant to me and 10 = Very important to me.

Participants then gave feedback on the options for secondary provision. They were asked how much they support each option on a 10-point scale where 1 = Strongly opposed and 10 = Strongly in favour. For a new secondary school, they were asked about the positives and negatives in an open-response question. For a second campus, participants were asked to choose their favourite configuration, then for each different configuration they were asked to rate how much they support it (using the same 10-point scale as above), and what positive

and negatives there were for each configuration in an open-response question. If options were available (e.g. how year groups should be separated) then these were posed as multichoice questions. For configurations other than geography or year level, participants were asked how schools could be configured and then asked to rate how much they support this configuration.

If participants completed the section on secondary provision, they were asked if they would like to answer questions on the primary enrolment schemes, otherwise they could go to the end of the survey.

## Recruitment

The following schools were contacted to advertise the face-to-face meetings as well as participate in the survey.

- Broadfield School - Te Kura Papahorapa
- Burnham School - Te Kura o Tiori
- Rolleston School - Te Ahi Kaikōmako
- Springston School - Te Kura o Makonui
- Waitaha School
- Weedons School - Te Kura o Karamu
- Clearview Primary - Te Kura o Mārama
- Rolleston Christian School
- West Rolleston Primary School - Te Kura o Te Uru Kōwhai
- Lemonwood Grove School - Te Uru Tarata
- Rolleston College
- West Melton School - Te Kura o Papatahora
- East Rolleston School
- Kidsfirst Kindergartens Burnham
- BestStart Rolleston
- Ako Rolleston
- Active Explorers Rolleston
- Kanuka Tawharau/Rolleston Playcentre
- Burnham Nursery and Preschool
- Selwyn Kids Limited
- The Cats Pyjamas Preschool
- Burnham Country Montessori
- Paradise For Little Angels
- Bright Beginnings Montessori
- Lollipops Rolleston
- BestStart Faringdon
- Rolleston Playgroup
- Stems from Homes 3
- Blossoms Educare Rolleston Limited
- Kidsfirst Kindergarten West Rolleston
- Three Trees Learning Centre
- BestStart Faringdon East

Ngā Peka ECE and Te Rūnanga o Taumutu were also sent information via e-mail. The Rolleston Residents Association and Selwyn District Council were contacted to participate in the meetings and survey, and to promote the process through their social media channels. An advertisement was also included in the Selwyn Times.

On the 10<sup>th</sup> of August a reminder e-mail was sent to schools and ECEs asking them to remind staff and parents about the online survey and public meetings.

A submission was received from Lincoln High School. This is discussed in the summary at the end of this report and content from the submission is included in the recommendations.

## PARTICIPANTS

414 participants took part in the survey online. 1 participant was removed for not answering anything, 104 participants were removed for skipping through the survey (i.e. answering demographics, then not providing any answers for the rest of the survey and skipping through to the end of the survey), and 1 additional participant was removed for answering randomly. This left a total of 308 usable responses for analysis.

Table 1 shows the connections that participants had to education in Rolleston. Participants could belong to more than one group (e.g. they can be a teacher and a parent in the area), thus the percentages add to more than 100%. 13 participants indicated they were a student as well as a parent and/or teacher. Their responses were checked, and the language indicated that they were parents/teachers who were possibly answering on behalf of themselves and student. These participants were uncoded from student.

Table 1: Participants' affiliations to schools in Rolleston.

Group	Number	Percentage
Current student at a school in the Rolleston area	41	13.3%
Former student at a school in the Rolleston area	6	1.9%
Parent/primary caregiver to one or more students attending school in the Rolleston area	194	63.0%
Parent/primary caregiver to one or more children who will attend schools in the Rolleston area in the future	79	25.6%
Teacher or staff member at a school or ECE in Rolleston	24	7.8%
Interested community member	51	16.6%

The largest group of respondents was parents/primary caregivers, and those with young children who will attend schools in the area. Few teachers and staff participated in the survey and only made up 7.8% of the 308 responses.

Table 2 below details with which schools participants were affiliated with, if any (as they may be members of the community with a general interest). They may also be associated with multiple schools, for example may have attended multiple schools, may have multiple children of different ages, or may be a parent to a child in one school while teaching in another school, for example.

Table 2: Participant school affiliations.

School	Number	Percentage
Clearview Primary School	68	22.1%
Lemonwood Grove School	23	7.5%
Rolleston School	53	17.2%
West Rolleston Primary School	52	16.9%
Rolleston College	132	42.9%
Rolleston Christian School	7	2.3%
Another school in the Rolleston area	6	1.9%
A school outside the Rolleston area	46	14.9%
An early learning service	43	14.0%

The following ECEs were listed by participants:

- Three Trees Learning Centre
- BestStart Faringdon East
- The Cat's Pyjamas Pre School & Nursery
- Bright Beginnings Montessori Preschool and Nursery
- Blossoms Educare
- Selwyn Kids
- Paradise for Little Angels
- Burnham Kidsfirst
- West Rolleston Kids First
- Freckles Early Learning Centre
- Ako Rolleston
- Active Explorers Rolleston
- Lollipops Rolleston
- West Rolleston Kindergarten
- Burnham Nursery and Preschool
- Templeton KidsFirst

## SECONDARY EDUCATION PROVISION RESULTS

Of the 308 participants, 294 provided data for the section of the survey on secondary education provision. 14 opted to skip this and move straight to the primary enrolment scheme questions.

The preferred options are shown in Table 3 below. The percentages are calculated from those who answered the question, thus add to 100%. 293 participants answered this question.

Table 3: Most preferred secondary education provision option.

Preferred option	Number	Percentage
A brand new secondary school	159	54.3%
A second campus of Rolleston College	134	45.7%

The results in Table 3 indicate that a new school in Rolleston is the preferred option, however, not by a wide margin. For this reason, it is important to assess the different reasons cited by participants, the varying levels of support, and suggestions offered. A new secondary school was Taumutu's preferred option.

Participants were asked which aspects of secondary education are important to them. 9 aspects were presented to participants which they could rate out of 10 in terms of how important it was to them. Table 4 shows the average levels of importance placed on each aspect as well as the standard deviations. All participants showed a range in their responses with no participants giving only extremely high or only extremely low responses.

Table 4: Rated importance of various aspects of secondary education.

Important aspects of secondary education	Average	Standard deviation
High-quality teaching and learning	9.52	1.77
High-quality facilities and buildings	8.47	1.95
Bilingual provision of Te Reo Māori	5.83	2.58
Open learning spaces	4.46	2.52
Traditional (e.g. single cell) learning spaces	6.71	2.87
Facilities which focus on specialised subjects and equipment	8.14	1.96
Facilities which are culturally responsive	6.91	2.35
Facilities which are accessible for all	8.52	2.21
Community use of spaces	6.65	2.46

The averages in Table 4 show the following three aspects of secondary education stood out as being of highest average importance:

- High-quality teaching and learning
- Facilities which are accessible for all
- High-quality facilities and buildings

This information from the survey shows what aspects of education need to be front and centre in the design of new secondary provision, whether this be through a new secondary

school or a second campus of Rolleston College. These features are also reflected in the comments made by the community in response to the different options for secondary education. Having facilities which are accessible for all is likely a reference to the process of zoning and only having access to education within your immediate vicinity as this issue was frequently raised.

### New Secondary School

Figure 1 below depicts the level of support participants had for the concept of a new secondary school in Rolleston which would have a different identity to Rolleston College. Levels of support for this figure (and subsequent figures) were informed by the scores participants gave out of 10. 1-3 = opposed, 4-7 = neutral, and 8-10 = in favour. The results from this show that a majority of participants were in favour of the concept of a new secondary school with approximately one quarter being neutral.

This equated to an average of 7.70 out of 10 for level of support, with a standard deviation of 2.84.

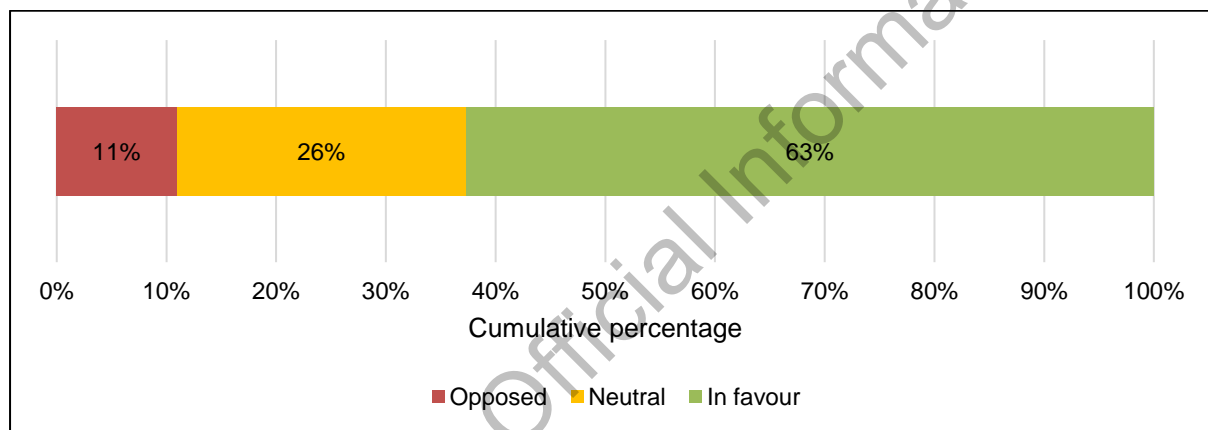


Figure 1: The level of opposition and favourability for a new secondary school.

Participants were asked about what positives and negatives there were with creating a new secondary school in Rolleston. These were analysed qualitatively and the number of approximate references are included in the tables below. Each theme is discussed with example quotes given.

Table 5 shows the positives of a second secondary school in Rolleston. This table (and the tables following) show the themes in order from most- to least-referenced.

Table 5: Themes for the **positives** of a new secondary school in Rolleston.

Positives (themes)	Approximate references
Growth <ul style="list-style-type: none"> <li>Reduces roll size</li> <li>Secondary space is needed</li> <li>Growing community</li> </ul>	43 23 18
Choice <ul style="list-style-type: none"> <li>More choice</li> <li>Something different from Rolleston College available</li> </ul>	63 11
Teaching and learning <ul style="list-style-type: none"> <li>Different teaching and learning</li> <li>Traditional or single cell</li> <li>Able to meet student needs</li> <li>Bilingual pathways</li> </ul>	26 14 6 1
Opportunities <ul style="list-style-type: none"> <li>Interschool opportunities</li> <li>Greater opportunities</li> <li>New programmes</li> <li>Specialist opportunities</li> </ul>	18 8 4 2
School identity <ul style="list-style-type: none"> <li>New school identity</li> <li>Difference governance and leadership</li> </ul>	18 11
Change in the community <ul style="list-style-type: none"> <li>Something different and new</li> <li>Healthy school competition</li> <li>Increased quality</li> </ul>	17 7 3
Convenience and location <ul style="list-style-type: none"> <li>Proximity</li> <li>Convenience</li> <li>Traffic congestion</li> <li>Transport</li> <li>Pickups/drop-offs</li> </ul>	7 5 3 2 2
Facilities and resources <ul style="list-style-type: none"> <li>New facilities</li> </ul>	7
Community <ul style="list-style-type: none"> <li>Community input</li> <li>Greater community use</li> <li>Job opportunities</li> </ul>	2 2 2
Keeps kids together <ul style="list-style-type: none"> <li>Mixing age groups</li> <li>Siblings stay together</li> </ul>	4 2

## Growth

This theme discusses the growth in population in the Rolleston area. This was the most referenced theme as many participants believed that a new secondary school was necessary to alleviate pressure from Rolleston College and accommodate the growing population of secondary aged students now and into the future.

Taumutu likewise believed that having a second school would keep roll numbers smaller, and make it easier for each school to build a strong sense of whānau and identity.

Most of the comments in this theme were directed at having a reduced roll size at Rolleston College and at the new school. Several comments were directed at reducing the possibility or exacerbation of overcrowding at Rolleston College.

*“Each school (Rolleston College and the new school) will have a reasonable number of students on their roll. Neither would be too big. I would prefer our children to attend a school, where they know their teachers and other learners and are not “lost” among a role of 2000-3000 students.”*

*“Would reduce the roll numbers for a single school and may provide smaller learning groups for students.”*

*“Smaller school size in terms of roll (hopefully) rather than increasing Rolleston College to a much larger school.”*

Participants also commented that another secondary school is required due to growth.

*“More space because the current college is now getting short on space.”*

*“The growth of Rolleston is continually increasing so a new secondary school is needed to help cater for all our youth. Now & in the future.”*

*“There’s lots of kids and they need to go somewhere- rolleston college won’t be able to cater for the numbers ongoing.”*

Other comments were more general, reflecting on the growing Rolleston community. These comments may suggest that additional education provision is a natural outcome of an expanding community.

*“There’s lots of kids and they need to go somewhere- rolleston college won’t be able to cater for the numbers ongoing.”*

*“It is needed for the growing community.”*

*“Capacity our community is growing fast.”*

## Choice

A particularly contentious issue for many people in the community was the concept of having choice over what school they send students to. This recurring theme was approached from both angles, depending on whether participants anticipated there being zoning for a new school or campus. Many comments were in favour of a new school as they believed that this

would offer another choice for families so that they may choose which school is best for them.

*"It provides the community/parents with choice of where they send their children."*

*"Possibility of some choice around most suitable education for my child."*

*"Providing an additional option for secondary education in Rolleston."*

Some comments were targeted at having an option different to Rolleston College as this school may not suit their needs. This is closely related to the next theme of teaching and learning as several participants do not like the teaching and learning model at Rolleston College.

*"Giving parents a different option if the current secondary school does not suit their child's needs or learning style."*

*"Having an alternative style to what is currently available that does not work for all children. Provides another option for those looking for something different."*

*"Choice for parents who are unhappy with the current option."*

While Taumutu acknowledged zoning restrictions, the Chairperson still stated that potentially have access to education delivered in a different way across two providers was a benefit of a new school compared to a second campus.

#### *Teaching and learning*

Some people in the community are less satisfied with the teaching and learning model at Rolleston College. They viewed the possibility of a new secondary school as a chance to change the teaching and learning model.

*"A school with a different learning style to the current College would be great as a lot of families are choosing to send their children in to Christchurch as the style of the current College does not suit their child's learning style."*

*"Offer different way of learning."*

*"It will be a different type of school from Rolleston college as I don't really like that style of learning for my children."*

Several participants referred to the fact that a new secondary school could be an option for single cell or traditional learning models. They saw this option as a chance to change teaching and learning to remove modern learning environments.

*"A more traditional style of teaching other than MLE. A definite positive in my view..."*

*"Could try a dif style of learning not open plan."*

*"There could be an opportunity to have more single cell."*

Changing the teaching and learning model may be able to better meet the needs of some students in the area through appealing to their learning styles.

*"The possibility to appeal to more children and different learning styles."*

*"The ability to cater for students who have a different learning style to Rolleston college and the move to another school if there are social issues occurring at one of the schools."*

*"Opportunity to enact different teaching styles, that may suit some students more (an additional option for schooling)."*

One comment pointed out that a new secondary school is an opportunity to offer a bilingual learning pathway.

*"Opportunity for a reorua space for all akonga requesting this. If provided for at the outset this could be done amazingly & could be done correctly; e.g co design with mana whenua."*

### *Opportunities*

The largest referenced sub-theme was that having two secondary schools would offer inter-school opportunities such as sports events, competitions etc., as well as a chance for students to go to the other school for things such as specialist subjects.

*"It would give More opportunities for inter school competition."*

*"It provides the town with another school to compete with (healthy competition) e.g. sports, debating etc."*

*"Also it could be good to create competition etc between the two schools, like sports etc. And could always have classes where you go to the other school for specialist subjects."*

Some participants commented that, in general, there could be greater opportunities generated through having a second secondary school in the community.

*"It could give more opportunities to more children."*

*"a variety of education opportunities for young learners."*

*"...both school working together to provide broader solutions for education in Rolleston..."*

Some participants stated that there could be new programmes and new things offered to students through this new school.

*"...include new programs."*

*"Ability to provide other services / facilities that aren't currently available."*

*"A chance to implement things that are not happening at existing college."*

Two comments were made regarding the way that a new secondary school may be able to cater to students' specialist subject interests.

*"Different interest subjects that can be focussed on for longer than a term."*

*"The ability to specialise a second school to complement the current one."*

#### *School identity*

In terms of identity, comments were more focused on the concept of a second school as opposed to a second campus of Rolleston College. Some participants felt that a second school would benefit from having a different identity to Rolleston College and an opportunity to form its own unique identity within the community.

*"creation of their own identity..."*

*"It can have a new identity, a different focus to the existing school."*

*"different school culture."*

Taumutu also felt it was important that a second school have its own unique 'flavour' and identity. Some respondents also felt that having different governance and leadership was important. This could be in terms of the diversity of thinking that a new governance team may bring so as to differentiate the school from Rolleston College.

*"New ideas and management."*

*"Fresh new ideas with its own BOT."*

*"They would have a different leadership team and vision."*

#### *Change in the community*

Some participants were excited at the potential for a new school and commented on having something new and different being a positive for the community in general.

*"Opportunity for new staff, new environment, new incentives, new grounds."*

*"We get to create a new positive learning environment for our kids."*

*"Each school has its own perks and quirks. The new school could gain perspective from Rolleston College on its operations and things they could or would change which the new school could then look at implementing."*

Having healthy competition between two schools was also viewed as a potential positive through having schools striving to be the best and lift the educational status of Rolleston.

*"It would create some competition in the aspect of learning. I think it would raise the learning bar for the current school."*

*"Could create healthy local competition with alternative school option."*

*"The chance to push the boundaries further than Rolleston College has."*

A new school could also be an opportunity to offer high-quality of teaching and learning in the community and some participants felt that a new secondary school is an opportunity for high quality of education.

*“better learning environment.”*

*“Better education.”*

*“Ensuring access to top educational models at each year level. Up to date learning environments & quality facilitators & leaders for the Arts & Academic studies.”*

#### *Convenience and location*

Across the different options, participants gave feedback on how they (and others in the community) could be personally affected from the perspective of their convenience such as travel and transport.

Some of these comments focused on the proximity of the new school. These participants believed that the new school might be closer to many households in Rolleston so there would be less distance to travel.

*“Less travelling time to get kids to preferred school on the other side of town.”*

*“Geographically closer for some students to their homes.”*

*“Also it may help students from traveling across the whole of Rolleston.”*

Some comments were about how the new school could make things easier and more convenient in general.

*“Possibly easier access.”*

*“[Greater] efficiency.”*

Having two schools could also assist with the amount of traffic in Rolleston and reduce congestion by splitting traffic between two sites.

*“If out of Central Rolleston may reduce traffic congestion.”*

*“This could assist in preventing traffic congestion.”*

*“more eco-friendly with less traffic.”*

The convenience and reduced travel may be due to having alternative ways to travel to school if a school is closer to them.

*“...enable local students the ability to walk/bike to school and not bus out to different venues (time wasted).”*

*“Children won’t have to travel as they’d have more options.”*

Pickups and drop-offs are also an important factor to some participants. This was seen as a positive aspect of having a second school compared to a second campus arranged by year level as parents would have a single pickup/drop-off.

*“ease of dropping off/collecting children in varying levels...”*

*“Having another option would be easier for parents, rather than trying to potentially get multiple children to different locations.”*

Having new facilities was viewed as a positive outcome of having a new secondary school in the area. This includes sports spaces as well as environmental spaces.

*“Modern facilities.”*

*“and possibly new basketball courts/gym. Also a proper cafeteria instead of a boring one.”*

*“Opportunity for innovative learning spaces to incorporate te taiao.”*

#### *Keeps kids together*

Keeping students together or separating them was an issue raised frequently across options presented in the survey. In the context of a second primary school, some participants valued that students would remain in a single school and the age groups would not be separated.

*“Keep the kids together in year levels and move them through the system together.”*

*“Also splitting year 9-10 to a different campus is unhelpful. I think it is good to have peers to look up to, and is more inclusive to be at one site.”*

*“Able to create a much stronger sense of community with all students present in one geographical location.”*

Two comments were also made that a new secondary school would allow siblings to attend the same school (rather than be split if campuses were separated by year level).

