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# **Amputation without Anaesthetic**

## **2004 Network Review: School and Community Reorganisation**

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## **Abstract**

This research investigated a 2004 Ministry of Education-led Education Development Initiative (EDI) known as the Network Review in one district from the perspective of board of trustees members, parents, teachers and students from one school using a case study approach. Focused interviews with participants and student groups were held on three separate occasions throughout 10 months of the reorganisation process. The interviews were analysed using content analysis and conclusions were reached using an inductive method of categorising. The findings indicate this reorganisation was far from realising the outcomes or benefits as predicted by the Ministry of Education. Student learning was not only jeopardised but student safety was also compromised in some settings indicating that there may be long-term implications for students as they express a reluctance to attend the new school, an increased sense of anomie and a lack of interest in learning. The reorganisation workload and stress reported by the BoT and teachers is significant and took a toll on personal wellbeing. The responsibility and workload far exceeded the expectation of the board of trustees as unpaid volunteers. The participants described the Ministry decision as "imposed" which failed to take into account the existing tensions within the community resulting in a sense of dissonance between government and community.

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## **Abbreviations**

The following are abbreviations used in this thesis:

BoT	Board of Trustees
EDI	Education Development Initiative
ERO	Education Review Office
JSIF	Joint School Initiative Fund
MoE	Ministry of Education
NZ	New Zealand
NZSTA	New Zealand School Trustees Association
VOSS	Viability of Small Schools

## CHAPTER ONE

### **Problem, Perspectives and Issues: An Introduction**

Since 2001 selected regions in New Zealand have undergone Ministry-led reorganisation, namely 'the Network Reviews'. The intent of the Network Reviews was "to strengthen networks of schools against future school roll declines by reducing potential future uncertainties and through freeing up resources that can be directed towards increased learning" (Ministry of Education, 2004a). Since 2001 all schools in nineteen school districts have been reviewed. The outcome of a review is a decision that can be made for a school to close, merge, continue, or have a change of "class". The Minister also has a prerogative for establishment of a school (Education Act, 1989).

Due to concerns expressed by parents and communities about the School Network Reviews, a five-year moratorium on the review process was declared in 2004. This has provided a period of time for research and examination of the issues and ramifications that have emerged from school reorganisations to date. The purpose of this research is to present the experiences of participants involved in the Ministry initiated area-wide school reorganisation known as the Network Review.

There are two major intentions of this research, firstly to provide the people who experience this phenomenon with a vehicle with which they may tell their story about the process and the impact on their lives; and secondly to provide an opportunity to investigate the consequences and implications so that future attempts at school reorganisation may be better informed from a New Zealand perspective. The Minister of Education acknowledges that there is limited research in this field and that the current Network Reviews had proceeded without a research base from which to inform either the Ministry or the community (*NZ Herald*, 2003).

The roots of the issues underlying the reviews reside in a series of investigations and education reform recommendations that formally emerged in 1988. A pervasive concern at that time was the structure of school administration then viewed as being "over centralised and overly complex" (Department of Education, 1988, p.xi).

The issue of centralising or decentralising administration impinges on schools in many ways and at many levels. Given the history and concern for participation, partnership and community administered schools it is important to examine the

Ministry-led centralised decision to review school districts. The Network Review is noted as being the first time in 15 years that the Ministry has taken outright authority to make the decisions regarding whole districts of schools in an environment of decentralised power and decision making.

Centralisation and decentralisation are said to be the tools of those who must deal with the power rationally and bureaucratically and therefore act as descriptors of the distribution of power within organisations or social systems (Slater, 1993, p.176). Slater (1993) writes that "the most important and significant fact about centralisation and decentralisation is they are about power and its distribution" (p.175). For the purpose of this research it is important to situate the Ministry-led school reorganisation in the larger question; to what extent should the Ministry exert control in educating the population?

A historical view of the antecedents to the School Network Reviews is given in the next section.

## **Background**

The current system of schooling in New Zealand became official legislation in October 1989 under the Education Act. The new system was based on the White Paper titled *Tomorrow's Schools: The Reform of Education Administration in New Zealand* (Lange, 1988). The paper declared, "The basic unit of education administration will be the individual school or early childhood centre." (p. 3) The immediate antecedent to the White Paper was an earlier report prepared by the Taskforce to Review Educational Administration (1988) that set out recommendations in its report, *Administering for Excellence: Effective Administration in Education* (1988), commonly known as 'The Picot Report'. The rationale behind the Taskforce recommendations was that school administration in New Zealand was "over centralised and overly complex" (p. xi).

The common theme of the Picot Report, *Tomorrow's Schools* and the *Education Act* was to restructure the national education system at both the central and local levels. Mitchell (1993 p.1) summarised the reforms as "characterised by a substantial devolution of responsibility and authority from the centre to the individual learning institutions." In essence, schools were to become self-managing in a partnership with the community and the government.

In his summary of the reforms, Mitchell (1993) reminds us that “much of what was included in the Picot Report and the subsequent *Tomorrow’s Schools* was substantially grounded in the earlier reports and did not, therefore, represent a dramatic departure from past perceptions of the need for changes in the administration of education in New Zealand” (p.18).

The Picot Taskforce recommended which elements of the school system would best be managed at a national level while making provision for locally managed schools operating in response to local interests. For the purpose of this research the Taskforce had four main objectives framing the report, *Administering for Excellence* (1988).

- |               |  |
|---------------|--|
| Access:       | Every learner should gain the maximum individual and social benefit from the money spent on education (p.3).                                     |
| Equity:       | Education should be fair and just for every learner regardless of their gender, and/or their social, cultural or geographic circumstances (p.3). |
| Localisation: | People in the institution should make as many of the decisions that affect the institution as possible (p.xi).                                   |
| Partnership:  | The running of learning institutions should be a partnership between the teaching staff (the professionals) and the community (p.xi).            |

When the White Paper, based on the Picot Report, was introduced, Lange, the Minister of Education, stated, “*Tomorrow’s Schools* outlines the most thoroughgoing changes to the administration of education in our history” (p.1). A year later the reforms became legislated by the Education Act of 1989 resulting in a streamlined Ministry of Education and individual BoTs for each school. Each BoT consisted of five parent representatives, the principal and an elected staff representative. The composition of Boards was designed to ensure that the powers of decision-making lay firmly with the parents of the school (Martin, 2001).

In a major policy analysis of the reforms ten years after the legislation, Smelt (1998) noted:

The structural changes which have occurred in education in New Zealand over recent years are not unique. A common feature of reforms in many countries has been the move towards school-based



management and decision-making ... The shift in control from the centre to individual schools which occurred in 1989 can be seen as part of a world-wide development. (p.4)

However, he notes, “the reforms go further than reforms to date in other countries” (p.ix) and “By international standards, New Zealand’s reforms are dramatic and the New Zealand governance structure – both at system level and within schools – is unusual” (p. 18).

The 1989 Education Act disestablished the Department of Education and created the Ministry of Education. Various elements of the Picot Taskforce recommendations were modified, omitted or reformulated but in essence the broad reforms recommended by Picot and embodied in *Tomorrow’s Schools* were accepted. Under the Act the Minister of Education continued to have the prerogative to close, merge, continue or change the “class” of schools; also he could establish a school. In 2000 the Ministry began to exercise the prerogative as it sought to ensure all children had access to a quality education by reorganising schools through the Network Review process. The process of the review provides for significant consultation with parents, their communities, school representatives and stakeholders, such as, New Zealand School Trustees’ Association, New Zealand Education Institute and New Zealand Post-Primary Teachers’ Association.

Changing demographics in New Zealand had resulted, observed the Ministry, in under-utilised education resources. Now, fifteen years after the recommendations of *Tomorrow’s Schools* were implemented, we have an environment in which many communities are faced with reorganisation and feel a strong sense of ownership toward their schools. Recently, Robust (2002) commented that:

While the school has been a crucial focal point of the community if it should become an uneconomical body then the government has policy in place to close it and amalgamate it with other schools in the area. The logistics of this would serve greatly to disempower people despite the original intention of *Tomorrow’s Schools*. (p.13)

## School Reorganisation

Small schools and rural schooling is a characteristic of education in New Zealand. In 1991, 1 in 3 primary schools had rolls under 50 (Ministry of Education, 1991, p.10) and 90% of schools with 1 or 2 teachers were in rural areas (p.7). Our patterns of falling rolls in rural areas follow similar trends of other western countries as we become increasingly urbanised. Political analysts attribute the preservation of our small schools as an indication of the strong influence of the farming vote on politicians, in a society with an economy still largely dependent upon primary production (Collins, 2003). In the last 20 years, however, our economy has diversified (Belich, 2001) resulting in a strong urban shift and instability in some rural areas.

Changing demographics in New Zealand had resulted in the Ministry of Education reconfiguring how our schools deliver effective and efficient education particularly in rural areas where falling rolls have resulted in empty classrooms and school instability. The Ministry responded to the under-utilisation of schools in 1998 and began the process of offering incentives through the Education Development Initiative (EDI) policy to schools that voluntarily merged in areas with declining rolls.

The Ministry of Education developed the EDI Policy (2003) to “manage school closure and merger funding” (Ministry of Education, 2004b). The EDI policy outlines the principles on which “the management of school merger and funding is built”. It states:

The main purpose of any school merger or closure is to improve educational opportunities for students. Therefore the educational needs of the students are paramount in determining the uses of EDI funding and the Ministry is a party to the memorandum. (Section 2, p.5)

In 2000 the Ministry formalised this process by instigating the Network Review process of Ministry-led school reorganisation beginning in Wainuiomata. The ‘Network Review’ is a process undertaken by the Ministry of Education and directed by the Education Minister. A review assesses the way education is currently being provided in a particular area and what re-organisation is needed to make sure a high quality of education can be provided for the next 10-15 years ([www.minedu.govt.nz](http://www.minedu.govt.nz)).

In September 2004 the Ministry of Education published a final draft of *Building Sustainable Schooling Networks: The implementation phase for Network Reviews*

(2004b). The purpose of this document was to provide a resource to the areas under review as to the process and funding of the reorganisation. In this same year the Labour Government began nationwide school Network Reviews through the country involving 230 schools across eleven areas. Johnston (2003) claims that many of the townships under review have one thing in common; they are small rural service towns in central districts with increasingly under-utilised schooling provision in the town with a large number of small schools in the adjacent district.

The Government claims that schooling in New Zealand in 2004 means a move away from the traditional bricks and mortar approach to education towards one that thinks much more about how students can access the best possible sources of learning (Fancy, 2004). This appears to be the platform for the Network Review as the professed benefits stated by the Ministry are that:

- educational resources are used wisely and well;
- the unused and underused school resources are released and ploughed back into the school communities;
- more money available to invest in better teaching and learning resources;
- school will have workable rolls for many years;
- more cooperation between schools is encouraged;
- teachers have a more viable and supportive professional community to enhance their development and benefit their students;
- community involvement in education; and
- that new models for the delivery of education are considered.

(Ministry of Education, 2004a)

The Minister of Education, Mallard (2004b), supported the re-organisation of schools and stated “I believe that mergers make good financial and educational sense in areas where populations are declining to the extent that schools are becoming unviable, and valuable education money is being wasted on bricks and mortar”.

The population of Ranford, the district in this research, is expected to decline from 9219 in 1991 to somewhere between 6400 – 8400 in 2021 (*Ranford News*, 6 April 2004) a result of outward migration and a drop in birth rate. The district has a history of population decline due in part to out-migration for many reasons including land use changes, reduced employment options and loss of rural infrastructure (Allen,

2004). Mallard states that in 2003 there was a current surplus of 1085 student places in Ranford (Mallard, 2004c).

The proposal for the Ranford Schools delivered by Mallard in February 2004 after mediation affected 17 of the local schools; closing several, changing the composition of some and amalgamating others. When delivering the proposal the Minister commented that:

This review is about making sure local education stays strong and of high quality to withstand the pressures of declining rolls and the current surplus capacity of 1085 student places. I want education resources to be spent on teaching children and not on maintaining under-used or empty buildings ... This proposal will also result in approximately an extra \$2.3 million in education development resources within individual schools, \$648,000 for joint education initiatives and \$4.6 million for property work being ploughed back into schools for the benefit of local students. This is in addition to the funds that schools in the area will be entitled to under their 5 year property plans. (Mallard, 2004b)

Johnston (2003) writes that Mallard did not anticipate the response from the community that he received when participating in local consultation. Considering the reforms over the past 20 years which have been aimed at increasing parental choice and participation in the local school, it would be fair to say that this resistance is not surprising as parents have developed an increased sense of ownership. In a recent speech at the PPTA conference Mallard said his biggest regret has been not selling the process to communities (*The Press*, 2005).

The Network Reviews have seen a tension develop between the views of the school, the community and that of the Ministry (Allen, 2004). This tension has been created as the Ministry seek to rationalise educational provision in areas where the community wish to retain what they see as the unique characteristics of the local school, the local identity and control over educating their children (Collins, 2003).

## **The Education Development Initiative (EDI)**

Since the development of the EDI in 1991, schools in areas with declining populations have been aware of the Government's policy to rationalise and re-organise provision in these areas. The research into the area of EDI and the subsequent Network Review is relatively sparse despite the onset of mergers more than 10 years ago. The relatively small amount of research may in part be due to the recognition that school closure and reorganisation is often a difficult time for communities and research can be imposing.

Of the current research available a proportion of this has been contracted by the Ministry of Education to evaluate the reviews and follow the progression of often challenging and complex organisational change. The Phase One to Three Project undertaken by Massey University followed four EDI projects in their development (Stewart, 1994).

Houghton (1995) and Houghton and Lorgelly (1997) presented two research reports on behalf of Otago University investigating voluntary EDI reorganisations. In both cases the researchers interviewed teachers, principals and BoT members, and surveyed students and parents. Participants reported a predominantly positive response to the changes in both investigations.

Since the formalisation of the Network Review two reasonably well-publicised pieces of research have emerged: the Education Review Office (2003) Evaluation of the Wainuiomata Network Review and the Harris (2005) research commissioned by the New Zealand Schools Trustees' Association. There is some agreement in the recent research that Network Reviews are problematic and that students may not encounter the increased learning opportunities as claimed by the Ministry.

The claims that student learning opportunity has not been realised and that learning may be jeopardised is concerning as it is the primary objective for the Network Reviews. This research intends to present the students' perceptions of their own learning and the effect of the change alongside a collection of achievement data to investigate this claim. Collins states that the impact of New Zealand children being forced to move to larger schools is an area of research that needs to be done (*Massey News*, 2004, p.13). It is therefore paramount that the children are heard as one of the primary stakeholders in the reorganisation.

In addition, it is hoped that lessons can be learned from this research as to the impact of the process of change across time from initiation, implementation and institutionalisation. Fullan (2001) refers to this as the Triple I approach to organisational change. International and local research in school reorganisation has found that community opposition tends to be strongest during the implementation phase (Harris, 2005; Wallace & Pockington, 2002).

The future of the Network Review process as it stands may be short-lived in New Zealand as the subsequent community opposition has meant that it has been controversial for the current government, particularly prior to an election. As stated previously on 27 February 2004, the Prime Minister announced a five-year moratorium on Network Reviews while evidence could be gathered. On the 29 September *The Press* reported that teachers at the PPTA conference had applauded as Mallard, the Minister of Education, announced that there would be no more Network Reviews as a response to the community opposition.

It is unlikely that the population of our rural areas will increase dramatically, redistribute or return to the demographic patterns prior to urbanisation. Therefore the Ministry still faces the difficulties brought about by an over supply of schools in some areas, unnecessary small schools within travelling distance and an uneven distribution of resources. Harris (2005) agrees that the demographic projections clearly suggest school reorganisation across the country has only been placed on hold and it is inevitable in the near future (p.10).

## **Rationale**

This research is designed in order to answer some of the questions that remain unanswered as a result of the current research. Most importantly this research questions the impact of reorganisation on student achievement. Improved learning opportunities is the rationale behind the Ministry impetus to reorganise, yet research to date has failed to collect achievement data or ask students how their learning has been enhanced through reorganisation.

It is important that research follows the extent to which the Ministry exerts power within the system. Feedback from the stakeholder group is an important part of a democratic process. As a result of her investigations Harris (2005) recommended that clear guidelines and high levels of support are required if such processes are to be successful, especially when imposed by a government agency (p.55). Indicating that



while it may be within the Government's brief to impose reorganisation, the manner in which this is achieved needs to be informed by research.

This research follows the four stakeholder groups immediately involved in reorganisation of one school; the BoT, parents, teachers and students. Each group has a unique perspective in which they view the reorganisation and the process of change. By comparing, contrasting and examining these experiences and the complexity of the change process it is anticipated that schools in the future facing similar reorganisations can make more effective decisions and improve the outcome of reorganisation, particularly for the children.

## CHAPTER TWO

### **The Education Development Initiative: Review of Policy and Research**

As identified in Chapter One the Network Review Process emerged out of the EDI. The Policy will be reviewed and consequent research in New Zealand on the implementation of the EDI policy and Network Review will be presented. Recent international research from Britain is presented for comparison.

#### ***Tomorrow's Schools* and the Creation of the EDI**

The structure in which schools exist in New Zealand today is largely as a result of the *Tomorrow's Schools* reforms in 1988. Prior to this, schools were centrally managed in a structure of 10 regional education boards (in the case of primary schools) and three regional offices (in the case of secondary schools). The head office of the Department of Education and the department's school inspectorate combined to produce a system of highly-state controlled education administration that had developed since schools were established in New Zealand. This produced centralised decision making, often time consuming and laborious and perceived to be unresponsive to community needs.

In 1988, the *Administering for Excellence Report* (Department of Education, 1988), known as The Picot Report, was published and became the precursor to the reforms. The Picot Taskforce grappled with the administrative dilemma by acknowledging that some matters are a concern of the state – but wherever possible the government should make only those administrative decisions it needs to take and that all other administrative decisions should pass to the learning institution (Department of Education, 1988, p.5). The report advocated a less centralised and more localised approach resulting in the decentralisation of administration for New Zealand schools. It proposed a simplified administrative system, which reduced the amount of central control and shifted greater decision-making power to the newly created local Board of Trustees.

Since this time BoTs have maintained control over the day-to-day administration of schools in New Zealand. This move has seen parental involvement in a wide range of aspects concerning educational administration from property management, to teacher and principal employment, to the maintenance of behavioral standards through the participation of stand-down and suspension decisions. This reflects The



Picot Taskforce's intention that "Individual learning institutions will be the basic unit of education administration. This is where there will be the strongest direct interest in educational outcomes and the best information about local services" (Department of Education, 1988, p.45).

The degree and extent of devolution and decentralisation that has actually occurred since 1989 is an ongoing debate. Legislation since this time has resulted in reforms designed to remove or reduce the government's role in the day-to-day management of schools, but as some argue, the government seeks to maintain outright control (Nash, 1990). The purpose of the reformation was to provide school communities with direct control over expenditure and staffing and greater choice of education institution and to ensure that schools were more accountable and responsive to the local community through the BoT. At the same time, however, it has been noted that the state retained and perhaps increased its influence in other areas and through new mechanisms (Ledgerton, 1995).

Among the first structural problems that the Ministry perceived following the *Tomorrow's Schools* reforms was an excess school capacity particularly in rural areas where small schools with increasing costs caused concern for the Ministry. Quite simply there were too many small schools in rural areas.

In 1991 Smith, the then Minister of Education, set up a committee of officials to review and report on the viability of small schools (MoE, 1991). The report, published in April 1991, featured a recommendation from the Treasury and State Services Commission representative on the committee that all schools should be funded in future by a roll-driven formula, which would remove the "present subsidy available to smaller schools" indirectly forcing small schools to close (MoE, 1991). The committee received a barrage of submissions almost unanimous in their support for the retention of small schools (Fiske & Ladd, 2000). Subsequently the committee did not adopt the recommendations of the VOSS report and established a group representing the Ministry of Education, the Schools Trustees' Association and the two main teacher unions that developed comprehensive guidelines for the "rationalisation of education provision", the beginning of the EDI (MoE, 1991, p.54).

In 1991 as part of the National Budget the EDI was introduced to replace the Community Forums on Education with the much narrower mandate for groups of schools that wanted to consider amalgamation (Fiske & Ladd, 2000, p.261). The driving force behind the initiative was the problems of excess school capacity and

uneven regional patterns of population growth and school provision (Butterworth & Butterworth, 1998, p.215).

In accordance with the self-management philosophy from the *Tomorrow's Schools* reforms, the EDI aimed to co-opt local people to decide on the rationalisation and possible reorganisation of schools in their area. The strategy was to convince local communities of the curricular and other educational advantages of local schools and to offer financial incentives to merge schools such as capital investment in a new site and the funding of transitional costs (Fiske & Ladd, 2000, p.261).

In November 1991 the guidelines known as the EDI were published in the *Education Gazette*. The 1991 guidelines were essentially voluntary, asking communities to offer themselves for the processes outlined. The Ministry anticipated that the financial incentives available would encourage struggling schools to enter into reorganisation discussions with other local schools.

In the early stages of the EDI implementation the MoE undertook to identify clusters of schools that were perceived as possible candidates for EDI. The MoE considered such features as demographic trends and change, roll patterns, schools' surplus capacity and the structure and appropriateness of education provision in the cluster.

The role of the Ministry at this time was to gather data, identify areas fit for reorganisation and approach schools individually. This action promoted a number of schools to approach the Ministry in order to initiate an EDI and seemingly to retain control of the change rather than have it imposed on them through ministerial mandate (Stewart, 1992a).

The process was slower than anticipated by the Ministry. In 1994, seven EDI projects were completed involving only 14 schools. By the end of 1994, 38 communities were considering options open to them through the EDI, and by the end of 1995 a further 19 projects were completed involving 44 schools (Butterworth & Butterworth, 1998, p.249). The numbers indicated that the EDI successes had largely been in the amalgamation of two or three rural schools. It was clear to the Ministry that the EDI policy had only had a very limited effect on the surplus of schools in New Zealand.

In the beginning of 1995 there were 2848 schools, in 1996 the number was 2790. During that time, the number of schools had dropped by 89, but this decrease had been

partially offset by an increase in composite schools, secondary schools and private schools (Butterworth & Butterworth, 1998). Butterworth and Butterworth attribute this slight shrinkage in the number of schools as evidence of resistance to change. It was clear that more extensive intervention was needed (Fiske & Ladd, 2000).

## **Education Development Initiative: A Policy Review**

It is important to briefly review the main aspects of the EDI policy leading to the publication of *Building Sustainable Networks* (MoE, 2004) as the development of the policy demonstrates the Ministry's increasing presence in the decision-making process.

### **Education Development Initiative (1994)**

The publication of this policy document in 1994 outlined the provision made by the Ministry in an attempt to reach the goal of widespread reorganisation. The document states that the purpose of the EDI is to improve the delivery of education, and ensure that students have access to high quality learning opportunities in well-equipped facilities (MoE, 1994, p.10).

Each EDI should:

- strengthen the curriculum for the students in each school;
- reflect the preferences of its community; and
- be achieved within existing resources.

Any EDI proposal should have these guiding principles.

- The form of organisation adopted for any new school should improve learning opportunities.
- Any reorganisation should take into account likely curriculum and qualifications directions for the future.
- The initiative should reflect the spirit of the Treaty of Waitangi.
- It should consider the cultural needs of the community.
- The proposal should reflect the wishes of the majority of the parents.
- The reasons for any variation to traditional forms of school organisation should be clearly stated.
- Planning should also consider school transport requirements.
- Proposed changes should be achievable within the total resources of existing provisions (MoE, 1994, p.18).

The Ministry's role in this publication is understood as assistance to the group of schools considering the EDI. "The Ministry will provide information on future roll projection, curriculum and staffing issues and different school types. It will provide data on current school structures, educational programmes available, rolls and educational and curriculum issues, and may assist with funding for the consultation process" (MoE, 1994, p.28).

### **Educational Development Initiative (2000)**

The re-issue of the EDI policy in 2000 appeared with amendments made by the government in terms of expectations and involvement. The Ministry states that following an EDI parents can expect a larger school, improved learning opportunities and a more stimulating environment for their children's education (p.7).

The Ministry clearly outlines some of the benefits of an EDI.

- A larger school with more resources more finding and sometimes more teachers.
- A more varied curriculum for all students.
- Larger age and peer groups.
- More teachers with varied teaching styles and specialisation.
- A greater input into curriculum and other policies.
- A greater number of parents in the amalgamated school.
- Increased management time with the increased roll.
- Negotiated incentives to improve the provision of education (MoE, 2000, p.8).

In this publication the Ministry introduces the concept of an area review, stating that an area review would occur when an analysis of data about schooling and changes in the district show that the present school arrangements are not as appropriate as they could be (MoE, 2000, p.9).

The area review provides an opportunity for the community and the Ministry to look at the way schooling has been arranged in the past and reach a view of how the cluster of schools might provide best quality education services for students into the future. (MoE, 2000, p.9)

The Ministry intervention and assistance in this EDI document is stated as "facilitating the negotiations that will lead to the signing of a memorandum of agreement, which sets out the terms of the reorganisation" (MoE, 2000, p.9).

## **Building Sustainable Schooling Networks (2004)**

The Ministry prepared this resource for use in the eleven areas implementing the Ministry of Education-led Network Reviews in 2004. The Network Review would result in significant change and a reduction in the number of institutions in the area.

In the foreword by Fancy, the Secretary for Education, the Ministry's stance on Network Reviews is clear. "Network Review creates new opportunities for strengthening teaching and learning in community schools for the benefit of all students" (p.i). Fancy notes that the process of change has been challenging but states his belief that "the reviews can and need to help to strengthen the network against future school roll declines by reducing potential future uncertainties and through freeing up resources that can be directed towards increased learning" (MoE, 2004b, p.i).

The resource is a detailed account of the process, the roles and responsibilities, funding, policies and procedures that need to be taken into account when closing or merging with another school. It provides detailed information about how the changes might be managed and implemented to support and develop teaching and learning. The Ministry recognises that meeting student learning needs and ensuring the delivery of quality educational outcomes can be more complex during a time of change (MoE, 2004b, p.iii).