*“keeping families of students in different year levels together...”*

*“Siblings enrolled in the same school present at the same location.”*

While it differs slightly from the participants' comments, Taumutu also spoke of aligning the secondary zones with the primary school zones. This would have the effect of keeping cohorts of primary students together as they transition to a single secondary school, and would create cohesive pathways between schools in the area. This should make transition more effective between primary and secondary schools, and allow for stronger pastoral networks.

#### *Community*

Finally, comments were made on how a new secondary school could be beneficial for the community. This included how the community could have input in this project (including contributing to it).

*“It provides the community with the chance to have a say in how a new school will function e.g. more traditional learning spaces.”*

*“Opportunity [to incorporate] community resources.”*

There could also potentially be greater use of the facilities by the community.

*“Would be great if it wasn't a PPP like the current one so that the community may be able to use the spaces outside of school hours easier.”*

*“Spaces for community learning.”*

Table 6 shows the themes for the negatives of a new secondary school.

Table 6: Themes for the **negatives** of a new secondary school in Rolleston.

Negatives (themes)	Approximate references
Community <ul style="list-style-type: none"> <li>• Competition between schools</li> <li>• Community division</li> <li>• Better and worse school</li> <li>• Separates students</li> </ul>	36 24 13 3
Zoning <ul style="list-style-type: none"> <li>• Opposed to zoning</li> <li>• Property value/demand</li> <li>• Lack of choice (missing out)</li> <li>• Separates friends</li> </ul>	15 9 8 1
Cost and resources <ul style="list-style-type: none"> <li>• Cost of change</li> <li>• Work and time required</li> <li>• Cost to parents</li> <li>• Duplicates resources</li> <li>• Land use</li> </ul>	11 11 2 2 2
Change in the community <ul style="list-style-type: none"> <li>• Teething issues of new school</li> <li>• Uncertainties</li> <li>• Not enough change</li> <li>• Disruption</li> </ul>	13 3 3 2
Inconvenience <ul style="list-style-type: none"> <li>• Placement of schools</li> <li>• Traffic congestion</li> </ul>	2 2
School identity <ul style="list-style-type: none"> <li>• No developed identity</li> </ul>	3

Overall, there were fewer reported negatives for a new secondary school compared to positives.

### *Community*

The most referenced theme was how a new school would affect the community of Rolleston. Largely, this was due to the perception that there would be increased negative competition between the schools which would not be conducive to the teaching and learning.

*“Rival school positioning, building competition over cohesive learning.”*

*“Rivalry between students, fighting etc. have seen this many times with different schools in close proximity.”*

*“It could create a rivalry in a small community having x2 high schools. Bullying etc with kids picking on others just because they go to the different high school.”*

There were also comments that a new school could create unnecessary division in the community, making the community feel less united and connected.

*“spilt the town. create division in the town.”*

*“if they are separate entities it will split the town in half.”*

*“I think it would divide the community. I do not think its a good idea to have two high schools.”*

Some participants believe that creating a new school would create a perception of a ‘better’ and ‘worse’ school which they believe will have issues in the future.

*“It could mean that one school is viewed it be better than the other one, therefore disadvantaging one school in the future.”*

*“May end up with one ‘good’ and one ‘bad’ school.”*

*“The perception, that a new school is better than the old one.”*

There were also concerns about separating students. This may be from a perception that secondary students in the Rolleston area should attend the same school.

*“We will be split and sometimes when you have friends wanting to go to your school they might be split.”*

*“Students may split up.”*

### *Zoning*

Zoning is an issue which was frequently perceived to be a bad thing for the community with regards to secondary education provision.

*“Potentially being excluded from it due to zoning rules.”*

*“Zoning issues.”*

*"[!] don't want enrolment zones splitting community."*

One reason zoning is not well liked by the community is the impact it can have on property value and demand.

*"May impact the price of houses in both zones dividing the rich from the poor."*

*"If a separate secondary school is provided then it will also affect property values and split the community even further. People will win financially and others will lose out financially."*

*"If the schools do not have overlapping zones, the demand and cost of housing in the zone for the school perceived to be better will increase."*

While some positives of the secondary school was that participants would have 'choice', this was also a negative of those who perceive zoning to inhibit them being able to pick the school they believe is best for them.

*"or if one school would suit one child better than another yet not having the ability to go there because of the zoning."*

*"The zoning, can only choose one or another based on zone."*

*"if u wanted to go to rolleston college but because of the new school you couldn't and you had to go to the new school."*

Zones can also be the reason that students are separated from one other.

*"That it could mean that your children are separated from their friends if the school zones work out that way."*

#### *Cost and resources*

The pragmatic aspects of constructing and developing a new school was viewed as a negative aspect by some participants. Some participants commented on the work and time that would be required to create this.

*"The time and money it will take to set this up, and build a sense of community around the school."*

*"Being new will take time to get systems in place and up and running smoothly."*

*"All the hard work required around starting from scratch."*

The creation of this school could also be very costly, and some participants commented on this being a negative factor of creating a new secondary school compared to a second campus of Rolleston College.

*"Cost of setting up [a] new school."*

*“Seems a waste of tax payer money to have a separately run school within a close proximity to the existing. If I was to support a new secondary school it would need to be two new single sex schools.”*

*“The cost of establishing a new BOT, school leadership and teaching staff. As well as new uniform development costs.”*

Some participants were concerned that a new school would result in a duplication of resources.

*“Extra cost of potentially doubling up on resources.”*

*“Not able to share resources with existing school.”*

*“Duplication of resources.”*

There was concern that costs would be passed on to parents in the form of fees.

*“Fees too much?”*

Another concern regarding cost and resources was the procurement of land and having enough space for a new school.

*“More land use.”*

*“[It] takes up space.”*

#### *Change in the community*

One concern that some participants have is that creating a new school will result in ‘teething’ issues to get the school created and get settled into its teaching and learning model.

*“Perhaps Rolleston college will have worked through its teething issues by then and a new school will possibly still have them. Not keen on my children being guinea pigs at a new school either.”*

*“Finding its feet.”*

*“Risk it might take a while to get a new team up and running.”*

Some participants believe there are too many uncertainties with creating a new school with the potential for students to become lost in a new system.

*“not sure of the standard of teaching your child will receive.”*

*“If your child is due to start secondary school in the first year or two of the school opening, there is not much information available to help decide whether the school would suit your child or whether you need to look at other options.”*

*“Kids could potentially get “lost” in the system.”*

There was also a perception that the creation of a new school wasn’t enough change as the new school could be similar to Rolleston College.

*"Similar open learning which does not suit all students."*

*"If it's the same as the current one."*

*"By making a brand new stand alone school it will just be replicating what Rolleston College already has..."*

In terms of a new school changing the community, some participants were also concerned that the process of change would create significant disruption to other schools in the community.

*"disruption of other high schools in the area."*

*"This would also have a flow on effect to the feeder Primary Schools. A community that is constantly going through ongoing change would be asked to again change rather than build connections."*

#### *Inconvenience*

While convenience was something highly referenced in the positives of a new secondary school, some participants were concerned that having a new school could present issues in terms of where it is placed (if it is placed close to the other schools in a highly concentrated area) and the traffic congestion it could contribute to based on its placement.

*"Location and traffic."*

*"Busier town."*

*"Placement is also important as in a town this small, we are already overloaded on schools in a small space around Rolleston College and Clearview. I would hate to see this further concentrated or recreated in another part of the town."*

#### *No identity*

While having a new identity was seen as a positive aspect for some, others were concerned that a new secondary school would lack an identity and that it would take time to develop tradition, history, and a strong identity.

*"No tradition or history."*

*"Lack of history and traditions."*

*"Another school having to build up an identity."*

## Second Campus of Rolleston College

Figure 2 shows the level of support participants had for a second campus of Rolleston College *in any configuration*. In contrast to Figure 1 which showed the support for new secondary school, this figure shows a higher level of opposition and a lower level of favourability. While it was initially shown in Table 3 that the number of participants preferring a new secondary school or a second campus of Rolleston College was reasonably similar (159 vs. 134), when looking at the levels of support, a new secondary score has higher levels of those in favour compared to neutral or opposed. This equated to an average of 5.87 out of 10 for support, with a standard deviation of 3.43.

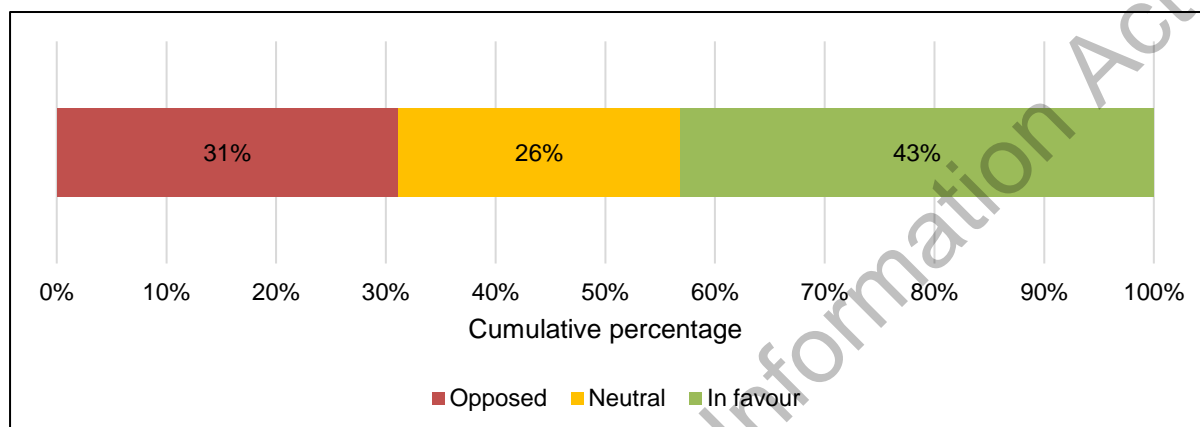


Figure 2: The level of opposition and favourability for a second campus of Rolleston College in any configuration.

Participants were asked to indicate their preferred configuration for a second campus of Rolleston College. These are shown in Table 7. The percentages are calculated from the 280 participants who answered, thus add to 100%. The numbers indicate that a second campus arranged by year is the preferred option should a second campus be the outcome.

Table 7: Most preferred second campus configuration.

Preferred configuration	Number	Percentage
Campuses arranged based on geography	51	18.2%
Campuses arranged by year level	186	66.4%
Campuses arranged by other criteria, such as specialist facilities	43	15.4%

Participants were asked about the reasons why they chose their preferred configuration option over other ones. These are shown in tables 8, 9, and 10, for each of the three configurations. These are not more deeply explored with associated quotes as following this the positives and negatives of the configurations will be discussed in more depth, and this will give a deeper understanding of what components were considered when participants made their decision.

Table 8: Themes for the reasons why participants preferred to arrange a second campus by geography.

Positives (themes)	Approximate references
Keeps kids together	16
Convenience and location	12
Minimises transitions	7
Better than other options	5
No interschool competition	1
Student leadership opportunities	1

Table 9: Themes for the reasons why participants preferred to arrange a second campus by year level.

Positives (themes)	Approximate references
Age group specialisation	56
Age group separation	25
Better than other options	17
Sense of community and connectedness	14
Reduced bullying	8
Keeps kids together	7
Effective transitions	4
Cost- and resource-effective	2
Innovative	2

Table 10: Themes for the reasons why participants preferred to arrange a second campus by other criteria.

Positives (themes)	Approximate references
Specialist facilities	10
Strength-based education	7
Better than other options	5
Avoids duplication	2
Different teaching and learning model	2
Career preparation	1
Keeps kids together	1
More option	1
Needs-based education	1
Cost- and resource-effective	1

While separation by age group was the most favoured option for a second campus of Rolleston College, assessing the various aspects of each allows for an understanding of what the community values to help with future decision making.

Figures 3 and 4 show the level of support participants had for arranging campuses based on geography and year level respectively. These results indicate a stronger level of support for separating by year level with 54% of participants answering these questions giving a high favourability score, compared to only 15% for separating by geography. This equates to an average of 6.72 for a year level split (SD = 3.14) and 4.26 for a geographic split (SD = 2.79).

This builds a stronger case for separating campuses by year level if a second campus of Rolleston College was the chosen path to take.

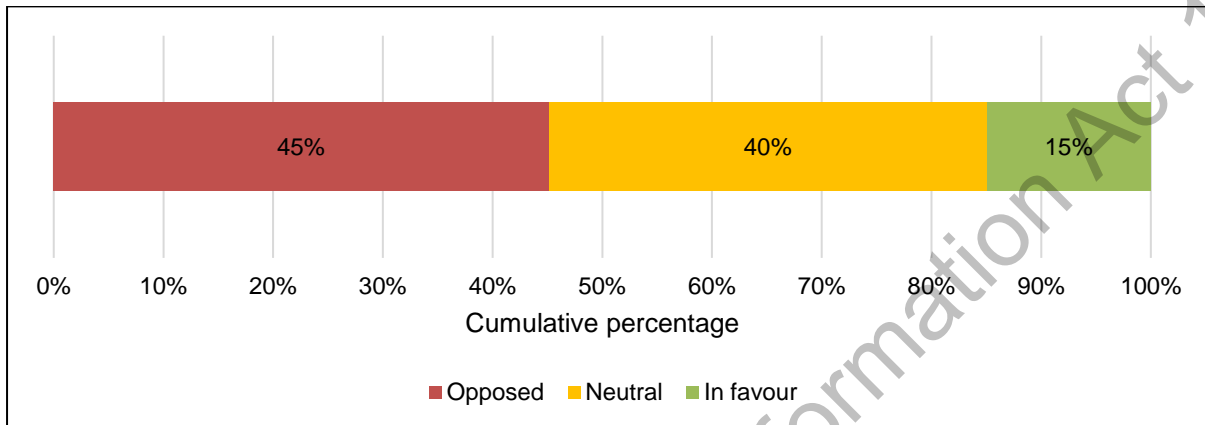


Figure 3: The level of opposition and favourability for a second campus of Rolleston College separated by geography.

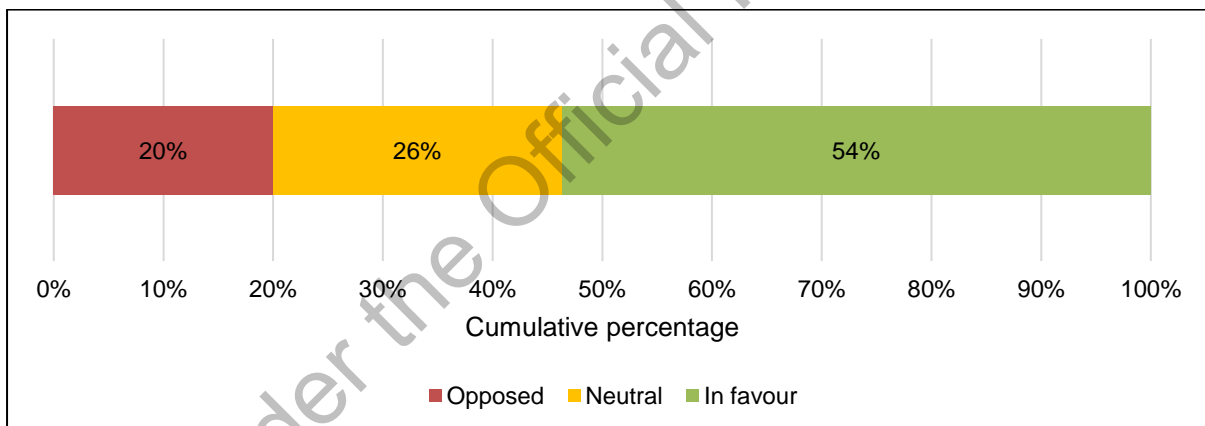


Figure 4: The level of opposition and favourability for a second campus of Rolleston College separated by year level.

The same figure could not be generated for separating campuses by some other criteria. This is because there was no clear way of how campuses could be separated and the scores given by participants depended on the concept they put forward. These will be discussed later.

Participants were asked, if campuses were to be separated by year level, what structure of separation they would prefer. These are shown in Table 11. Those who said “none”, or mentioned that they were opposed to the option, or stated they would prefer years 9 – 13 in one place, or anything of similar effect for ‘other’ were removed from this question as this feedback is reflected in other questions and does not give an accurate representation of the numbers choosing the valid responses. The percentages are calculated from the 253 who answered this question thus add to 100%.

This shows a strong preference for a junior/senior split with years 9 – 10 in one campus and 11 – 13 in another. The results of this are explored further when discussing the positives of this arrangement as many participants cited NCEA as a reason to separate year levels.

Table 11: Most preferred second campus configuration.

Preferred configuration of year level	Number	Percentage
Year 9 – 10, year 11 – 13	169	66.8%
Year 9 – 11, year 12 – 13	74	29.2%
Something else	10	4.0%

For those who indicated they would prefer a different configuration, the following were suggested:

- Year 7 – 10, year 11 – 13 as in a middle/senior school arrangement
- An NCEA split (as not all those in year 11 might be completing NCEA)
- Based on level irrespective of age

Table 12 shows the positives that participants listed for arranging a second Rolleston college campus by geography.

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Table 12: Themes for the **positives** of arranging a second campus by geography.

Positives (themes)	Approximate references
Convenience and location <ul style="list-style-type: none"> <li>• Proximity</li> <li>• Accessibility and convenience</li> <li>• Transport</li> <li>• Traffic congestion</li> <li>• Pickups/drop-offs</li> </ul>	41 37 16 10 2
Keeps kids together <ul style="list-style-type: none"> <li>• Siblings stay together</li> <li>• Local kids and friends</li> <li>• Age groups stay together</li> </ul>	9 7 6
Better than other options <ul style="list-style-type: none"> <li>• The easiest option</li> <li>• The fairest option</li> <li>• Limits movement (between campuses)</li> <li>• Disadvantages of other options</li> </ul>	3 3 1 1
Growth <ul style="list-style-type: none"> <li>• Helps overcrowding</li> </ul>	5
School identity <ul style="list-style-type: none"> <li>• Same school identity</li> <li>• Same management/leadership</li> <li>• Strengthened culture or identity</li> </ul>	1 1 1
Opportunities and facilities <ul style="list-style-type: none"> <li>• Furthers opportunities</li> <li>• More sports area</li> <li>• New facilities</li> </ul>	1 1 1
Transitions <ul style="list-style-type: none"> <li>• Reduces transitions</li> </ul>	2
Community <ul style="list-style-type: none"> <li>• Community involvement</li> <li>• Serves community</li> </ul>	1 1

*Convenience and location*

Arranging campuses by geography is similar to the concept of creating a new school in that students will (likely) attend the school which they live closest to or live within the home zone of. Because of this, the most frequently referenced positives of arranging campuses by geography is being able to live closer to the campus.

*“Closer for students to get to school.”*

*“Students attend nearest school.”*

Being geographically separated would also be more convenient and make Rolleston College more easily accessible for some families.

*"Easy access depending on location of the campus."*

*"Easier for learners to get to."*

Being in closer proximity to Rolleston College would allow greater ease for some families in terms of transport, such as enabling students to walk or bike.

*"Might encourage more students to walk/bike to school."*

*"Shorter travel for those nearby hence more students will walk."*

Having a campus in a different area of Rolleston could also help in reduction of traffic congestion by distributing traffic between the two campuses.

*"reduce the impact on traffic in the area. The location of Rolleston collage isn't the most ideal for high traffic volumes."*

*"Less traffic in town centre."*

Compared to separating different age siblings, this option would allow for easier pickups and drop-offs for parents/caregivers.

*"Siblings will be at the same school so pickup/drop offs will be easier."*

#### *Keeps kids together*

When compared to arrangements which could separate students according to their age or other criteria, this option would allow for cohorts of students to stay in secondary together. Families with multiple children felt that it would be beneficial to keep siblings in one school together.

*"Students from one family would all be at the same school."*

*"I guess it would suit families with multiple children who would want them to all be at the same school."*

Students who live within the same area of Rolleston and who have attended the same primary schools would also be able to stay together in this arrangement.

*"Well I guess all the same kids from a few primary schools would feed into that high school so they would know more kids."*

*"Friends live close by..."*

Some participants also value having students of different ages in one school together as they believe that contact between older and younger students is important.

*"Allowed juniors to have positives roles models with senior students."*

*"Having juniors and seniors in one campus is important for the social, academic and emotional growth of teenagers."*

#### *Better than other options*

Some participants believed that arranging campuses by geography was the best option as it was the most fair.

*"Only fair option."*

*"[It] is fair."*

From the perspective of what is feasible and logistically doable, three participants stated that this was the easiest option.

*"Logistically, it would be the easiest of the "second campus of Rolleston College" options to manage."*

*"Simple option."*

There was also a general statement that the other options had too many disadvantages and a comment that by separating by geography there would be less movement between the campuses.

*"Too many disadvantages with other two options."*

*"Having two mirror-image campuses of the one school should limit the amount of student and teacher movement between campuses in the school day."*

A second campus was not Taumutu's preferred option, however it was the preferred configuration if a second campus model is pursued. This was because it is seen to be preferable to a year level split or some other campus configuration.

#### *Growth*

As with other schooling options, participants commented that arranging campuses by geography may help with space and crowding at school.

*"No over crowding in schools and zones do that."*

*"Less over crowding."*

#### *School identity*

Three comments were made on the identity of the school. These comments were focused on maintaining the same Rolleston College identity in both campuses, the same governance, and strengthening the identity.

*"same school identity and teaching model."*

*"They would still work similar to their own school just be managed by the same team."*

*"Creates a strong school culture."*

#### *Opportunities and facilities*

Little was said in terms of the opportunities and facilities being a positive point of arranging campuses by geography.

*"more options for students in having 2 campuses for extended facilities and opportunities."*

*“there will be more space to play sports.”*

*“there will be space and new facilities.”*

#### *Transitions*

One positive feature of arranging campuses by geography rather than some other configuration was that there would be no transitions during secondary. Students would transition to secondary school and remain there.

*“Not having to switch schools when moving up year levels.”*

*“That u are at the one school until u leave school.”*

#### *Community*

Two comments were made that a separate campus somewhere else in Rolleston could engage and serve the community.

*“Community engagement.”*

*“Serves local community.”*

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Table 13 shows the negatives of arranging two Rolleston College campuses by geography.

Table 13: Themes for the **negatives** of arranging a second campus by geography.

Negatives (themes)	Approximate references
Community <ul style="list-style-type: none"> <li>• Separates students</li> <li>• Better and worse school</li> <li>• Community division</li> <li>• Competition between campuses</li> </ul>	29 20 13 8
Zoning <ul style="list-style-type: none"> <li>• Lack of choice (missing out)</li> <li>• Opposed to zoning</li> <li>• Property value/demand</li> </ul>	20 10 7
Cost and resources <ul style="list-style-type: none"> <li>• Duplicates resources</li> <li>• Reduced funding capabilities</li> <li>• Staff teaching across campuses</li> </ul>	16 2 1
New school <ul style="list-style-type: none"> <li>• Similar to new school model</li> </ul>	16
Teaching and learning <ul style="list-style-type: none"> <li>• May not meet learning needs</li> <li>• Needs traditional/single cell model</li> </ul>	4 2
School identity <ul style="list-style-type: none"> <li>• Maintaining single identity</li> </ul>	5
Age groups <ul style="list-style-type: none"> <li>• Mixing age groups</li> </ul>	3
Opportunities <ul style="list-style-type: none"> <li>• Specialist opportunities</li> <li>• New opportunities</li> </ul>	2 1

### Community

The greatest concern that participants had was that two campuses separated by their geography would result in separating the community. This is similar to the feedback received for a new secondary school.

Of primary concern was the separation of students from one another within the community. This was not only the separation of local friends, but also the separation of students who live in different areas who could benefit from meeting and learning with one another.

*“separation of local school friends.”*

*“Still at High School with the same students they went to Primary school with - sometimes it is good to meet new people!”*

Participants were also concerned that having a geographically separated campus could result in the perception of a ‘better’ and ‘worse’ campus.

*“Preference of one campus over another has the same issue as a new separate college - create demand for housing in one area over another - haves and have nots.”*

*“will still be very much an us and them, splitting the rich from the poor, I don't like this idea.”*

Similar to the concept of a new secondary school, some participants were concerned that a second campus would split the community and it would lose its connectedness.

*“Like two separate schools it will divide the town.”*

*“It will create the same divisions as having separate schools. One community one school.”*

There was also concern that there could be negative competition between campuses.

*“Negative Competition between the campuses will be created.”*

*“A competitive ‘my school is better than your school’ within the same community would go against the Rolleston Community ‘feel’ that the town still has.”*

### *Zoning*

Campuses arranged by geography could use home zones to determine which families attend which campus. Much like the option to have a new secondary school, there was concern that zoning would remove choice from families and some would ‘miss out’ on their favoured option.

*“We can't choose which school we would like to send our children to.”*

*“Would take away choice from families according to what style of learning suits their children.”*

Several comments were that participants in general did not like the concept of zoning and would like an alternative way to separate students into campuses.

*“Rolleston has incredibly strict geographical zoning that is already a headache, I think any move to reduce that would be a good one.”*

*“Shouldn't hinder a child's education based on which side of the street they live on.”*

As previous stated, zoning can have implications on property value and demand.

*“School zones are likely to impact property prices.”*

*“House prices being too greatly affected. This is a small town, it cannot afford to be split in half.”*

### *Cost and resources*

Creating two campuses whose only point of difference is where they are located would mean that both would need to be equipped with the same facilities and resources. For some, the duplication of resources of resources was a negative of this kind of arrangement.

*"Doubling of resources under the same current teaching model."*

*"Duplication of existing facilities and resources that already exist at Rolleston College."*

Other issues of cost and resources was that there would be reduced funding capabilities and staff may need to teach across both campuses.

*"Reduced ability for each school to have specialist facilities."*

*"Could impact staffing- would they have to teach across 2 campuses?"*

#### *New school*

The separation of campuses by geography could be too similar to a new school model according to some participants. For this reason, some felt that this arrangement is unnecessary and that a new secondary school could be developed instead.

*"No different to two complete different schools."*

*"Why do this? Why not just have two separate schools? It seems so arbitrary. It creates one big messy mega school."*

#### *Teaching and learning*

The negatives of teaching and learning pertain to not being able to meet student needs (as something completely different from Rolleston College may be required for some) and that a more traditional/single cell environment is needed.

*"It may not suit your child's learning needs and requirements, so learning could be compromised."*

*"Duplication of classes across 2 locations rather than focusing on the needs of the children."*

*"It is still the same style as Rolleston College and I think the town should have a more traditional option available locally for families to chose for their children."*

#### *School identity*

Some participants felt that a single school with two geographically campuses may struggle to maintain a single unified identity.

*"It could still feel like two separate schools, and may be a challenge to maintain a unified Rolleston College culture."*

*"developing a separate culture."*

### *Age groups*

Having a mix of age groups in each campus was an issue for some participants who would prefer more separation so that teaching and learning can be more consistently applied to each age group.

*“Mix of age groups could make things difficult for consistency across campuses.”*

*“we can be put with multiple levels and not be able to know who the people who are the same year.”*

### *Opportunities*

Three comments were made that a second campus could adversely affect the specialist opportunities available to students and limit new opportunities which may be more possible with a different school.

*“Could impact access to specialised spaces/staff.”*

*“You would need to have the same facilities on both campuses with no ability to have specialist facilities at either campus.”*

*“Different learning opportunities e.g. Sports teams and practices.”*

Table 14 shows the positives of arranging campuses based on student year levels.

Table 14: Themes for the **positives** of arranging a second campus by year level.

Positives (themes)	Approximate references
Age group specialisation <ul style="list-style-type: none"> <li>Better able to meet needs</li> <li>Focus on NCEA</li> <li>Opportunities</li> <li>Preparing for senior education or work</li> <li>Supporting development</li> </ul>	53 18 9 9 7
Age group separation <ul style="list-style-type: none"> <li>Reduced bullying</li> <li>Less distraction</li> <li>Keeps younger students safe from younger students</li> <li>Leadership opportunities</li> <li>Separates age groups</li> <li>Student mentorship</li> </ul>	15 11 7 6 4 2
Community <ul style="list-style-type: none"> <li>Similar age groups together</li> <li>Community connectedness</li> <li>Campuses connected</li> <li>Keeps friends together</li> <li>Less competition</li> </ul>	25 5 3 2 1
Facilities and resources <ul style="list-style-type: none"> <li>Age-based facilities</li> <li>Resources</li> <li>Less duplication</li> <li>Uniform</li> </ul>	17 5 3 2
Transitions <ul style="list-style-type: none"> <li>Assist younger people transition</li> <li>Consistency/continuity</li> <li>Same-age peers transitioning</li> </ul>	9 5 4
Growth <ul style="list-style-type: none"> <li>Helps overcrowding</li> </ul>	4
Convenience <ul style="list-style-type: none"> <li>Traffic congestion</li> <li>Staggered start and end times</li> </ul>	1 1
Middle school <ul style="list-style-type: none"> <li>Possibility for year 7-8 inclusion</li> </ul>	2
Better than other options <ul style="list-style-type: none"> <li>No zoning</li> </ul>	1

*Age group specialisation*

Being able to better cater to the abilities and needs of learners of varying ages was viewed as a highly positive feature of arranging campuses by year level.

A high volume of comments were centred around how this arrangement could mean that campuses are better equipped and able to meet the different needs of age groups.

*“Better age related learning.”*

*“Teachers can have better knowledge/skills to work with a smaller age range, than currently where they are having to work with kids of a 5 year age range.”*

*“The buildings, teaching staff and learning logistics of each campus can be tailored to the learner's age.”*

Specifically, some stated that this arrangement allows for one campus to have a strong focus on NCEA with the other campus designed to prepare learners for entering NCEA.

*“Specific focus on NCEA at one campus.”*

*“NCEA learners have the space to work on such things and juniors have the space to work on finding all the things that interest them.”*

*“It means that at Year 12-13, you can have a more specialist focus with in-depth thinking and skill development for the NCEA.”*

Age-related opportunities and outcomes was also an important positive for several participants who stated that arranging campuses by year level may have the most positive outcomes for students and offer them more age appropriate opportunities.

*“Greater opportunity to provide age appropriate learning opportunities.”*

*“Best outcome for learning.”*

*“It would provide opportunities for defined support for the differing needs of the age groups.”*

Preparing younger students for senior education and preparing senior students for work/further education was viewed as a positive possible outcome of age group specialisation.

*“Let's say like going to intermediate use to be ahead of high school. A sense of growth and skill set changes.”*

*“This may enable a really strong focus for year 12 and 13 students to have an environment uniquely structured to them accessing work skills.”*

*“...senior school having more direction towards careers and university and also more personal responsibility with things like access to kitchen facilities and common room type areas.”*

Age group specialisation allows for schools to support development of students, and this was something that some participants felt was a positive feature of this arrangement.

*“The different age groups have different social/ educational/sexual and developmental values and focuses and it could be beneficial for them to experience their needs among similar aged peers and environments.”*

*“Can give more freedoms to more mature students.”*

#### *Age group separation*

Other aspects of separating age groups (beyond specialising education) were also discussed. This includes the possibility of reduced bullying between senior and junior students.

*“May reduce likelihood of bullying.”*

*“...may reduce peer pressure and bullying from older students.”*

Separating students at different educational and developmental levels may also reduce the distraction that seniors feel from students, particularly during crucial times such as exams and study periods.

*“...keeps the younger ones separate from the seniors who have exams and more specialist subjects to focus on.”*

*“Yr 11-13 might be able to study/learn NCEA better without distractions of 9-10.”*

Some participants believe that safety could be a factor in that younger students would be ‘protected’ from older students due to less exposure to certain behaviours etc.

*“Could avoid younger students being ‘led’ by older students.”*

*“Keep the young kids away from the issues of the older kids.”*

While leadership and mentorship is a contentious issue in the negatives of this arrangement, it was viewed as a positive for some who believed that more students may have access to leadership opportunities as there would be junior leaders at one campus and senior leaders at another.

*“Having a junior campus opens up leadership opportunities for younger students.”*

*“Allows leadership to be spread. Seen how Year 9 & 10s grew when there was no older age groups to take leadership in early days of school.”*

Few comments were generally in favour of keeping different age groups separated.

*“Different age groups separated.”*

*“...separates the older kids from the younger ones.”*

The concept of tuakana/teina relationships was referenced twice. It is unsure whether they specifically meant that this would be within each campus with the same year levels supporting one another or whether it would be across campuses.

*“Opportunity for teina-tuakana relationships to be lived, maintained & experienced.”*

*“Connections across campus through Leadership, tuakana teina and Whanau activities could also thrive in this set up.”*

### *Community*

Several participants referenced that a sense of community could be supported through keeping similar age groups together rather than splitting them across campuses.

*“Opportunity for community kids of same year levels to all come together - both socially and for learning.”*

*“All with people their own ages.”*

*“we get to know the people who are the same year level.”*

Some participants believed that this would help support a sense of community and connectedness across campuses.

*“give a bigger sense of community to the kids, wider social circles.”*

*“Potential to build better community feel for cohorts.”*

*“A stronger sense of belonging.”*

Keeping students in campuses with their cohorts could help support friends which could be more easily formed or were more likely to remain intact.

*“friendships and learning groups are easier formed.”*

*“You’ll able to go with friends the same age.”*

Having campuses separated by year level may help them stay more closely connected rather than if they acted as separate entities of the same school.

*“There will be more opportunity for integrations between the two sites and a better community outcome overall.”*

*“Learners needing access to the specialist spaces of either campus can still travel to “their other” campus to utilise them. There would still be a degree of “ownership by learners of both campus”.*

There could also be less competition between the campuses.

*“Less damaging competition.”*

### *Facilities and resources*

Arranging the campuses by age group could allow each campus to have facilities which are specific to the age groups using them.

*“Can build to suit each year level, no switching between campuses regularly.”*

*“structure and buildings that suit that level of education.”*

Resources are also something that can be more age-specific and more effectively used to focus on age-specific teaching and learning.

*“Focus resources.”*

*“Using same resources to create a super school.”*

Resources would be duplicated less as each campus could have the resources it needs for its age cohort, compared to separation by geography which would require the same resources at each campus.

*“With the same year group and having the specialist saves with duplication of some equipment that is only relevant for certain levels.”*

*“may be less costly, as less duplication of facilities.”*

Uniform is something that was raised by two participants who said that uniforms can clearly distinguish between junior and senior students at the different campuses.

*“Existing uniform reflects the 9/10 and 11 to 13 split.”*

*“obvious which students go where based on uniform, helps identify learners to a campus.”*

#### *Transitions*

Some participants commented on how transitions may be improved through assisting younger students to ease into senior education similar to how intermediate school acts as a step between junior and senior level education. For those transitioning to secondary school from year 8, having a smaller campus may help them adjust.

*“For the juniors who don't have an intermediate school option in Rolleston it would certainly make the transition to high school less overwhelming.”*

*“A transition to school for Year 9 can prove to be traumatic. maybe a smaller campus could be less overwhelming.”*

*“A transition to school for Year 9 can prove to be traumatic. maybe a smaller campus could be less overwhelming.”*

Some comments were that this arrangement assists in consistency and continuity.

*“Cohesion.”*

*“Strong sense of cohesion, consistency of experience.”*

This may be due to peer groups being able to transition through school together.

*“More likely that siblings are aged within 2-3 years of each other which is helpful for times of transitioning into high school.”*

*“having people that you know would be better, because the year 9s and 10s will know each other better than the year 11s, 12s and 13s.”*

### *Growth*

As with other options, this theme pertains to how this option alleviates pressure from the growing community.

*“Higher capacity (more students) in the growing Rolleston area.”*

*“Avoids overcrowding at the current site.”*

### *Convenience*

A couple of comments were made about how this option can reduce traffic and staggered start and end times may assist in getting students to and from school.

*“...less traffic around the campus.”*

*“Staggered start and end times.”*

### *Middle school*

Shifting to a middle/senior school concept (year 7-10, 11-13) was favoured by some who wanted an option other than year 9-10, 11-13, and year 9-11, 12-13. While a middle/senior school was not offered in this engagement, this may have been viewed as an option for the future that could be enabled with an arrangement where campuses are arranged by year level.

*“Year 7 and 8 children in Rolleston need a better option than full primary, would benefit from mixed aged school with year 9 and 10 to model and mentor. This arrangement would provide many more interesting learning opportunities for yr7 and yr8 children.”*

*“Allows for a split between Junior (Y7-10) and Senior (Y11-13).”*

### *Better than other options*

One participant explicitly said that they preferred this arrangement over others due to the fact that it would not require zoning.

*“It is not determined by geography which essentially gets determined by where people can then afford to rent or buy property.”*

The negatives for this arrangement are shown in Table 15.

Table 15: Themes for the **negatives** of arranging a second campus by year level.

Negatives (themes)	Approximate references
Age group separation <ul style="list-style-type: none"> <li>• Lost leadership/mentorship opportunities</li> <li>• Age groups separated</li> <li>• Siblings separated</li> </ul>	53 36 6
Transitions <ul style="list-style-type: none"> <li>• Additional transition</li> <li>• Loss of continuity</li> </ul>	19 3
Inconvenience <ul style="list-style-type: none"> <li>• Children at both sites</li> <li>• Pick-ups/drop-offs</li> <li>• Distance</li> </ul>	11 6 3
Age group specialisation <ul style="list-style-type: none"> <li>• Difficult to cater to exceptional needs</li> <li>• Less opportunities</li> <li>• Logistically difficult</li> </ul>	13 2 1
Staff <ul style="list-style-type: none"> <li>• Need to specialise</li> <li>• Travel between campuses</li> <li>• More specialist staff required</li> </ul>	5 2 1
Community <ul style="list-style-type: none"> <li>• Loss of connectedness</li> </ul>	8
Facilities and resources <ul style="list-style-type: none"> <li>• Some duplication</li> </ul>	3
Middle school <ul style="list-style-type: none"> <li>• Year 7-8 should be included</li> </ul>	1

#### *Age group separation*

While separating age groups was seen as a good way to specialise learning, separating students was also a negative for many people. Primarily, this was because of a loss of mentorship opportunities. These participants believed that it was important for junior students to be exposed to senior students as role models.

*“Younger kids need role models and good examples set by their older peers, something to aspire to.”*

*“Loss of opportunity for Tuakana/Teina (peer support/buddy learning).”*

*“We lose the opportunity to teach older students concepts of responsibility to others, responsibility of leadership and being a role model. Younger students lose the opportunity to identify role models, and to see the education path (and options) before them.”*

Several comments were made that participants didn't like separating age groups for various reasons, though mostly for learning and social reasons.

*“Lose interactions between year groups.”*

*“lack of ability to mix all years. Juniors get experience from interacting with seniors and vice versa.”*

*“Minimises opportunity for whanaungatanga accross levels.”*

Taumutu similarly did not like separating age groups, as it reduced the ability to build a feeling of school whānau, and removed some ways of providing tuakana teina learning opportunities. The Chairperson felt that the overall school feel would be different with a large number of same-aged students on a single campus.

Another issue raised is that siblings of different ages would be separated from one another.

*“Siblings may be at different places.”*

*“You may not be with your younger/older sibling.”*

### *Transitions*

Having an additional transition is something that many people are against due to the disruption this can have. In particular, this transition could occur as students are about to start NCEA.

*“Changing campus like changing school again in middle of secondary schooling too disruptive especially kids with special needs who benefit from long standing relationship with staff etc.”*

*“kids settle but only for a short term (2 yrs) then restart at new campus with new classrooms and classmates all over again- too disruptive.”*

*“Too disruptive for students. Senior students would have to begin NCEA with all the changes of a new campus - it's too much.”*

An additional transition could also result in a loss of continuity and coherence.

*“Also you would lose the continuity of teachers/location/community achiever by attending just one high school.”*

*“Yes it is a recent development in some parts of NZ, but continuity is a key part of education. Area Schools have it all over our secondary counterparts. All about developing values that support community building.”*

### *Inconvenience*

Families with students of different ages would possibly need to attend both campuses. This can have implications for pickups and drop-offs.

*“Families having children at 2 different locations.”*

*“Split drop off for some parents.”*

Distance could be a factor for some participants as students of different ages may need to travel further.

*“Distance to school for some students and teachers.”*

*“Further travel for students at different stages of education.”*

*“Could be challenging if located too far apart. Some students could have to travel large distances.”*

#### *Age group specialisation*

Specialising education for age groups was the most referenced positive, however some participants saw issues. One of these is that it could become difficult to cater to exceptional needs, such as students who work at a level above their age.