The resource states that the outcome of the review is "the Minister's decision" and that the main purpose of any school merger or closure is to improve educational opportunities for students (MoE, 2004, p.5). The role of the Ministry in the Network Review is significantly more prominent and powerful than in the previous EDI initiatives. Although the Minister makes the final decision, an implementation reference group is established after the Minister's decision to guide the process across the cluster. The central role of the implementation reference group is to ensure that implementation is planned across schools for the mutual benefit, both present and future, of all the schools in the network (MoE, 2004b, p.iv).

The resource further outlines the roles and responsibilities of outside interests such as operational change managers. The EDI funding enables the appointment of an operational change manager to assist school trustees and management with the change process. This may include the organising of property provisions, managing assets and resources.

Funding the reorganisation are three components of EDI funding:

- The EDI grant – based on per student rate, which schools are encouraged to target on outcome for educational area therefore some funds may be passed to other schools in the Network Review where there are educational needs to be addressed which are relevant to the network's functioning as a whole (MoE, 2004b, p.8).
- The Joint School Initiative fund (JSIF) – the purpose of this fund is to promote partnerships and co-operation between the schools in the interests of the whole education community. The joint initiative money belongs to all the schools that were part of the review; even if a school has no change it still has the right to take part in decisions relating to the use of JSIF to enhance the education provision across all schools and the wider community (MoE, 2004b, p.13).
- Property Funding – surplus funding from school properties that have closed are redistributed to the continuing school.

The Ministry write that the educational needs of the students are paramount in determining the uses of EDI funding and that the same level of funding will be available to the school regardless of whether the merger or closure was voluntary or forced (MoE, 2004b, p.9). The Minister states that “acceptance of the EDI funding indicates a willingness to co-operate with the Ministry in a future evaluation of the educational benefits that have been achieved” (MoE, 2004b, p.5).

The Ministry is clear to state their commitment to working with schools to support efforts to ensure a smooth and successful implementation transition takes place (MoE, 2004b, p.i).

### **EDI for System-wide Planning (1995)**

In 1995 Ledgerton submitted an unpublished paper towards a Master of Public Policy at Victoria University, titled *The Education Development Initiative policy as a new method of system-wide school planning*. Ledgerton focused on the EDI policy intentions while reviewing the Phase one and two research projects (as reviewed below) conducted by Massey University and incorporating an international perspective with a review of a reorganisation in Scotland.

Ledgerton (1995) argues that reforms of *Tomorrow's Schools* have encouraged Boards of trustees to focus primarily on their own local schools' needs. She concluded that the current structure of highly decentralised local school



management and the emphasis on the market sector were barriers to the reorganisation and modernisation and that it impeded effectiveness of EDI at a system-wide level (p.65). Ledgerton claims that the individual school self interest engendered by market competition and local management has limited the vision and commitment necessary for broader planning (1995, p.67).

The confusion and complexity resulting from a mix of centralisation, decentralisation, devolution and load shedding involved in education sectors reform has created uncertainty (for example, that the state will intervene anyway) and suspicion (concerning motivations for EDI and the role of the MoE) on the part of some boards/communities in the development of EDI. (1995, p.31)

Ledgerton claims that any changes made in response to the EDI policy are likely to be ad hoc and driven by individual schools rather than by a considered district or area plan. She argues that the degree of control given to individual school boards can inhibit planned change not only at a local level but also at the district/regional level (1995, p.30).

As a result of her review of the case studies described in the Phase one and two projects Ledgerton observes that the EDI process can be “lengthy and time-consuming requiring a high degree of knowledge, skill and commitment on the part of individual school boards, this is in addition to the heavy workloads that board members already have as volunteer administrators” (1995, p.32).

Ledgerton’s conclusions were that the decentralisation and devolution of control to individual institutions rendered the Ministry powerless to facilitate the policies such as EDI and to plan widely and comprehensively. She asserts that the now fragmented structure of education administration in New Zealand inhibits cohesive and coordinated system-wide planning (1995, p.31).

Ledgerton supports the centralisation of such activities and while she notes that the centralising tendencies have increased in some areas of the new administrative structure these have been in parallel with decentralisation of other aspects. Ledgerton claims that this has resulted in a system which does not appear to have the mechanisms necessary to enable EDI to effect cohesive and coordinated change across the sector (1995, p.64).

## **Relevant New Zealand Research of EDI and Network Review**

Research into the subsequent EDIs in New Zealand began with the Ministry contracting Massey University to follow four initiatives through the process. Although the literature is sparse in this area the chronological order of the research projects as outlined below illustrates the pace with which the EDIs occurred prior to the Network Review and the consequence of Ministry intervention.

### **Phase One EDI Research (1992a)**

The Education Research and Development Centre at Massey University were contracted by the Ministry of Education to evaluate the process of the EDI in four communities, Southland, Levin, Flaxmere, and Melville. The project leader, David Stewart, states that the purpose of the study was to follow and record four community re-shaping initiatives by means of case study analysis. The research team interviewed key people within each area, attended meetings and reviewed relevant documents over a two-year period resulting in a three phase report.

The findings from the Phase one report indicated that the communities felt a sense of inevitability about the school mergers (Stewart, 1992a). The EDIs were considered significant events by the community and the participants were keen to retain control of the possible change rather than have it imposed on them some time in the future (Stewart, 1992a, p.6).

Stewart (1992a) noted that opportunities for such community involvement and decision making in education in NZ are rare. The researchers observed that the participants were responsive to the fact that this EDI allows much more community control than has been the practice and experience of the past (p.6).

Although the research team was impressed with the commitment shown both in time and energy and to effective education that those involved demonstrated they felt that the school support so widely praised could now mitigate against a possible amalgamation (Stewart, 1992a). They noted that the interviews raised the dilemma created by the devolution of control in *Tomorrow's Schools* reform of the rights of an individual school BoT versus the rights of the wider community (p.31).

The participants in the EDI expressed a willingness to change but required evidence that such a change would be an improvement on what was currently offered. Stewart (1992a) recognised the need for a comprehensive literature study and a careful dissemination of the results in a form easily read and understood by members of



communities wishing to change the education provision in their district (p.33). He reported that the school could profit from the experience of other communities in other parts of the world attempting to increase the effectiveness of education for their children (p.33).

Stewart (1992a) observed that both the stimulus and resistance to change, argued by the community, was based on social factors such as peer support, peer influence, relationships of age groups to each other and family support. At this time he was surprised with their dominance; while recognising that they were interlinked with learning, the researcher did not expect such emphasis on these factors.

The report concludes by stating that there is some way to go in each of the initiatives before a result can be obtained. Even at the early stage of phase one Stewart noted that the Flaxmere EDI was likely to be abandoned based on irreconcilable community factors (1992a, p.33).

The report made several key points which Stewart believed required further investigation and focus.

- The factors which are inhibiting progress.
- Identification of alternative agendas (if any).
- Identification effects of change (if any) on wider community.
- Closer identification of the educational factors that communities value.
- Criteria parents use in choosing schools.
- Closer scrutiny of resourcing and financial support.
- Necessary/possible support for EDIs from the Ministry.
- Possible guidelines for other groups considering an EDI initiative.
- Further monitoring of community expectations both of the present structures and projected reshaped institutions (p.33).

### **Phase Two EDI (1992b)**

By the end of 1992, Stewart once again reported on the developments of the EDI process. By this time Southland had made a decision to amalgamate. They stated that they were openly disappointed that three schools had closed but acknowledged that they had been involved in decision making and that their decision has been rational and logical (1992b, p.22). Stewart reported that the EDI process had been successful and that optimism was evident.

In Levin, Stewart found sustained opposition to the proposal generally by rural schools. There had been much debate stimulated but the formal response to the proposition was not very supportive. Stewart (1992b) noted that the risks of a major reorganisation taken in one move may be too high, thus the indicators are that the community may look for a more limited outcome as a beginning.

In Melville, where the Intermediate and Secondary schools situated on adjacent sites were considering amalgamation, Stewart noted the enthusiasm in the EDI process. A noticeable feature was the collaboration between principals; they had established a five-year plan and intended to set up a combined BoT.

The Flaxmere EDI began as the community expressed their aspirations for a local secondary school. This was established by the Minister but resulted in excess of resources in Hastings, particularly of secondary provision. The focus had thereby shifted to the reorganisation of Hastings schools. The participants wished to ensure that the future provisions for delivery would be made primarily on educational grounds rather than identifying buildings and grounds that could be saleable and then searching for structural solutions to free them up (1992b, p.70).

### **Phase Three EDI (1994)**

In the final phase reported in February 1994 it is clear that only one of the EDI initiatives had been successful, the Southland amalgamation. At the beginning of the school year four schools consolidated on the Tokanui School site.

The data from the Southland case study suggested that the general perception was of a community generated initiative. In the other areas, however, the initiative was perceived as driven by a special interest group or the Minister. Stewart (1994) found that only the Southland data demonstrated any clear belief that the benefits would outweigh possible disadvantages, even though there was a residual worry that class sizes would grow too large (p.17).

Stewart (1994) observed during this phase of the project that the lack of success in the three areas may demonstrate that the EDI process did not deliver a change, which had wide community support, except in small rural areas where the major focus was consolidation. Although three of the four areas in the research remained unsuccessful in achieving any significant reorganisation, Stewart found that there was an acknowledgement in these areas for the necessity for systematic change (p.25).

Stewart (1994) found that when the focus of change is clear, when the total community is small enough to engage in techniques of inclusive education, and when the strong possibility that no sub-groups will be significantly disadvantaged, then the present approach to strategy for change should be continued (p.25).

In the remaining three areas there was little change. In Levin several schools independently sought to re-capitate, but the re-organisation initiative had not progressed. In Hastings and Flaxmere the consequence of establishing a secondary school meant an over-capacity of secondary schools in Hastings, with no foreseeable solution. In Melville, Hamilton, the High School and Intermediate had elected a single BoT but the schools continued to operate as two separate institutions. The decision not to proceed further had been made by the BoT (Stewart, 1994, p.9).

The research team found that when schools had a clear belief in the EDI process, like Southland, then the outcome was likely to be more positive. Stewart (1994) identified this as a reinterpretation of the concept that change needs to be owned by the people who are to take part in the process and who may be affected by any changed outcome (p.14). He felt that little if any effort was applied during the EDI process to collecting evidence relating to existing provisions. It was difficult therefore for schools to make judgements about the effects of possible change. As a consequence there was often a strong desire by many participants to retain the status quo (1994, p.17). Stewart (1994) suggested that EDI change that had to do with improving teaching and learning must begin with all concerned sharing the knowledge about the current state of affairs (p.32).

The EDI process as it was examined in this research project was said to take considerable time in order for it to be a success. Stewart (1994) claimed that there would have to be a commitment by all the appropriate authorities to implement the outcomes of the deliberations. In particular Stewart noted that although one of the key features for considering an EDI is local community seeking curriculum improvements (MoE, 1994) there was little evidence in this study that such improvement took a central focus in the process of an EDI (Stewart, 1994, p.22).

Stewart (1994) found that schools argued for the status quo on the basis that it would be less costly in economic terms to establish large schools but more costly in educational terms as the nature and form of the provisions altered in terms of the intimacy and open communications sacrificed (p.18). Therefore he concluded that

knowledge about the process must be shared widely and openly if a commitment to the outcomes is to be expected and accomplished.

As a result of the case studies Stewart (1994) made several observations and recommendations including a suggested “matrix for change” as an alternative methodology for when the projected change is more complex, when numbers are greater and when no single solution has the confidence of most of the people (p.vii).

### **Review of EDIs in Otago (1995)**

In May 1995 Houghton prepared a report for the Ministry titled *A Review of the Education Development Initiatives*. The researcher selected four EDIs involving four closed schools and five receiving schools that had implemented changes for at least one year.

The research questions focused on the impact of the EDI on the children and parents. Houghton interviewed and surveyed parents, BoT members and teachers and principals. Of the 27 people interviewed, 10 were principals or teachers, 12 were BoT representative parents and two non BoT parents and 5 community representatives. Postal surveys were designed and sent to 27 families and parents and 39 children. A survey questionnaire was sent to a random selection of 15 parents at one receiving school.

The process of negotiating an EDI was complex. Houghton found that from the experiences of the participants an independent facilitator would assist the parents, schools and community in the EDI process. She noted in the report that this had become available for EDI negotiations (Houghton, 1995, p.9).

Houghton reported that the effects of EDI on children were particularly visible in the changed educational provisions; classroom activities and curriculum areas were expanded. The children reported that classroom work at the new school was more challenging and that they had more academic competition. Both the children and parents report increased social opportunities, particularly more friends (Houghton, 1995, p.18).

While being reticent about class size and noise most parents reported that the EDI had been positive. The few parents who thought that their children had not benefited from the EDI reported that their child had less personal time with the teacher, or increased travel time (Houghton, 1995, p.18).

### **Kaikorai Valley High School (1997)**

In monitoring the EDI at Kaikorai Valley High School in Dunedin Houghton surveyed students who enrolled in Form 1-2-3 (Year 7, 8, 9) at Kaikorai Valley in 1997. The High School formed an EDI initiative in which Kenmure Intermediate School and Kaikorai Valley High School amalgamated. 36% of parents were surveyed and 38% of students (Houghton & Lorgelly, 1997, p.4).

Students and parents stated prior to attending the new school that they were looking forward to the new school, new subjects, new friends and sports. They were, however, concerned about finding their way around, meeting new friends and completing homework. Some students anticipated problems with bullies at the new school. Houghton found that key aspects students anticipated were realised during the year and that concerns they had identified earlier about bullies, expected difficulties to make new friends or finding their way around the school were mentioned less often (Houghton, Lorgelly, 1997, p.12).

### **The Wainuiomata ERO Cluster Review (2003)**

The Wainuiomata area review began in late 1999 as the first formalised Network Review. The Review was initiated as a joint venture with the Wainuiomata Principals' Association, School Trustees in Wainuiomata and the Ministry of Education. The purpose of the review was to seek long-term solutions for schooling provision in the Wainuiomata Valley and to support the provision of quality education for current and future students (ERO, 2003, p.3).

In July 2003 the Education Review Office reviewed the Wainuiomata Schools as a result of the reorganisation in 2000. The purpose of their review was to evaluate the extent to which the Network Review objectives were currently being met. ERO gathered information from the schools using the following indicators:

- students' achievement;
- student morale;
- quality of teaching;
- staff morale;
- curriculum and resources;
- community involvement;
- collaboration within and across school;
- school, culture and relationship with new school community (students parents and whānau);
- school roll;

- staff recruitment; and
- governance and management.

During the education reviews, ERO considered information from a variety of sources including:

- self-review provided by school;
- school strategic plan;
- school annual reports;
- the Board Assurance Statement and self-audit checklist; and
- other documentation including ERO's files and ERO institutional database.

During the review, ERO also undertook discussions with:

- members of the BoT;
- principal;
- school managers;
- school staff;
- students;
- the friend of the school (if involved); and
- the community (if appropriate).

(ERO, 2003, p.6)

Findings from the data demonstrate that in the short term the quality of educational provisions within the Wainuiomata cluster area had not been significantly improved following the Network Review in the area (ERO, 2003, p.9).

ERO (2003) acknowledged, however, that there had been a broadening of the curriculum available across the cluster and an increase in the resources available in most schools individually. The schools had attractive buildings and grounds as a result of the reorganisation (p.9).

Amongst the findings ERO (2003) state that quality teaching remained variable across schools. They found a significant number of newly qualified teachers across the schools, but acknowledged that the levels of qualification and experience of applicants for new teaching roles following a Network Review were likely to be similar to those prior to the Network Review (p.12). ERO reported that the morale of teachers was high across the schools (2003, p.11).



The reorganisation had provided a catalyst for schools to review their policies and practices to ensure they are able to meet the educational needs and aspirations of their students. All schools in the area reported the desire to review and largely renew their school's documentation and planning. ERO (2003) found, however, that school-wide review and performance management systems for teaching staff still needed to be effectively implemented. The merger required additional focus and energies of BoT, professional leaders, and staff and therefore had reduced the amount of time and energy that the board and professional leaders of the schools have had to focus on documentation and planning.

In the short term ERO (2003) found that the performance of schools with regard to the quality of educational provision across the cluster appeared to have remained static with some loss of traction as a result of the activities related to the process of merger (p.10). They were of the view that skill gaps and areas for development that existed prior to the Network Review would need to be addressed if improvements in the quality of educational provisions are to be achieved in the future (p.10).

Furthermore they found that despite the reorganisation's intentions to create platforms for cooperation between schools the activities undertaken by schools as a result of school reorganisation had resulted in a return to a more inward focus for schools (p.12). ERO (2003) acknowledged the importance of the Joint Education Development Initiative (JEDI) funding for contributing to platforms for cooperation between schools and communities (p.12-13).

In summary ERO stated that:

The Network Review process as currently implemented is more successful in focusing on and achieving outcomes associated with the future economic sustainability of schools – the future educational quality while identified as a key focus of Network Review policy objectives is not given sufficient attention during the Network Review process – The likelihood of a Network Review achieving its educational objectives is therefore not assured. (ERO, 2003, p.15)

ERO made the following recommendations as a result of their review.

- A needs assessment of education provision in the cluster should be alongside the assessment of the economic viability of schools in the cluster.
- A dual focus on both economic and education objectives should be emphasised throughout the Network Review process. This should result in strategic planning for new school arrangements being developed prior to and alongside merger processes.
- Progress toward achieving Network Review policy objectives should be sustained by the development of effective school-wide policies for planning review and performance management.
- School-wide processes for monitoring and self-review should provide information on the effectiveness of activities and initiatives to progress Network Review policy objectives and contribute their implementation and effectiveness. (ERO, 2003, p.1)

### **Graeme Collins, Small School Policy (2003)**

Collins' doctoral study on the impact of small school policy in New Zealand was implicated when the EDI affected the district in which he conducted his research. Through his policy analysis Collins identified two different types of policies affecting small schools in two different ways:

- 1) those designed to reduce or rationalise the network; and
- 2) those designed to enhance or strengthen the network. (Collins, 2003)

During his research Collins interviewed officials involved in implementation of small school policy and found that changing demographic patterns played a key role in shaping their thinking about the future of the school Network Review (Collins, 2003).

Collins (2003) found that while current policy assumes schools will be willing to take the initiative in planning and arranging co-operative projects with their neighboring schools to either strengthen or rationalise the local network, the data suggests otherwise (p.72). The schools in the study exhibited a markedly more competitive than co-operative attitude toward their neighbours. They tended to exhibit a strong tendency to act according to their own interests rather than in the interests of the local network. He believes that this reaction is a response to over a decade of self-management rhetoric.



Collins (2003) writes that a confusion existed over whether efficiency or effectiveness was the policy goal and whether negotiation or consultation was the process proposed. "The Minister says it is consultation with communities and boards involved yet in other places states that the Ministry and Minister have the final decision making power" (Collins, 2003, p.70). He suggests that stronger initiatives than presently exist may be needed to change this conditioning.

As a result of his findings a forum was held at Massey University in 2003 where policy makers, researchers, support personnel and school representatives met in a facilitated process to discuss the rationalisation behind the reviews and possible future directions. The group identified barriers to successful reorganisation. A number of local blocks were identified which prevented the community from being more pro-active. The most significant local block was the expressed desire in many local communities to retain what was seen as the unique characteristics of the local school and the wish to retain the local identity and control over 'our' school (Collins, 2003, p.73). The forum also produced a number of blocks originating at a national level. Collins noted the most significant of these to be:

- a current lack of 'upfrontedness' about the details of the long term plans for rural schooling over the next 10 years;
- the current lack of clarity about the outcomes sought from the change. Schools need a clear statement about whether property rationalisation or improved student learning is the focus; and
- the apparent failure so far to recognise that you can't fix a bad school by amalgamating and that other forms of intervention will be needed in some cases (Collins, 2003, p.73).

A range of suggestions was then made by the group for reducing or overcoming the current blocks. Primarily the group identified the need for local boards to have better information than at present, suggesting local demographics, and national case studies of proactive possibilities. The forum participants outlined the need for a more positive profile of rural schools in the media, and improving incentives thereby ensuring success (Collins, 2003, p.74). Finally the group produced suggestions for national initiatives to encourage more pro-active school reorganisation, such as:

- providing funding or road shows to bring together local community representatives in all areas;

- a fund to establish trials of alternative forms of governance and management arrangements;
- provide a case manager or enhance liaison officer for a cluster of schools who would have strong relationships with and knowledge of local school needs and national trends; and
- offer better incentives for co-operation between schools. (Collins, 2003, p.74)

Collins (2003) acknowledges that the present policies are failing to achieve either of their current aims in terms of “rationalisation” or “strengthening” (p.75). He forewarns that “Unless there is some sort of externally promoted community building process of this type added to the facilitation already available through the area review process it would seem that small school re-organisation in New Zealand is likely to continue to be problematic” (p.76).

#### **Shirley Harris NZSTA (2005)**

The New Zealand Schools Trustees’ Association (NZSTA) commissioned Harris to investigate the implementation of the EDI as they sought to investigate the resources and support systems that needed to be in place for boards undertaking the process in the future (2005). Although this study primarily focuses on the “voluntary” school reorganisation process that occurred throughout New Zealand during 1994-2000, some attention is given to the analysis of the EDI policy and the subsequent Network Review, with reference to the Network Review in Invercargill in 2004.

Harris (2005) writes that the findings clearly indicate that the changes that “a school reorganisation inflicts on a school community are far-reaching, not only in terms of the time and energy required, but also in regard to people’s lives, their relationships and students’ educational outcomes” (p.55).

Harris (2005) acknowledges that the lack of communication about the rationale for the reorganisation accompanied by the lack of clarity from the Ministry of Education regarding the process has contributed to a sense of fear regarding the review process (p.19). The findings indicated that communities that could see the potential benefit were more likely to experience success. In these cases the decision-making process was community-led and a commitment to the process occurred through full community consultation (Harris, 2005, p.19). Furthermore, Harris (2005) found that

the more tumultuous mergers from a community consultation perspective were Ministry-led and according to participants often failed to take account of existing rivalries between local school communities (p.24).

The merger process for trustees is difficult in that it assumes lay people have the necessary skills to guide themselves and their community through the decision-making process of a merger or closure (Harris, 2005, p.24). Harris (2005) found that the energy, time and emotion required from BoT members during a review went beyond the commitment expected of volunteers (p.24).

In interviewing participants Harris found that the reaction of the community had the greatest impact during the implementation phase. She credited this to the realisation that decisions had been made and change was going to occur despite the community desire for the status quo. Harris (2005) found that during the grieving process many communities tended to implode (p.24). The level of negativity appeared to have a significant influence on the process of the merger.

A key finding in the research was the timeframe allocation allotted by the Ministry. Most participants had strong feelings about too little time being allocated for schools to make the necessary adjustments and implement the changes required (Harris, 2005, p.31). Harris observes, however, that in the case of many of the voluntary mergers the timeframe allocated allowed stagnation to occur and failure of the schools to make decisions. She suggested that extending timeframes too far in advance may be counterproductive in terms of achieving the desired outcomes (p.15). Furthermore she found that participants expressed the need for the Ministry to take a greater responsibility in the decision-making process (Harris, 2005, p.47).

Harris (2005) interprets the findings to suggest that school reorganisations are initiated for reasons of a financial and logistical nature rather than for educational value or enhancement purposes (p.43). The learning outcomes for students were not the focus of the merger as the processes tended to focus on the adults, not the students. Most participants believed it took a considerable period of time before focus could be placed on student achievement, anywhere between two and five years (Harris, 2005, p.43).

A positive attitude once the decision had been made was considered in the findings as an important dimension for implementation particularly by principals and Board Chairs. The participants also identified strong leadership and a clear understanding

of governance and management by both the Board Chair and the Principal made a difference to the success of the transition during the post-merger time period (Harris, 2005, p.38). The management of staff was problematic post-merger and professional development was highlighted as an important component for staff cohesion (Harris, 2005).

Despite the expressed difficulties most participants believed that the school reorganisations were worthwhile and successful (Harris, 2005, p.43). Participants stated that they believed the learning outcomes for students had been enhanced, Harris, however, is clear to state that the research did not follow students' achievement and in fact found that schools were so busy with reorganisation that it was not possible for them to undertake business as usual. Harris writes that the recent documentation published by the Ministry of Education for the Network Reviews focuses on quality education and students' achievement, which in light of these findings is unrealistic not just over the merger/closure period but for an extended period of time (Harris, 2005, p.54).

In Harris' (2005) analysis of the policy she found that the documentation in the more recent Network Review publications is consistent in that the focus for school reorganisation is based on quality education for the future. She notes, however, that the translation of "educational opportunities" in the EDI policy to "educational outcomes" in the Network Review documentation continues to remain unclear (p.51). She also found that while the Ministry acknowledged the community's resistance to change in the documentation, practical steps to alleviate the issue remained sparse (p.51).

Harris (2005) concluded the research by asserting that:

Clear guidelines and high levels of support are required if such processes are to be successful, especially when imposed by a government agency. What is preferable is that such change is community initiated and led with support available when required. As it stands the process can be highly fraught for all of those involved, with the potential to jeopardise the educational outcomes of the children attending the schools during the reorganisation period and beyond (p.55).

## Local Evidence

Several districts during the consultation phase commissioned independent research to investigate the possible impact of reorganisation on the community. The research outlines the community's concerns prior to the implementation providing an insight into the community tension and the context in which the Network Review took place.

### Social Impact Assessment (2004)

In 2004, prior to any changes, the Ranford District Council commissioned Allen to undertake a social impact assessment of potential school closures and other reorganisation. The report, based primarily on in-depth interviews with key informants in the community, provides a summary of the matters of concern to the community.

Overall the report found that:

While some changes are appropriate the extent of the proposal is unprecedented. It is also clear that the Minister is seen as having failed to demonstrate educational or other benefits from school closures in Ranford and elsewhere. Furthermore the Minister's proposal appears to cut across the 'All of Government' approach adopted as part of the region Strategic Plan and the social development strategy. (Allen, 2004, p. 47)

The report was motivated as the Ranford District Council sought to achieve the top four aspirations expressed by the community in 1998 by 2007, to:

- have new industry, employment opportunities and the infrastructure to support these;
- have managed tourism including excellent promotion, signage and Marae based tourism;
- have good sustainable and accessible education and health services;
- have retained the lifestyle of community spirit, peace and unity.