*“Some students may need learning at a different level to their age and having campus arranged by age makes this difficult and even more divisive for the child if they have to do something different.”*

*“It would impact the junior students who are able to be extended with the senior options as they would have not have easy access to learn with and from senior students.”*

There was also concern that without mixed-age learning some opportunities may be less available to students.

*“Teachers only teach a small age group so less room to extend education.”*

*“It removes some of the opportunities for mixed-age learning; I as a student have learned a lot from both older and younger students.”*

One participant commented that this arrangement would be logistically difficult. This is due to how staff would be affected by the different timelines of junior and senior students.

*“As a teacher, this would impact on teaching timetables/workload throughout the year as well as the end of the year when seniors leave and juniors are still being taught.”*

#### *Staff*

This arrangement would result in changes to how schools are staffed. Some participants pointed out that staff would need to specialise their teaching to the age groups they have.

*“The teachers would have to specialise in Year 9-10 or Year 11-13.”*

*“...or be pigeon-holed into teaching only juniors or seniors.”*

Staff of some subjects may need to travel between campuses which may pose an extra stress for them.

*“[Teachers] would have to travel across the two sites.”*

*“Staff needing to move between campuses.”*

One participant commented that more specialist teachers would be required in this arrangement.

*"You will need more specialist teachers to work split campus."*

### *Community*

Several comments were made that arranging campuses by year level would result in a loss of a sense of community and connectivity.

*"Students missing out on school whole community feel."*

*"Must be communicated well and feel like one school - often this is not the case so the schools are run as separate."*

### *Facilities and resources*

As with other options, this arrangement could result in the duplication of some resources and facilities.

*"Sports equipment and uniforms, along with some physical facilities, would need to be duplicated."*

*"Doubling up of equipment- teachers spread about."*

### *Middle school*

As was discussed earlier, some participants would like a middle/senior school (year 7-10, 11-13). They believe that not including this configuration of year levels is a negative.

*"the absolute best option would be 7-10 then 11-13, but this has not been put on the table at this time."*

## Other Ways to Arrange Campuses

The third option for arranging a second campus of Rolleston College was by some criteria other than geography or year level. While this was not a favoured option (refer to Table 7), some participants still gave suggestions for how campuses could be arranged.

Participants were asked what other ways they thought Rolleston College campuses could be arranged. Only answers which provided some form of alternative option were considered and are included in Table 16. This table also includes the number of times each arrangement was suggested, and the average level that these participants would support this configuration.

Table 16: Alternative ways to arrange Rolleston College campuses.

Arrangement	Number of references	Average level of support*
Specialty subjects (e.g. sports, science, technology, arts)	15	7.5
Middle/senior campuses (years 7-10, 11-13)	8	8.6
Single cell/traditional vs. modern learning environments	7	8.1
Single sex – boys' and girls' campuses	5	8
Vocational learning	4	6.5
Alternative learning (e.g. different needs, behavioural issues)	3	5.7
Bilingual education	1	6**

\*The levels of support are from a 10-point scale where 1 = Strongly opposed and 10 = Strong in favour.

\*\*Only one score was obtained, thus the figure is a raw score and not an average.

The number of references were very low, thus the averages given are not indicative of the entire sample or of the community as a whole. As with other comments made by participants throughout this report, the concept of a middle/senior school and provision of single cell/traditional learning environments is something that participants believe could differentiate campuses. Another highly rated arrangement was single sex education which was not raised anywhere else in the survey.

## SUMMARY

Due to the projected populated growth in the Rolleston area, additional secondary school provision is required to meet education needs. A survey was conducted to assess the community's opinions of different secondary school options. The two options presented were:

- Option 1: A brand new secondary school
- Option 2: A second campus of Rolleston College

When asked which option they preferred, the sample was split with approximately 54% preferring option 1 and 46% preferring option 2. Further investigation of the levels of support though showed that option 1 had higher levels of community members in favour and less opposed, however. 63% of participants gave scores which were in favour of a new secondary school compared to 43% for a second campus. This was also Te Taumutu Rūnanga's preferred option. Because of this, future work in this area should consider the possibility of a new secondary school with a new identity, rather than extending Rolleston College with a new campus (however options for doing this successfully are discussed).

Several positives of a new school were given by participants which fit into the following themes: Growth, choice, teaching and learning, opportunities, school identity, change in the community, convenience and location, facilities and resources, community, and keeping kids together.

Negatives of a new school fit the following themes: Community, zoning, cost and resources, change in the community, inconvenience, and school identity.

For a second campus of Rolleston College, the preferred configuration was campuses arranged by year level which was the preferred option of approximately 66% of participants. When asked why this was their preferred option, the reasons given by participants fit into the following themes: Age group specialisation, age group separation, better than other options, sense of community and connectedness, reduced bullying, keeps kids together, effective transitions, cost- and resource-effective, and innovative.

The preferred year level configuration for campuses arranged by year level was year 9 -10 and year 11 – 13. This was preferred by approximately 67% of participants, while approximately 29% preferred year 9 – 11 and year 12 – 13, and 4% preferred a different configuration. The other configurations suggested were year 7 – 10, year 11 – 13 (in a middle/senior school configuration), an NCEA split regardless of age, and a separation based on level irrespective of age.

Participants were asked about alternative ways of arranging campuses, and gave the following suggestions: Specialty subjects, middle/senior campuses (year 7 – 10, 11 – 13), single cell/traditional vs. modern learning environments, single sex, vocational learning, alternative learning, and bilingual education. The numbers were not high enough to infer how the community would support these, however of the small sample that gave a response, middle/senior campuses, single cell/tradition vs. modern learning, and single sex were the most favoured alternative arrangements.

Some feedback was received from the Lincoln High School Board of Trustees regarding a new school/campus. They would like an option to be considered that the new school is a

satellite of Lincoln High School rather than Rolleston College. They propose that a proxy zone be created so those in vicinity of the new site attend the Lincoln High Satellite.

The reason Lincoln propose this is because they receive high numbers of out-of-zone enrolments from families in the Rolleston area which is largely due to some families not favouring the style of teaching and learning offered by Rolleston College. They would like a different teaching and learning option for people in Rolleston, and having a choice in education was a theme present several times throughout this consultation. However, having a zone for Lincoln High School in Rolleston does not offer choice as families would be in zone either for Rolleston College or Lincoln High School. This could contribute to division in the community over a 'better' and 'worse' school as was alluded to by participants in the survey.

The recommendations below consider the feedback from the community in all aspects of the survey. They consider the different options that may be chosen and suggest what things need to be considered to make the options more favourable to the community to meet their needs and wants.

### **Recommendations**

- It is recommended that a new secondary school be developed with input from the community as this was a more favoured option compared to a second campus of Rolleston College.

*If a new school is chosen*

- The community need to be heavily involved in creating the school and ensuring that it aligns with the values of the Rolleston community.
- The placement of the school needs to consider the position of other schools, the concentrations of people in the projected future, and the congestion and flow of traffic, as well as positions of main roads.
- It needs to be created with assistance from Rolleston College to ensure that it complements Rolleston College.
  - This may mean that facilities, subjects, and programmes are offered at each location which may allow students additional opportunities through accessing the other school, rather than limiting the potential at each school.
  - This may also reduce competition as there is collaboration between the two schools.
- The board and principal of the new school need to have high collaboration with the governance of Rolleston College.
  - This may help with the relationship moving forward, ensuring that there is reduced competition, similar values, shared events etc.
- The implications of zoning need to be considered and made explicitly clear to the community. The community should be given ample opportunities to provide feedback on enrolment schemes and home zone boundaries to ensure fairness.
- Shared events and interschool competitions need to be considered as part of the educational network in Rolleston to capitalise on the opportunities that having a new secondary school may offer.
  - Socialisation events should aim to mix students through capitalising on the shared Rolleston community spirit so as to reduce bullying and rivalry.

- The design of learning spaces needs to consider increased adaptability so that environments can be easily configured to be single cell with the ability for spaces to be opened for open plan learning.
  - This will alleviate concerns from some participants that modern learning environments are not suitable for some students by ensuring that spaces are future-proofed but with the ability to be single cell for some students who may need this.
- Bilingual pathways need to be considered in the design of the teaching and learning models, the learning spaces, the governance team, and the specialist services provided.
  - This new school should act as a 'go-to' place for families who desire bilingual pathways. This will require advance planning.

*If a second campus of Rolleston College is chosen*

- It is recommended that if a second campus is chosen, the campuses be arranged by year level.
- The campuses should be split Year 9 – 10, year 11 – 13.
- Consideration should be given to making the new campus year 11 – 13 with new specialist facilities which can meet the interests and needs of senior students before they go into further education and work.
  - Facilities to help with NCEA, such as study rooms, should be considered in the design of a second campus.
- The size of the facilities could be considered to enable the inclusion of years 7-8 in the future, should this restructure be viable.
- The location of the second campus should consider the position of other schools, the congestion and flow of traffic, the placement of main roads, as well as the proximity to Rolleston College to enable safe student movement between campuses.
  - Allowing movement between campuses will increase the opportunities available to students at both campuses.
  - The safety and convenience of moving between campuses needs to be high priority, and busy main roads should be avoided where possible.
- Leadership and mentoring programmes should be considered to allow senior students to guide and teach junior students. How this should occur should be designed with input from the community.
  - This will help alleviate community concerns about juniors not having access to seniors.
- Consideration needs to be given to how students transition from junior to senior, and how they may be supported in year 10 so as to minimise disruption when starting NCEA.
- Te Taumutu Rūnanga expressed a desire that the cultural narrative continue across both campuses, in addition to aligning place-based pedagogy and content across curriculum delivery on both sites.
- The movement of staff between campuses needs to be considered as some specialist staff may be required at both sites.
- Consideration could be given to making the second campus a satellite of Lincoln High School, rather than Rolleston College.

- This would require further consultation with the community as to how this would work and how it could be beneficial.
- Issues of zoning and community division were prevalent in the survey which may not make this a favourable option.

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# FUTURE OPTIONS FOR SECONDARY EDUCATION PROVISION IN ROLLESTON

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THE SECOND ROUND OF COMMUNITY ENGAGEMENT

APRIL 2021



PREPARED FOR: MINISTRY OF EDUCATION  
PREPARED BY: D & G CONSULTING

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## EXECUTIVE SUMMARY

This is the second round of community engagement following an engagement process that occurred in 2020 in the Rolleston and wider community. The first round of engagement gauged community opinions surrounding primary school zoning following the introduction of a new school in Rolleston East, and how secondary education may be structured to meet projected growth. This second round of engagement focuses on the provision of secondary education with additional information that may affect the community's opinions.

The first round of engagement found a small preference for a new independent secondary school in Rolleston rather than a second campus of Rolleston College. This was from a sample of 308 people including parents, staff, and students. Positive and negative feedback on all options was obtained. It was also determined that if a second campus of Rolleston College was the chosen option, the community would prefer the campuses to be split by age rather than geography or some other alternative.

The community indicated that some things could change their preference for the two options. This included:

1. What the zone of a new school would be;
2. Whether a second campus of Rolleston College would be separated by geography, age, or something else; and
3. What teaching and learning would look like at a second campus of Rolleston College.

Additional information was provided in this round of engagement to reassess the preference for secondary options. This information was included online, in the online survey, and in communications sent out to schools, iwi, community groups, and others. The information included maps of the potential enrolment zones, information on how Rolleston College would likely be split by year levels in a two-campus model, and information on how teaching and learning would occur at Rolleston College if they were to have a junior and senior campus. The information on teaching and learning at Rolleston College was given in a video curated by the college. Information on how a new independent secondary school would operate and what facilities it had would be speculation at this stage in the process and the community were told that this would be informed down the line if it was the chosen option.

Community evenings were run to answer questions and gather feedback, and an online survey was primarily used as the tool of data gathering. Online submissions were also received. We gathered feedback from Te Taumutu Rūnanga who restated that their preference was for a new independent state secondary school.

496 participants take part in the current survey. A large proportion of these are parents/primary caregivers to students attending school in the Rolleston area. 63.3% of participants chose Option 2 (a second campus of Rolleston College) as their preferred option compared to 36.7% picking a new secondary school. Option 2 also had a higher proportion of participants 'in favour' and less 'opposed' compared to Option 1. If Option 2 were chosen, 61% of participants would like a year 9 – 11, year 12 – 13 split (as suggested by Rolleston College). 39% voted for a year 9 – 10, year 11 – 13 split.

Many participants were neutral regarding the proposed zones. While some believed that the proposed zone of the new school accommodated growth, it was criticised for being too small and not encompassing wider area in Rolleston and West Melton where many people are

continuing to move to. Many participants are also opposed to the concept of zoning in Rolleston. Namely, this is because it could introduce division, competition, and rivalry in the community. Participants believed that zones affect things like house prices and house demands, and participants showed concern toward the creation of an 'us' vs. 'them' mentality within the Rolleston area. Zones are also perceived to take away choice. Participants stated that having two schools should offer families a choice in sending their child to the school that best suits their needs.

A common theme throughout the findings was that some participants prefer a more traditional approach to learning in smaller classrooms, rather than the more open learning environments at Rolleston College. These participants recommended that a new school or a second campus of Rolleston College focus more on flexibility and offering traditional learning environments. There was also concern though that this could result in an unfair split in the community with some families in one another having access to a particular type of learning, and other families in another area having access to a different type of learning, based on where they live and which school they are in zone for.

If Option 2 were the chosen option, participants would like the campuses to be age specialised. This would include having specialist senior facilities and dedicated study spaces. Learning could be enhanced through a strong focus on tertiary and career pathways, offering subjects not currently offered at Rolleston College, practical work skills and trades training, and a technology centre.

Some participants identified that the search area for a new site is too far from Rolleston College if a second campus is to be built. This would have safety and convenience implications as students and staff would need to travel between campuses. The community would like to see accessible transport options available to facilitate movement between campuses if this were to be the chosen option. Some also recommended that a closer site be obtained.

Largely, the community would like a site that can be used by the community. This would need to be accessible and affordable as some indicated it is currently too expensive to do so at Rolleston College due to it being a public-private partnership (PPP). The community could use the site for night school/adult education, as a venue for events and activities, for sports activities and games, and for pathway and career education of youth.

There was concern that the options do not consider the long-term growth of Rolleston. Some participants believe that further problems could be met down the line if the right changes are not made now as more secondary schools could be required in the future.

### **Recommendations**

The recommendations below are based on the feedback received in this survey and consider some of the concerns raised by the community.

1. Based on the feedback of the community, it is recommended that the Ministry strongly consider Option 2, a second campus of Rolleston College.

Despite feedback regarding the search area for a new site and some concerns about the type of teaching and learning provided at Rolleston College, Option 2 was the most preferred option. This option allows for the community to be united with a single secondary school that provides for all of Rolleston and its surrounding areas. It also allows for specialist learning

opportunities at the junior and senior levels with the potential for new specialist facilities and resources beyond what is currently available at Rolleston College.

If this is the chosen option, the following recommendations will ensure the best possible outcomes may be achieved based on the feedback of the community.

### **Recommendations if a Second Campus of Rolleston College is Chosen**

2. Consideration should be given to the zone boundaries, and ensuring these accommodate upcoming developments in Rolleston and the surrounding areas.
3. If possible, a site closer to Rolleston College could be considered.
4. The junior campus should be years 9 – 11, and the senior campus should be years 12 – 13.
5. The Ministry should work alongside Rolleston College and the wider Rolleston community in designing the senior campus.
6. If students and staff are required to move between campuses, a form of shared transport (such as a regular shuttle) could be considered to ensure students are supervised during this travel time and do not need to walk during poor weather conditions.
7. The senior campus should focus on specialist senior facilities and include dedicated study and quiet work areas.
8. Consideration could be given to a technology centre usable by other schools in the community, and a careers hub that connects learners to tertiary education and careers.
9. A new campus should have highly flexible spaces that allow for students to learn in varying class sizes so that a mix of modern learning and traditional learning may be used.
10. Strong connectivity with Waitaha School at the senior campus should be retained.
11. Rolleston College will need to consider the connectivity between campuses with plentiful opportunities for juniors and seniors to interact.
12. Community usage should be considered with facilities being affordable and accessible for the community.

### **Recommendations if a New Secondary School is Chosen**

1. Consideration should be given to the zone boundaries, and ensuring these accommodate upcoming developments in Rolleston and the surrounding areas.
2. Further work in aligning the secondary zones with the primary zones should be considered.
3. If possible, a site further west in Rolleston could be considered.
4. The Establishment Board should work alongside the community in designing the physical spaces as well as informing the pedagogies, values, and culture of the school.
5. The Boards of Trustees of both Rolleston College and the new secondary school should consider the number of out-of-zone enrolments they offer.
6. Strong connectivity with Rolleston College and the community as whole should be prioritised.
7. Community usage should be considered with facilities being affordable and accessible for the community.

## INTRODUCTION

This community engagement is the second round of engagement for the Rolleston community. The first round of engagement occurred in the second half of 2020 and served two purposes: To gain feedback on amended primary enrolment scheme home zones following the introduction of a new school in Rolleston East and to gauge community opinions around how secondary education is best structured to meet projected growth.

This second round of engagement is to further explore the options for secondary education that meet projected growth in the area. This is following some of the key questions raised in the first round of engagement.

### **First Round of Engagement**

The community were engaged on two options:

- Option 1: A new independent secondary school with its own enrolment zone
- Option 2: A second campus of Rolleston College

308 responses were included in the sample. Approximately 55% preferred Option 1, and 45% Option 2. In examining the levels of support, it was found that Option 1 had a higher proportion of participants rate in favour, compared to Option 2 which had more either opposed or neutral.

Participants gave positives and negatives of these options. This included accommodating growth, offering choice, improved teaching and learning, additional opportunities, age group specialisation, age group separation, sense of community, among others.

Participants were also asked, if the chosen option was a second campus of Rolleston College, whether the college should be separated by geography (where they live, similar to zoning), age (junior and senior), or some other separation such as art vs. sports. The community indicated a preference for an age split, and for this to be years 9-10, 11-13 to offer NCEA specialisation.

While the results indicated a preference for a new, independent secondary school, the community indicated several things could change their opinion or that they felt they should know prior to answering. This included:

1. What the zone of the new school would be;
2. Whether a second campus of Rolleston College would be separated by geography, age, or something else; and
3. What teaching and learning would look like at a second campus of Rolleston College.

## Addressing Questions and Concerns

Given uncertainties raised by the community in the first engagement, the Ministry of Education chose to engage the community again with more information available. This answers questions raised by the community and ensures there is maximum transparency before a decision is made. In this round of engagement, information addressing the above uncertainties was posted online and included in other communications to ensure that everyone engaged was aware of these prior to providing feedback.

- New school enrolment zone

The Ministry of Education developed a potential zone for a new secondary school as well as a school site search location. This site would be for a new secondary school as well as a second campus of Rolleston College. If a second campus of Rolleston College was chosen, this new zone would be captured within the existing Rolleston College zone.

- Second campus separation

Based on the first round of engagement, it was determined that a second campus of Rolleston College would be separated by age and Rolleston College would have a junior and senior campus.

- How teaching and learning would occur at a second campus

Rolleston College was approached to answer the final question, how teaching and learning would occur. This information was summarised into a video and presented to the community. Rolleston College advocated for a year 9 – 11, 12 – 13 split, despite this not being the most popular in the first engagement. This was to coincide with changing trends in NCEA, specifically, the potential removal of the NCEA level 1 qualification. Based on this further information, the community were still engaged with on year level what split they prefer for Rolleston secondary education.

Rolleston College specified that quality teaching and learning would be sustained across both sites, with the second site being a more specialised senior facility with specialist facilities and resources that suit senior learners. It would retain its model of having foundational skills developed in years 9 – 11 through the three learning types: Ako (personalised learning with Ako guide), Connected (learning concepts connected and integrated around a main theme or idea), and Selected (pathways of interest). There would be further development and specialisation in years 12 – 13 through less integrated learning and more blended and specialised learning with a focus on pathways out of school. Self-directed learning and advisory sessions would be integrated into an amended senior timetable. Health and P.E. would remain a focus at all levels.