(Ranford District Strategic Plan 1998-2007)

In the Council's view sustainable and accessible education services were an essential element of what makes an area attractive to new ventures and new people, for this reason the Council requested the research "to be sure that the changes proposed would not undermine any of the aspects of the existing educational infrastructure that may help make the area attractive to existing and future residents" (Allen, 2004, p.2).

The nature of the area and the relative hardships faced by a proportion of the residents has meant that the district had been identified as part of a wider area where an 'All of Government' approach is taken. The 'All of Government' approach intends Government and agencies representing local communities to work together to achieve improved social, educational and economic outcomes for the people of the district (Allen, 2004, p.46). The Impact Assessment claims that the Minister's proposal appears to have been promoted independently of this undertaking and approach (Allen, 2004, p.13).

The study identified a wide range of non-economic or semi-economic issues and concerns associated with the Minister's proposal which they considered to be actual benefits, proposed benefits and potential costs.

**Table 2.1: Perceived benefits/costs prior to reorganisation**

Actual Benefits	<ul style="list-style-type: none"> <li>• Political mobilisation of the local community over a single issue.</li> <li>• Political revivalism/motivation of the local people.</li> <li>• Resurgence in Māori politics, pushing for political decision making that involves a parochial awareness, participatory politics.</li> <li>• Health professionals state that with fewer schools they will be able to cover the area more frequently and that it would be easier to provide pupils with a continuous health service programme.</li> </ul>
Potential benefits	<ul style="list-style-type: none"> <li>• Economic savings to the Ministry of Education.</li> <li>• Reduced long-term community tension.</li> <li>• More money available for the schools that remain.</li> <li>• For a school that is closing and merging on one site, practical benefits are seen as resulting in the upgrading of school facilities.</li> <li>• Improve assets for schools that are not closing, they will get assets from schools that do close.</li> <li>• Offers opportunities to schools to improve the education they provide.</li> </ul>
Potential costs	<ul style="list-style-type: none"> <li>• Children will not benefit educationally in fact many may be disadvantaged.</li> <li>• Not having early education followed through to the end of year 8.</li> <li>• Reduced opportunity for Māori immersion education and knock-on cultural effects.</li> <li>• Lack of benefit but much disruption becomes a cost in its own right.</li> <li>• Reduction in ability of high performing schools to provide education to Year 7 &amp; 8 pupils.</li> <li>• Upgrading the remaining schools will use up valuable resources and time which could have been better spent.</li> <li>• Unevaluated social impact (saving money needs to be balanced against this).</li> <li>• Transport costs and difficulties and safety issues.</li> <li>• Loss of older pupils as role models and loss of ability for older pupils to nurture in a primary school environment.</li> <li>• Some parents may reject Ranford High School because of behavioural problems, gang problems and send children out of district.</li> <li>• Reduction in money spent locally as families will spend a higher proportion of their income on tuition fees out of the district and may even choose to move out of the district for a wider education base.</li> <li>• Losing existing teaching staff.</li> <li>• A long term reduction in number of teachers in paid employment in the district and their partners and children.</li> <li>• Emotional costs and distress.</li> <li>• Clash of communities.</li> <li>• Young children exposed to adult environment in Ranford High School at too young an age to cope.</li> </ul>



	<ul style="list-style-type: none"> <li>• Reduction in parent participation in schools.</li> <li>• There will still be cost of maintaining schools grounds/buildings upon closure.</li> <li>• Loss of identity of individuals schools and school communities.</li> <li>• Culture impact and threat to local/rural Māori communities reductions in ability of Māori to be the stewards in their own community resources.</li> <li>• Local employment because people will move out of the district to seek work closer to more suitable schools.</li> <li>• People will send year 7 and 8 children out of the district in preference to sending them to Ranford High School at age 11.</li> </ul>
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(Allen 2004, p.39)

The researchers found there was cynicism in the community about the basis of the review, but also recognition by the participants of a need for change, particularly as the standard of education provided by some schools was noted as in need of attention (Allen, 2004, p.34). Many participants predicted some possible benefits from the review (Allen, 2004, p.36).

The report noted that the participants were not resistant to change as “the community has shown that it can make decisions and agree to school closures in the past and therefore the present reluctance by many to accept the Minister’s proposals is not considered to be systematic – rather it is a reflection of deep-seated concern about the extent and nature of the changes proposed” (Allen, 2004, p.32).

The survey revealed that many of the interviewees believed that saving money was the overwhelming reason for the proposed changes, and expressed a lack of trust and acceptance of the process used by the Minister in reaching his proposals (Allen, 2004). The report claimed that “there is too much uncertainty as to the benefit of many of the changes proposed, a case has not been made by the Ministry for the need for the change” (Allen, 2004, p.43).

Prior to the merger the community expressed concern through the impact survey regarding the forced merger of communities that have historically had relatively little to do with each other and in some cases expressed some animosity towards each other (Allen, 2004, p.15). Certain communities in Ranford urban and rural have not mixed well; the reasons for this include tribal tensions, difference in social and educational philosophies and historical difference in educational achievement. Some participants cited irreparable differences including:

- Tangata whenua and urban Māori who have migrated to the Ranford district for employment;
- Māori and Pakeha;



- Black Power and Mongrel Mob gangs;
- different socio-economic backgrounds/decile rating; and
- different philosophies or beliefs.

(Allen, 2004, p.18)

The community is made up of a significant proportion of Māori (58%) who expressed through the survey the need to maintain tribal affiliations within schools as an extension of the community (Allen, 2004, p.32). Of particular importance is the relationship between the Marae and local primary school, especially where the majority or all of the children attending a particular school are from the same Marae (Allen, 2004, p.32).

Allen (2004) states that Māori feel affronted by an education policy, which they consider breaks down or discontinues a school community because this is seen as having the same effect as disassembling the social fabric of the Marae (p.32). Some participants went further to label the school review as “culturally ignorant” and state that the decisions were made by the Minister without “adequate knowledge of the local area, especially the cultural composition and micro-politics of the Ranford district” (Allen, 2004, p.33).

The concerns of the participants reflected those held by the Ranford Council that the reduction in the distribution and availability of schools may impact adversely on employment (Allen, 2004). Participants stated that attracting and retaining employees, particularly farm and skilled workers, will become more difficult if the local school is closed (Allen, 2004).

The researchers found that the participants were generally convinced that their children were resilient and would cope with change. Many of the interviewees however, expressed concern about the potential influences on the Year 7 and 8 children attending the local high school. The school had suffered a negative reputation in the past and the community expressed concern regarding the High School's ability to manage the violence and other anti-social aspects of the school experience (Allen, 2004, p.25).

A considerable fear throughout the community was that requiring Year 7 & 8 children to attend Ranford High School may be seen as so negative by parents that those with choice may leave the district or send their Year 7 & 8 children out of the district, intensifying a pattern that already existed with high school age children

leaving the district (Allen, 2004, p.34). The Impact Assessment recommended that the Year 7 & 8 merge be delayed until such time that the High School could demonstrate their strengths to an unconvinced community and baseline data in educational standards could be collected before the change.

The general picture that emerged from the research was that the issues and problems of the proposal far outweighed in generalised terms any perceived benefits (Allen, 2004 p.3). The survey reported that the community is generally unconvinced as to the educational or economic benefits which might flow from the change and feel that insufficient information has been provided prior to the mergers.

The erosion of the rural community associated with the loss of schools and the social disruption of the forced changes of the school patterns within Ranford along with some effects on children and families outweigh the benefits. (Allen, 2004, p.41)

Other areas under Review in 2003 commissioned similar Impact Assessments. The Timaru District Council commissioned a Social and Community Impact Report in 2003 which reported major flaws in the review process including, inaccurate population projections, the narrow scope of the review, the pressure on communities to make decisions in a short timeframe and the divisions the review caused amongst schools (Hunter, 2003). The report stated that if the process continued it will have a negative impact on rural communities and that "the process required an extra stage turning the exercise from a threat to a positive opportunity" (Hunter, 2003).

## **International Evidence from School-Reorganisation Research**

Much of the international literature regarding the reorganisation of schooling networks may appear irrelevant to a New Zealand context as our distribution of small schools over a sparsely populated geographic area is unique. Harker (2004) cautions that there are a number of problems when expecting overseas studies to inform debate on school size. He uses the example of a Chicago study (Lee & Loeb, 2000) whose definition of small schools (<400) when applied to New Zealand schools results in 88.2% of all our primary schools being 'small'. There may be lessons to be learnt however as complex educational change is a phenomenon that other developed countries struggle with as they endeavour to modernise their schooling structures and improve educational outcomes.

Fullan, who studies educational change predominantly in North America, uses the slogan that “change is a process, not an event” (Fullan, 2001, p.52). In order to understand change Fullan divided the process into a sequence of phases; Initiation, implementation and institutionalisation.

Initiation is the first stage of the process leading to a decision to proceed with a change. Implementation stage covers the experience of attempting to put the change into practice. The institutionalisation stage refers to the way the change becomes built into normal practice and is no longer perceived as anything new (Fullan, 2001). While one stage follows another the process is not neatly linear, nor is one stage always totally distinct from the next (Fullan, 2001). Fullan has used this approach to analyse single innovations. Wallace and Pockington (2002), in a recently publicised account of school reorganisation internationally, apply the process to a complex review of educational reorganisation in the United Kingdom.

Complex educational change operates on a grand scale; it consists of diverse, overlapping components, it reaches across education system levels, it affects stakeholders very differently and it is heavily influenced by contextual factors (Fullan, 2001). In the case of Wallace and Pockington's study, the British administration of education is more complex than in New Zealand as there are more layers from which schools are managed. The Department of Education is the central administrator, the Local Education Authorities (LEAs) operate at a local level and the governors and head teachers operate the individual institutions.

Like the New Zealand Ministry of Education the British Department for Education acknowledged that the structure of schools in communities required reorganising. The conservative central government's white paper setting out its education policy agenda for the mid 1990s concluded that:

Both locally and nationally it is educationally undesirable as well as poor stewardship of taxpayer's money to waste it on surplus places. One of the most important tasks for the rest of this decade is to eliminate surplus places while at the same time ensuring high quality provision of new schools in areas where this is necessary. (Department for Education, 1992, p.12)

The aim of Wallace and Pockington's research into 13 reorganisation initiatives was to investigate how large-scale initiatives to reorganise schooling were managed in LEAs and schools in the context of policy changes affecting reorganisation.

The findings suggest that consultation involved stakeholders at every level and was laborious; it was often met with resistance and in some instances even legal action. Within the 13 initiatives 113 staff faced redundancy and redeployment and were therefore particularly resistant to the initiation of the process. Officials from the LEA conducted public consultation meetings and faced the resistance head on. Some parents and teachers established pressure groups that intensified the activity and resistance throughout the consultation. The LEA officials stated that they found it difficult to deal with confrontation as the schools they were closing were within their own district (Wallace & Pockington, 2002, p.132).

The research found that rural small schools felt targeted as the Department for Education stood to yield proportionally larger savings by closing small schools altogether rather than taking out surplus places in larger schools. These schools were therefore more likely to face complete closure which the researchers found created the biggest confrontations (p.130).

Of the three stages Wallace and Pockington (2002) found that implementation had greatest negative emotive forces for the staff and parents as they had the least power to protect themselves (p.184). They found that parents were most concerned with their own children's well-being at implementation. The school staff worked hard to make the reorganisation as smooth as possible for parents keeping them informed and consulting them on matters directly affecting their children. This in turn saw an intensification of work experienced by officials and schools which continued throughout the implementation stage, resulting in a lot of extra time spent managing the process (Wallace & Pockington, 2002, p.184)

At the institutionalisation stage the LEA officials realised they brought about irreversible change in reorganising schools. Their primary interest at this time was ensuring that reorganisation did not compromise quality of educational provision in reorganised schools. The parents reorganisation-related concerns also quite swiftly settled back to their normal pattern except where they had continued to be dissatisfied with provision for their children (Wallace & Pockington, 2002, p.207).

Wallace and Pockington (2002) found that school reorganisation encompassed a huge amount of work not only for officials but head teachers and senior staff. Head teachers and senior staff colleagues were especially hard pressed during early institutionalisation dealing with the management tasks to get the reorganised school running smoothly (p.207). They found that head teachers tended to give top priority to short-term tasks to

get the post-organisation institution operating smoothly on a day-to-day basis. As these tasks were nearing completion the emphasis of the profile shifted towards longer-term tasks connected with educational provision (Wallace & Pockington, 2002, p.207).

From their findings Wallace and Pockington (2002) make several observations and recommendations. Their position on practical guidance is “that advice should not promise greater certainty and sure-fire success than managers of complex educational change are likely to have agency to deliver should they attempt to empower themselves by following it” (p.209).

Furthermore some of the barriers to change were said to be “endemic to social interaction across a network of stakeholders and so not amenable to control” (p.210). When they examined the often incompatible perceptions from stakeholders of fair or unfair treatment, despite the best efforts of officials to be equitable, they came to the conclusion that this reflected the diverse and often unforeseeable impacts of reorganisation on individuals and groups, their different values, priorities and awareness of others and therefore could not possibly be managed (p.210).

Wallace and Pockington (2002) suggest that officials can “meet the knowledge for action” by finding feasible ways of supporting change agents and users by managing complex educational change within the limits of human agency (p.235). They believe that by developing their coping capacity they can make the degree of ambiguity tolerable and manageable, and that this is as much about maximising the coherence of change strategies as it is orchestrating the change process. This is where they “realistically believe the empowerment lies” (Wallace & Pockington, 2002, p.235).

Finally Wallace and Pockington (2002) state that being realistic about the nature of change is essential as:

...given the nature of politics and the assumptions and economic conditions that drive politicians to act as they do, we can safely predict that in the education sphere change agents and users will continue to be expected to cope with complex educational change under conditions which are not of their choosing. (p.235)

## **Summary Findings from Literature**

### **School reorganisation is needed to address ineffective systems/networks**

The Ministry is clear that taxpayer money is being spent on an over supply of educational provision particularly in rural areas. Effective school reorganisation is clearly a key government policy priority for education at present and in the immediate future (Mallard, 2004b). The Government through the EDI policy is seeking to rationalise and create stronger networks of schools in New Zealand.

It appears through the research that schools and communities are aware of the changing demographics and the impact this has on schooling in rural areas (Collins, 2003). Communities feel a sense of inevitability about the mergers and acknowledge that the change needs to be systematic (Stewart, 1994). Likewise, community members in this research district expressed a need for change, particularly as the standard of education provided by some schools was noted as in need of attention (Allen, 2004).

### **The Ministry has increased the control over the decision making process in the 10 years since the EDI initiative was introduced**

The EDI first appeared in the 1991 budget as a result of the Viability of Small Schools (VOSS) report earlier in 1991. The EDI was created to entice schools to amalgamate through additional funding released as a result of the reorganisation. The process of voluntary reviews was slow despite the community being responsive to the control that the Ministry had given them to reorganise (Stewart, 1992b).

In 2000 the EDI was republished with some additions to the initiative. The benefits of the review were outlined with the Ministry “facilitating negotiations that will lead to the signing of Memorandums” (MoE, 2000, p.7). Soon after the first Network Review was initiated by the Ministry in Wainuiomata with the understanding that after consultation the Minister made the final decision. In 2004, eleven districts underwent formalised Ministry-led Network Review resulting in widespread reorganisation across the districts. The resulting community protest led to a moratorium for five years, announced by the Minister in February 2004.

Harris (2005) reports in her research of both voluntary and Ministry-led mergers, that Ministry-led mergers were more likely to be tumultuous and in some cases resulted in the community imploding. According to the participants from her research the Ministry often failed to take account of existing rivalries between local school communities (p.24). Of particular interest for the district in this research is the 'All of Government



Approach' as adopted as part of the region strategic plan and the social development strategy. The social impact research found that the Minister's proposal appeared to cut across the 'All of Government' approach (Allen, 2004, p.47).

### ***Tomorrow's Schools* has created a condition of self-interest amongst Boards and Schools**

The purpose of the *Tomorrow's Schools* reforms was to provide school communities with direct control over expenditure and staffing and greater choice of education institution and to ensure that schools were more accountable and responsive to the local community through the BoT. The policy handed control of individual institutions to the community through the BoT. Research conducted in the area of the EDI since this time has demonstrated the resulting self-interest in retaining control over 'our' school (Collins, 2003).

In the Phase 1 to 3 projects conducted by Massey University it was evident from the initiation of the research that the school-wide support that had previously been praised was now seen as a possible barrier to amalgamation (Stewart, 1994). It was this research that first raised the dilemma of whose interest should take precedence, the individual BoT or that of the community (Stewart, 1992a).

Ten years later Collins (2003) found that the current EDI policy made an assumption that schools would be willing to take the initiative and work cooperatively to either strengthen or rationalise their network. In conducting his research, however, Collins found that schools exhibited competition toward each other rather than collaboration and acted in their own interests rather than those of the network (Collins, 2003). Like Ledgerton (1995) he attributed this to the decade of self-management rhetoric.

### **Communities are not clear on the motivations or benefits, they need to be for the review to be successful**

The research indicates that when communities clearly see the benefits, the reorganisation is more likely to be successful (Stewart, 1992b). Contrary to this however, investigations into initiatives found that communities were often uncertain about the benefits and purpose of the review (Allen, 2004; Collins, 2003).

Collins (2003) found confusion over whether efficiency or effectiveness was the policy and whether negotiation or consultation was the process. Stakeholders expressed concern about the lack of clarity not only about the intention but also the outcomes sought from the change. Collins (2003) found that stakeholders felt there



was a current lack of upfrontedness about the details of the long-term plans for the rural schooling over the next 10 years.

The need for information was evident in several of the reorganisations reviewed, even the communities volunteering for change under the Phase 1 to 3 project expressed their need for evidence that such a change would be an improvement on what was currently offered (Stewart, 1992b). Stewart (1994) wrote that the schools had no evidence of the effectiveness of their existing provision and therefore found it difficult to make judgements about the effects of possible change. Subsequently Stewart (1994) recommended that knowledge about the process must be shared widely and openly if a commitment to the outcomes is expected to be accomplished. Schools that could clearly see the benefit of the change, such as the Southland merger, were more likely to be successful.

In the Ranford Social Impact Assessment the participants stated that the Minister had failed to demonstrate education or other benefits from schools' closure in the area and elsewhere and that this had resulted in too much uncertainty as to the benefit of many of the changes proposed (Allen, 2004).

### **Students' learning may be jeopardised**

Research shows that students' learning may be jeopardised during the reorganisation period and beyond in the formalised Network Review (ERO, 2003; Harris, 2005). Harris (2005) found that the learning outcomes for students were not the focus of the merger as the processes focused on adults not students. It took a considerable period of time before focus could be placed on student achievement, anywhere between two and five years. This is concerning as future educational quality and increased opportunities to learn are identified as a key focus of EDI policy.

Findings from the ERO data demonstrate that in the short term the quality of educational provisions within the Wainuiomata cluster area had not been significantly improved following the Network Review implementation (ERO, 2003). ERO (2003) stated that quality teaching remained variable and that educational provision, in the short term, across the cluster appeared to have remained static with some loss of traction as a result of the activities related to the provision of the merger.

Prior to the formalised Network Review students' learning was not a concern raised by either Stewart or Houghton who studied voluntary mergers. In fact Houghton (1995) found that the effect of the EDI on children was particularly visible in the change of provisions, the classroom activities and expansion of curriculum areas. Children reported that work at the new school was more challenging and that there was more competition. Both children and parents noted increased social opportunities (Houghton, 1995). Stewart (1994) reported a lack of focus on curriculum but did not directly investigate the effect of the change on learning.

Harris (2005), however, found that focus on quality education and student achievement is unrealistic not just over merger/closure but for an extended period of time. Both Harris and ERO agree that schools focused on the reorganisation rather than improved teaching and learning and that learning was not given sufficient attention during the Network Review process. Furthermore, Harris and the Education Review Office agree that data needs to be gathered in this area. This research was designed to gather data produced in student achievement and interviewed students in focus groups with the intention of analysing the content to interpret their own assessment of the learning opportunities.

### **The workload is substantial for BoT**

The research shows that the workload inflicted by the reorganisation of schools is significant (ERO, 2003; Harris, 2005). Harris (2005) states that the consequences of the review have been far-reaching particularly in terms of the time and energy required but also in regard to people's lives and their relationships. Harris (2005) found that the energy, time and emotion required from BoT members during a review went beyond the commitment expected of volunteers.

Harris (2005) further observes that the merger process for trustees is difficult as it assumes that lay people have the necessary skills to guide themselves and their community through the decision-making process of a merger or a closure. The ERO (2003) reported in Wainuiomata that the merger required additional focus and energies of BoT, the professional leader, and staff and therefore had reduced the amount of time and energy that the board and professional leader of the school have had to focus on documentation and planning. Once again the workload issue is not significant in the EDI reviews prior to the formal Network Reviews. However, this claim is substantiated by international evidence from Wallace and Pockington (2002) who found the reorganisation in Britain encompassed a huge amount of work not only for officials but head teachers and staff.

## **Areas Identified from the Research in Need of Investigation**

The research in the area of the EDI is relatively sparse considering the policy was first developed in 1991. Since the Ministry-led Network Reviews the interest has increased as districts faced widespread reorganisation. The subsequent moratorium announced in 2004 provides an opportune time to investigate the policy and the process. It is likely that school reorganisation is to remain a Ministry priority as population trends continue and school resources remain under utilised.

The most apparent gap in the research is the lack of evidence from the perspective of the students. As major stakeholders in the reorganisation it is important that their views are heard. Furthermore the increased learning opportunities that are said to be a benefit of a review should be investigated from the perspective of the student and evident in their achievement data. As a result this is a major feature of this study.

Of importance is the trend to investigate EDI using a case study approach. The current literature demonstrates the importance of the community and the context in which the EDI is implemented. For this reason, this research is similarly designed using case study to investigate the unique developments of this community and context during the Network Review. The intention is not to demonstrate generalisation but to investigate the impact of reorganisation on this community.

The research identifies several other aspects of the Network Review that warrant further investigation. The five questions posed by this study are as a result of the evidence or lack of evidence in the current research.

1. In what way does this school reorganisation achieve the objectives set by the Ministry of Education?
2. How does the reorganisation improve learning opportunities and student learning outcomes?
3. What effect does organisational change have on teacher and student morale?
4. What effect does school reorganisation have on the parental community and school participation?
5. In what way does school reorganisation encompass social costs for the school and community?

## CHAPTER THREE

### Methodology

The purpose of this chapter is to describe how the research was accomplished. The methodology was designed to answer the following research questions:

- In what way does this school reorganisation achieve the objectives set by the Ministry of Education? (School Reorganisation Objectives)
- How does the reorganisation improve learning opportunities and student achievement? (Student Learning Opportunities)
- What effect does organisational change have on teacher and student morale? (Teacher and Student Morale)
- What effect does school reorganisation have on the parental community and school participation? (Parent and Community Participation)
- In what way does school reorganisation encompass social costs for the school and community? (Social Costs)

The aim of the research is to investigate the implications of the Network Review from the perspective of a school community, in a semi-rural area in New Zealand.

When conceptualising this research it became apparent early on that the research methodology would be both qualitative and quantitative in nature as the research sought to understand the impact and outcome of a political phenomenon that would result in far-reaching educational change for a small school. The purpose of collecting both types of data is to provide a better understanding of the research problem than by either type by itself (Creswell, 2005, p.510). By assessing both outcomes of a study (i.e. quantitative) as well as the process (i.e. qualitative) we can develop a complex picture of a social phenomenon (Greene & Caracelli, 1997, p.7).

This research seeks to understand how the social and political aspects of the situation shape reality for the participants. Merriam (2002) describes this as an investigation in which the larger contextual factors are seen to affect the ways in which individuals construct reality. In order to do this it became apparent that a case study would be the approach that would best suit the research questions as it seeks to make meaning of and understand a phenomenon.

## **Description of the Research Design**

### **Case Study**

The case study is a specific, intensive description and analysis of an individual or social unit such as a group, institution or community (Merriam, 2002). The purpose of employing a case study approach is to explore a single entity, a bounded system (Smith, 1978). A case study seeks to understand the dynamics present within this single setting. The purpose is not to predict the outcome but to tell a story through which there is a search for understanding, knowing there is no ultimate answer (Senge, 1990).

The case study methodology like other methodological designs has endured continuing criticism and it is necessary to acknowledge the shortcomings of the design. The issue of generalisation is perhaps the most significant and more relevant than with other designs as the case study focuses on a bounded system and can not be generalised across phenomena or situations as easily as other research designs. Stake (2000) suggests, however, that readers can learn vicariously from an encounter with the case through the researchers' narrative description. Erikson (1986) adds that since the general lies in the particular, what we can learn in a particular case can be transferred to similar situations.

One of the aims of this research is to present a case that is rich in description as other schools seek to reorganise in the future. These schools may determine what is relevant to their context. Merriam (2002) states that it is the reader not the researcher who determines what can apply to his or her context.

In response to criticism that case study design can be weak in theory and merely replicate one variety of theoretical findings for another it is vital that the case study is situated in a strong theoretical foundation. This research seeks to be naturalistic, reflective, political and strategic, as such critical policy scholarship provides a theoretical justification.

### **Theoretical Justification**

Critical Policy Scholarship (also referred to as 'policy scholarship') provides a basis from which to investigate a phenomenon which is embedded in an historical, social, political and ideological context. Gerald Grace (1998) developed this concept during his review of urban education studies in the United Kingdom. He attempted to demonstrate that the concept of the 'urban education problem' should be situated in

a wider urban social theory. Grace believed that by acknowledging the scope of urban social theory in which the 'problem' was situated, the possibility of finding a suitable and more varied political and policy response increased.

Grace was dismayed that the concept of policy science (Fay, 1975), which was used as a theoretical model at the time, did not account for the wider relational context that education traditionally has found itself in. Grace (1998) felt that Fay's concept was limited and reductionist in nature, resulting in the marginalisation of class, race and gender analysis in educational policy and practice.

Grace (1995) writes that educational issues should embrace the wider social economic and political relations as this demonstrates the conflicts and dilemmas that have always been central to the experience of schooling. Kearns and McCrenor (cited in Hunter, 2003) expressed this concern in the media regarding the Network Reviews when they argued that there is the tendency to construct school closure as the exclusive domain of education rather than acknowledging the implications for broader social policy.

By immersing the research in the social-historical perspective Grace asserts that this then illuminates the cultural and ideological struggles in which schooling is located (Grace, 1995). Bemstein (1990) insists that the analysis of cultural and pedagogical practice and discourse cannot take place in isolation or abstraction. He claims that the origin of power and control in educational systems resides in the historical and social structural features such as the basic class structure of our society.

Grace's work in New Zealand in the 1990s saw the application of policy scholarship as he reviewed the radical reform period from 1987 to 1990. Grace contended that central to this reform process was a political 'busyness' which posed two major dangers.

- (i) Policy text overload: a situation in which discourse and analysis becomes immersed in the (changing) detail of policy formulation and implementation strategies to the neglect of fundamental principles and issues in the reform process.
- (ii) Modernisation ideology: a situation in which reforms are presented as technical, neutral or common sense changes required by 'the modern world' (generally in terms of international economic or trading conditions). It is usual to legitimate this strategy in a discourse of coming to terms with the real world. (Grace, 1998, p.208)



Grace's critique of his work from this period acknowledges the lack of voice from those involved in the reforms (Grace, 1998). Grace insists that critical policy scholarship must be "grounded in the self-understanding of the actors" while also doing justice to the oppositional opinion, even when you believe it is intellectually flawed (Grace, 1998, p.210). Central to the integrity of critical policy scholarship is the clear and balanced account of the arguments for and against.

Education policy scholarship contends therefore that contemporary fieldwork data should be located in a developed historical and cultural framework rather than isolated or abstracted from it. Policy scholarship unites the strengths of critical theory and the traditional disciplines in that it employs an analysis, which reflects the sharp awareness of structural and ideological oppressions and policy contradictions, but conversely relies on careful delineation of evidence and argument.

For the purpose of this case, critical policy scholarship offers a platform from which to investigate, analyse and question the conditions that have led to the restructuring of schools in New Zealand through the Network Review. The production of conclusions as a result of this process will be grounded in the data.

## **Grounded Theory**

The grounded theory approach is "a general methodology of analysis linked with data collection that used a systematic applied set of methods to generate an inductive theory about a substantive area" (Glaser, 1992, p.16). The purpose of grounded theory is to provide a method with which to explain a 'basic social process' from the data.

Two sociologists, Glaser and Strauss originally co-authored *Discovery of Grounded Theory* in 1967. The authors have since disagreed about the form and process of grounded theory. Glaser stresses the importance of letting a theory emerge from the data rather than using specific preset categories such as Strauss advocates (Glaser, 1992). For the purpose of the research where the participants' voice is paramount, the design uses inductive coding so the theory will emerge from the data rather than applying a set of categories imposed by the researcher.



Glaser's grounded theory has several major ideas that are relevant to this research.

1. Grounded theory exists at the most abstract conceptual level rather than the least abstract level as found in visual data presentations such as a coding paradigm.
2. A theory is grounded in the data and not forced into categories.
3. A good grounded theory must meet four central criteria; fit, work, relevance and modifiability. By carefully inducing the theory from a substantive area, it will fit the realities in the eyes of the participants, practitioners and researchers. If a grounded theory works it will explain the variations in the behaviour of participants. If the theory fits and works it has relevance. The theory should not be "written in stone" (Glaser, 1992, p.15) and should be modified when new data are present (Creswell, 2005, p.402).

Glaser (1992) recommends using the statistical content analysis of Bernard Berelson, as applied in the data analysis of this research, as it is able to affect a quantitative analysis of qualitative data (p.11). Glaser writes that the researcher must first absorb the data as data and then be able to step back, distance oneself from it and to abstractly conceptualise the data (p.11). Glaser (1992) states that theory is meaningful when it is carefully induced from the data and that the generation of theory by the systematic collection and analysis of data "will fit the realities under study in the eyes of the subjects, practitioners and researchers in the area" (p.15).

## **Setting**

### **The Process of Network Review**

The Network Review was initiated in the district when the Minister released a statement outlining the "proposal announced for Ranford Schools" on January 30, 2004 (Mallard, 2004c).

The community and Ministry underwent a process of consultation as outlined in the figure below:

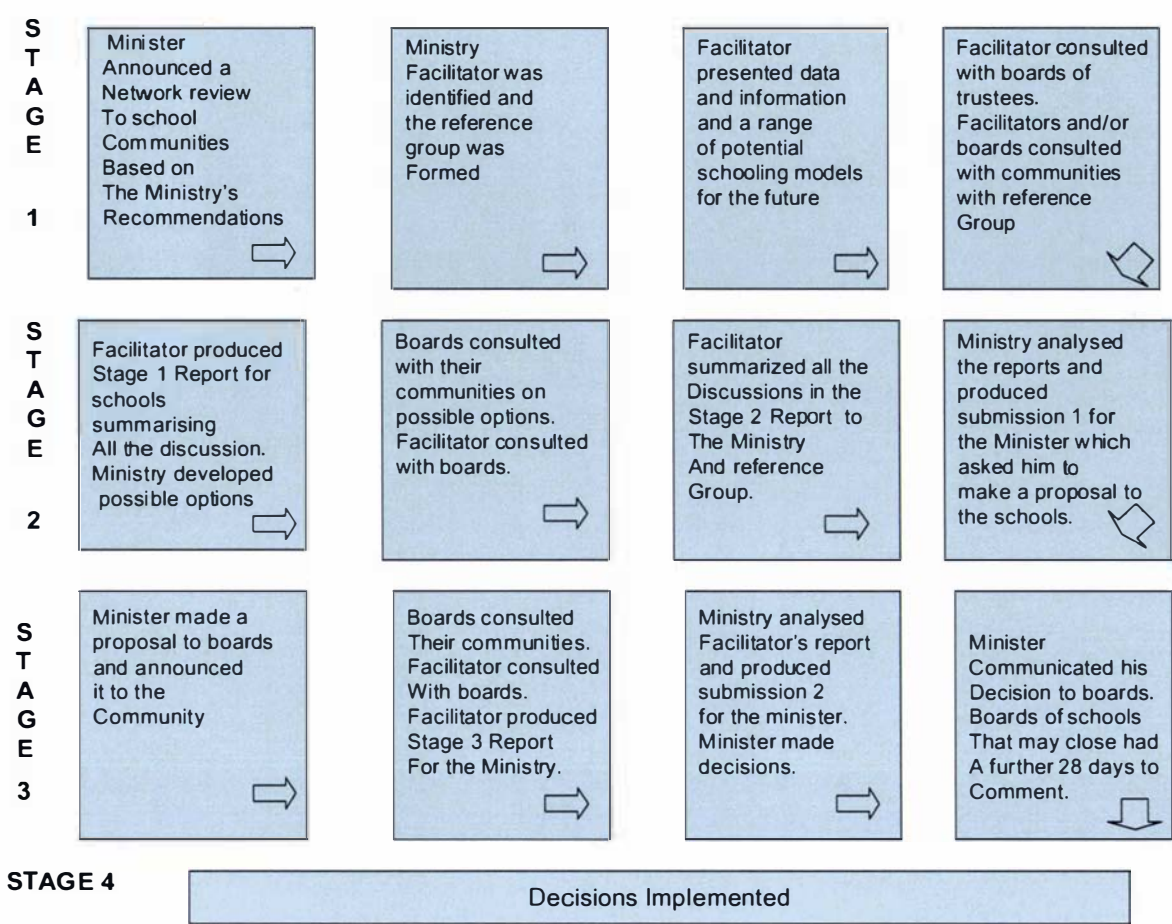


Figure 3.1: Consultation Process

In some cases the review area, (including the area in the research) chose meditation, which occurred at Stage 3 of the review, after the Facilitator provided the Stage 3 Report. (Ministry of Education, 2004b, p.vi)

### Consultation, Mediation and Final Decision

After the stage one consultation the Ministry's initial proposal intended Kereru School to close. The school held several consultation meetings with their parents and as a result they decided to oppose closure by pursuing legal action on the basis of lack of consultation required under The Education Act, section 156a. Throughout the next two phases parents fundraised to earn over \$9000 to fund the legal action. The decision to abandon legal action was made by the parental community when they were offered the opportunity to be the continuing school in the proposed merger.

Prior to this decision in February 2005 a mediator was appointed to provide feedback to the Ministry on the proposal document. Through the mediator Kereru expressed its anxieties about the extent to which it may be able to have a positive influence over the ethos and practices of Takahae School if Kereru is confirmed as the continuing school (Cottrill, 2004). This extract from the mediator's report represents the tensions that exist between the merging schools.

Kereru wants the status quo and does not want to merge. It fears for the disintegration of its community. Takahae does not want to be governed by a Board of Trustees that it feels is reluctant to give leadership and direction, and that has, in its view less experience in schools of its size or type. It is unfortunate that Kereru is so intent on arguing for the status quo, that Takahae School now perceives it as reluctant to discharge its duties in providing leadership to the merger process. Conversely, Takahae School seems not to have endeared itself to Kereru School by implying that the school does not have the capacity to provide sound leadership in the merger process. (Cottrill, 2004, p.3)

On May 11 Trevor Mallard (2004a) announced the final decision for the district as outlined in the table below. In 2005 the Ministry made Kereru the continuing school, which they accepted and moved forward to take governance of Takahae in 2005. All Year 7 and 8 students in the surrounding district would attend the High School in a newly created middle school.

**Table 3.1: Minister’s Final Decision**

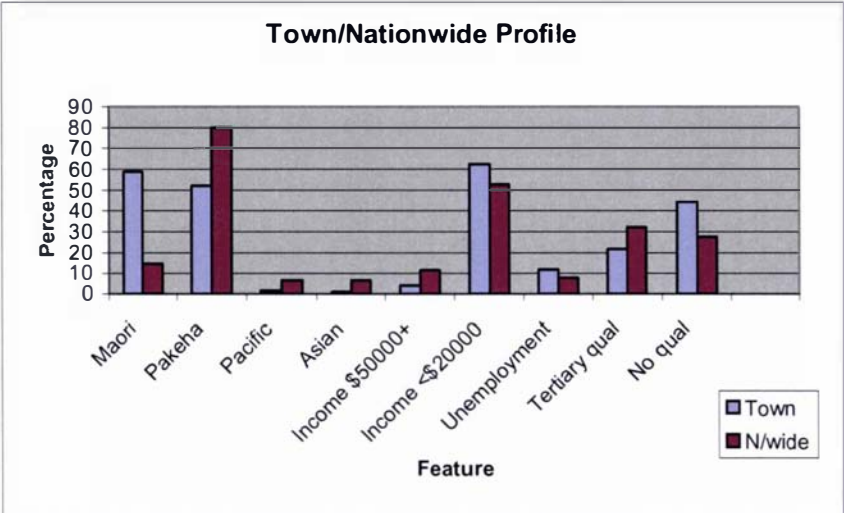
Schools retained	3 Isolated country schools and Te Kura Kaupapa Māori
Schools merged	North Town School with South Town School (site and continuing) Kereru School (continuing) with Takahae School (site) Country A and Country B with Country C (continuing and site) Beach School with Village School (continuing and site) South County A with South County B (continuing and site)
Schools changed	Beach B and Township become contributing schools
Schools closed	Main Road and Lagoon School
New Schools	Lake and River closed with a new contributing school

**Community Context**

The community in this research is one of the most remote areas in New Zealand; the district has one of the smallest population bases of all territorial local authorities in New Zealand. The district has 0.2% of the total population of New Zealand, 0.9% of the total Māori population (*The Ranford District Profile*, 2004).

The district's topography, natural hazards, history and current circumstances have combined to produce an area with a relatively sparse population and a relatively poor developed infrastructure. Roads in and out of the township are limited and constraining, which contributes to the sense of isolation from the wider region.

Like many other rural townships Ranford faces a steadily decreasing population. The 2001 census records 8916 people living in the district, a reduction of 1200 people since the 1991 census. 4,428 live in the township with the remaining population spread amongst the district in smaller villages of 200 – 800 (*The Ranford District Profile* 2004).



	District	Nationwide
Māori	58.8%	14.7%
Pakeha/European	52.1%	80%
Pacific Islander	1.5%	6.5%
Asian	0.9%	6.6%
Median Income	\$14,600	\$18,500
Income over \$50,000	4%	11.5%
Income less than \$20,000	62.6%	52.8%
Unemployment	11.9%	7.6%
Tertiary Qualification	21.6%	32.2%
No formal Qualification	44.4%	27.6%

Figure 3.2: Town/Nationwide profile

The statistical profile of the district demonstrates that the people living in the area are generally less well off in terms of income than the New Zealand population as a whole, have higher levels of unemployment and fewer qualifications.

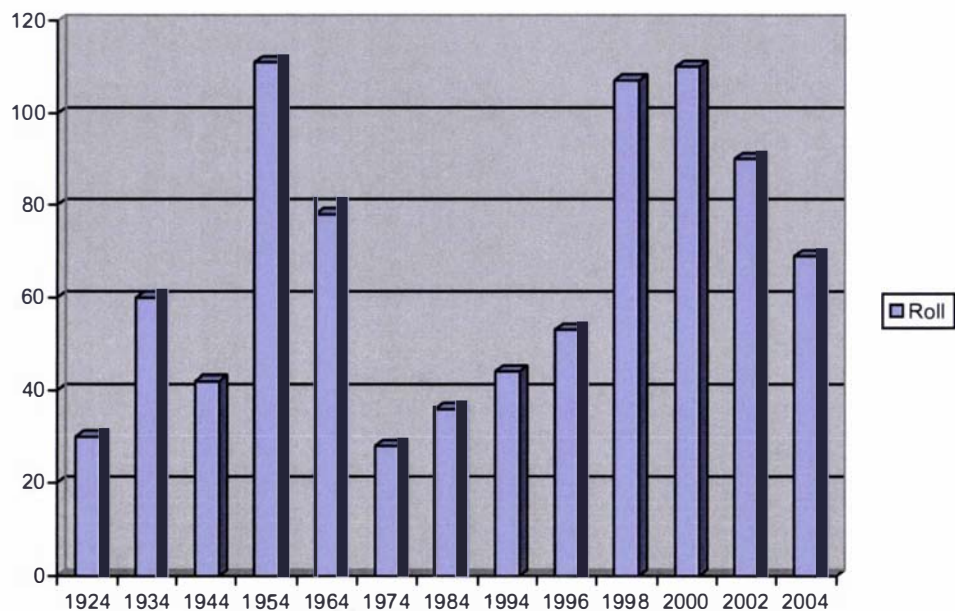
**School Setting**

**Round 1 Initiation – October 2004**

Kereru School is located approximately five kilometres out of the town centre. It is a picturesque school that sits on the banks of the Ranford River. The school was established in 1924 in response to lobbying by local residents and dignitaries to the Board of Education. Up until this time children in the area had a difficult 5-10 kilometre journey into the township, sometimes via horse and canoe. Schooling was erratic for many and some students struggled to receive education in the district.

The school began as one building in a large grassy paddock with a roll of 30. Over the years the roll gradually grew to 114 pupils in 1959, from this point however the roll gradually declined to a low of 22 pupils in 1977. The appointment of the current principal in 1996 saw the roll at 53 but this was soon to rise to a high of 120 in 1998. In 1997 a new building was located on site to cater for the roll increase after much deliberation by the community and Ministry. The community expressed concern that the growth and additional buildings may detract from the rural family atmosphere of the school. Both factions agreed there were obvious benefits and the building programme proceeded. The roll continued to climb and the school requested an enrolment scheme to prevent town children travelling to the school and leaving town classrooms empty.

A significant proportion of the roll came from town daily to attend Kereru School and this led to tensions within the community as the town schools struggled to maintain teachers and roll growth in an area where the population has steadily declined. The enrolment scheme was initially rejected but granted when the roll reached 120 in 1998.



**Figure 3.3: Roll Patterns at Kereru School**



Since 1998 Kereru has seen a decline in roll numbers, as was the pattern in the district. The roll dropped dramatically when it was apparent that Kereru would not remain under the review – several families moved children to other schools, in particular the other smaller school in a local village 10kms north of the town. An enrolment scheme was introduced for this school soon after the final decision, stopping any further drift.

In the last Education Review Office report, an Accountability Review in January 2001, Kereru School was described as a Full Primary, Decile 2, with 107 students, 58% of which were Pakeha, 42% Māori. Three successive ERO reports comment on “quality of governance and management, effective curriculum management, a positive learning environment and well-established systems. There is strong leadership, high quality teaching and high levels of student achievements. Kereru compares well with other high performing schools of similar type, size and decile rating” (ERO, 2001). The Kereru School BoT and staff throughout the review clearly stated a commitment to ensure positive outcomes for children and canvassed for the school remaining open based on previous high performance. The school’s management system, charter and targets had been used by school advisers as models for other schools.

At the time of the review in 2004 the school was in sound physical condition having been recently remodelled in response to the roll growth. The school had been well maintained and the classroom above entitlement had been employed as an information technology/computer suite.

In recent years the school has shown a willingness to support children at risk who were referred to the school by the Ministry after suspension or “an inability to function in their current school environment” (BoT, 2004). The majority of the students assimilated well and in some cases the school was able to effect change for children at risk. The school believed that they offered a “unique place” for children in Ranford whose needs could only be met by a “small rural family environment” (BoT, 2004).

The final decision by the Minister after mediation was altered from the proposal, as Kereru became the continuing school. Takahae School had been built approximately 30 years ago as an Intermediate but after a previous merger with a primary school seven years ago became a full primary with a roll 254. At the last ERO report in March 2004 Takahae School was described as a Decile 1b, with 16

teachers, and a student population made up of 17% Pakeha, 82% Māori, and 1% of other ethnic groups. The school had several discretionary reports but had worked to achieve the goals set by ERO and had returned to the normal cycle of review.

Under the Minister's decision all Year 7 and 8 students in the district will attend the local high school, creating a middle school. A new purpose-built middle school erected on the high school site will house over 200 Year 7 & 8 students and additional funding has been provided by the Ministry to meet the cost.

At the time of the first interviews the school and community were aware of the decisions under the review, the Principal had been appointed as Principal of the new school. The BoT had three months in office before election in 2005. They were awaiting the decisions from the Takahae School teachers regarding employment in 2005. Two of the non-permanent teachers at Kereru School had already secured positions teaching the year 7 & 8 students at the high school.

The Kereru school community was preparing to celebrate their 80<sup>th</sup> Jubilee in November.

### **Round 2 Implementation – April 2005**

On December the 8<sup>th</sup> Kereru School closed the doors for the final time, a ceremony was held with a first day pupil in attendance. The Principal of Kereru had won the position as Principal of the new school, along with the Deputy. The new continuing school was named Totara School, after surveying both parent communities, and all children were provided with a free uniform. Two of the Kereru teachers were appointed to positions in Year 7 & 8 at the high school, one teacher moved 35km north of Ranford to a similar semi-rural school, and the remaining two teachers were appointed at Totara.

The Totara board advertised for teachers over the Christmas period as the site school staff opted for positions at the high school, redeployment, other positions, or to continue with study, leaving the new school with several vacancies. Two of the site school staff remained as senior teachers. The BoT and Principal employ seven provisionally registered teachers, as they are unable to secure any teachers with previous experience. On 28 January the site school vacates the school premises and the Totara staff move into classrooms to begin teaching on the 7 February 2005. All students are given a new uniform, and a powhiri and blessing are held to open the new school. The predicted roll was 254 with approximately 270 students attending the first day.



The Year 7 & 8 high school staff consist of two Kereru teachers, and five Takahae school staff. The students are housed in the middle of the school in a series of classrooms that the high school previously used. The purpose-built buildings have not yet started. The beginning numbers were higher than expected at 250 making class sizes large. Over half of the school roll from Year 7 to 9 were new to the school in 2005.

### **Round 3 Institutionalisation – August 2005**

Totara School has had some staff changes; one of the Kereru teachers previously employed at the high school applied for and was appointed to a position in the senior school vacated by a first year teacher. The BoT elections were held with the Chairman of the Kereru Board once again elected to the position of chairman with a significant majority. The new Totara board consists of three Takahae school parents, three Kereru parents.

The school has initiated a property programme and co-opted members to the BoT to manage the repairs required at the site school. By August a new car park is well under way, the play areas have been dismantled at both schools and re-constructed in a large playground, with a new sandpit.

The Year 7 & 8 staffing has remained consistent with the Kereru teacher being replaced by a beginning teacher. The local newspaper reports that there have been several incidents involving police and gang violence at the school (*Ranford News*, 2005). The building project for the Year 7 & 8 facilities at the High School has begun after initial difficulties securing contractors. One student has moved from High School Year 7 to Year 6 at Totara School due to the difficulties she faced coping with the change.

### **Participants**

The initial identification of the school came through discussion between the researcher and the Principal, as the Principal knew the researcher. The Principal approached the BoT with a proposal of the intended research design written by the researcher. Consent was given by the BoT to proceed and apply for ethical approval. Once gained parents and students were invited to attend via a newsletter posted from the school. Ten families indicated that they wished to participate in the research; this included 15 children over the age of seven years. The teachers were approached in a staff meeting where information about the intentions of the research was given, all of the teachers at the school opted to participate. Three BoT members elected to participate, the Principal, staff rep and Chairman.

The participants remained relatively static throughout the interview rounds with one parent unable to be interviewed in the last two rounds, as the researcher was unable to contact them and another out of the country in Round 3. The setting of the students and teachers in particular changed throughout the course of the rounds as the schools merged, students moved and teachers sought employment in other schools. The tables below outline the profile of the participants at each round of interviewing. In the case of male/female participants, this indicates both parents were interviewed together.

**Table 3.2: Participants**

*Board of Trustees*

Position	Gender	Ethnicity	R 1	R 2	R 3
BA	Female	E	Kereru	Totara	Totara
BB	Female	E	Kereru	Totara	Totara
BC	Male/ Female	E	Kereru	High School	Totara/High School

*Parents*

Parent	Gender	Ethnicity	Child at School		
			R1	R2	R3
PA	Female	M	Kereru	Totara	No interview
PB	Male	E	Kereru	Totara	Totara
PC	Female	E/M	Kereru	Totara	Totara
PD	Female	E	Kereru	Totara/High School	Totara/ High School
PE	Female	E	Kereru	Boarding/ High School	Boarding/ High School
PF	Female/ Male	E	Kereru	Country/ High School	Country/ High School
PG	Female	E	Kereru	Totara/High School	Totara/High School
PH	Female	E	Kereru	Totara	Totara
PI	Female	M	Kereru	No interview	No interview
PJ	Female/ Male	E	Kereru	Totara/High School	Totara/High School

### Teachers

Position	Gender	Ethnicity	Teaching Experience	R1	R2	R3
TA	Female	E	Year 9	Kereru	Totara	Totara
TB	Female	E	Year 3	Kereru P/T	Totara	Totara
TC	Female	E/M	Year 2	Kereru	High School	Totara
TD	Female	M	Year 3	Kereru	High School	High School
TE	Female	E	Year 3	Kereru	Village	Village
TF	Female	E	Reading Assistance	Kereru/ Country	Totara/ Country	Totara/ Country

### Students

Student	Gender	Ethnicity	Age As 10/04	R1	R2	R3
SA	Male	E	10	Kereru	High School	High School
SB	Male	E	11	Kereru	High School	High School
SC	Female	E	13	Kereru	Boarding school/not interviewed	Boarding school/not interviewed
SD	Male	M/E	10	Kereru	Totara	Totara
SE	Male	M/E	8	Kereru	Totara	Totara
SF	Female	E	10	Kereru	Totara	Totara
SG	Male	E	9	Kereru	Totara	Totara
SH	Male	E	11	Kereru	High School	High School
SI	Female	E	10	Kereru	Totara	Totara
SJ	Female	E	13	Kereru	High School	High School
SK	Female	E	10	Kereru	High School	Totara
SL	Female	E	10	Kereru	Totara	Totara
SM	Female	E	12	Kereru	High School	High School
SN	Male	E	10	Kereru	Totara	Totara
SO	Male	M	13	Kereru	High School	High School
SP	Female	E	11	Kereru	High School	High School

## Ethical Considerations

The ethical issues in conducting this research were centered on constructing appropriate methods for informed consent; privacy and confidentiality (see Appendix B for informed consent). The participants' rights within the research project were paramount.

The individuals who participated in this study were informed prior to consent of the purpose and aims of the study. The participants were informed of their rights to refuse to participate or withdraw at any time in the course of the research. The participants' anonymity was protected throughout this research. Each participant was assigned a code as above. The schools and the town were assigned pseudonyms to protect their identity.

The application to the Human Ethics Committee was granted as low risk as only students over the age of seven years were interviewed.

The research will be presented to the participants in January 2006. A copy of the research report will be given to the Principal, BoT and a copy will be held at the school for parents.

## Procedures

### Data Collection Calendar

The data was collected at three crucial points over the change process, **Initiation** – (Round 1 – October 2004), **Implementation** (Round 2 – April 2005) and **Institutionalisation** (Round 3 – August 2005).

**Table 3.3: Data Collection**

	Sources	Description	Details
A	Students	<u>Interviews</u> Focus Group Interviews Groups 4-5	Round 1) Initiation (Oct) 2) Implementation (April) 3) Institutionalisation (Aug)
B	Parents	<u>Interviews</u> Focus Interview	Round 1) Initiation (Oct) 2) Implementation (April) 3) Institutionalisation (Aug)
C	Teachers	<u>Interviews</u> Focus Interview	Round 1) Initiation (Oct) 2) Implementation (April) 3) Institutionalisation (Aug)
E	BoT	<u>Interviews</u> Focus Interview	Round 1) Initiation (Oct) 2) Implementation (April) 3) Institutionalisation (Aug)
F	STAR data	STAR Reading Test collected by schools.	Reading achievement data October 05/March 05/September 05
G	MoE communication	Letters to and from Ministry Consultation documents Ministry publications	Letters PowerPoint presentation Implementing Network Reviews

	Sources	Description	Details
H	Documents	Historical – School and District Related to merger Ranford data analysis	Jubilee data School/community newsletters Consultant impact analysis
I	Online resources	Ministry of Education website Ministers website	<a href="http://www.minedu.govt.nz">www.minedu.govt.nz</a> <a href="http://www.sta.org.nz">www.sta.org.nz</a>
J	Literature	EDI policy & research	
K	Observations	Field notes, setting notes	Research Journal

Focused interviews with parents, BoT and teachers were taped at three points; Round 1 – Initiation (October 2004), Round 2 – Implementation (April 2005) and Round 3 – Institutionalisation (August 2005). Focus group interviews were conducted with students at these interview points. The group combinations altered over the course of the rounds as students moved schools.