A second campus would allow for further specialisation for age groups and age-specific needs. A senior campus could also allow for quiet study zones and individual work. Whānau links would be retained across campuses to ensure there is strong school identity and a sense of pride. Partnerships with tertiary education providers and local business could be further emphasised and strengthened to strengthen out of school pathways.

Logistically, the second campus would be an approximate 25-30 minute walk from the existing campus. This time would be reduced with a bike or scooter, and staff or senior students may also drive between campuses. Flexible timetabling would allow students at

either campus the freedom to utilise the other campus such as using specialist facilities, and would also allow for senior students to accompany junior siblings to and from school. The college envisions an earlier end of school time and shorter breaks for a senior campus which would allow for extracurricular activities, study, tertiary provision/outpost, and going to the junior campus to meet younger siblings.

### **Scope of Second Round of Engagement**

Based on this information, this second round of engagement will further explore the options for secondary education in Rolleston now that the additional information requested in the first round is available.

- Option 1: A new independent state year 9 – 13 secondary school with its own enrolment zone

This option would involve the creation of a new independent state secondary school in the southern Rolleston area. It would have its own identity, governance, uniform etc.

Participants were informed in the first engagement that a new school would have a zone, and the enrolment zone for Rolleston College would be amended to accommodate this. Despite this, several participants raised the issue of zoning and personal choice, indicating that a new school could allow for greater choice for parents if a zone were not implemented. This round of engagement was an opportunity to further ensure that community members were aware of the zoning implications of a new school, and if necessary, adjust their preferences based on this knowledge.

Transitional arrangements / Grandparenting provisions may apply, which ensures that those community members who become out-of-zone for Rolleston College as a result of an amended zone would still be considered “in-zone” as long as it contains children who are younger siblings of current students, or for the period specified in the zone description.

How this school would look and operate is not known at this stage, and if this was the chosen option, an Establishment Board would consult with the community to inform design and pedagogies, among other elements.

The information provided to the community which was displayed online is included in Appendix A of this report. This includes the maps of the new zone and amended Rolleston College zone and the indicative search area for the new site.

- Option 2: A second campus of Rolleston College, separated by age

This option would mean a senior campus of Rolleston College would be built on a site located in the new school search area. As stated earlier, the two campuses would be specifically designed to cater to the needs of junior and senior students, including specialist facilities and quiet study zones in the new senior campus.

The community were engaged on their preference for a year 9 – 10, 11 – 13, and year 9 – 11, 12 – 13 split. Rolleston College provided information on why a year 9 – 11, 12- 13 split might be favourable for a junior/senior campus model.

This model would not change the zone for Rolleston College from what it is currently.

## METHODOLOGY

### Face-to-Face Meetings

In January 2021 venues were sourced in West Melton and in Rolleston to host community engagement meetings to be held in March 2021. The meeting times and venues were:

- Monday 1<sup>st</sup> March 7pm, Rolleston Rugby Football Club
- Wednesday 3<sup>rd</sup> March 7pm, West Melton Community Centre
- Thursday 4<sup>th</sup> March 7pm, Rolleston Rugby Football Club

Communications were sent out on 16<sup>th</sup> February. Schools were sent an e-mail explaining the process, an information sheet (which contained a link to the online survey) plus a letter addressed to their Board Chair outlining the options for engagement. Early learning services and the Rolleston Residents' Association were also e-mailed explaining the process with an attached information sheet. Schools and early learning services were asked to circulate the information sheet to staff and to promote it to their local communities via social media or similar.

A ¼ page advert was placed in the Selwyn Times, 17<sup>th</sup> February edition.

The project facilitator, Dr Gabrielle Wall, also spoke with Mark Larson (the Rolleston Christian School Board Chair) directly, as per his request, and Liz Brown (the Chair of Te Taumutu Rūnanga).

Meetings were an opportunity for the public to hear additional information about the options and to provide feedback. Option 1 had little information available regarding how the school would look and operate, as this would be decided further down the line with community input. Rachel Skelton, the Rolleston College Principal, was present at meetings to provide a short presentation on the college's vision for teaching and learning at a second campus. 2 – 3 current Rolleston College senior students spoke at each meeting also.

Questions and feedback were recorded at these meetings so that they could be included in qualitative analyses. Attendees were made aware of the reason for recording the discussion and advised they could give confidential feedback following the meeting if they preferred.

The presentation also included a link to the online survey which attendees were encouraged to participate in and share with others.

### Online Survey

The online survey was administered via Survey Monkey. The link for the survey was included in information sheets which were distributed to schools, early learning centres, and the Rolleston Residents Association, and included in all communications. A reminder for people to participate in and promote the survey was sent on 8<sup>th</sup> March. Recipients were reminded that the survey closed 12<sup>th</sup> March, which was also the closing date for Board submissions.

The survey assessed community opinions surrounding the two options for future secondary education provision. Available information was uploaded to help people in the community provide feedback. This included information on the two options, pictures of the proposed zone maps, and a video curated by Rolleston College to explain how teaching and learning

could occur in a two-campus model. The information put online is included in Appendix A. This webpage also included a link to the online survey.

The survey informed participants that their anonymity and confidentiality were guaranteed in the survey. Any identifying information they gave would be removed and not included in any reporting. They were informed that consent was given by clicking “next” in the survey and progressing to the questions.

The survey was broken down into four sections. The first assessed demographics. Participants were asked to indicate their current connection to education in the Rolleston, with which school(s) they are affiliated with, and their ethnicity. Participants could pick all options that apply to them,

The second section introduced the first option. It provided information on a new independent year 9 – 13 state secondary school with its own enrolment zone and included a link to the online information so that participants could see the enrolment zone maps. They were asked to indicate their level of preference for the option on a 10-point scale where 1 = Very low and 10 = Very high. They were asked how much they support the proposed enrolment zone on a 10-point scale where 1 = Highly opposed and 10 = Highly in favour. They then had the opportunity to provide comments on positives and negatives of the potential home zone, any changes they would suggest for the potential enrolment scheme boundaries, what they think could set this school apart from others, and anything that could make them like the option more or less, all using open-response comment boxes.

The third section assessed the second option with a referral to the online information. Preference was assessed as above on a 10-point scale. Participants were asked which year group separation they preferred. They were given two options, year 9 – 10 junior campus and year 11 – 13 senior campus, or a year 9 – 11 junior campus and year 12 – 13 senior campus. They were asked what they would like to see introduced to a second campus, and what could make them like the option more or less using open response comment boxes.

The fourth and final section asked which of the two options were participants' favourite using a forced response (picking only one option). This was done in the first round of engagement in order to assess which option, in general, was the most “favourite”, as well as assess the levels of preferences to determine whether there were strong preferences for and against each option individually. They were also asked how a new school or second campus might be best used for the community in an open response comment box. Finally, participants were given the opportunity to make any final comments before being thanked for their time and their response being recorded.

Responses were analysed using basic descriptive statistics and qualitative analysis. Comments were analysed using thematic analysis, meaning that comments were organised into categories based on their content, similarities in language etc. This was done inductively, thus themes were not decided prior to analysis. Where open-ended questions were asked, the themes are given with the number of references made by participants. Some participants made feedback that others did not raise, thus some themes emerged which had very few responses. Because of this, for a theme to be included, the cut-off was at least *five* references.

## Recruitment

Recruitment was done by contacting schools, giving them the information sheet, directing them to the online information, and asking them to distribute the information sheet to staff, parents, and students (such as through e-mail and advertising on their social media pages).

The following schools were contacted to participate and distribute information, as well as to invite their Boards to make a submission:

- Broadfield School
- Burnham School - Te Kura o Tiori
- Rolleston School
- Springston School
- Waitaha School
- Weedons School
- Clearview Primary
- Rolleston Christian School
- West Rolleston Primary School
- Lemonwood Grove School
- Rolleston College
- West Melton School
- Te Rōhutu Who
- Lincoln High School

The following Early Education Services were contacted to participate and advertise to parents:

- Kidsfirst Kindergartens Burnham
- BestStart Rolleston
- Ako Rolleston
- Active Explorers Rolleston
- Kanuka Tawharau/Rolleston Playcentre
- Burnham Nursery and Preschool
- Selwyn Kids Limited
- The Cats Pyjamas Preschool
- Burnham Country Montessori
- Paradise For Little Angels
- Selwyn Kids
- Bright Beginnings Montessori
- Lollipops Rolleston
- BestStart Faringdon
- Rolleston Playgroup
- Stems from Homes 3
- Blossoms Educare Rolleston Limited
- Kidsfirst Kindergarten West Rolleston
- Three Trees Learning Centre
- BestStart Faringdon East

The Chairperson of Te Taumutu Rūnanga was also approached to provide feedback on the options. The Chair of the Rolleston Residents Association was contacted to relay the information to others in the community.

## **Submissions**

Six submissions were received. This included three e-mailed responses from the public, one website submission (general comment submitted via the website contact form) from the public, one school Board response, and feedback received from Te Taumutu Rūnanga.

The four public submissions were incorporated into qualitative analyses (thus their feedback is reflected in the thematic analyses presented in this report).

The Board response was from Lemonwood Grove School stating that they did not have a preference for either Option 1 or 2 as they felt that there would not be a significant impact on their school.

Te Taumutu Rūnanga stated that the additional information provided in this round of engagement did not affect their preference for a new independent state secondary school.

Released under the Official Information Act 1982

## PARTICIPANTS

654 people in total participated in the online survey. 157 participants were removed from the dataset for not answering any questions or providing any feedback beyond demographics. 23 participants indicated that they were students as well as parents. These responses were not automatically deleted but were assessed individually for authenticity based on their responses to other questions. It is possible that parents participated in the online survey with their child present as a joint response. These participants all answered questions and gave non-random, genuine feedback, and thus were retained in the dataset. 1 additional respondent was removed from the dataset for responding randomly (ticking all tick boxes).

After removals, the remaining data set consisted of 496 participants.

Table 1 below shows the connections that participants had to education in Rolleston. Participants could belong to more than one group, for example being a parent as well as a teacher, thus the percentages add to more than 100% and the participant numbers add to more than 496. Participants who selected 'other' and then wrote something that could fit into one of the other categories (e.g. "Teacher") were recoded to that category.

Table 1: Participants' affiliations to schools in Rolleston.

Group	Number	Percentage
Current student at a school in the Rolleston area	91	18.3%
Former student at a school in the Rolleston area	10	2.0%
Parent/primary caregiver to one or more students attending school in the Rolleston area	283	57.1%
Parent/primary caregiver to one or more children who will attend schools in the Rolleston area in the future	105	21.2%
Teacher or staff member at a school or ECE in the Rolleston area	90	18.1%
Interested community member	53	10.7%
Other	19	3.8%

Parents and primary caregivers made up the largest participant group. Nearly one fifth (18.1%) of responses were from teachers and staff in the Rolleston educational network. This is a much larger sample of staff compared to the first round of engagement in 2020 (7.8%).

Those who put 'other' gave the following details:

- Parent with student(s) attending school outside of the Rolleston area
- Ministry of Education staff
- Board member of a school
- Parent of a former student who attended school in the Rolleston area
- Grandparent of student(s) attending school in the Rolleston area
- Grandparent of student(s) attending school outside of the Rolleston area

- Volunteer
- Road Safety Coordinator
- Partner of parent/primary caregiver
- In-zone for Rolleston College but will send students to school outside of the Rolleston area
- Parent planning to move to Rolleston
- Teacher at a school outside of the Rolleston area
- PLD consultant

Table 2 below shows the schools participants were affiliated with. Again, people could be affiliated with more than one school (e.g. having multiple children at multiple schools, being a parent and staff member etc.). This means the percentages add to more than 100%.

Table 2: Participant school affiliations.

School	Number	Percentage
Burnham School – Te Kura o Tiori	8	1.6%
Clearview Primary School	90	18.1%
East Rolleston School	2	0.4%
Kingslea School	2	0.4%
Lemonwood Grove School	67	13.5%
Lincoln High School	13	2.6%
Rolleston Christian School	9	1.8%
Rolleston College	256	51.6%
Rolleston School	61	12.3%
Waitaha School	4	0.8%
Weedons School	11	2.2%
West Melton School	26	5.2%
West Rolleston Primary School	67	13.5%
Other	22	4.4%

The schools listed as 'other' include:

- Villa Maria College
- Our Lady of Victories School
- Darfield High School
- Lincoln Primary School
- Christchurch South Intermediate School
- Broadfield School
- Fendalton Open Air School
- Westburn Primary School
- Templeton School – Te Kura o Rātā
- St Bernadette's School

Participants also listed early learning services they are affiliated with. These include:

- Burnham Kidsfirst
- Paradise for Little Angels Preschool
- West Rolleston Kindergarten
- BestStart Faringdon East

Rolleston College was the school with the highest level of representation from participants, followed by Clearview Primary School, Lemonwood Grove School, West Rolleston Primary School, and Rolleston School.

Table 3 details the ethnicities of respondents in the survey.

Table 3: Participant ethnicities.

School	Number	Percentage
New Zealand European / Pākehā	425	85.7%
Māori	50	10.1%
Pacific Island	4	0.8%
Asian	34	6.9%
Other	32	6.4%

Other ethnicities include:

- Indian
- United Kingdom
- South African
- European
- South American
- American (United States)
- Australian
- Canadian
- Mixed race (without specifying)

## PREFERENCE FOR BOTH OPTIONS

Preferences for the two options at this stage of engagement was assessed in two ways. Participants were asked which of the two options is their preferred (forced-choice) and what their level of preference is for each option. Table 4 below shows the number of participants preferring both options when they can only pick one. 469 participants answered this question, and the percentages are calculated from this number.

Table 4: Preferred provision option.

Preferred option	Number	Percentage
Option 1: A brand new secondary school with its own enrolment zone	172	36.7%
Option 2: A second campus of Rolleston College	297	63.3%

These results are quite different from the results from the same question in the first round of engagement. In 2020, the split was more even with more people preferring Option 1 (54.3% for Option 1 vs. 45.7% for Option 2).

Additional information, such as the knowledge of how a Rolleston College senior campus would operate or how zoning would look for a new school, is likely to have influences the preferences of some community members since the first round of engagement. Feedback on these two options, including the issues of zoning, will be discussed in the following sections of this report.

Participants assessed their level of preference for each option on a 10-point scale where 1 = Very low and 10 = Very high. The values 1 – 3 were coded as opposed, 4 – 7 as neutral, and 8 – 10 as in favour. Figure 1 shows the preference of participants for Option 1. 493 participants answered this question. Due to the nature of this engagement, many participants gave 1's or 10's, showing solidarity to their favoured option.

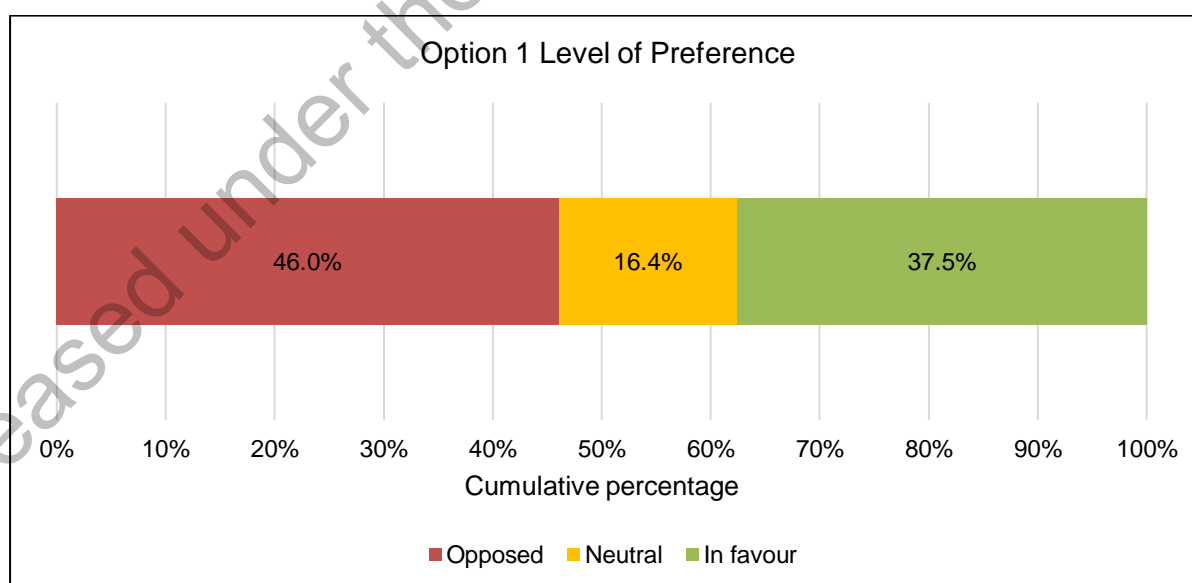


Figure 1: The level of preference for a new independent state secondary school.

Relatively few participants felt neutral about this option with the data skewed to the extreme ends of the data. Nearly half of participants were opposed to this option. Feedback on the

zones is discussed in the following section of this report which sheds some light on why many participants felt this way. Positives and negatives of both options were discussed in detail in the first engagement.

Figure 2 displays the data in the same way for Option 2, a second campus of Rolleston College. 476 participants provided an answer to this question.

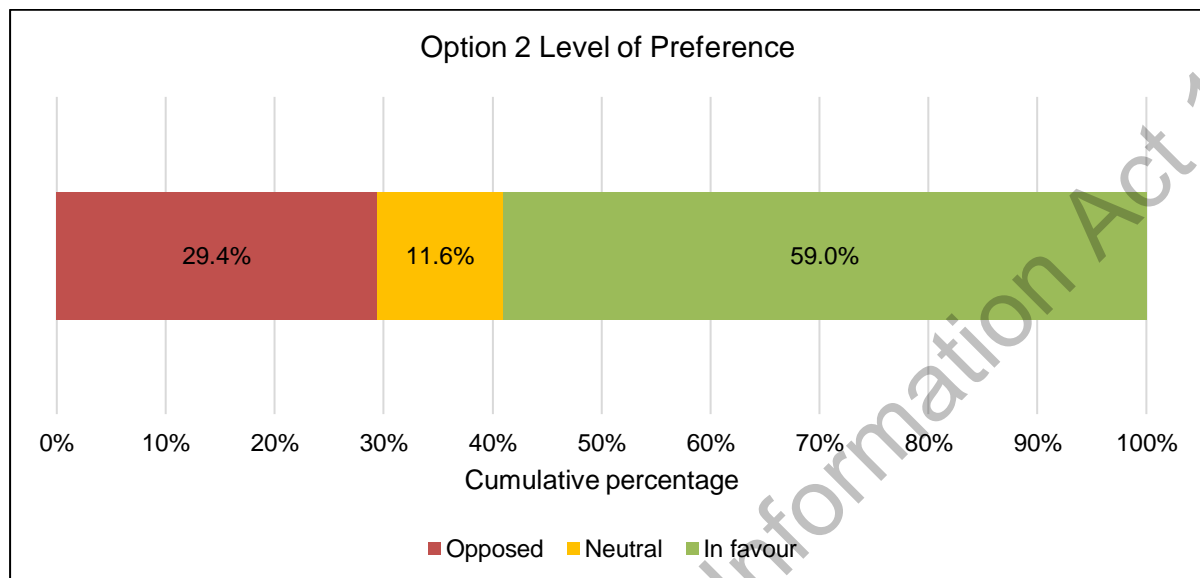


Figure 2: The level of preference for a second campus of Rolleston College.

Again, relatively few participants were neutral and many gave ratings of 1 or 10. More than half of the participants were in favour of this option. Compared to Figure 1 above, there was less opposition to this option.

Based on these findings, Option 2 had a higher preference among the community and should be considered as a future option for secondary education in the Rolleston area.

## OPTION 1 FEEDBACK

This section outlines the feedback received on a new independent state secondary school. The additional information that was given to participants is shown in Appendix A of this report. This includes the information that participants were told regarding the proposed zone for a new school and the search area for the site.

Zoning was a contentious issue in the first round of engagement and this information was necessary for participants to align themselves with either option. For many, zoning in the area could make them more opposed to a new secondary school, thus the information on a proposed zone could have dissuaded them from this option when they originally indicated they would prefer a choice between two schools without zoning.

Figure 3 below shows the levels of support participants had for the proposed zone of a new independent state secondary school.

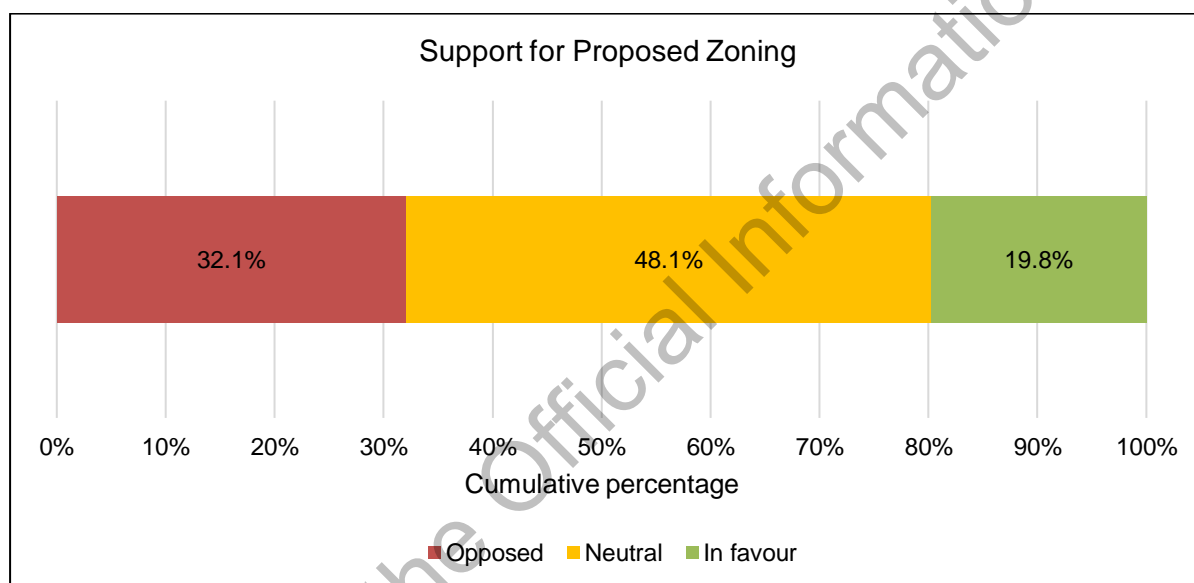


Figure 3: The level of support for the proposed home zones of Rolleston College and a new independent state secondary school.

The results in Figure 3 show there was disagreement among participants regarding the proposed zones for both secondary schools with approximately one third being opposed to the potential zone and a majority being neutral.

## Zone Feedback

Participants were asked what positives and negatives there were of the proposed zones for Rolleston College and the new secondary school. The maps they were provided are shown in Appendix A.

Table 5: Themes for the **positives** of the potential zone.

Positives (themes)	Approximate references
Accommodates growth	31
Do not perceive positives	24
Proximity to schools	9
Convenience	8
School rolls	8
Does not affect them personally	5
Logical split	5

### Accommodates growth

The most positive feature that participants identified regarding the proposed zoning was that it would accommodate growth in the Rolleston area. The rapidly growing population and current crowding at Rolleston College has been a concern for some families and introducing zoning with a new school had the potential to alleviate roll stress on Rolleston College and accommodate additional families moving to the area.

*“The proposed area for the second college is growing in population quickly, so will service the needs of that area.”*

*“Rolleston is certainly growing out the Faringdon way so makes sense for a new school zoned for there.”*

### Do not perceive positives

When asked what positives there were with the proposed zones, some participants responded that they didn't perceive any benefits with the zoning or with the concept of a new secondary school.

*“Cannot see any positives with the proposed home zones.”*

### Proximity to schools

Some participants viewed the distance between homes and the schools positively as the zones would mean that families are in zone secondary schools that are closest to them.

*“the students zoned for the college would be close to it.”*

*“Localization, is good. Kids get to go to a school close to home.”*

### Convenience

This theme encompasses the ease of access and time to travel to the nearest secondary school. Some participants felt that a new zoned secondary school could provide families with the convenience of getting a student to a school nearest to them.

*"It would divide the lower half of Rolleston and make it so it is easier for the students that live in that area to access school."*

*"The home zones also saved students time in transporting to their closest schools. Their ability to travel by themselves frees parents from dropping off and pick up kids."*

### School rolls

A new secondary school with zoning could alleviate high school rolls at Rolleston College and ensure that secondary schools do not become overcrowded in the eyes of some participants.

*"...keep numbers at schools manageable."*

*"The zone looks to produce a smaller school which would be nice."*

### Does not affect them personally

Some participants approved of the zones because it did not affect them personally and they would still be in-zone for Rolleston College.

*"Accessibility to current college remains for full time at school. New college is further away for us."*

*"We are zoned for the current Rolleston College by being West of Rolleston. That means our zones won't change."*

### Logical split

This feedback pertained to how the zones were perceived to be logical splits and appropriately placed.

*"seems a sensible split for CURRENT Rolleston development."*

*"The zoning for Rolleston College seems appropriate."*

Table 6: Themes for the **negatives** of the potential zone.

Negatives (themes)	Approximate references
Community division	51
New zone very small	41
Opposed to zoning	32
Zones not evenly split	23
Will not accommodate further growth	15
Do not perceive negatives	15
Search area too close to Rolleston College	10
Does not accommodate surrounding areas	10
Separates students	5

### Community division

The division of Rolleston into two zones was the biggest concern raised by participants regarding the proposed zones. They are concerned about the impacts of potential 'us' vs. 'them' mentalities, negative interschool competition, and areas of high demand/affluence that could be brought about by zoning. There is some belief that proposed zones include different levels of affluence which could create socio-economic divides in education, and these participants would prefer to see Rolleston united as a single community through its college.

*"I don't support this option it will divide the community too much."*

*"Very high density living in this area. Concerned that the two schools would have quite different socio-economic profiles creating a negative perception in our community and a sense of separatism which goes against our vision of building communities (and Rolleston is a community focused town)."*

*"These zones will also create a bit of a divide ie Faringdon/acland park families will probably be wealthier and then there will be a divide via income in the area which could lead to some negative consequences."*

### New zone very small

In the maps provided to participants, the proposed zone for a secondary school appears smaller in size compared to Rolleston College and situated in an area where there is further development planned and the population is forecasted to rapidly grow. Some participants felt that this proposed zone was too small and could not adequately service the community.

*"Why is the second school (blue zone) so small? Rolleston is going to continue growing and that needs to be taken in to account when zoning."*

*"Its a pretty small zone even with the expanding growth in Rolleston."*

### Opposed to zoning

As was a common theme in the first round of engagement, many participants expressed a dislike for the concept of enrolment zones and pointed out that the proposed zones take away the potential for families to have a choice in where they send students and picking a school suited to their chil(ren)'s needs. These participants expressed that residents in Rolleston should have access to their chosen schools rather than need to live in the zone for the school they believe is best for them.

There was also an assumption by some participants that the new secondary school would operate differently from Rolleston College and have different fundamental philosophies of teaching and learning.

*"I am not a great fan of zones as I would like to have the freedom to choose where I can send my kids to high school regardless of which zone we stay in."*

*"I believe Rolleston is still a small town and all young people should be able to choose their preferred school. Create two different styles of learner, giving young people options instead of creating schools where all types of learners must fit into one environment."*

### Zones not evenly split

Similar to the issue of the new proposed zone being too small, some participants felt that the zones should be more evenly split, essentially 'halving' the secondary population of Rolleston with two schools equal in capacity. These participants were concerned that the proposed enrolment zones result in too many students at Rolleston College and not enough at the new secondary.

*"There is clearly an inequity relating to the current allocated school zones. How can a starting roll of 230 be considered appropriate compared to 1300 on current site (data quoted at meeting #1)."*

*"The zones look very uneven and Rolleston College looks like it would still have high numbers."*

### Will not accommodate further growth

There was concern that the size of the proposed new secondary school enrolment zone would not be able to cater to the growing population and further developments planned in Rolleston and that continued growth needs to be addressed early to avoid overcrowding at current schools.

*"Does not take plan changes currently in process into account. Please keep an eye on rapid development here, there will be another 4000 kids to educate before you know it."*

*"I think that if you are going to have a second high school and make it big as well to plan for more future growth. 500 pupils to cater for is not enough. You should be building a school to accommodate the same as what the college is now. Do it once and do it right."*

### Do not perceive negatives

As with the positive feedback, some participants did not perceive there to be any negatives and were happy with the proposed enrolment zones.

*“There are no negatives... We live in a good zone is not the current rolleston college one.”*

### Search area too close to Rolleston College

If a new secondary school were to be built in Faringdon, some participants believe that the search area provided is too close to Rolleston College. With further development planned in Faringdon, this could mean the school is positioned too far north for it to be close to the majority of residents' homes.

*“The new school is set too close to the College.”*

*“I guess means both schools will be located on one far edge of the zones rather than centrally located within each zone.”*

### Does not accommodate surrounding areas

Some participants gave feedback regarding the surrounding areas in Selwyn. They indicated that the proposed enrolment zone for a new secondary school does not accommodate projected growth in surrounding areas and developing areas in Selwyn.

*“Doesn't take into account any new large scale development in outlying areas like West Melton with over 500 new sections proposed in zone changes.”*

*“Given the catchment why is the second school going in in Rolleston central- why is it not on the other side of the main south road where it could be the main high school for all those who currently travel from weedons, west Melton burnham etc.”*

### Separates students

There was a concern that student peers could be separated from one another in the transition to secondary school as some would be attending the same feeder school but be separated into different zones. Keeping strong student links throughout education was important to these participants.

*“Children that attend primary school but have moved (still within Rolleston) then would not be able to continue on to high school with their friends.”*

*“Has there been any consideration for children who currently go to Primary schools who fall into the Rolleston College zone and therefore have made friends there but will then be zoned to the potential new high school and therefore away from their friends. This would have large wellbeing issues for these kids.”*

Feedback was gathered on what changes and amendments participants would recommend to the proposed zones (and search area). The themes are summarised in Table 7 below.

Table 7: Themes for the suggested amendments to the potential enrolment zones and search area.

Amendments (themes)	Approximate references
Increase new zone size – create a more even split	32
Don't zone Rolleston	29
Extend zone outside of Rolleston	14
Change search area	11
Increase zone size to accommodate growth	6

*Increase new zone size – create a more even split*

Comments about increasing the size of the proposed enrolment zone and splitting the enrolment zones more evenly were grouped together as both suggested the same change to be made: for the proposed new enrolment zone to take a higher proportion of Rolleston students. Some participants specifically said that the new proposed enrolment scheme should aim to alleviate roll stress at Rolleston College.

*“Try and get the projected role to be even between the two schools.”*

*“Make the zone for the new school larger. The two school's don't have to be the same size, however there shouldn't be as sizable a variation.”*

*Don't zone Rolleston*

A lot of negative feedback on the proposed enrolment zones was due to participants being opposed to zones. As a result, several participants recommended Rolleston doesn't have zones or the entire area be encompassed within one very large zone. They repeated feedback that families should have choice of what secondary school they utilise and the Rolleston community should not be split.

*“Open enrolments to both schools to allow for greater parent choice over which high school our children attend and what suits their needs best.”*

*“I wouldn't have boundaries within Rolleston believing that families should be able to choose what school they wish to attend. This allows for diversity within communities instead of separation/boarders which will therefore split the community in half.”*

*Extend zone outside of Rolleston*

Some participants felt that the proposed enrolment zone for the new secondary school should extend outside of Rolleston into surrounding areas such as West Melton, Burnham, Dunsandel, Weedons, and Springston. In some instances this did not take into account the current zone boundaries.

*“Please keep the local rural kids in mind - there are plenty and we don't want to have to travel to Chch for schooling.”*

*“To expand the zone past Selwyn river, to Dunsandel as the new proposed school would be closer.”*

*“Explore the potential for Burnham, West Melton and Weedons to be zoned for the new school.”*

#### Change search area

Some participants wanted the search area for the new school to change. Some of the recommended sites were:

- Further away from Rolleston College
- Across the road from Clearview Primary School (putting it next to Rolleston College);
- On the other side of Main South Road closer to Weedons, West Melton, and Burnham; and
- In West Rolleston

*“Both high schools would be situated in close proximity. The second state high school should be moved out west as this would work better for zoning toward west melton.”*

*“If a new school is to go ahead then I believe the suggested campus is too close to the Rolleston College campus. If a new school is created it should serve to provide a more convenient location for students who are having to travel longer distances into Rolleston College.”*

*“I think the location could be closer to the West Rolleston area and spread the high school out a bit more.”*

#### Increase zone size to accommodate growth

Several participants were concerned about the ability of the new secondary school to accommodate further growth in Rolleston. They recommended that the zone increase in size to accommodate areas that are expecting significant growth in coming years.

*“I am just concerned that the rapid pace of growth isnt being fully catered for.”*

*“maybe just extend area out more, left and right of proposed zone as this is likely where Rolleston will extend.”*

## What a New School Can Offer

Participants were asked what could set a new independent secondary school apart from others. The themes shown in Table 8 are the unique value propositions perceived by participants.

Table 8: Themes for what could set a new school apart from others.

Amendments (themes)	Approximate references
A different learning model (traditional learning)	20
School culture	10
Specialist facilities/resources	7
Wider community school	5

### *A different learning model (traditional learning)*

A common theme throughout this engagement is that many people in the community would like to have other options of education available in the community other the style of teaching and learning offered by Rolleston College. These participants specifically reference 'traditional learning', including things such as single-cell classrooms, smaller classroom sizes, one teacher per classroom, and single subjects (rather than blended learning).

While some argue that traditional learning models are superior, others state that the merit is in having systems that allow for all learners to flourish and for families in the community to have access to schools that best suit their children's needs.

*"It could cater for those who don't want 'modern learning' and want students in quieter more traditional classrooms."*

*"Provide different learning environments than Rolleston college, there is a lot of demand for flexible learning environments that are not solely MLEs such as at Cashmere high school. Classrooms that can be separate or slide a soundproof door and group some classes together. Not all students find navigating MLE in high school easy. Easy to do if building from scratch."*

*"Less MLE structure to give the students who aren't coping at the current college a chance to stay schooling in Rolleston. There is more and more drive to leave Rolleston because the current school isn't in fitting."*

### *School culture*

Some participants felt that a new school could be characterised by the community that it builds, the culture and reputation it manifests, and the values that are developed and lived by students. If a second secondary school were to be the chosen option, participants stated that the schools should be a part of the same wider community to not create negative rivalry and ensure that all secondary school students in Rolleston are valued equally.

*“That it links well with the Rolleston college. Chch has an interesting view on High Schools - where your worth is based on where you went. Not sure how, but would be great to stamp this out in Rolleston, if two separate high schools went ahead.”*

*“The values and environment of the community and people. West Rolleston school has a fantastic vibe and energy in the school, be great to see that carry through to a high school.”*

#### Specialist facilities/resources

Having the facilities and resources to be a school of the future that prepares students for the future was valued by some participants. They stated that there should be high-quality specialist facilities and resources that enable a high calibre of education.

*“Good indoor basketball gym and good weights room, also go cooking facilities.”*

*“It could have a different focus of education, focus on more farming subjects, horticulture and create ties to Lincoln University.”*

#### Wider community school

Those who advocate for extending the zone to include surrounding areas such as West Melton believe that a new secondary school could be school that accommodates these areas. They also state that it could have a rural focus to bring these communities together. Again, these responses sometimes did not accurately reflect the current enrolment scheme boundaries.

One of the quotes below highlights that the school, rather than being differentiated, should align with the principles and values held by the Kāhui Ako and be integrated into the Selwyn community, rather than be an outlier.

*“Be purpose built for local students I.e. weedons/west Melton, not built just for Rolleston.”*

*“Why should there be something that sets it apart from others? It should closely align with the principles and values held by the Kahui Ako. It should be a part of the community. Nothing should set apart from others. Which is why we shouldn't have another independent secondary. MOE needs to show some vision.”*

## Feedback on Option 1 Preference

As with the first round of engagement, participants were asked what could change their preference and make them like Option 1 more or less. This helps inform if Option 1 were to go ahead, what could make it more or less appealing to community members. Table 9 shows what could make participants like Option 1 more.

Table 9: Themes for what could make participants like Option 1 **more**.

Amendments (themes)	Approximate references
A different learning model (traditional learning)	17
A school different from Rolleston College	8
No zones	6
Out-of-zone application opportunities	5
Specialist facilities/resources	5

### A different learning model (traditional learning)

As with earlier feedback, some participants prefer a more traditional model of teaching and learning. Having a new school which is more traditional could make some participants like this option more.

*“A different teaching style that moves away from student directed modern learning environment to a single cell style classroom.”*

*“I think it would be good for students and parents to have the option of a different type of learning environment.”*

### A school different from Rolleston College

Similar to the above piece of feedback, some participants would like a school that’s fundamentally different from Rolleston College with different offerings and its own unique identity.

*“I really think a new standalone school should be established and allowed to develop its own strengths and identity.”*

*“Offering something different from the current high school.”*

### No zones

As some participants are against the concept of zones, some feedback received was that they would prefer a new secondary school to not have a zone or share one large zone with Rolleston College to encompass the entire community and offer families a choice in what secondary school they utilise.

*“If the schools weren’t zoned and we had options of either school.”*

*“Getting rid of zones.”*

### Out-of-zone application opportunities

Those living outside of either zone would like there to be out-of-zone application opportunities so that, even with zones, there is a degree of choice.

*“Have an out of zone ballot system in place for both colleges so there are more options. It's all well and good adding a new school, but if the new school doesn't suit the child they may not be able to attend Rolleston College due to boundaries and they might still have to go to Lincoln or Hornby if the family is unable to relocate.”*

*“Ability to consider enrolment of Rolleston College zone students who are unhappy with Rolleston College. Without this option, students will still need to apply to other schools much further away - eg Lincon High School, CGHS, CBHS etc.”*

### Specialist facilities/resources

While the physical aspects of a new secondary school cannot be determined at the current stage, participants would prefer a new school knowing that it would be equipped with specialist facilities and resources.

*“That this was a state of the art school...”*

*“If the design was approached from a highly sustainable viewpoint. A lot more areas for wellbeing and outdoor engagement.”*

Table 10: Themes for what could make participants like Option 1 **less**.

Amendments (themes)	Approximate references
A different learning model (traditional learning)	8
A school similar to Rolleston College	6
A modern learning (MLE) school	5
Interschool / community competition	5

### A different learning model (traditional learning)

While feedback has shown that several participants would value a new secondary school with more traditional learning, some people indicated that traditional learning that deviates from what is currently offered in secondary education in Rolleston would deter them from this option. This is not solely due to disliking traditional learning, but the view that Rolleston would be divided by two types of secondary learning with students being split into whichever one they lived close to.

*“I think if the new school goes with a more traditional pedagogy model it could create a lot of tension in the community. Students being forced into learning through a particular model because of where they live.”*

*“Traditional and boring with kids sitting in a single cell classroom with set subjects.”*

A school similar to Rolleston College

As earlier, participants would like a school different from Rolleston College. Some participants stated that a school that operates similarly to Rolleston College and with a similar identity would make them like Option 1 less.

*“If it ends up being a copy of the existing school, that would be wasted opportunity.”*

*“If the second independent school ran similarly to Rolleston College it would not make us like the option of having a second independent school. If we did not have access to the second independent school we would not like this option.”*

A modern learning (MLE) school

As with previous feedback, some participants would not like a modern learning environment in a new secondary school.

*“Having a new non open plan school.”*

*“The modern learning environment. Maybe build a less modern learning environment so that parents and learners can choose the school that best suits them. I wonder how much control the community has over the decision of the physical environment of the new school.”*

Interschool / community competition

If the school were to result in unnecessary competition between secondary schools or within the community where there is a ‘us’ vs. ‘them’ mentality.

*“I think the community is just really starting to find it's identity and to add another school to the area would create unnecessary rivalry. We have healthy competition with Lincoln Darfield and Ellesmere, we don't need it within our community.”*

*“Division within a small community.”*

## OPTION 2 FEEDBACK

This section discusses feedback specific to a second campus of Rolleston College separated by age. The additional information provided to participants is shown in Appendix A. This includes a video curated by Rolleston College on how teaching and learning would operate across two campuses where a new campus would be either a year 11 – 13 campus or a year 12 – 13 campus.