The interviews were transcribed verbatim by the researcher and transcriber (see appendices for confidentiality agreements).

In addition to the interview achievement data gathered by the school was collected, specifically the STAR test of reading as the district has an agreed cycle of testing in January and October.

## Data Collection Methods

There were two specific methods of data collection for qualitative interview data; the focus interview with adult participants and the focus group interview for students. The STAR test results were collected directly from the schools the students attended throughout the process.

### Focused Interviews

The researcher held face-to-face, one on one, focused interviews (Merton, Fiske & Kendall, 1956) with BoT, teachers, and parents. This type of interview was selected as it focuses on the subjective experiences of the persons involved in a particular situation. The focused interview began with broad questions and with non-directive responses and moved to semi-structured and finally structured questions. The format moved along a continuum of structure in a single interview to allow for exploration and targeted information gathering in the same setting (Merton, Fiske & Kendall, 1956).

In a focused interview prior analysis of the situation is required to give the interviewer an understanding of the situation the subjects have been involved in. Through familiarity with the situation the analysis assists the interview to detect and to explore private logics, symbolism and spheres of tensions (Merton, Fiske & Kendall, 1956, p.11). The interviewer had spent sometime in the school prior to interviewing and acted as a relief teacher to gain an insight and develop a rapport with parents, students and teachers prior to interviewing.

Of specific interest in focused interviews are the range, specificity, depth and personal content of the data. These aspects are interrelated and describe different dimensions of the same concrete body of interview material (Berelson, 1971). This in turn allows the interviewer to uncover what is on the interviewees' mind rather than their opinion of what is on the interviewers' mind as can occur in a more structured interview.

Successful interviews require the interviewer to build a relationship with the respondent in which both are comfortable talking to one another. This is facilitated in a focused interview as the interviewer has prior knowledge of the situation and is able to build a rapport with the respondent through a shared understanding. Because the interviewer is familiar with the objective nature of the situation they can provide cues to enable the interviewee to recall it more vividly (Krathwohl, 1998 p.285). The less structured questions allow interviewers to adapt the question to the immediate situation so as to increase rapport building (Krathwohl, 1988, p.288).

An interview guide is implemented to define the major areas of inquiry (see appendix). The interview guide is broad as it allows the interviewer to develop the questions as the interview progresses. Krathwohl (1998, p.296) states that the early interview material provides focus for the structured parts so that the questions are continually evolving. The insights gained from early questions can inform the interviewer and validate later more structured questions (Krathwohl, 1998, p.290). With less structure an interviewer can adapt the questions to the immediate situation so as to increase rapport – they can be highly responsive to individual differences and situational changes (Krathwohl, 1998, p.288).

### **Focus Group Interview**

Focus group interviews were conducted with students over the age of seven years. Gaining information from the students is a vital part of the data collection as Fullan (2001) claims that we hardly know anything about educational change because no



one ever asks students. When adults do think of students they think of them as potential beneficiaries of change rather than participants. Students can become 'lost in the shuffle' as they are excluded from the decision-making process, and instead of being empowered they become 'objects of change' (ibid).

Central to understanding the change under the Network Review is the comprehending of students' role in change. Fullan (2001) states that in the culture of domination inherent in our social and school hierarchy students form the lowest rung and are therefore not often heard.

The focus groups were constructed as the researcher believed it to be a more supportive arrangement for children, particularly in a time of possibly unsettling change. The interviewer did not want an intrusive interview process for students but rather a process that was supportive of all students. The informal group discussion atmosphere of the focus group interview structure is intended to encourage subjects to speak freely and completely about behaviour attributives and opinions they possess (Berg, 2004, p.123).

The student focus groups consisted of five to seven students. The size of the groups was established using two essential considerations, the groups should not so large that they are unwieldy or preclude adequate participation by all members, or not so small that they fail to provide substantially greater coverage than that of an interview with one individual (Merton, Fiske & Kendal, 1956). Wherever possible group membership was based on similar age/class grouping as Merton, Fiske and Kendal (1956, p.136) found that the more socially and intellectually homogenous the interview group the more productive the reports tended to be.

Focus group interviews are either guided or unguided discussions addressing a particular topic of interest or relevance to the group and the researcher (Berg, 2004). In this case the focus groups followed a similar structure to the interviews beginning with unstructured and moving toward more structured questioning to gain more specific information. The interactions among and between group members are said to stimulate discussion in which one group member reacts to comments made by another – the resulting synergy allows one participant to draw from another increasing the flow of ideas, issues topics and even solutions (Berg, 2004).

## **Data Analysis Method**

The following section outlines the data analysis procedures used to generalise and organise the interview data. As suggested by Glaser (1992) this study utilises Content Analysis originally introduced by Berelson in 1952.

### **Content Analysis Procedures**

This research intends to present the experience of educational change through the voice of the students, staff and community of Kereru. Voice is “the use of language to paint a picture of one’s reality, one’s experience in one’s world” (Wink, 2000, p.69). Kereru may be considered a minority voice as the school has a high percentage of Māori (42%) compared to national averages and is a decile 3 school, indicating that the students draw from an area of relatively low socio-economic wealth. Both of these indicators are mentioned by Fancy (2004) as being features of students who were likely to be unsuccessful in our school system. The students, parents and community are traditionally those ‘voices’ that have been silenced by a majority voice.

The research seeks to understand the impact of a political phenomenon that resulted in drastic educational change for this small school and community. In order to do this it is paramount that the perspective of the participants is represented as naturally as possible, through an analysis technique which grounds the findings in the data. Content analysis provides a way in which this can be done with an objective, scientific approach. Since the content represents the means through which one person or group communicates with another it is important for communication research that it is described with accuracy and is interpreted with insight (Berelson 1971, p.15).

Berelson (1954, p.15) writes that there is no single system of categories that could be devised in order for us to interpret communication content as the human experience is so rich with such variances in cause and effect. The scientific method of content analysis however allows “an objective, systematic and quantitative description of the manifest content of communication” (Berelson, 1971, p.19).

As a research technique content analysis aims at “a quantitative classification of a given body of content in terms of a system of categories devised to yield data relevant to specific hypotheses concerning that content” (Kaplan & Goldson, 1943, cited in Berelson, 1971, p.15). Although the data is quantified, content analysis supports the qualitative value of the data through description. Berg (2004) states

that content analysis may focus on either quantitative or qualitative aspects of communication messages (Berg, 2004, p.268), while Smith (1975, p.218) explains that both qualitative and quantitative blends can be applied “because qualitative analysis deals with the forms and antecedent-consequent patterns of form, while quantitative analysis deals with duration and frequency of form”. This allows the researcher to not only describe the phenomenon but also to recognise patterns in the data as the participants move through a time of change. Content analysis attempts to show objectively the nature and the relative strength of the stimuli applied to the reader or listener (Waples & Berelson, 1941).

Glassner and Loughlin, (1987) state content analysis provides a method for obtaining good access to the words of the text or transcribed accounts offered by subjects. This in turn offers an opportunity for the investigator to learn about how subjects or the authors of textual materials view their social worlds (Berg, 2004, p.269). Berg goes on to state that content analysis is a passport to listening to the words of the text and better understanding the perspective(s) of the producer of these words.

### **Coding Procedures**

The process of content analysis refers to an objective coding scheme applied to the data to condense and quantify (Berg, 2004, p.265). In this case the transcripts were coded into content units by the researcher. These units were taken as ‘manifest meaning’ with the paraphrase written from the text to describe the content. This process aims to condense the content which can then be sorted into categories according to similarity.

Berg (2004) sites seven major elements in written messages which can be counted; words, themes, characters, paragraphs, items, concepts and semantics (Berelson, 1971; Berg, 2004). For the purpose of this research ‘themes’ were counted. In its simplest form a theme is a simple sentence, a string of words with a subject and predicate (Berg, 2004, p.273).

All of the relevant content in the text was coded and analysed in terms of the research aims. This requirement is meant to eliminate the partial or biased analyses in which only those elements in the content are selected which fit the analyst’s thesis (Berelson, 1971, p.17). The irrelevant text was coded as irrelevant and categorised with the other paraphrases as an ‘irrelevant’ category.

A point of controversy for content analysts is the application of manifest content (those elements that are physically present and accountable) or the coding of more latent content (the analysis is extended to an interpretive reading of the symbolism underlying the physical data) (Berg, 2004). Manifest content is comparable to the surface structure present in the message and the latent content is the deep structural meaning conveyed in the message (Berg, 2004, p.269). The transcripts in this research were coded with manifest content only to avoid the researcher reading into the participant's interviews.

For the purpose of this research it is vital that the participants' voices are described in their words rather than a meaning imposed by the researcher and for this reason manifest content was paraphrased. Berelson (1971) states that content analysis assumes that study of the manifest content is meaningful:

Content analysis is ordinarily limited to the manifest content of the communication and is not normally done directly in terms of the latent intentions which the content may express nor the latent responses which it may elicit – strictly speaking content analysis proceeds in terms of what is said and not in terms of why the content is like that or how people react. (p.16)

In grounded theory research a frequently used form is in vivo paraphrases. In vivo paraphrases are labels for categories or themes that are phrased in the exact words of the participants, rather than in the words of the researcher or in social science or educational terms (Creswell, 2005, p.404). Researchers identify these words by examining the passages of transcripts or observational field notes to locate phrases mentioned by participants that capture the intent of a category.

The table below gives an example of a single page of transcript coded using in vivo paraphrases. The coding system on the left-hand side of the page enables the researcher to locate the text after it has been sorted into categories.



Code	CATHERINE SAVAGE      Example Transcript	Paraphrase
B1 AB 01	Yeah major gang issues lets not beat around the bush, major gang issues ok They had to call the cops in because kids are fighting, gangs in the school are fighting you know, calling the cops in, and our year 7 and 8's seeing all this, having to be locked in their classrooms	Gang issues, cops, fighting at college
B1 AB 02	<i>They can't get to the canteen they had to get a special bin that goes around and gets them what they want before hand because the kids push them out of the line you know,</i>	Kids can't get to canteen pushed out
B1 AB 03	<i>Yeah OK now that's not (the principals) problem it's not (the school's) problem, it's the problem of the government not having foresight enough to say hey what's going to happen here? They've had a wonderful idea in Wellington and said lets implement it in these different areas and forced it upon us and um</i>	Not schools problem, Government problem – No foresight in Well.
B1 AB 04	<i>I'd like to see Trevor Mallard come back for an open meeting because he would get slaughtered In fact he'd get physically um, yeah – there would be violence against him physically,</i>	Like to see Minister Return, he would be slaughtered
B1 AB 05	<i>I don't know why he (Principal) should be taking the flak that he is taking, It is Trevor Mallard that should be standing up to this, and (the Principal) is just getting hammered right left and centre,</i>	Principal hammered TM should take flak not Principal
B1 AB 06	<i>just look at the thieving in the class, (my child) wanted to take a box to school and I said what do you want a box for and they said because I can't stop them stealing stuff out of my pencil case and I told (the teacher) and she said she can't do anything about it so now (the child) carrying this blimmin box around everywhere they go with all their possessions in it because they just keep stealing everything It is it's terrible</i>	lots of stealing, teachers can't do Anything about it
B1 AB 07	<i>You know and this is what we left our school out there for? Umm you know and we put the time we put the effort in and created a good environment for our kids and they've just gone and whipped the legs out from under us and forced us, you know,</i>	put time and effort into school and forced into this
B1 AB 08	<i>We were just talking about this tonight you know from our point of view we should have fought for our school but for the betterment of (the town) we still done the right thing</i>	Should have fought but done the right thing (contin. School)
B1 AB 09	<i>but hey it shouldn't be up to the parents of a decent school who have already established a good working to school to come in and try and pick up ahh the difficult areas of the community and the township, that's a government problem</i>	shouldn't be parents fixing govt. problem

**Figure 3.4: Data Display – Section of coded interview transcript**

### Sorting/Categorisation Procedures

The categories researchers use in a content analysis can be determined inductively, deductively or by some combination of both (Strauss, 1987). In a deductive approach researchers use some categorical scheme suggested by a theoretical perspective. The development of inductive categories allows researchers to link or ground these categories to the data from which they derive (Berg, 2004, p.273). Stated succinctly categories must be grounded in the data from which they emerge (Denzin, 1978; Glaser and Strauss, 1967).

The categories in this analysis were inductive in that they came directly from the content. Berg (2004) supports this approach and claims that the development of categories in any content analysis must derive from inductive reference concerning the patterns that emerge in the data (p.276).

The categorisation moved through levels of generalisation beginning at level 1, then levels 2 and 3. At each level the categories were sorted based on similarity of the content and the frequency at which they occurred in the data. The table below gives an example of the BoT – Round 2 Implementation, category development through

the levels and the accompanying invivo paraphrase which came directly from the content in the transcribed interviews.

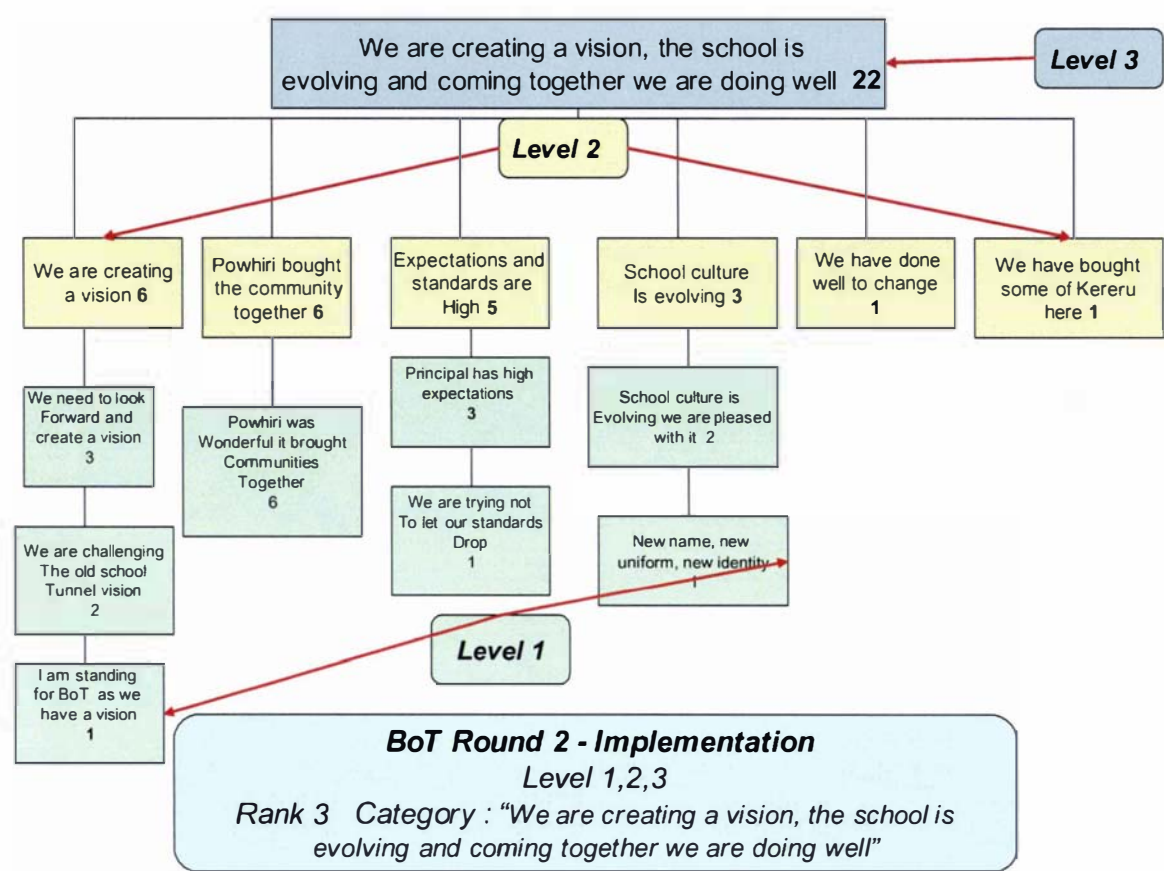


Figure 3.5: Data Display – Categories and Levels

### Frequency Displays

The requirement of quantification in a content analysis is the single characteristic on which all the definitions agree. Of primary importance in content analysis is the extent to which the analytic categories appear in the content, that is the relative emphasis and omissions. (Berelson, 1956)

The content units are coded, sorted and the frequency at which they recur is recorded; this may be in the same transcript, or other transcripts within the group. By reporting the frequency with which a given concept appears in text, researchers suggest the magnitude of this observation. It is more convincing for their arguments when researchers demonstrate the appearance of a claimed observation in some large proportion of the material under study (Berg, 2004, p.270).

The rate at which similar units occur across transcripts in the same group, or other groups, and the recurrence or omission of categories in subsequent rounds is a feature of the findings in this research. The quantification of the units in content



analysis provides the data with a way in which to show areas of significance and how they develop over time. Berg (2004, p.270) warns, however, that researchers must bear in mind that these are descriptive statistics, and therefore the proportions and frequency distributions do not necessarily reflect the nature of the data or variables. It is for this reason the magnitudes are presented within the overall analysis and not in isolation (Berg, 2004, p.270).

The table below presents a frequency table.

Board of Trustees: Round 2 – Implementation

Level Two Categories

Rank	Categories with content units	Frequency	%	Cumulative %
1	<b>This has had a huge emotional toll</b>	16	5.9	5.9
	Can't be bothered, worn out, had enough of it	4		
	Had a horrendous cost to our family life	3		
	Emotionally it is still hard I am still dealing with it	7		
	It has been a better year than last year	1		
	I miss my old space	1		
2	<b>Ministry of Education have a lot of answer for</b>	15	5.5	11.4
	MoE created huge issues for schools, they expect so much of us	5		
	MoE has a lot to answer for	3		
	Expect us to fix their bad schools	2		
	It's all idealistic, it's a cock up	1		
	We made an effort to create a good school, they destroyed it	1		
	Disgusting what the MoE expects for free	1		
	I feel blackmailed by the MoE	1		
	The Minister would be slaughtered in Ranford	1		
3	<b>Kids are not happy at college</b>	14	5.2	16.6
	Worried about my child in Yr 7 & 8 at high school	9		
	Kids are not old enough to make the right decisions at college	3		
	Don't think our kids are happy at high school	1		
	Not many people would be happy with the high school	1		
4	<b>Kereru was a choice school</b>	13	4.8	21.4
	Kereru was a great, choice school	4		
	Kereru was pristine, property was all done	3		
	Now I see advantages of small schools	1		
	Kereru had learning styles	1		
	Should have left Kereru alone	1		
	Not elitist we just did our best for our kids	1		
	Would have paid to keep my child there	1		
	Kids were treated with dignity and respect	1		
5	<b>Concern about the high school environment</b>	11	4.1	25.5
	Fights, Lock downs and stealing at the high school	3		
	There are major gang issues at the high school	3		
5	<b>I feel for the high/s Principal, stress and responsibility</b>	11	4.1	29.6
	High/s Principal takes that flak for the MoE decision	5		
	High/s principal is great but he will leave under stress	6		

Frequency Of Content Units

Percentage of total content units

Cumulative percentage

Rank

Paraphrases

Figure 3.6 Data Display - Frequency Table

Summary of Methodology

This research was designed to answer the research questions that arose from the investigation into the current literature. Of importance was designing a method, which would present the voice of the stakeholders, in particular the students, as they had not had a significant presence in current research in New Zealand concerning the EDI.

A mixed method approach was decided upon as the researcher intended to investigate the process and the outcome of the reorganisation. The quantitative collection of achievement results was intended to support the qualitative reports from the stakeholders. Content Analysis (Berg, 2004) was employed to analyse the focused interviews and focused group interviews with students. The research draws on Critical Policy Scholarship (Grace, 1995) as a theoretical foundation and intends to derive conclusions using an inductive process as outlined in Glaser's (1992) grounded theory.

CHAPTER FOUR

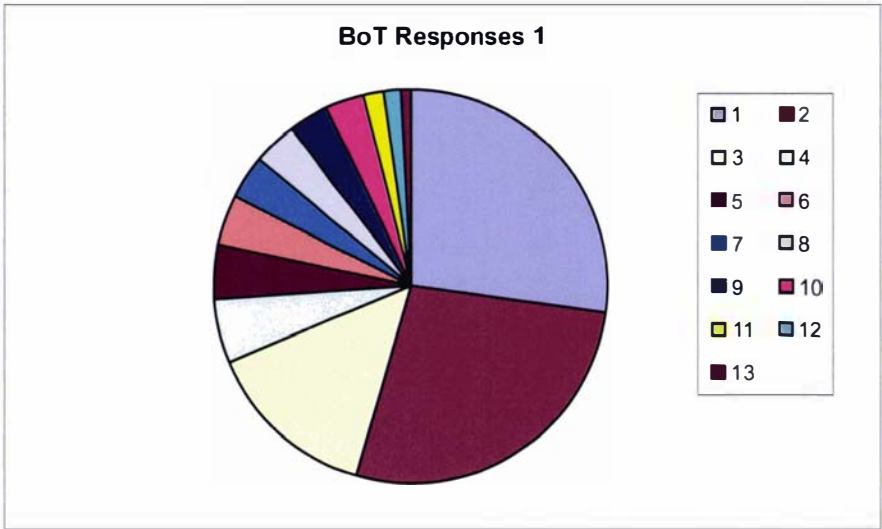
Findings

The findings are presented from the perspective of each group of stakeholders: the BoT, parents, teachers and students. In each of the stakeholder groups the findings are presented from each round: Round 1 – Initiation, Round 2 – Implementation and Round 3 – Institutionalisation. At the end of each stakeholder section a summary of the findings across the process from round 1 to 3 is described.

The findings presented are the Level 3 categories for each of the stakeholder groups (refer to Chapter Three Methodology). The percentages refer to the total content units of each group in each round. For example during round 1, the BoT transcripts consisted of 424 total content units. 27.4% of these responses returned to the first category ‘Kereru is not elitist, it is a high performing school where kids learn’. Level 2 and 3 data sheets can be found in Appendix D. The achievement results from the student STAR tests results from October 2004, March 2005 and September 2005 follow the Student section.

Board of Trustees

Round 1 – Initiation



	Round 1 – Level 3 Categories	%	Cum %
1	Kereru is not elitist it is a high performing school where kids learn	27.4	27.4
2	We are untrained volunteers this has had a huge emotional toll and workload	27.2	54.6
3	I am angry that the consultation was predetermined, and didn't consider community	14.2	68.8
4	I am excited about the new school, our Principal had to be there	5.4	74.2
5	BoT is committed to school and principal	4.3	78.5
6	I have concerns about my Year 7 & 8 at High school	4.2	82.7
7	Unfair to close performing school, should close towns schools	3.6	86.3
8	The time frames, elections are too soon	3.6	89.9
9	Teacher and children are powerless, guinea pigs	3.3	93.2
10	We don't think like that school	3.1	96.3
11	We just wanted to keep our school	1.7	98
12	Specialist teachers and equipment available at High school	1.4	99.4
13	People have no choice now	0.9	100.3

**Figure 4.1: BoT Round 1**

### Findings BoT Round 1 Initiation

70% of the responses refer to only three categories indicating that there is significant agreement in these three areas from the three BoT members interviewed.

Over a quarter of the responses stated that Kereru has a great social and emotional community environment, that it is a performing school where kids learn and diversity is welcomed. Several of the responses cited families who had moved from town schools because of bad experiences and choose Kereru because of the “high morals, no bullying and the acceptance of all children especially children who were different”.

A further quarter of the responses referred to the BoT being untrained volunteers. The BoT felt that the workload and emotional toll expected of an unpaid and unskilled (in education) worker was unacceptable. The review incurred huge workloads and created an emotional toll on families as members were often at meetings. Members were targeted in the community when decisions were considered unfavorable. Several BoT members stated that they had been targeted in the community and held responsible for the decision to merge and create the middle school or for the employment decisions relating to local teachers.

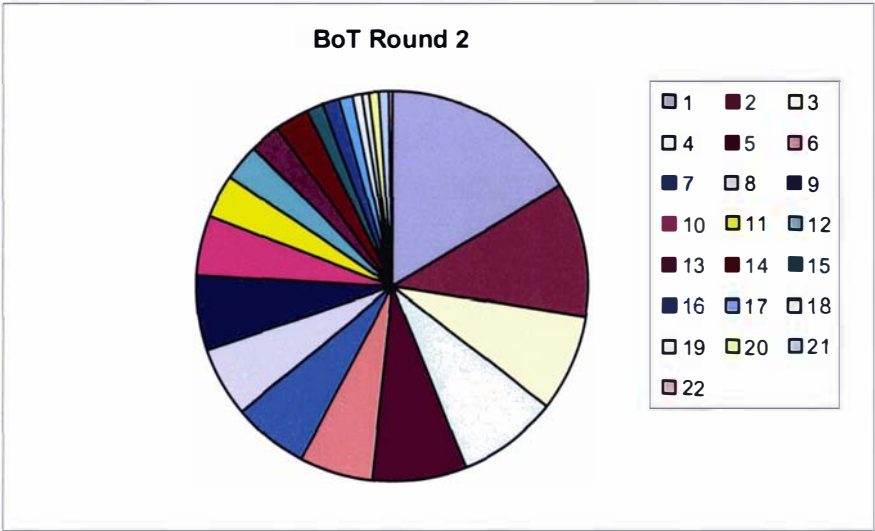
The third significant area of agreement was the BoT members' expressions of dissonance and frustration that “the consultation was predetermined and mediation was a farce” (14.2%). Respondents stated that they believe the MoE failed to consider the needs of the community and came to the township with a predetermined plan. A further 3.6% considered it unfair to close a performing school and suggested that the town schools should have closed.