### Year Level Split

The principal of Rolleston College indicated that NCEA level one could be phased out of Rolleston College and a year 9 – 11, 12 – 13 split could be preferable to some if this were to happen. The second campus, which would accommodate seniors, would be purpose-built to facilitate the curriculum at Rolleston College.

The first round of engagement found a preference for a year 9 – 10, 11 – 13 split if this option were to be chosen. With more information at this round of engagement (provided by Rolleston College), this preference has changed and is shown in table 11 below. 439 participants answered this question.

Table 11: Preferred year level split.

Preferred option	Number	Percentage
Year 9 -10, year 11 – 13 split	171	39.0%
Year 9 – 11, year 12 – 13 split	268	61.0%

The results indicate a preference for year 11s to stay in the junior campus before entering senior education at year 12. This would align with the potential for Rolleston College to stop offering NCEA level 1 certificates.

## What a Second Campus Can Offer

Participants were asked about what a second campus could offer the community. These are shown in Table 12 below.

Table 12: Themes for what a second campus of Rolleston College could offer.

Amendments (themes)	Approximate references
Specialist senior learning / dedicated study spaces	44
Tertiary learning and career pathways	24
Traditional learning / small classes	21
Sports facilities	20
Community spaces	16
Practical work skills and trades	15
Performing areas and arts spaces	9
Specialty subjects not offered	7
Technology centre	6
Flexible learning spaces	6

### Specialist senior learning / dedicated study spaces

The most referenced theme was that participants would like a second campus to have specialist facilities for senior education including quiet spaces for dedicated individual work and study.

*“Chance for specifically specialized work spaces around NCEA for level 2 and 3.”*

*“Quiet spaces for study blocks that can be signed into with a system like the one at the reception instead of signing in with a teacher trying to teach another class. More specialised spaces for subjects like sciences, with equipment tailored to higher learning.”*

*“I really like the idea of setting up a new senior school with specific design based around the needs for year 12 - 13 students.”*

### Tertiary learning and career pathways

Participants would also like to see a second campus focus on preparing students and connecting them to tertiary learning opportunities and careers. This can be through strong connections with tertiary providers and local businesses. Specialist spaces such as a careers hub could also enable strong career pathways within the campus.

*“Specialised vocational pathway programs.”*

*“More programs to help with pathways to trades and other optional other than university.”*

*“More specialised areas/spaces to allow for greater connections between tertiary education and employment.”*

#### Traditional learning / small classes

In line with other feedback on modern learning environments, some participants believe that a second campus could provide traditional learning spaces for senior students and smaller, more focused classrooms.

*“Smaller classrooms so children can focus more on just the one subject they are studying in a quieter environment with more teacher guidance.”*

*“A change in learning to be more structured than activity based.”*

#### Sports facilities

Some participants wanted specialist sports facilities such as large fenced areas, gym facilities, a pool, wet weather sports areas, squash courts, courts, and a large rugby field that can accommodate various sports and activities. Having spectator areas and tiered seating would enable community sports events to occur.

*“More sports facilities that account for spectators, as there aren't any such spaces here so we can't host a sports event. Dance/ yoga spaces near the sports area so changing spaces can be shared.”*

*“Another gym, covered outside sports/turf.”*

#### Community spaces

Some participants expressed that it is too expensive to use the current Rolleston College facilities. They would like the new campus to enable community usage with spaces for meetings, classes, events, and other community activities.

*“Ability for community to book space at reasonable prices. Community education (e.g. night school, ARA outreach).”*

*“The first schools is a PPP which makes community use of the facility a little difficult. We have a fantastic chance to create another site that has more open facilities for community use.”*

#### Practical work skills and trades

Some participants would like there to be more facilities for teaching trades and practical work skills. Some specifically referenced a trades academy that could facilitate this type of hands-on education.

*“More of a Trades Academy.”*

*“...more trade focus and other facilities. The current college seems short on hard materials, trade type jobs.”*

### Performing areas and arts spaces

A dedicated theatre with tiered seating, as well as specialist arts spaces was recommended by some participants who would like to see a new campus foster creative pursuits.

*“More emphasis on the arts. The current school has superb sports/P.E facilities, but the ‘theatre’ is only a simple auditorium.”*

*“Larger performing arts area.”*

### Specialty subjects not offered

Some people stated that a new campus could offer specialty subjects that are not currently offered at Rolleston College specifically for senior students. Specific examples given were multiple languages, automotive mechanics, and other types of technology and hard materials.

*“Hopefully a larger number of senior students would allow for a greater range of specialist subjects and activities for senior students, such as multiple languages being taught and a large range of sport, cultural activities and clubs.”*

*“Further options for languages and other non-core subjects. Double the number of student numbers in each year group would allow for more options than if they were split in half at separate independent secondary schools.”*

### Technology centre

A dedicated technology department with specialist technology spaces could be an opportunity for senior learning but also provide the wider community with a technology space. This could be used by junior schools as some still travel to Lincoln for technology education.

*“Technology areas where the local primary schools can use for Years 7/8, to save them having to bus in to town or to Lincoln every week.”*

*“greater technology focus - innovative Tech centre.”*

### Flexible learning spaces

While some participants have discussed converting to traditional learning or retaining open learning spaces, others have stated that learning spaces should be flexible to allow for open classrooms as well as smaller, more focused learning environments. Flexibility can be achieved by accommodating both large and small learning spaces, incorporating more breakout spaces, and having dedicated quiet work areas.

*“A mix of modern learning spaces and quiet focussed learning spaces.”*

*“More quiet spaces, and opportunities to adapt spaces for different needs.”*

## Feedback on Option 2 Preference

Participants were asked what would make them prefer Option 2 more or less. This may help inform if Option 2 were the chosen option, how it might best be implemented to meet community expectations.

Table 12: Themes for what could make participants like Option 2 **more**.

Amendments (themes)	Approximate references
Different (closer) search area	28
Transport between campuses	13
Strong connection between campuses	11
More information / research	8
Age specialisation	6
Community connections	5
Traditional learning / small classes	5
Tertiary learning and career pathways	5

### Different (closer) search area

The search area for a new campus is the same as a new independent secondary school. Under Option 2, some participants believe this is too far from the original campus and that this would inhibit connectivity and travel between the campuses. They would like Option 2 more if the campuses were in closer proximity. There is fear that having campuses geographically separated will result in the campuses running independently, rather than as a united school.

*“If this option was to be implemented then the two campuses need to be next to each other. The proposal had the two campuses 2k apart which is not workable for kids and teachers to switch between the two during the day, especially during winter when rain and ice may be present. This will result in the two operating independently. This will be detrimental for the kids, especially the kids operating above their peer group and those operating below their peer group. It would also lead to the junior campus struggling to get specialist teacher to work their as teacher junior grades is more demanding and less intellectually stimulating than teaching senior classes. For this option to work the campuses must be next to each other with a common staff room.”*

*“If the location of the second campus was closer to rolleston college... IE the Dog Park or Helpet park. Maybe the dog park could move to another site in rolleston.”*

*“Definitely if the two campuses were closer. I feel they are too far apart to make a proper connection. Year 13 leaders will not be able to lead so far*

*apart. Students will not have connections with junior to senior teachers if they moving to a different campus. The school will be too unconnected with the distance. How will the large number of students travel to a school so far away from the center of Rolleston.”*

#### Transport between campuses

Travel between campuses needs to be considered as students and teachers will likely move between campuses at times. This will occur in seasonal weather and will involve crossing roads, so there are concerns regarding comfort and safety in enabling this. Participants would like to see consideration of safe transport between the campuses which allow students to conveniently travel between campuses.

Families with different aged students should also be considered as senior students may travel with juniors to and from school. The school start and end times should consider how different aged students travel together.

*“Showing a great way of transport for learners to move between campus’s.”*

*“Provisions for siblings to travel together to school i.e. senior campus students being able to meet junior campus students at the days end to travel home.”*

#### Strong connection between campuses

Having a strong connection between two campuses could make Option 2 more appealing. This would ensure that juniors and seniors are able to mix and interact, that facilities and spaces are shared and highly valued, and that joint activities and programmes can occur.

*“Confidence the schools would be run to compliment each other with continuity for students as they progress through the years.”*

*“Not setting up ‘rivalries’ between schools etc. Opportunities for senior students to still mix with juniors.”*

#### More information / research

Some participants would value having more information and research on how two campus school models work and how they benefit education and the community as a whole. Providing the community with information on how such models operate in other areas in New Zealand and what outcomes these can have for student learning and opportunities may help some participants better understand Option 2.

*“More information around how the different age groups would be catered to.”*

*“Some definite research about the benefits of this option as hasn’t been widely done anywhere before.”*

#### Age specialisation

Being able to specialise education for juniors and seniors could improve participants’ opinions around Option 2. This would mean that knowing a new campus would offer

specialised education and opportunities to senior students through things such as the facilities and resources offered, as well as the pedagogies and practices adopted. Specialising for seniors would also mean including learning opportunities for tertiary education and careers.

*“Senior campus with consideration for senior learning. Eg ara's newest buildings.”*

*“More specialisation available for senior students = more alt education providers coming to Rolleston to offer more for students and potentially adult learners eg Ara.”*

### Community connections

A guarantee that a new campus would cater to the community (through allowing the community to enter and use the spaces) would make Option 2 more appealing to some. Hiring spaces should be affordable and accessible to enable the school to act as a community hub.

*“I would like to see the new campus not a public private partnership... this partnership has removed a valuable resource from our community because people cannot afford to run events and night classes there.”*

*“Not sure if it will have it but would be keen on night classes - so specialist spaces that would allow for this.”*

### Traditional learning / small classes

As with the feedback on what a senior campus could offer, participants listed traditional learning and smaller class sizes as something that would make Option 2 more appealing.

*“If it was run in a more traditional manner.”*

*“Smaller classes, different learning style.”*

### Tertiary learning and career pathways

Knowing that a second campus has strong connections with tertiary providers and career pathways could improve preferences for Option 2. This would include offering tertiary opportunities to students such as having access to university papers. Some would also value real world learning experiences, such as working in spaces that resemble office/working environments.

*“...perhaps linking to tertiary pathways beyond Rolleston college.”*

*“Make it more like a real world office work environment.”*

Table 13: Themes for what could make participants like Option 2 **less**.

Amendments (themes)	Approximate references
Site too far away	12
Campuses not connected	10
Poor transport between campuses	6
No junior / senior interaction	6
More information / research	5

Site too far away

Some feedback was received that the search area for a new campus is too far from the current Rolleston College campus. Participants stated that having the campuses further apart, or too far apart, could lessen their preference for Option 2.

*“Further away. 20-30 mins walk away is pretty far. Be better if only say 10 min walking distance.”*

*“As above, if both campuses are geographically spread out then less appealing - would rather have my children at the same place.”*

Campuses not connected

If the two campuses were not connected as a united school, the school could suffer from having two independently run institutions where teachers and students do not spend time at the other campus.

*“I would be concerned that school pride might suffer with 2 campuses.”*

*“Logistics for teachers getting between campuses. Would teachers be forced into teaching one age group because they could not make it to classes on the other campus?”*

Poor transport between campuses

Having geographically separated campuses is a concern for participants due to having students and teachers who need to travel between them. This can occur in various weather conditions and requires crossing roads. Due to concerns with safety and convenience, participants would like Option 2 less if transport was not provided or did not cater to the students and teachers needing to move between campuses.

Transport should also be considered for families who live far from the proposed site of a second campus. A free bus or shuttle was suggested as a way to alleviate this problem.

*“I am concerned about how students travel between the 2 sites. During the day to move between sites is lost learning time. Also concerns around safety moving between sites if unaccompanied. How can the school ensure student safety during school hours when they are responsible (in loco parentis)? My concerns are for vulnerable children (even up Year 13*

*students) who may be targeted during this transition time e.g. bullying or inappropriate behaviour. May also give distractions on the way between campuses e.g. stop at shops, stop in at home, stop at the park, safety walking through the park from other students and other members of society.”*

*“How people would move between the campuses. It would be a waste of time for student moving backwards and forwards like it was discussed at the meeting.”*

*No junior / senior interaction*

As campuses may become disconnected, some participants are concerned that juniors and seniors would not have opportunities to interact. They reference leadership, role modelling, and inspiration as important reasons for juniors and seniors to interact and that issues in learning and wellbeing could arise if interaction is not enabled.

*“If the interaction between all age levels is lost with the different campuses.”*

*“Losing the connection between young learners and seniors. One the major benefits of year 1-13 schools.”*

*More information / research*

Additional information and research of a two-campus model being detrimental to learning and wellbeing could make participants like Option 2 less.

*“Research that shows it a bad idea.”*

## COMMUNITY USAGE

Feedback on both options 1 and 2 showed that participants would value having a site that enables community usage and may act as a hub for the community. This could facilitate various community activities such as night classes, community meetings, events, competitions, performances etc.

The survey asked participants about how a new secondary school or second campus of Rolleston College could be used by the community. Note that the feedback in this section is specific to community usage of a new site, not overarching community benefits such as providing education to youth etc.

Table 13: Themes for how a new site could be used by the community.

Amendments (themes)	Approximate references
Night school / adult education	100
Venue for events / activities	68
Sports facilities and games	41
Pathway / career education	9
Non-PPP	7
Usable by other schools	6

### Night school / adult education

The most referenced theme was for a new site to enable community learning opportunities outside of typical school hours. This could include night school to teach adults and various people in the community a range of different skills such as languages, cooking, technology etc.

*“After school adult education opportunities.”*

*“Community classes would be amazing for Rolleston.”*

### Venue for events / activities

Participants would also like the community to have access to classrooms, a hall/theatre, and other areas for various events and community activities such as performances. It was stressed that hiring venues should be affordable. Venues for meetings were frequently referenced so community groups have a place with tables and chairs to regularly meet.

*“the theatre and specialist meeting spaces could be used by the community for educational and non educational use.”*

*“They're is a lack of space for craft, coffee, reading and community groups. The new school could facilitate that with more traditional tables and chairs.”*

### Sports facilities and games

It was frequently referenced that a new site could have the facilities and resources to enable physical exercise, sports, and games for the community. This would accommodate spectators and have all necessities such as changing areas, showering facilities etc.

*"I would hope that we would have a gym where there is room for spectators that could be hired as a venue for community events."*

*"Sports grounds would be available enabling more games to be held locally."*

### Pathway / career education

Community members and local businesses could enter the school to offer vocational training and work experience to students. This could not only support career pathways for students but also retain students within Rolleston as they move into jobs within the community.

*"Yr 12&13. Specialist training that heads them towards a career with career advisors. Connections to local businesses to help transition them and retain our town population."*

*"Senior campus needs to develop strong links with the community so that future career pathways are built locally and local business can come into share their expertise and learner can go there as well."*

### Non-PPP

Specific feedback was obtained that a new site should not be a public-private partnership as this has resulted in schools such as Rolleston College being too expensive for the community to use. These participants would like the site to be a part of the community and easily used and accessed by the community.

*"By offering difference it can potentially offer very different things to community. Not being a ppp will allow school more control over who uses facility and when."*

*"By not being PPP the new campus could be utilised more by the community outside of school hours."*

### Usable by other schools

Finally, the new site should have facilities and resources that can be used by other schools. This would allow opportunities for learning to be extended to the entire Rolleston community and no schools would need to go without access to specialist equipment and spaces.

*"Hopefully facilities maybe be used by some primary school ie tech units."*

*"At the moment year 7/8 travel to the city to do manual classes , surely there can be more Facilities in the local school s that they can use!"*

## ADDITIONAL FEEDBACK RECEIVED

Some feedback was received from participants beyond those questions summarised in earlier sections. The final part of the survey allowed participants to offer a single comment or provide additional feedback. These comments were also analysed thematically and organised into categories depending on what component of this engagement they were specifically referring to.

### **Feedback on the Engagement Process**

Some participants gave overarching feedback on the engagement process.

#### *The need to address further development*

11 participants referenced the growing population in the Rolleston area and stated that this engagement needs to address further development effectively. This is because without mitigation of accelerated population growth, the chosen option may quickly reach capacity before provisions are put in place for further education requirements.

If a second campus of Rolleston College were to be the chosen option, then further secondary requirements in the future beyond the projected growth numbers could prove problematic. This would result in two campuses of Rolleston College in two different locations, with the identified need for another secondary school somewhere which could divide the community.

Because of these reasons, people would like this engagement process to ensure that it adequately provides for the Rolleston community both now and long into the future before problems are faced with additional students.

This issue was raised at community meetings, and these people were encouraged to include their feedback in the survey also.

*“There possibly will be the need for another high school still do if Rolleston College has a second campus closer to the existing site then a new school could be built somewhere else at a later date and not affect the current workings of the college.”*

*“There is a lot of land applications at the moment. It appears Rolleston is going to climb. They’ve been reactive. I’d hope as Rolleston’s growth continues it will see more primary schools and sustained growth, such as another high school. I’d like to see them move to being proactive rather than reactive.”*

*“To future prof the wider future growth in Rolleston. I think there has to be 2 independent high schools. if the growth is what it is now imagine what the numbers would be like in 10 20 30 years time, Seems short term thinking to try and control that from 1 leadership campus.”*

#### *Feels biased toward Rolleston College*

At this round of engagement, no concrete information can be given on how an independent secondary school would operate and what facilities and resources it would have. This would require an Establishment Board as well as engagement with the local community about their

aspirations for a new school in the area. Because of this, however, seven participants voiced their concern that the engagement process feels biased toward a second campus of Rolleston College.

A video was made by Rolleston College on how a two-campus model could operate, and this was given time at the community meetings. Students also came to present their aspirations for a second campus of Rolleston College. These participants felt that this showed a preference for Option 2 and that a decision had already been made.

Without having information on a new secondary school, some participants have speculated on how this school would operate and have assumed that it will be fundamentally different from Rolleston College.

*“Having Rolleston College present at the evenings including the principal creates massive bias towards one model. This indicates to me that the decision for a 2nd campus has already been approved.”*

*“As mentioned earlier, the time allocated to each option was not equitable. 5mins vs over 40mins. There was no fancy video to work through how an independent school would work, nor was there anyone providing a student/staff voice for this option - this does not seem equitable.”*

#### Further engagement is needed

3 participants felt that further engagement is required to ensure that all voices in the community are heard, that both Options 1 and 2 are explored thoroughly, and that zones are adequately discussed.

*“I have 3 children who have the potential to school in this area. I do not feel that all voices have been heard.”*

*“I feel that both options need to be explored further before I can make an informed decision.”*

*“Zones should be discussed/proposal if final decision is two independant schools.”*

#### **Feedback on Proposed Zones and the Zoning Process**

##### Should be about choice

Something that was highly prevalent throughout this report was the idea that people in the community would like there to be choice for the community in what school they send their children so they may choose a school they think aligns with their students' needs. This was reiterated in the final comments.

*“I would love to be able to choose the best high school suited to my children rather than be forced to move house in order to get the school of our choice. It shouldn't be about zones, but about choice.”*

*“It would be great for rolleston students to have a choice in the type of secondary school they attend. Many currently commute into CHCH schools because the rolleston college model would not suit them.”*

*“Stop allowing people to think that a second high school would allow choice. Rolleston schools are all zoned and with the growth the way it is this will remain in place for at least the minimum seven years and beyond.”*

### Change search area

Some other common feedback that was reiterated in the final comments was that the search area for a new site should be changed. For a new independent school, it is too close to Rolleston College for some, and for a second campus of Rolleston College, it is too far from the original campus.

*“Please see sense and use the alternative land options within Rolleston along or around Broadlands to make it a bustling and vibrant education hub that is accessible, workable and physically connective. Saying that learners and staff will move between campus if the new site is off Selwyn Road is an idyllic dream.”*

*“Location currently proposed for the second school is not inclusive of the wider Rolleston population other than the Faringdon communities. What travel options will be put on the table for students living in the South West of Rolleston. Ideal location for a second school would be neighboring West Rolleston school.”*

*“It is sad that this was not looked at sooner and the right land was purchased. The second campus would have worked well but not from that distance. However a second school might disconnect a community.”*

### Search area safety concerns

Safety needs to be considered with search zones, and a couple of participants pointed out that expecting students and staff to move between campuses raises safety concerns as they will need to cross busy roads.