There were several more minor areas of agreement in the responses. The BoT expressed excitement about the creation of the new school with the Principal winning the position at the new school. The BoT stated that they are committed to the new school and the Principal. 3.1% of responses indicated early difficulties with relationships and the site school, including that “they don’t think like that school”.

Participants expressed concerns about their child attending Year 7 & 8 at the high school, as children may be forced to grow up too soon. 4.2% of responses referred to concern that the buildings and facilities were not ready and that the takeover timeline was too soon. The BoT felt that teachers and children were particularly powerless in the review and that the children were guinea pigs in a MoE experiment (3.3%).

BoT members were concerned that the BoT elections were too soon after the merger at three months – they stated that the BoT should have at least a year in office after the merge to consolidate. 3.3% of responses stated that BoT members did not want to carry on, that they felt disheartened by the decisions and did not want to participate in schooling any more.

**Round 2 – Implementation**



	Round 2 – Level 3 Categories	%	Cum %
1	Kids are not happy at High school they have no infrastructure it was done too soon	16.3	16.3
2	This has had a huge emotional and personal toll, the workload commitment is huge	11	27.3
3	We are creating a vision, the school is evolving and coming together, we are doing well	8.1	35.4
4	We have some staff issues including the appointments resulting in a lot of PRTs	8.1	43.5
5	The children have coped with change, there is a huge achievement gap, the need more care	7.7	51.2
6	Kereru was a great school with great staff	6.3	57.5
7	The high school staff are pressured, it is stressful for Principal	5.9	63.4
8	The MoE has a lot to answer for this is a letdown	5.9	69.3
9	BoT elections are too soon we need longer	5.9	75.2
10	Transition to new school was pressured, takeover should be earlier	5.1	80.3
11	Property is in disrepair, money will not go far	3.6	83.9
12	The teachers are a team , have done a lot of PD	2.9	86.8
13	Principals role in school has changed but still focused on teaching	2.6	89.4
14	We don't have the contact we used to with parents but we are developing the rapport	2.6	92
15	ERO visit is a concern but not a priority	1.5	92.5
16	There is pressure to have an Immersion unit	1.5	95
17	We are committed to principal and school	1.1	96.1
18	High school is great for technology and IT	0.7	96.8
19	The educated will leave Ranford, we will see white flight	0.7	97.5
20	The change manager was helpful	0.7	98.2
21	Got to manage New entrant roll growth	0.7	98.9
22	This is better for site school Kids but I wonder about Kereru kids	0.4	99.3
23	Everything here is under lock and key	0.4	99.7

**Figure 4.2 BoT Round 2**

### Findings BoT Round 2 Implementation

The responses from the BoT for this round identified a wider range of issues. Fifty percent of the responses related to five categories indicating that there was some agreement on these issues; a further five categories resulted in 80% of the responses. A feature of this sorting is the last 10% of categories that account for one or two responses, signifying that there was a range of smaller issues that BoT members were concerned about but may not have agreed upon.

The main concern for the BoT is that children at the high school in Years 7 and 8 are not happy (16.3%). The participants stated that the infrastructure is not established (3.3%) and that this has created an environment in which stealing, bullying and gang issues are occurring (4.1%) forcing children to make decisions that they are not old enough to make (5.2%). Responses indicate that the BoT feel for the Principal of the High School in particular (5.9%) and suggest that he may leave with the stress. The BoT feel that the principals are taking the flak for a Ministry decision.

Of secondary importance are the emotional toll, workload and stress associated with the change and establishment of a new school (11%). Participants stated that the merger had come at a horrendous cost to their personal life and that some participants were still dealing with the emotional toll of Kereru closing (5.9%).



The BoT felt that they were doing well to change and that they were creating a vision in the new school that was evolving and coming together (11%). Several responses acknowledged the importance of the powhiri at the opening of the new school in bringing the community together and acknowledging the change in school culture. The BoT stated that their expectations were still high and that they had worked to bring some elements of the old school over to the new school.

Staff appointments were a prevalent issue for the BoT (8.1%). Many responses dealt with the difficulty of employing staff over the Christmas period after having to wait for the site school staff to make decisions about employment. As a result the school employed seven PRTs and lacked the experienced staff to support the beginning teachers resulting in staff issues. This in turn has affected the role of the Principal as the Principal has had to remain focused on the teaching (2.6%). The BoT reported that they have undertaken significant professional development with the teachers (2.9%) and that the teachers are working together as a team.

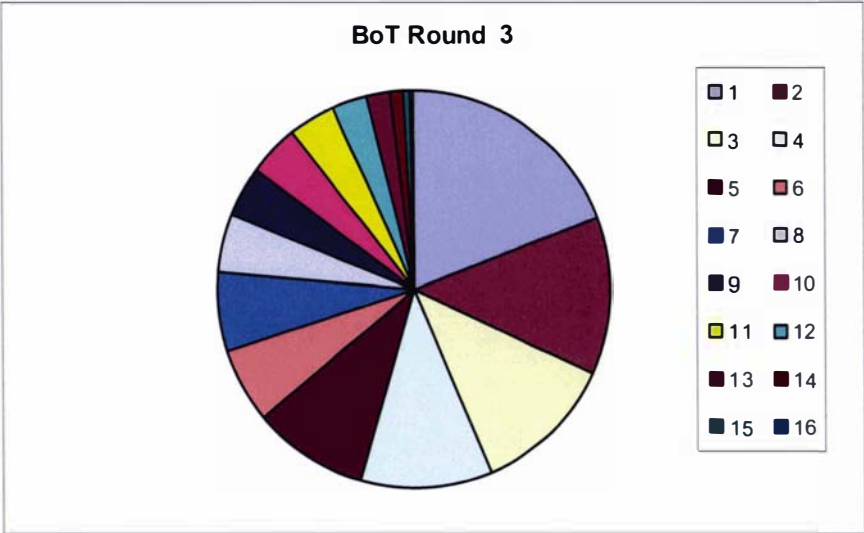
The BoT responded that the children had coped with change but that there was a significant achievement gap between the site and continuing school children (7.7%). The BoT also noted a change in the parental contact and rapport (2.6%) and described efforts to bring the parents into the school.

Of importance is the responsibility of the Ministry of Education in the creation of the stress and the expectation on members. The participants stated that they felt as though the Ministry expected them to fix up the bad schools and that their plan was idealistic. Several of the responses indicated that the new school was a letdown, particularly in terms of property up-keep, and that the MoE had a lot to answer for (5.5%).

The difficulty in transition was also of significance (5.1%). The BoT stated that the takeover time should have been earlier as they were the continuing school but not the site school.

Issues in the new school appear to be the state of disrepair of the new school site (3.6%) and the limited funds to attend to this. The BoT stated that Kereru was a pristine school and has been replaced with a school where the boiler is broken, the toilets unsanitary, rotten buildings and an unsafe car park (1.8%). The BoT stated that the EDI money would not go far as they attend to the property issues.

Round 3 – Institutionalisation



	Round 3 – Level 3 Categories	%	Cum %
1	I am angry at the MoE this was a disaster, has devalued our community	19	19
2	This has taken a toll on my personal life, the workload is horrendous, we're tired	12.7	31.7
3	Running a bigger school is challenging, the behaviour is difficult and the children need more support	11.6	43.3
4	The kids have paid the price in this review, it has deeply affected our own child	10.8	54.1
5	Kereru was passionate about giving kids a chance, we really lost something and should have fought	9.3	63.4
6	We are pleased with what we have achieved, we have high standards and are attending to the issues	6.2	69.6
7	We had issues employing staff and have a lot of PRTs that require support, we have some staff issues	6.2	75.8
8	The BoT elections were worrying but we have a good mixed board with our chairman re-elected	4.7	80.1
9	The parents are reluctant but we are developing relationships with them	4.2	84.7
10	High school teachers are not coping or performing, infrastructure at high school not there	4.2	88.9
11	We did the right thing being the continuing school, but there are issues coming to a site school	3.8	92.7
12	We were lucky to get an x-Kereru teacher back to Kereru	2.7	95.4
13	Ministry Research have no idea how difficult it was, they want to say they're right	1.9	97.3
14	The funding is not going far enough	1.2	98.5
15	MoE local representative has supported us at the MoE	0.4	98.9
16	Principal doesn't have to prove herself to the board we know she's in it for the kids	0.4	99.3

Figure 4.3 BoT Round 3

Findings BoT Round 3 Institutionalisation

The responses for this round are spread across fewer categories as members tended to agree more on fewer issues. The dissonance at the Ministry/Minister accounts for nearly a fifth of all responses and is the most significant group in this round (19%). The members responded that they felt powerless, had no right of reply and that the review had been a disaster. The BoT stated that the Ministry had “devalued the community, incited gang violence, bullying and theft and had caged their children like animals” (12.4%). Of significance was the opinion that the children had paid the price in the review and that Kereru children in particular had not done well (10.8%).

The workload is again of importance as BoT members state that they are tired, that the workload has been horrendous and that members' personal lives and health had been affected (12.7%).

The BoT felt that running a bigger school was more challenging, that the children required more support, particularly in behaviour management (11.2%). Some report that they are pleased with what they have achieved and that they continue to have high standards and expectations for the new school (6.2%). The BoT state that the parents are still reluctant but that they are developing a positive relationship with parents (4.2%).

The members expressed a sense of loss over Kereru School as the "school was passionate about teaching, learning and giving all children a chance" (9.3%). 2.3 % of the responses state that they should have fought the review as a community.

Staff issues continue to be a priority as the BoT discussed the difficulties with employment, the increased pressure on senior staff as a result of so many beginning teachers (6.2%).

The BoT elections resulted in the chairman being re-elected, which the respondents were pleased about (1.2%). The new BoT is a good mix of both schools and is beginning to gel. The timing of the elections remains a concern as the BoT believe that it could have changed the course of the school (4.7%).

The High School Year 7 & 8 remains a concern for members as they state that the teachers are not coping and continue to lack the resources, support and infrastructure required (4.2%).

Summary Findings for BoT

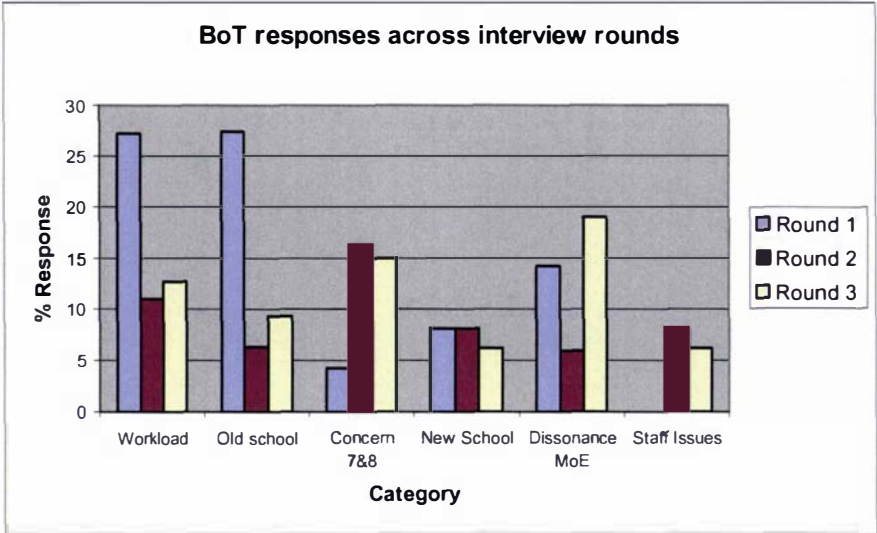


Figure 4.4 Summary of BoT themes

Increased Workload

Of significance throughout the three interview rounds was the expectation of the BoT and the increased workload. This response remained the second highest priority for the members throughout all three rounds. The emotional toll, workload, expectation on untrained volunteers and the subsequent personal attacks from the community were all contributing factors to this theme. The BoT members stated that their personal lives and health had been affected by the workload expectation.

Kereru was a great school

This remained an area that the BoT consistently referred to throughout the interview series. In the first round the description referred predominately to the quality learning environment and acceptance of diversity. In the second and third rounds the description was linked to comparison to the present school and expressions of loss.

Dissonance with Minister/Ministry

Although this was a consistent theme throughout, the nature/direction of the dissonance changed over the rounds. In round 1 the dissonance was directed at inadequate consultation, in the second round the expressed dissonance was a relatively minor category stating that they were let down, in the third round however this was a major category with the BoT stating that “the MoE had devalued town and should be responsible for the mess”.

**The successes in the new school**

The BoT acknowledged that the children had higher needs, were more difficult to manage and the parents reluctant to contribute to schooling. This was a consistent theme as the BoT expressed ways in which they were catering to the need and developing relationships with parents. In the first round the BoT expressed excitement over the opportunity to create a new school, and discussed feelings of success with the new school in the second and third round.

**Issues regarding the High School Year 7 & 8**

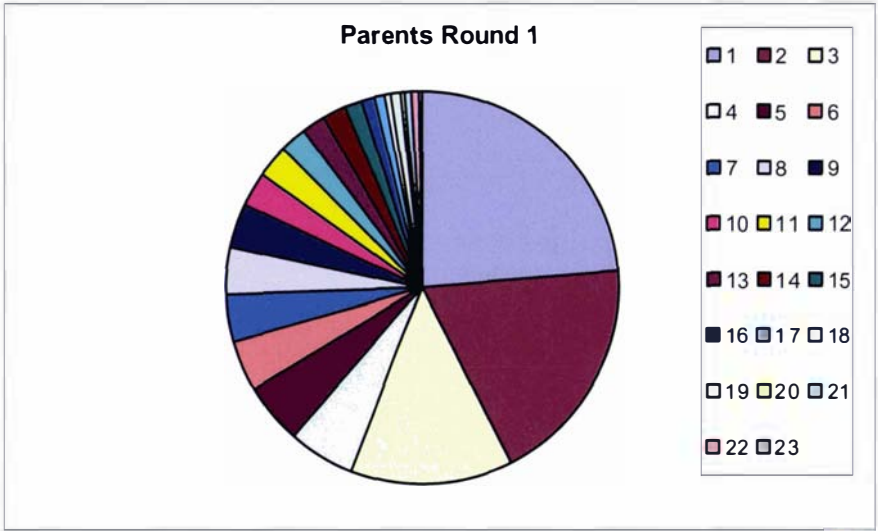
BoT expressed concern for staff at high school, and for the learning environment. Members of this group were also parents of children at the high school and voiced their concern at the environment in which the children were expected to learn.

**Staff issues / Beginning Teachers**

Staff issues were not identified in the first round of interviewing but became a consistent theme in rounds 2 and 3. Staff issues, in particular the number of beginning teachers employed, became an ongoing concern and was linked to other areas such as increased workload and stress.

**Parents**

**Round 1 – Initiation**





	Round 1- Level 3 categories	%	Cum %
1	Kereru was a great school, kids learnt, it was supportive, with great leadership and identity	23.6	23.6
2	I am concerned about my child going to the new school	19	42.6
3	I am angry at the Govt. there was no consultation we couldn't win against them	13.3	55.9
4	People are considering other alternative including moving out of Ranford	5.7	61.6
5	Govt. has not taken community tension/difficulties into account, review is stupid	4.9	66.5
6	We had a case, we should have fought but we were made continuing school because of it	4.2	70.7
7	I have been and will be involved in child's school	3.9	74.6
8	Entrenched teachers are a problem the kids resent them	3.9	78.5
9	It has been an emotional year, I am disheartened I put effort into that school	3.5	82
10	Children are having to cope with change, some don't understand why	3	85
11	I am sending children to Kereru because of Principal, hope it will be a good school	2.6	87.6
12	There is no choice, no place for different kids	2.3	89.9
13	MoE should close failing schools	2.0	91.9
14	I am being positive, kids are adaptable they'll cope	1.9	93.8
15	Changing Uniforms is expensive	1.3	95.1
16	BoT have had a difficult time	1.2	96.3
17	Māori Culture at Kereru is not as good as town schools	0.7	97
18	The timeframes are too short	0.7	97.7
19	I knew Kereru would be shut	0.7	98.4
20	BoT Chairman's views are positive but his kids are different	0.5	98.9
21	Parents and families discuss this	0.5	99.4
22	Ranford is a beautiful town, it needs something positive	0.5	99.9
23	Its a long day for young children being bused	0.3	100.2

**Figure 4.5: Parent Round 1**

### Findings Parents Round 1 Initiation

The first round of responses from the ten parents signified strong agreement in three categories accounting for over half of the responses. Nearly a quarter of all the parent content focused on the success of Kereru School (23.6%). The parents reported that the school had high academic standards, that their children were achieving and that children with learning needs were catered for (6.2%). The parents also commented on the supportive community (2.5%) rural identity (2.0%) school size (2.0%) and leadership (1.2%) as being favourable aspects of the school. The parents voiced concern regarding children attending the new school (19%), particularly the Year 7 & 8 at High School (6.3%). The parents were concerned about negative social influences at the high school and the safety of their child. Parents of children going to the new primary school stated that they were concerned about the physical environment, that it would take time before it was a good school and that the academic standard will drop (3.3%). However, the parents stated that they had been involved in Kereru and would continue to be involved in the new school (3.9%). Several responses stated that the parents were sending their child to the new school because the principal of the original school had won the position as principal at the new school (2.6%).

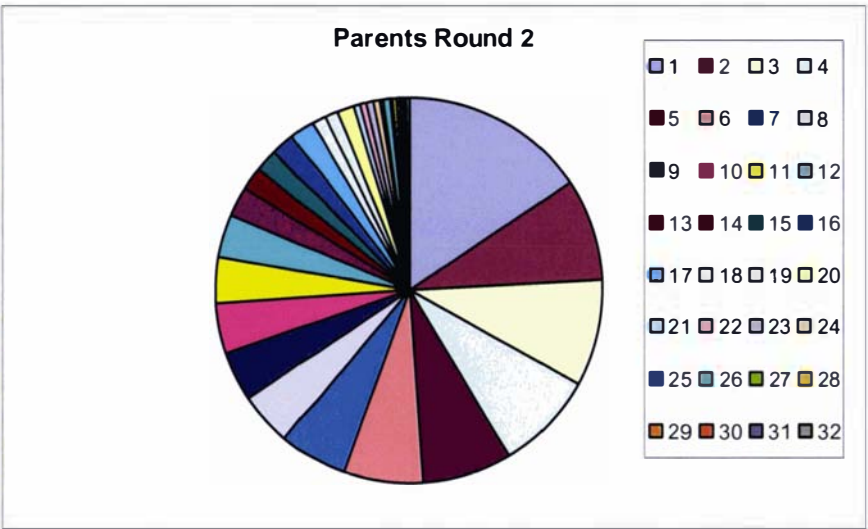


Parent responses expressed dissonance at the Ministry of Education and Minister regarding the lack of consultation (3.2%) and lack of acknowledgment of the needs of the community, particularly gang tensions (2.7%). The parents stated that the Government did not take into account the community needs (4.9%) and should have closed failing schools (2%). The parents reported feeling powerless and that they “couldn’t win against the government” (5.8%). Several parents stated that they should have fought the Ministry with legal action (3.3%).

Parents reported an emotional/stressful year and that they felt disheartened by the decision and had even stopped supporting the school (3.5%). 5.7% of content referred to the lack of choice and parents considering moving from the township (5.7%).

Parents reported that the review did not address the entrenched/bad teachers in the township that allowed kids to fail (3.9%).

**Round 2 – Implementation**



	Round 2 – Level 3 Categories	%	Cum %
1	Year 7 & 8 is not a middle school. they have huge behavioural issues, it's a nightmare	15.5	15.5
2	It has been a difficult time for children, picked on or abused, I have noticed a change in them	8.7	24.2
3	The teachers, principal at Kereru are great, my child has adapted well	8.7	32.9
4	Kereru was a better school to what we have now	8.4	41.3
5	I am concerned about the learning, the homework is not to the same standard	7.5	48.8
6	I am nervous, anxious, and annoyed that I have no choice	6.6	55.4
7	The new school environment is crowded, shabby and unsafe, and there is no playground	5.6	61
8	Some of the teachers are not good, we have a lot of first years who need experience	4.3	65.3
9	I am more determined to send child to boarding school, and considering other options even moving	4.3	69.6
10	My child has made new friends, kept old friends	4	73.6
11	The school is disorganised, I don't feel as welcome and there is a lack of information for parents	4	77.6
12	This is not for the education of the children, the Govt. didn't research this	3.5	81.1
13	The BoT elections are too soon, I don't like some of the candidate/I am standing	2.4	83.5
14	The High school buildings will not benefit my child	2.2	85.7
15	There is stealing/rough play at Kereru	1.9	87.6
16	We have issues as a rural town	1.9	89.5
17	I feel optimistic. it will improve	7.8	91.3
18	Buses are not reasonable or convenient for parents	1.2	92.5
19	My child is confident at High school and enjoys the new subjects	1.2	93.7
20	I have been in to the new school, attended the Powhiri	1.2	94.9
21	Kereru was white flight – there are only 2 Pakeha in his class	0.6	95.5
22	It is easier not to drive to Kereru each day	0.6	96.1
23	The transition was not thought through	0.6	96.7
24	The Takahae parents were not informed and have it better	0.6	97.3
25	Moving our kids to Villagetown was heartbreaking but the best decision	0.3	97.6
26	Kereru might make transition to High school easier	0.3	97.9
27	It is going to take time to develop a culture at High school, they need to start in the classroom	0.3	98.2
28	High school wanted the kids should ask primary schools how to teach them	0.3	98.5
29	I guess this is just part of growing up	0.3	98.8
30	I've heard about the bullying but my child hasn't experienced it	0.3	99.1
31	Free uniform was a great move	0.3	99.4
32	Glad Kereru was continuing school, knew what I was dealing with	0.3	99.7

**Figure 4.6 Parents Round 2**

### Findings Parents Round 2 Implementation

The content from the second round of interviews identifies several areas of agreement which account for approximately 75% of the total responses. The final 25% of responses, however, indicated that there were a range of issues for the nine parents with little agreement.

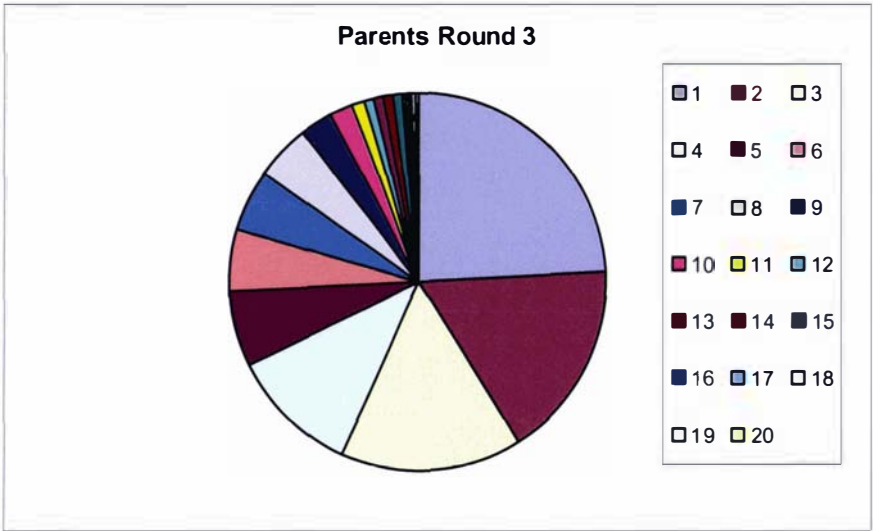
A sixth of the responses for this round expressed the parents' concern with the Year 7 & 8 placement at the High school (15.5%). The behavioural issues, including fighting, lack of discipline, gang fights (8.1%) and smoking (2.2%) are prominent in the responses with parents stating that there is no middle school as promised (3.4%). Parents stated that they were more determined to send their child to boarding school, and were considering other options particularly for Year 7 & 8 (3.1%). 1.2% of responses discussed parents considering moving out of town.

Parents stated that it has been a difficult time for their children as they have been picked on, called names and have had to deal with bullying (2.5%). The parents had noted a change in their child's attitude, particularly a reluctance to attend school and increased peer pressure (4.7%). The parents reported that they were anxious, worried more about their child (5.0%) and were annoyed that they had no choice (1.6%). There was a feeling that the review was not in the best interests of children (1.9%) and that the government did not research the implications of the review (1.6%).

Parents responded that the new school is crowded, shabby and lacked play areas (5.6%), that the school was disorganised, they were not kept informed and did not feel welcome (4%). Parents expressed a concern that some of the teachers were not good and lacked experience (4.3%). 8.4% of responses cited Kereru as being a better school. A strong concern was for their children's learning (7.5%), that the children were bored, not challenged and that the review was a 'dumbing-down' at the expense of their children (4.7%).

Several parents reported that their child had adapted well to the change (2.2%), that the teachers had been great (3.4%) and that the Principal had done an amazing job (1.2%). Parents reported that their child had made new friends and kept old friends during the process (4%).

**Round 3 – Institutionalisation**



	<b>Round 3 – Level 3 categories</b>	<b>%</b>	<b>Cum %</b>
1	My child's learning has been affected, they have been bullied and lost interest in school	24.1	24.1
2	The review is undemocratic, it hasn't worked, we have lost quality of education, there are no positives	17	41.1
3	The Year 7 & 8 is not a good move, there is no middle school, they miss out, it's not a happy environment	15.8	56.9
4	The teachers can't cope are stressed out and my child has been disrupted because of staff changes	10.9	67.8
5	I don't feel as welcomed or involved and worry more, I have no choice, I am powerless	6.4	74.2
6	This has affected the whole town, people will move	5.5	79.7
7	We have lost Kereru, it was a better school	5.1	84.8
8	There is a positive atmosphere, the Kereru systems are evident, most parent are happy particularly Takahae parents	4.8	89.6
9	The school is in a depressing state, it will be a good school in 5 years but there is an imbalance	2.9	92.5
10	My child will be going to boarding school	1.9	94.9
11	It's the teachers, not the buildings that matter	1.1	95.5
12	We need an alternative	0.8	96.3
13	Parents needed to be brought together, now it's them and us	0.8	97.1
14	Child is coping at high school, has a good teacher	0.8	97.9
15	Villagetown is stable school, made good decision to put child there	0.8	98.7
16	Child has done music and tech. but would have done that at Kereru anyway	0.3	99
17	Been a huge workload for untrained in education, BoT holidays, weekends, affected people home lives	0.3	9.3
18	The gains, price of fuel, more life experience, kept good teacher/BoT	0.3	9.6
19	High school pushed for this, they needed the numbers	0.3	99.9
20	Have only had to deal with merger with 1 disruption, feel sorry for other parents	0.3	100.2

**Figure 4.7: Parent Round 3**

### **Findings Parents Round 3 Institutionalisation**

This round of interviewing demonstrated a smaller spread of categories, strong agreement in the first four categories accounting for approximately 70% of the content.