*“The proposed location on a busy arterial and collector road will be a road safety issue that will be passed to Selwyn District Council to 'fix'.”*

*“Please give careful consideration to the location of either option to ensure safe and accessible options for the children in our community.”*

## **Feedback on New School**

### Positive feedback

10 comments were made by participants at the conclusion of the survey saying that a new school was a good option and would be good for the community. Some also addressed concerns of others about school/community division.

*“A lot of people see an independent school as a threat or opposition. I would like to think that if there were two independent schools that they would work collaboratively for the best for the community- students at other schools share curriculum courses across the different schools. There is no reason why this would be an issue if two independent schools existed. A kahui ako environment would also nurture this.”*

*“We have an opportunity to create a larger learning community by opening a second school that will benefit the wider Rolleston Community giving the opportunity of more experience and variety to join and build the community through a new school. A monopoly is never a good option.”*

### Community division

Some negative feedback on Option 1 is that it could result in a division in the community and create an ‘us’ vs. ‘them’ mentality within Rolleston. This was reiterated by 13 comments at the conclusion of the survey. Division within the community could also affect house prices as demand.

*“We dont want bullying or devide in the community with kids fighting just because they go to a different uniform on etc. High is hard enough for kids. Make it easier for them. Thanks.”*

*“The social and housing aspect of the final decision needs to also be considered. Let's not separate into two colleges where certain areas in Rolleston potentially become more affluent than others based on what college students attend. This can cause division. Let's prevent a diversity split in the future. We have a unique opportunity to move Rolleston forward as one people.”*

### Time / cost of establishment

An issue that was identified by five participants was that a new school would take time to build its identity, develop its brand, and create its culture. This would also be costly due to needing to replicate facilities that are already offered at Rolleston College.

*“The costs of setting up an independent school I.e. branding, logos, uniforms etc. should preclude this option as this money would be better spent in other areas of education.”*

*“I think it is a bad idea to do a separate school as it takes too long to establish it and the kids that go there will be disadvantaged. Less sports teams, music groups etc whilst the school sets themselves up. Rolleston college is already established so it makes sense to just add the senior campus.”*

### Opportunity for change

Offering a new secondary school could also be an opportunity for change in the community by offering something unique. This was suggested by participants who don't like the education offered at Rolleston College and want an alternative.

*“Please consider a high school that is closed learning and structured. I am not a fan of rolleston college and while it may work for 20% of students who are self-motivated, I dont think the rest benefit greatly from this model at all.”*

*“I think you really need to look at what parents in the area are wanting. Many do not like full MLEs. There is a large amount of parents out here*

*sending their kids into town schools because of this which really isn't what it's meant to be. I know there's research for it but there's also research for a half and half MLE approach such as what they are doing at Cashmere High School."*

## **Feedback on Second Campus of Rolleston College**

### Positive feedback

16 participants gave general positive feedback for Option 2 in their final comments, saying that it was a good opportunity for the community and a good opportunity to improve secondary education in the area.

*"The Year 9-11 and Year 12-13 is a model which has proven successful overseas and I believe for our community would be a good solution!"*

*"I think the option of a second age separated campus of Rolleston College is the best option. They have been successful in the North Island and it would be a great opportunity to have this provision in Rolleston."*

### Do not like education at Rolleston College

As with earlier feedback, 10 participants reiterated that they don't like the education offered at Rolleston College. Because of this, a second campus of Rolleston College would be less favourable for them.

*"Regardless of what the decision is, I have grave concerns for the 'trial and error' approach Rolleston College has taken with students' education. As a teacher in the area, I have been disappointed in the lack of boundaries and guidelines put in place and the low expectations for work completion... We have sent our eldest child to another high school as I do not trust the quality of education at the college. How will this change at a second campus if the same mindset is in play? I would hope to send my younger child there but I continue to be concerned with the lack of direction the school has. Please consider the leadership team and structures wisely."*

*"While they might advocate that the MLE environment is highly successful (again with no evidence), research would suggest otherwise. Mark Wilson's paper found 'no consistent evidence that the use of open learning spaces make any positive difference to student achievement' (Wilson 2015). As a very senior teacher, there is a reason that I drive past Rolleston College and work in a highly successful school on the other side of Christchurch."*

### Transport between campuses

Transport between campuses needs to be considered as this could be unsafe and inconvenient for students and staff. Travel between campuses needs to be prioritised if Option 2 is chosen.

*"Travel between campuses would be the number one risk for a two campus school. The thought of kids and staff requiring to do this in poor*

*weather is frightening. It would also likely lead to kids catching rides in cars during school time which would be hard to manage and likely to lead to extremely bad outcomes. If a two campus school is chosen, I would expect the risk management of travel between the two to be clearly understood with a risk management plan in place with adequate funding. This needs to be clearly articulated to the community with appropriate feedback endorsing the plan (as it is the communities kids who are at risk)."*

*"25-30min walk from second campus to junior campus. Unlikely my child 'could be bothered'. Most seniors will stay in their own environment."*

### Separating juniors and seniors

6 comments expressed concern that juniors and seniors would be separated as they believe that they should interact, seniors should be role models and juniors should look to seniors for inspiration and guidance.

*"I've got a lot of teacher friends, and their experience is that a junior and senior break up of campuses can get out of hand, and isn't their preference. I think it's important for the juniors to be able to see and look up to the leaders of their college, as role models, and also as a peer support go to as well."*

*"Last night I raised a few concerns about splitting Rolleston College into two campuses based on my experience teaching in this environment and I was a little concerned with Rachel Skeltons reply. One observation I shared was having junior high school students seperated off from the seniors is you lose that leadership and role modelling that is provided by the senior students in a standard high school."*

4 comments made at the end of the survey were that the separation between juniors and seniors was ideal for students and this made Option 2 favourable to them. Separating students allows for education to be specialised and for each campus to have a different focus.

*"I think having a separate senior school would be benefit both sets students. Ncea would concentrated in one area for the seniors and smaller class sizes. For the younger students, more concentration, smaller class and more attention from staff."*

*"A second campus allows for separation of a wide range of developmental stages and gives space to tailor the environment to the needs of those stages."*

### Too much division

Some negative feedback regarding Option 2 at the conclusion of the survey was that it involved too much separation. This could mean keeping students and staff separated at two different sites which won't allow for sharing of expertise and opportunities.

*“There would be pressure on teachers to mainly focus on just one level of schooling. Diversity would be more difficult to cater for.”*

*“I feel that splitting Rolleston College over two campus would mean that there would be a loss of focus for the students as far as school culture goes, I think the kids would feel that they are at separate schools.”*

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## RECOMMENDATIONS

The community were engaged on two options for secondary education in the Rolleston area. 1) A new independent state secondary school with its own enrolment zone, or 2) A second campus of Rolleston College separated by age. The results indicate that the additional information given to the community at this round of engagement changed the preferences expressed in the first round of engagement.

Participants showed a preference for Option 2, a second campus of Rolleston College where the new campus would become a senior campus. While this was the preferred option, there are important considerations such as the distance students and staff need to travel between campuses as this can be an issue of safety with crossing busy roads and being outside staff supervision for 20-30 minutes during travel.

The recommendations below are based on the feedback received in this survey and consider some of the concerns raised by the community.

1. Based on the feedback of the community, it is recommended that the Ministry strongly consider Option 2, a second campus of Rolleston College.

Despite feedback regarding the search area for a new site and some concerns about the type of teaching and learning provided at Rolleston College, Option 2 was the most preferred option. This option allows for the community to be united with a single secondary school that provides for all of Rolleston and its surrounding areas. It also allows for specialist learning opportunities at the junior and senior levels with the potential for new specialist facilities and resources beyond what is currently available at Rolleston College.

If this is the chosen option, the following recommendations will ensure the best possible outcomes may be achieved based on the feedback of the community.

### **Recommendations if a Second Campus of Rolleston College is Chosen**

2. Consideration should be given to the zone boundaries, and ensuring these accommodate upcoming developments in Rolleston and the surrounding areas.
3. If possible, a site closer to Rolleston College could be considered.
4. The junior campus should be years 9 – 11, and the senior campus should be years 12 – 13.
5. The Ministry should work alongside Rolleston College and the wider Rolleston community in designing the senior campus.
6. If students and staff are required to move between campuses, a form of shared transport (such as a regular shuttle) could be considered to ensure students are supervised during this travel time and do not need to walk during poor weather conditions.
7. The senior campus should focus on specialist senior facilities and include dedicated study and quiet work areas.
8. Consideration could be given to a technology centre usable by other schools in the community, and a careers hub that connects learners to tertiary education and careers.
9. A new campus should have highly flexible spaces that allow for students to learn in varying class sizes so that a mix of modern learning and traditional learning may be used.

10. Strong connectivity with Waitaha School at the senior campus should be retained.
11. Rolleston College will need to consider the connectivity between campuses with plentiful opportunities for juniors and seniors to interact.
12. Community usage should be considered with facilities being affordable and accessible for the community.

### **Recommendations if a New Secondary School is Chosen**

1. Consideration should be given to the zone boundaries, and ensuring these accommodate upcoming developments in Rolleston and the surrounding areas.
2. Further work in aligning the secondary zones with the primary zones should be considered.
3. If possible, a site further west in Rolleston could be considered.
4. The Establishment Board should work alongside the community in designing the physical spaces as well as informing the pedagogies, values, and culture of the school.
5. The Boards of Trustees of both Rolleston College and the new secondary school should consider the number of out-of-zone enrolments they offer.
6. Strong connectivity with Rolleston College and the community as whole should be prioritised.
7. Community usage should be considered with facilities being affordable and accessible for the community.

## APPENDIX A: WEBSITE INFORMATION

Thank you to all those who contributed feedback via the online survey and public meetings. Feedback is now being collated for analysis and to inform a report to the Ministry of Education on the community's views and preferences.

There is ongoing and projected growth in the Rolleston area, meaning that additional secondary provision will likely be required by 2025. In the second half of 2020, we engaged with the community from Rolleston and its surrounding area regarding the educational needs given the population growth in the area.

The community was presented with options for a new secondary school which is required to meet this growth. The options were for a new independent state year 9 – 13 secondary or a second campus of Rolleston College. A second campus could be separated by geography, age, or some other criteria.

The findings from the first round of engagement last year indicated that there were two preferred options. Participants also indicated that there was further information that they wanted about those two options that could influence their preferences. The first of the preferred options was a new independent state secondary school. Participants indicated that their preference for this option would be influenced by the site location and the school's enrolment zone.

The second preferred option was a second campus of Rolleston College separated by student age. Participants indicated that their preference for this option would be influenced by what teaching and learning would look like in a second campus model.

This second stage in the engagement process provides you with additional information on these aspects so that you may give informed feedback about the two options:

- A new independent state year 9 – 13 secondary school with its own enrolment zone
- A second campus of Rolleston College, separated by age

If you have any questions regarding the process, please do not hesitate to e-mail [gabrielle@dandgconsulting.co.nz](mailto:gabrielle@dandgconsulting.co.nz)

### **Additional information**

Additional information on each of the two options is included below, and these points may influence your thinking and preference prior to completing the survey or attending the meetings.

#### **A new independent state year 9 – 13 secondary school with its own enrolment zone**

This option would involve the creation of a new independent state secondary school in the southern Rolleston area. It would have its own identity, governance, uniform etc.

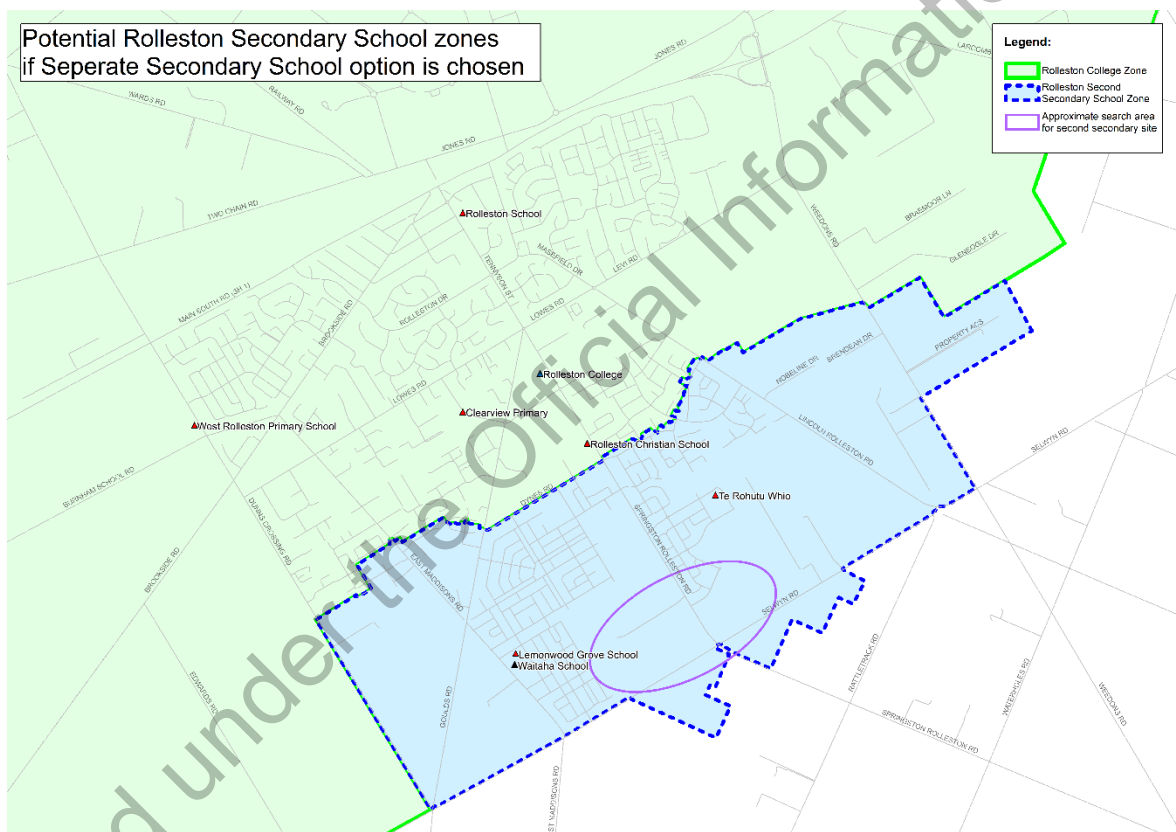
Currently, it is too early to know specific details of what this school would look like and how it would operate, and all these features would be informed by the community down the line.

This new independent state secondary school would have its own enrolment scheme home zone and the current Rolleston College home zone would be adjusted to allow for this. Students living in the home zone of the new school would have access to that school, and students living in the home zone of Rolleston College would continue to have access to

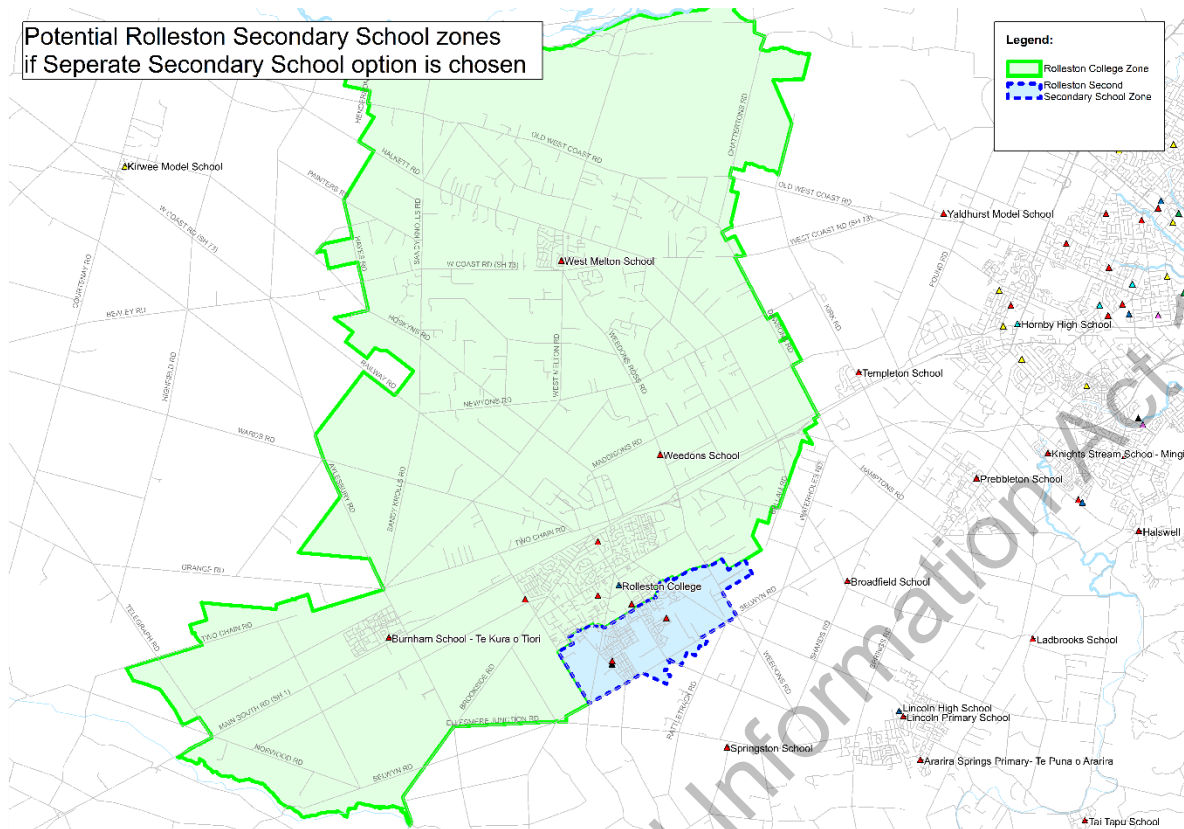
Rolleston College. It is likely that neither school would take out-of-zone students, as is current practice in the Rolleston area.

Students attending Rolleston College who are living in the area that becomes part of the new school's home zone would continue to be able to attend Rolleston College. Also, 'grandparenting' provisions may apply which ensures that if an address becomes out of zone of Rolleston College due to a reduction in the size of its zone, the address will continue to be considered 'in-zone' for as long as it contains children who are younger siblings of current students.

The maps below details how Rolleston College and the new independent state secondary school home zones could be configured. The Rolleston College home zone is shown in green and the potential home zone for the new secondary school is shown in blue with a dotted line. The purple circle shows an approximate area where the school will be located. This area is just over 2km from the Rolleston College site.



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These potential zones would result in a July 2020 local Year 9 – 13 state school demand of 1,383 for Rolleston College and 230 in the new independent state secondary school. The new school is expected to be ready by 2025. The southern area encompassed in the new secondary school zone is expected to experience rapid growth due to residential growth and the movement of large cohorts into secondary year levels. This will see the local demand increase to over 500 by the year 2025 when the school is projected to open.

In the first stage of the enrolment process, zoning was an important consideration for several participants, and participants indicated the potential zone may affect their preferences around a new independent school. The survey will provide you with the opportunity to comment on the proposed zones shown in the maps above.

### **A second campus of Rolleston College, separated by age**

This option means that Rolleston College would have a second campus. One of the two campuses would be a junior campus and the other would be a senior campus. The campuses would be designed to cater to the needs of different ages and stages of students in the wider Rolleston area. The senior campus would likely be designed with further senior specialist facilities and quiet study zones. Whānau group links would be retained across campuses. Flexible timetables would allow for strong connections between campuses and also allow for older siblings to assist younger siblings in getting to school. A senior campus could also allow for stronger tertiary education and local business partnerships.

The first stage in this engagement process showed a preference for these campuses to be year 9 – 10 and year 11 – 13, with participants suggesting the senior campus have an NCEA specialisation. This option was preferred by two thirds of the participants in the first engagement.

Another potential split is year 9 - 11 and year 12 - 13 as there are significant national changes occurring to NCEA. Rolleston College believes that this age split could better align with these changes. This could also give year 11 students leadership opportunities as the most senior students on the junior campus.

In this option, the zone for Rolleston College would remain as it currently is without needing to be changed. The new campus would be located in the same location as a new independent state secondary school (indicated by the purple circle in the above map).

Participants in the first stage of the engagement process were interested to understand more about how teaching and learning could operate in a two-campus model. Rolleston College has prepared the short video below to clarify some of these wonderings so that you have a greater understanding of how two campuses of Rolleston College could operate.

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