Nearly a quarter of the responses from the eight parents at the final interview expressed concern that their child's learning had been affected and that they were not doing as well (10.6%). The respondents stated that their child's attitude had deteriorated, they were reluctant to attend school and no longer interested in learning (5.5%). The parents continued to report bullying, ridiculing, fighting, swearing, gang violence and smoking as being factors that affected their child's learning and attitude (7.5%). In particular the parents were concerned that placing the Year 7 & 8 in the high school was not a good move (1.9%) and that it was not a happy environment with a negative feeling (3.7%). Several expressed that they were worried that their child was going to have to attend high school next year (6.1%).

There was a strong feeling that the review was undemocratic and did not consider the needs of the community (5.3%). Parents responded that the review had not worked (4.5%) and that at this stage they could see no positives or benefits for their

child (4.3%). Parents stated that their child had gone backward despite the Minister's claim that it was to improve the quality of learning (2.1%). 6.4% of responses conveyed that parents did not feel as welcome or involved in school and felt powerless regarding the lack of choice.

Parents continued to express that they had lost Kereru, particularly the closeness of staff and families (5.1%). Responses indicated, however, that there were features of Kereru evident in the new school and that there was a general positive feeling in the primary school (4.8%). Concern at the state of disrepair of the school was again voiced (2.9%).

Concern regarding failing teachers was evident (10.9%), including the inability to control the children, to sort disruptive behaviour, and the effect of the stress that teachers were under due to the review (7.4%). There were responses regarding the lack of experience of some teachers, and the staff changes and disruptions that had affected their child's learning and social interaction (3.5%).

Summary Findings for Parents

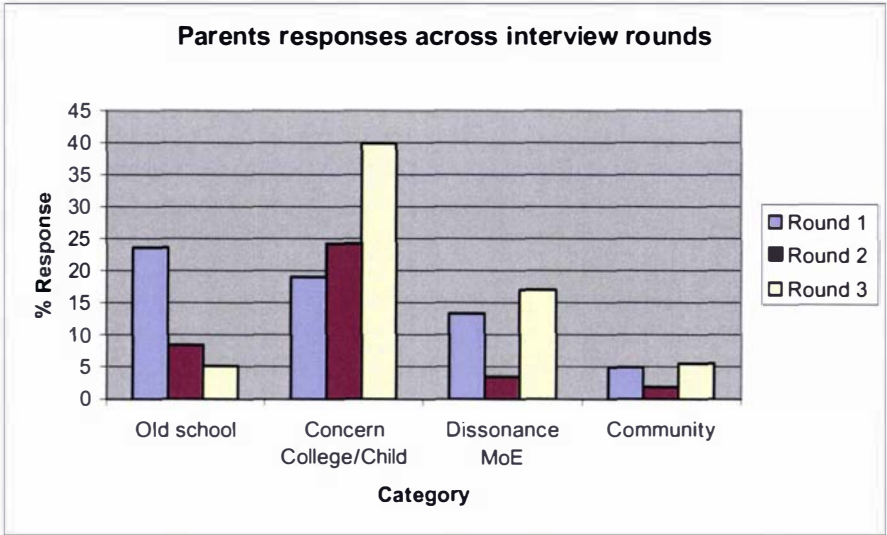


Figure 4.8 Summary of Parent themes

Kereru was a great school, which we lost

Responses about Kereru School were a consistent theme throughout the interview rounds. The nature of the content did vary however as parents began by expressing strong satisfaction with Kereru School, then moved to describing Kereru as a better school, and in the final round expressed a sense of loss.

**Child's learning and attitude has been affected**

Parents expressed concern for their child's learning throughout the interview process and the responses steadily increased over the rounds. Initially the parents were concerned about their child moving school, but by the second round the concern had changed to express the impact of the changes on the learning; by round 3 parents concern predominately regarded bullying, and their child's attitude to school. The concern for children was inextricably linked to the concern for the year 7 & 8 students. This also became an increasing issue, particularly the bullying, gang issues and violence in the school environment. Parents felt unwelcome and isolated from the high school.

**Dissonance with Minister/Ministry**

Once again this was a consistent theme throughout the process although the nature/direction of the dissonance changed over the rounds. In round 1 the dissonance was directed at inadequate consultation, in the second round the rate of responses decreased as parents felt the timeline was the biggest concern, in the third round however the responses associated with dissonance at the MoE peaked, the parents reported that the review had been undemocratic.

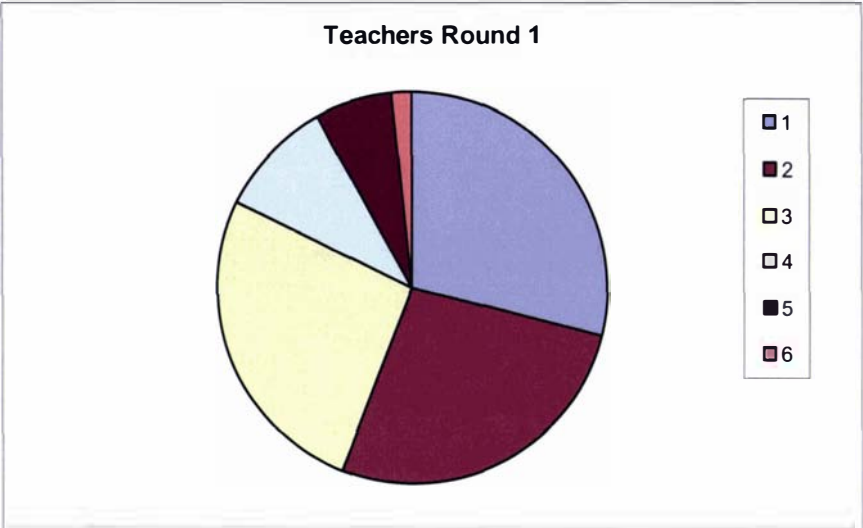
**Community**

Although this was a minor category it was consistent throughout the rounds. The parents expressed concern throughout the interview process at the effect of the review on the community as a whole, in particular skilled people leaving the community, families moving to access better education and the increased tension within the community.



# Teachers

## Round 1 – Initiation



	Round 1 - Level 3 categories	%	Cum %
1	Kereru is a supportive school with strong leadership, I enjoy teaching here	28.8	28.8
2	I am concerned about the quality of education and employment under the Network Review	27	55.8
3	Kereru is a supportive learning environment where kids learn	26.3	82.1
4	I am going to high school I want it to work	9.8	91.9
5	Kereru needs our management, I worry about site and children	6.5	98.4
6	We have a white flight label	1.6	100

Figure 4.9 Teachers Round 1

### Findings Teacher Round 1 Initiation

The interview data sourced from the six teachers in round 1 indicated strong agreement in only six categories. The first three content categories show significant agreement totally over 80% of the total content. The content units for this round for the teachers were the smallest of all the groups.

Over a quarter of the responses from the teachers stated that Kereru was a supportive place to work (28.8%), that the school enjoyed strong leadership (7.4%) and parental support (6.6%). The teachers reported that they enjoyed teaching and felt successful (6.6%). The further quarter of responses referred to the supportive learning and social environment (26.3%) and the quality of the learning (9.8%). The attractive physical site and size was also noted as a positive feature by the teachers (7.1%).

The third quarter of responses discussed the teachers' concerns over future employment and the impact on quality of education as a result of the changes under the Network Review (27%). The teachers voiced concern over their employment in the future (13.9%) and the hope that the High school would be successful as two of the teachers were employed there in 2005 (9.8%). The teachers stated that they felt

the review was not a good thing for Kereru, that the school should remain as the quality of education would be lost (13.1%).

The final two categories contributed to approximately 8% of the content. The teachers felt that the new school needed the Kereru management but expressed concern for the state of the school site and for the welfare of the Kereru children as a minority. The final category described the white flight label that the school had encountered from the town schools.

### Round 2 – Implementation

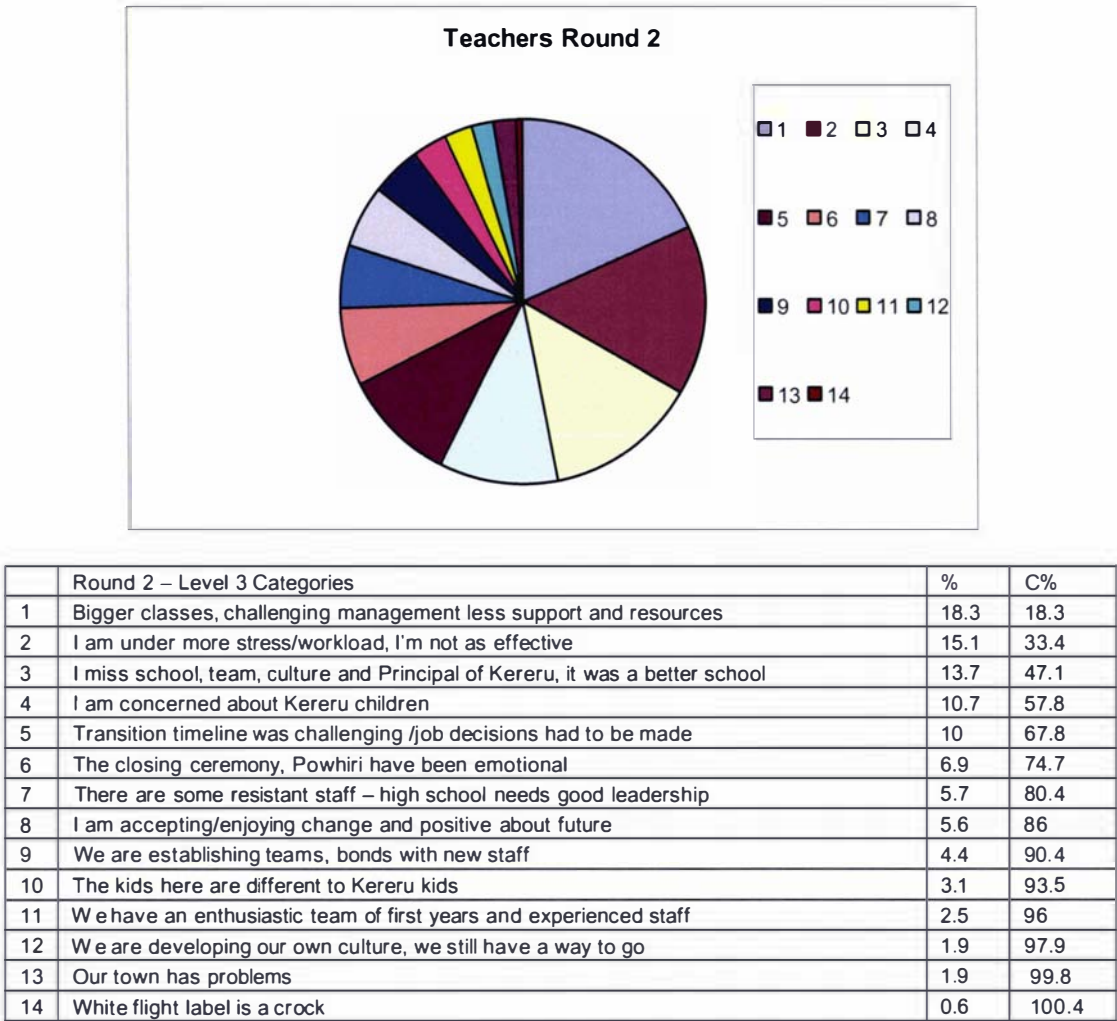


Figure 4.10 Teachers Round 2

### Findings Teachers Round 2 Implementation

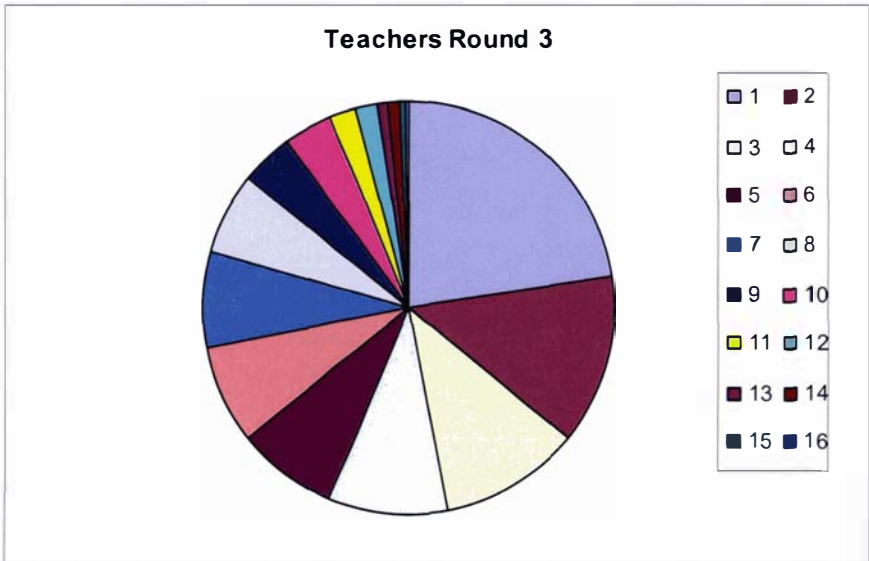
In this round the teachers discussed over twice the amount of categories from round 1. The first five categories account for 70% of the total content and indicate strong agreement in these areas. There were several smaller but still significant categories in this round indicating that the six teachers were concerned about a wider range of issues but still tended to agree.

The teachers reported bigger classes, more challenging management and limited resources and money with which to work (18.3%). The lack of resources included access at the high school, lack of parental support in general and past records for students at the primary junior level. Teachers also responded that they were under more stress, had a heavier workload (6.3%) and did not feel as effective or have as much job satisfaction (2.5%). Several responses referred to the lack of holidays having worked right through to shift and establish classrooms (2.5%). 10% of responses cited the transition timeline as challenging (10%) with many teachers having to physically move the resources and furniture over the holidays.

The teachers reported that they missed Kereru (13.7%), the team (1.9%), culture (1.9%), and Principal's leadership (3.1%), and that it was a better school (3.1%). 6.3% of responses referred to the emotional closing of Kereru School. The teachers expressed concern about the effect of the change on the Kereru children (10.7%) particularly at the Year 7 & 8 level (3.2%).

3.1% of the responses reported how the children were different to Kereru children, that they had not had much expected of them and that the teachers realised that many of the children had challenging backgrounds (3.1%). The teachers responded however, that they were accepting the change, feeling positive about the new school (5.6%) and were establishing new teams (4.4%) with enthusiastic staff (2.5%).

**Round 3 – Institutionalisation**



	Round 3 – Level 3 Categories	%	Cum %
1	Workload, stress and pressure – we have low morale	22.5	22.5
2	Challenging behaviour, more need and less resources and support	13.4	35.9
3	The review has not worked it has affected children's learning	11.3	47.2
4	It is more difficult to get on with staff, staff find it more challenging	9.2	56.4
5	The High school is a difficult place to learn, should be an intermediate	7.9	64.3
6	It's going to be a neat school, kids are happy, we have quality leadership	7.9	72.2
7	There have been positive aspects, I had success, feedback and growth	7.5	79.7
8	MoE did not listen, they should be accountable for this	6.6	86.3
9	Kereru was a huge loss, lost parent support and country school feeling	4.1	90.4
10	Not a lot has changed for me, It is good we have kept our 7 & 8	3.8	94.2
11	We have gang issues and complacency in the town	2.1	96.3
12	What we needed was teacher, jobs, low class sizes	1.7	98
13	We have a new PRT at High school she is awesome, made transition easy for kids	0.8	98.8
14	I am committed to PRTs, every school should have them	0.8	99.6
15	Trying to break syndicate get whanau thing going	0.4	100
16	Totara is finding their feet, can't join in district events	0.4	100.4

**Figure 4.11: Teacher Round 3**

### Findings Teachers Round 3 Institutionalisation

The data for this round identified a significant category accounting for nearly a quarter of all the content. The subsequent eight categories account for 90% of the responses indicating that the teachers are in general agreement for this round.

Nearly a quarter of the teacher responses referred to low morale, increased pressure on staff, a horrendous workload and the stress of a difficult year. The six teachers reported that they were tired, that their health had suffered and that the review had a huge personal impact on their life (6.3%). The workload issues reported included increased time due to PRTs requiring supervision, increased PD, lack of support with planning and a lack of resources and experience to share workload (7.5%). The lack of morale and tension amongst staff were attributed to efforts being overlooked, and a negative tension that existed amongst staff (7.9%).

13.4% of responses discussed the increased challenge of managing behaviour and learning (7.1%) and lack of resource support including parental support (2.9%). The teachers reported difficulties with staff relationships and stated that it was more challenging to get on with staff (9.2%).

11.9% of the teacher responses stated that the review had not worked, especially for the children (7.5%) and had affected the learning of the Kereru children (3.8%). In particular the teachers stated that the high school was a difficult place to learn (8.9%). The teachers felt that the Ministry had not listened to the people who live in the community and that the consultation was predetermined and clever (7%). 4.1% of responses expressed the “huge loss of Kereru”, the lost parental support and the desire to go back.

There were several positive aspects to the review including the success, feedback and growth reported by the teachers (7.5%) and the reports that the primary school will be a neat school, that the kids are happy and there is quality leadership and management (7.9%).

Summary Findings for Teachers

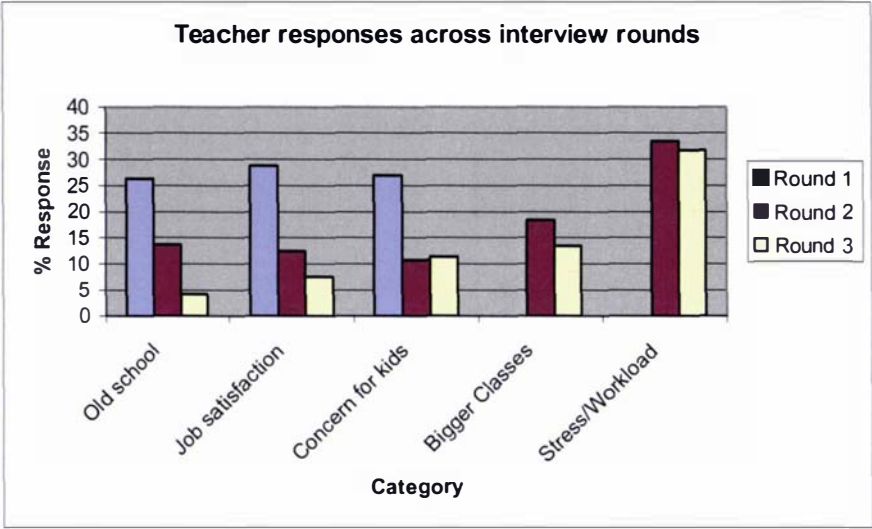


Figure 4.12 Summary of Teacher themes

Loss of Kereru

Kereru once again was a consistent theme as the teachers expressed satisfaction in their workplace and success in teaching and learning. In round 2 the teacher reported that they “missed the team and culture”. In the final round teachers felt that Kereru had been a “huge loss”.

Reports of job satisfaction

In the first round the levels of job satisfaction were reported as being high, but in the second round the teachers stated that they were considering leaving teaching and that they struggled with behaviour management. In the third round, however, several teachers reported success and positive feedback. In both the second and third rounds the data showed increased reports of stress and tension amongst staff.

Concern for children

Optimism regarding new schools was expressed in round 1; however concern for Kereru children decreased over rounds. The teachers focused in rounds 2 and 3 on students from other schools with learning and behaviour challenges. In round 3 there was strong consensus that the review had not worked for Kereru children.



**Bigger classes, less resources**

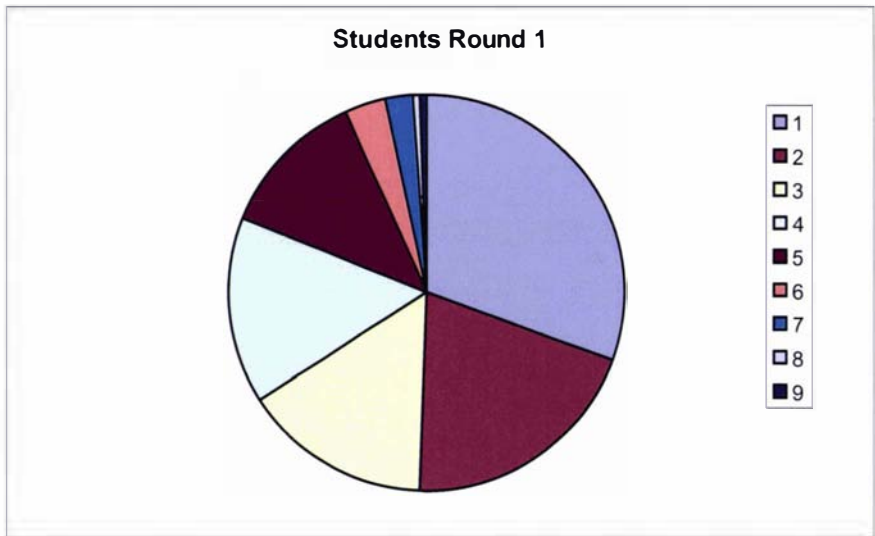
Emerging as a strong category in round 2, teachers described an increase demand on time and resources. Teachers state that although class sizes had increased, the resources were limited. Teachers at high school were more likely to express this concern than other teachers. Reports of limited resources decreased by round 3, indicating that this maybe a transitional difficulty for teachers.

**Challenging workload**

These categories emerged as a significant concern in rounds 2 and 3. Workload was not mentioned as a concern in round 1. Teachers reported that workload increased over time, teachers’ health suffered, and morale was low. The contributing factors to the increased workload changed over time as the teachers moved resources, learnt children’s names, and established new relationships while managing learning for a wider range of achievers.

**Students**

**Round 1 – Initiation**



	Round 1- Level 3 Categories	%	Cum %
1	Kereru is a safe, attractive environment where everyone knows everyone	30.7	30.7
2	It is dumb to close school, we will need expensive new uniforms	20	50.7
3	I will make/lose friends in new school	15.6	66.3
4	I don't want to go am worried about new school	15.1	81.4
5	We will have more opportunities and fun at new school	12.3	93.7
6	Year 9s are ready for High school	3.4	97.1
7	I will walk/ride/bus to school	2.2	99.3
8	I don't know about the Network Review	0.6	99.9
9	It's a good thing to close Kereru	0.6	100.5

**Figure 4.13 Student Round 1**



**Findings Students Round 1 Initiation**

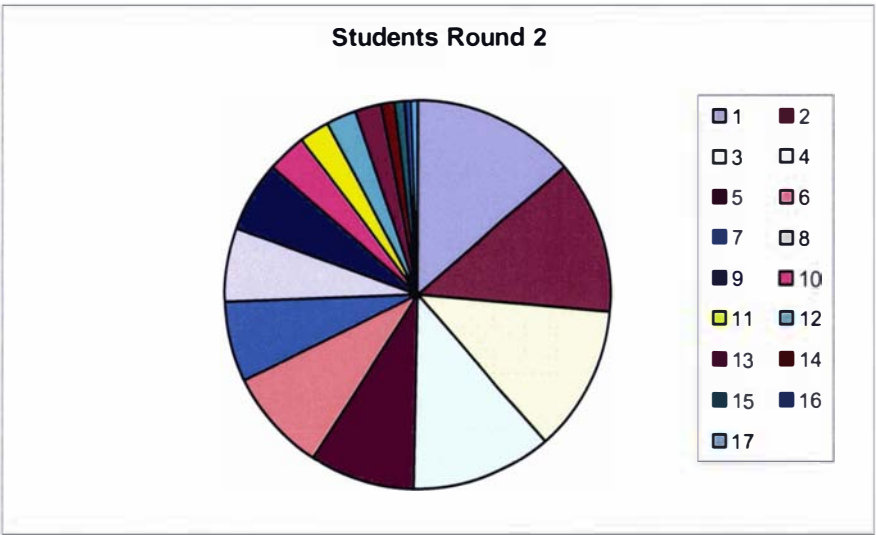
Approximately a third of the responses from the 16 students in this round of interviewing dealt with positive aspects of Kereru School (30.7%). The students reported that they “learnt heaps” that they learnt in fun ways, had learning styles and had great maths, sport and art (9.5%). The students stated that everybody knew everybody (8.9%), that they liked the Kereru teachers and that the school setting was clean, peaceful (5.6%) and safe (1.1%).

The second set of responses stated that they should leave Kereru School alone (20%); the students felt that “it’s dumb to close our school”. Some students expressed dissonance toward the Minister and Ministry.

15.6% of the responses in this interview round referred to changing friends, the students stated they would make new friends as there would be more children to play with but that some of their older schoolmates would be going to high school. The students also felt that they might have more opportunities at the new school as it was bigger and they would have access to specialist teachers and new subjects (12.3%). One response stated that it was a good thing to close the school.

The students were concerned about going to a new school (15.1%). 6.1% were concerned primarily with bullies, a few of the children had moved to Kereru due to bullying and felt that they had to “go back to the bullies”. The remaining responses stated that they did not want to go to a new school and would not know the teachers.

**Round 2 – Implementation**



	Round 2 – Level 3 Categories	%	Cum %
1	School is alright, there are some better things about the new school, friends, activities	13.6	13.6
2	Kereru was a better school	12.9	26.5
3	There is fighting, swearing, stealing and gangs here, the kids are disobedient	12.4	38.9
4	We're not learning anything here	11.5	50.4
5	It's boring we need a playground, sports	9.1	59.5
6	I don't like this school, it's dirty and more rules	8.6	68.1
7	I don't fit in, kids pick on me, abuse me	6.7	74.8
8	I don't want to go to high school, should stay at primary school	6.2	81
9	I don't like the teachers, they have new ways, can't handle it	5.8	86.8
10	These kids know nothing, they should stream classes	3.4	90.3
11	High school wasn't ready, they are keeping the money	2.4	92.7
12	This school is much bigger	2.4	95.1
13	They (MoE) pick on us it's not fair	2.4	97.5
14	I walk/bike to school now	1.0	98.5
15	This school needs to be smaller	1.0	99.5
16	All the boys from Takahae are in our class	0.5	100
17	I don't even notice the Year 7 & 8	0.5	100.5

**Figure 4.14 Students Round 2**

### Findings Students Round 2 Implementation

The data from this round of interviewing demonstrated a wider and more even spread of categories indicating that the students were generally in agreement. During this round of interviewing, eight students attended the high school, seven students attended Totara Primary. The first four categories account for 50% of the content indicating that these are the most significant issues for the students at this stage.

13.6% of the student responses referred to the positive aspects of the new school including meeting new friends (4.3%), enjoying new subjects (2.4%) a better canteen, and new uniforms (2.9%). The students stated that school was “alright” and that they had learnt a lot about people.

The students stated, however, that they felt Kereru was a better school and that they would rather be there (12.9%). They cited hardly any stealing and fights, knowing the teachers, and better behaviour as the primary reasons for wanting to return.

12.4% of the responses described fighting, swearing, stealing, smoking and ‘gang stuff’. The students felt that the students were “disobedient” and that they should “get expelled not get lines for the things they do”. The students reported that they were not learning anything (11.5%) and were concerned that the children here “know nothing” (3.4%). 9.1% of the responses stated that the students were bored especially at break times as there was no playground.

The students reported not liking school (8.6%) and feeling picked on, abused and not fitting in (6.7%). 5.8% stated that they did not like their new teachers, 4.8%

responses stated that the teacher could not handle it (4.8%). 2.4% of the responses referred to the high school not being ready and that they (the high school) “were keeping the money for themselves” (2.4%).

Round 3 – Institutionalisation

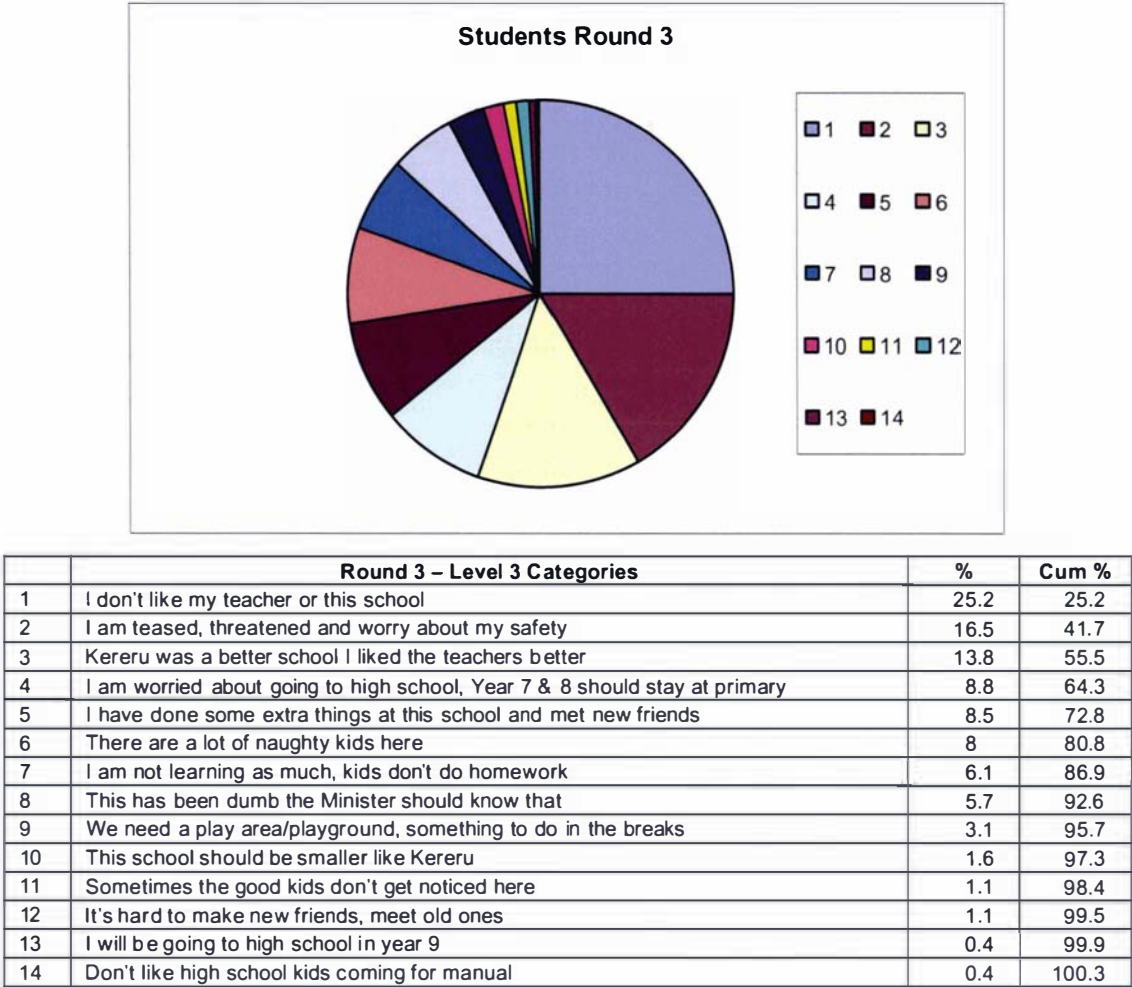


Figure 4.15 Students Round 3

Findings Students Round 3 Institutionalisation

In this round of interviewing seven students were interviewed at the high school, eight students were interviewed at Totara Primary School. A quarter of the responses referred to the students not liking the school or the teachers. 6.9% of their responses in this category stated that the student did not like the teacher; the teacher did not care about them, and were disorganised and too busy with the naughty kids. 5.3% stated they did not like the school. The students cited various reasons ranging from more rules, more growling to stealing and disgusting toilets.

The students (particularly high school students) felt teased, threatened and worried about their safety (16.5%). Amongst the responses the students stated that they

had been called names, threatened with ‘the bash’ and were told not to walk around alone for their own safety. The students reported that there were a lot of naughty kids at the new schools (8%) and that there was no discipline and the kids got away with it. Students in the new primary school stated that they were worried about going to high school (8.8%) because of ‘getting the bash’ and that there are drugs, gangs and police lockdowns.

Students were concerned that they were not learning anything (6.1%), in particular that the work was easier, not challenging but that it was harder to learn (4.2%). 1.1% of the responses stated that there were so many naughty kids that the good kids sometimes do not get noticed (1.1%)

A recurring category of student responses is that Kereru was a better school (13.8%) and that they knew everyone, now hardly know anyone. Students responded that they learnt more, the kids were respectful and you did not get hurt, and that they used to play rather than “walk around”. 1.6% of the comments stated that this school should be like Kereru and should be smaller.

8.5% of the responses described new friends, extra subjects, and the “good things” about the new school. A playground was still a concern for many students (3.1%).

5.7% of the responses stated that the review had been “dumb”, and that the Minister should “come back and see the destruction he has caused”. Students stated that they felt he (the Minister) had ruined their lives and did not want it to happen to anyone else.

Summary Findings for Students

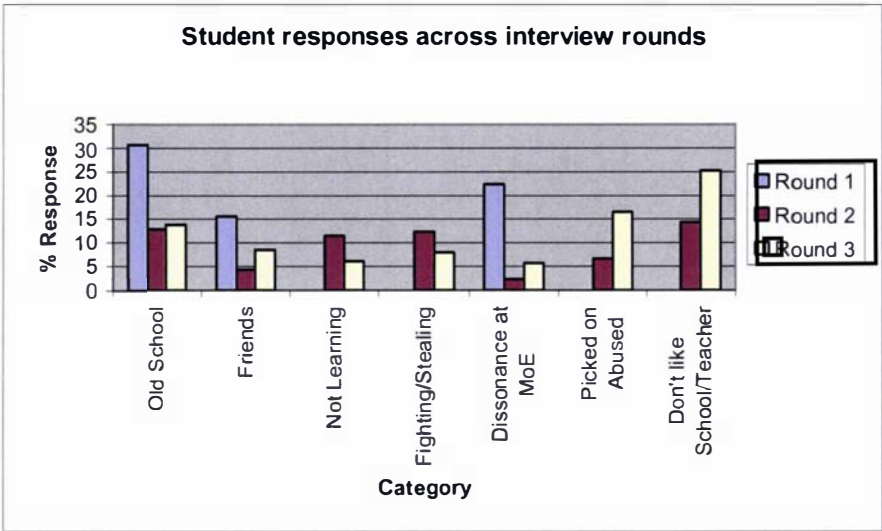


Figure 4.16: Summary of Student themes

### **Kereru is a great school**

This is the most significant category in round 1 as students described a positive learning environment at Kereru. In the second and third rounds students referred back to the previous school as being a better school and used it as a comparison to the present situation. This remained static through rounds 2 and 3.

### **I have made new friends**

Making friends was a concern for children; many children were looking forward to mixing with new children and widen friendship circles in round 1. In rounds 2 and 3 this decreased, but remained, as a significant category indicating that making and maintaining friendships is an ongoing issue for students throughout the change period.

### **I am not learning**

Prior to reorganisation students discuss learning as a positive aspect of Kereru School. They talk about curriculum, learning styles and describe learning as fun. At implementation, students express concern for their own learning as a major theme. Students discuss the difficulty of learning in the new school, barriers to learning such as teachers and peers, and the lack of challenge in the assigned tasks. By round 3 students are still concerned about their learning, particularly their perceived drop in achievement, and concern for their achievement levels when they go to boarding school in year 9.

### **Reports of fighting and stealing**

These categories emerged after the reorganisation. Students reported increased incidents of fighting and stealing in round 2. By round 3 reports of stealing/fighting had eased but were still apparent.

### **Dissonance with Ministry/Minister**

In this first round students expressed dissonance at the Minister/Ministry for closing the school. This dropped significantly in the second round but re-emerged with more strength in round 3. Like other stakeholder groups the nature of the dissonance changed. Initially students expressed disappointment over school closure but by round 3 the students expressed anger at the changes and requested that the "Minister return to see what he has done". The Year 7 & 8 students contributed a significant proportion of the responses in this category across all three rounds.



**Steadily increasing reports of bullying, teasing, not fitting in**

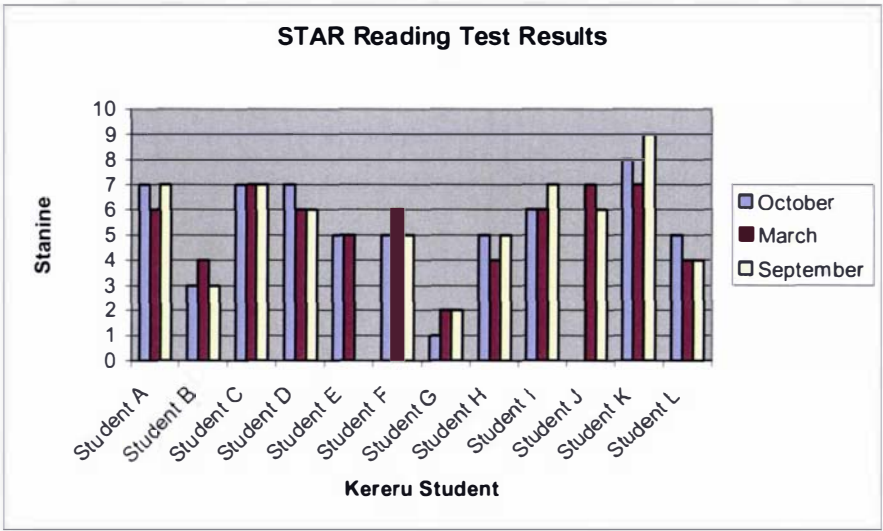
This category emerged in round 2 and increased dramatically in round 3 to be a significant concern for students. The Year 7 & 8 students contributed a significant proportion of the responses in this category stating that they were “not safe”.

**Don’t like my teacher or this school**

In round 1 the students made positive comments about teachers stating that they were crazy and fun. In round 2 students reported that teachers could not handle it and that they preferred teachers who knew them. By the third round this was the most significant category for students as they stated that the teachers yelled more, had more rules, could not handle the class and did not care about them.

Students reported liking school in round 1. In the second round students appear optimistic and state that “schools alright” and they had enjoyed new subjects and met new friends but by round 3 the students expressed reluctance to attend school, “to get out of this school and to go to boarding school”.

**STAR Test Results October (2004), March (2005) and November (2006)**



**Figure 4.17 STAR test results**

**STAR Findings**

The collation of the test results is not an indication of cumulative achievement but rather an indication of achievement at that point in time over the period. The test results show little or no change over the 11-month period. Two students recorded no change in achievement over the period. Four students decreased at implementation (round 2) and then increased again at institutionalisation (round 3).



One student who had the lowest achievement improved in implementation and institutionalisation (round 3). Three students had highest levels of achievement at initiation (round 1) and dropped one stanine level over the next two rounds. Three students showed a gain of one stanine level from initiation (round 1) to institutionalisation (round 3).

The results indicate that overall students have not made a significant gain. ??

## Summary Findings

There are four predominant themes evident across stakeholder groups.

1. The children have paid the price in this review
2. The workload is horrendous, my personal life has suffered
3. The Ministry should come back and see what has happened, I am angry about the process and the outcomes
4. They did not listen to the community, we have difficulties in our town, we knew some things would not work, but they would not listen.

These themes will be discussed in full in the following chapter.

## CHAPTER 5

### Discussion

What the best and wisest parent wants for his own child, that must the community want for all its children. Any other ideal for our schools is narrow and unlovely; acted upon, it destroys our democracy.

John Dewey (1956, p.7)

This chapter is presented in two sections. The first section discusses the major findings of this research, and refers back to the findings from the review of literature in Chapter Two. The second section examines how this research meets the research questions posed in the methodology, in particular what evidence is there that the objectives of the Network Review as set out by the Ministry in the EDI policy have been achieved?

#### SECTION 1

The findings indicate that there are four major themes recurring across the stakeholder groups.

#### **Student Learning: *'The children have paid the price in this review'***

##### **Round 1 – Initiation**

Prior to reorganisation the stakeholder groups primarily discussed the warm supportive environment at Kereru School. All agreed that the school has a positive learning environment with high teacher expectations and student achievement. Several participants across the groups discussed how the school is seen as a haven for students who are different as they are embraced within the culture of the school. Examples within the interviews were given of students who had been bullied, ostracised or stood down from town schools but who now enjoy attending school at Kereru.

The BoT and parents predicted concern for the children in the future and expressed reluctance as the year 7 & 8s were about to be placed at the high school. The primary concern for this placement by parents was the social implications of placing young students with older students in an environment where they may be faced with "making decisions they are too young to make" (BC.R1).

It is foolhardy with two gangs, with people dealing drugs down to the age of eleven and twelve, with young girls being engaged in sex from 12 years on, to be reading of this Americana proposal of putting people in a middle school down town. (PA. R1)

Consistent with previous research (Collins, 2003; Harris, 2005) is the lack of research presented by the Ministry to demonstrate the benefits of the reorganisation. Parents, in this research argued that their child was about to become part of an experiment by the Ministry as they lacked the research to demonstrate that there would be benefits for the children.

He's (the Minister) trialling something that's never been proven and our children are little rats and they don't know whether it's going to be successful or not. (BC.R1)

Similarly the teachers discussed concerns for individual students, in particular those students who had come from the town schools because of previous bullying. Several of the students echoed this concern and stated that they were worried about returning to a school where they had previously experienced bullying. The students were, however, optimistic about the new school and in some cases students discussed the benefits of having more friends, new subjects and new play equipment.

A degree of concern for the children in the reorganised schools was evident at this stage; despite this the stakeholders appeared to be optimistic about the future.

## **Round 2 – Implementation**

Post-reorganisation interviews provided evidence that the transition had not gone well for all students. Students in Year 7 & 8 had witnessed gang fights, police coming to the school, smoking and difficult behaviour, realising some of the concerns raised by parents and BoT prior to reorganisation.

While the parent and BoT groups expressed increased worry and anxiety about their child's wellbeing, the main concern across the groups was for the children's learning in an environment where they appear to be bored and not challenged. Several parents stated that they believed their child was experiencing a "dumbing down" (PA.R1), as the level of work and teacher expectations were significantly lower than Kereru School.

The teachers supported this claim as they described the challenge of organising learning for students who are challenged with both learning and behaviour while also extending the Kereru children. Several teachers questioned the suitability of the high school timetable to support learning for Year 7 & 8 students.

The children in this round expressed concern for their own learning, stating that they were “not learning anything” (SA.R2). The children discussed how learning had changed for them in the new school, how it was “not cool” to learn and how they had been encouraged not to participate by new friends.

I enjoy learning and everything but that is one of my downfalls with some of the other kids, they make fun of me because I like learning (SM.R2).

As stated, an emerging concern for all groups was the exposure to smoking, fighting, gangs and drugs in the high school environment. The students commented on the “disobedient” (SG.R1) behaviour of the students and the teachers being unable to “handle it” (SA.R1). Reports of being picked on, abused and punched surfaced in this round with several of the students saying “they don’t fit in” (SA.R1). The majority of these reports came from students in the year 7 & 8 group although students in the primary school stated that they had been picked on for being “Keruru Kids” in the site school.

The parents, teachers and students were positive and optimistic about the primary school as they sorted out the transition period and established systems and procedures.

### **Round 3 – Institutionalisation**

Eight months after reorganisation it was evident that many of the children had not experienced the benefits of improved learning opportunities. For some students the experience had been particularly unsettling, one child had to be moved to the primary school from the high school as they had experienced increasing anxiety and eventually physical symptoms of stress while placed there.

Of most concern at this point was the overwhelming report by the students (see Figure 4.16) of bullying and abuse. Several students stated that they had experienced ongoing bullying, that they were scared and not safe while at school.

While students were still concerned for their learning, their primary concern at this stage was for their safety.

Parents substantiated these reports from students as they discussed a lack of interest in school, reluctance to attend, increased stress and anxiety in their children. Several parents described incidents where their child had been bullied, picked on and ridiculed at school. The teachers and BoT groups were both adamant that the review had not worked, particularly for the year 7 & 8 children. Both groups expressed concern for the Kereru children and believed that while the review was probably better for Takahae school children it had been at the expense of the Kereru school children.

### **Summary of Theme - *'The children have paid the price in this review'***

Perhaps the most important outcome from this research is the data gathered from the students in round 3, institutionalisation. The students report that not only has their learning been compromised, but in some cases their safety. In particular the Year 7 & 8 reorganisation had had devastating effects for some families and students as they had experienced ongoing bullying, ridicule and violence.

The impact survey (Allen, 2004) carried out in Ranford prior to the reorganisation identified that the community was concerned about the mixing of groups in Ranford that had traditionally been segregated, in particular gangs, tribal affiliations and socio-economic groups. The subsequent unrest at the High School detailed in this research and the media (*Ranford News*, 2005) is perhaps an indication that the mixing of these groups had erupted in the Year 7 & 8 melting pot.

While the primary students did not express the same degree of bullying, they were still concerned with their learning. Both of the groups of students were able to describe the constraints on their learning. The children not only attributed this to teachers and the learning experiences but also social factors such as "learning wasn't cool, you didn't put your hand up, and kids called you names if you answer questions right" (SM.R3).

It is evident from this research that the learning culture of the reorganised school has affected the children's perception of their opportunities to learn. The positive learning culture described in round 1 at the original school, Kereru, was not effective in the larger reorganisation and although efforts were made by the school to promote and develop a positive culture this was not evident in the interviews from the students during either of the subsequent interview rounds.

We've made friends but the learning is way down here, the curriculum is very low. (SM.R3)

The STAR reading results (see Figure 4.17) indicated very little change in children's reading scores over the 10-month period. A few students made slight gains and other students dropped slightly over the period, indicating that learning opportunities did not increase significantly over the period; in fact achievement appears to have been compromised for some students during this period.

### **BoT and Teacher Workload: *'The workload is horrendous, my personal life has suffered'***

This was a significant category reported by both the BoT and teachers throughout the course of the reorganisation. The concept of workload in this study was interrelated with increased emotional stress and responsibility.

#### **Round 1 – initiation**

Prior to the reorganisation there was evidence that the workload for the BoT in particular had been significant as they worked through the consultation process.

The BoT described the consultation as a time of increased meetings and stress. The board members discussed the difficulty of representing the school and parent group in the community-wide consultation. The BoT members stated that the Chairman had experienced personal attacks from members of the community regarding the decisions made by the Ministry.

Horrendous rifts between our personal friends because we've had teachers who are our personal friends and they've only listened to one side of the story and passed judgement it's created horrendous rifts (BC.R1).

Of concern for the Board members was their lack of skill and experience in education as they worked through a challenging reorganisation. The Board stated that they relied heavily on the principal for guidance and were concerned that they had a huge responsibility, particularly with staff appointments with such little knowledge, experience or assistance from agencies. The teachers did not report any additional workload at this point but rather described the work environment as supportive with strong leadership.



## **Round 2 – Implementation**

The subsequent reorganisation resulted in a decreased workload for the BoT as they stated it is “better than last year” (BC.R2) but still experienced difficulties during transition particularly employing staff over the holiday period, and moving to the site school.

The workload rose significantly for teachers in this round as they managed bigger classes, more challenging behaviour and lacked the access to the resources that they needed. The lack of holidays over the Christmas break was an issue as teachers moved classrooms and went in early to set up and establish systems in the new school. It was apparent at this stage that teacher morale was low as several teachers questioned their job satisfaction and future career as a teacher.

## **Round 3 – Institutionalisation**

Eight months after the reorganisation during the institutionalisation round stress and workload were significant issues for teachers and BoT as they reviewed the past year. There was some indication that the increase in workload and stress had had an impact on families and staff members' health. Both BoT and Teachers stated that the long-term effects of this may have been impacting on teachers in particular as they reported low morale and increased tension amongst the staff.

Teachers in this round described the challenges of teaching in a bigger school, particularly the difficulty of communication amongst staff and the introduction of another layer of management. The teachers reported that they had to work hard to survive the year, lower their standards and “make themselves feel happy” (TC.R3) despite being under stress. At the end of this round teachers did, however, report an increase in job satisfaction, the excitement of new challenges and achievements and the opportunity for career growth.

### **Summary of theme: *‘The workload is horrendous, my personal life has suffered’***

The workload and emotional stress reported in this study were significant for BoT members and teachers. This is consistent with Harris' (2005) findings that the workload for BoT is unacceptable for volunteers. It was apparent that the consultation period was particularly stressful for BoT members as they were put in the position of representing the school in community-wide meetings. It appeared that the BoT came under attack from members of the community when the Ministry made an unfavourable decision.

This research further supported Harris' (2005) claims that the Ministry assumes that the BoT have the skills to carry out the reorganisation. In this research the Board frequently discussed their concern that they were untrained in education and therefore heavily reliant on the Principal for guidance. The members agreed that they were expected to take on a huge responsibility without training or support which impinged on their paid employment.

The onset of increased workload for teachers began at the transitional period and went through to implementation as they struggled to teach and manage new resources, new staff relationships, new student and parent groups and bigger classes with challenging behaviour management. At this point several teachers reported that their health suffered, that they felt low and had poor job satisfaction. Reports of job satisfaction tended to improve at institutionalisation despite the continuing challenges as teachers' efforts in the classroom were realised through "sheer hard work" (TC.R3). All teachers reported that the workload was significant, that their personal home life and/or health had suffered and that there was still some way to go.

**The Ministry: *'The Ministry should come back and see what has happened, I am angry about the process and the outcomes'***

The Ministry intervention in the Network Review reorganisation was significantly more prevalent than in previous voluntary reorganisations. The Ministry was seen by many of the participants as holding the power throughout the review. The responses indicated that the stakeholders may have been unhappy about several of the decisions and would like the Ministry to take responsibility for making these decisions.

**Round 1 – Initiation**

The response to the Ministry at this stage appeared primarily to be dissatisfaction with the consultation process. Despite Ministry representatives and the Minister's visit to the community to lead public consultation meetings, the parent and BoT groups stated that the process had a predetermined outcome despite public objection and was considered by some to be insulting.

Well they all cry adamantly that it wasn't a determined outcome and we have an impact on it (consultation) but you know it's just smoke screen really. (BC.R1)

The two groups expressing discontent over the process, the parents and the BoT, raised the issue of power and having a decision imposed upon them. These stakeholders believed that the government did not understand the social and socio-economic difficulties in the township. The gangs, teenage pregnancy, and juvenile crime rates were raised by the parents as being significant, particularly when placing Year 7 and 8 in high school. The community noted that the Ministry had not addressed these issues, or talked to other agencies in the township. The opinion was that the decision was made in isolation without considering the wider social impact of reorganisation.

In particular my concern is that there has been no analysis of the impact, the sexual impact, I'm not saying it's all going to be rape pillage and plunder, but I'm saying these are prepubescent male and females who are going into an environment where we have one of the highest rates of teenage pregnancy in this country. (PA.R1)

In this round of interviews the teachers did not express any dissonance or anger at the Ministry. The amount of content from the teachers in this round was significantly lower than any other group or round. The board members mentioned during the initiation that "the teachers are powerless in this review" (BC.R1). This may have been an explanation for the low response rate and lack of reference to the review process either negative or positive; it appeared as though teachers just accepted the decision with no right of reply.

## **Round 2 – Implementation**

After the reorganisation the reports of Ministry involvement were low. Parents and BoT members raised concerns that the initial transition was not positive at the high school and that the review was not for the education of the children as the standards had lowered and that the lack of research on the government's part was apparent. One teacher at this point commented that the MoE made the decisions and the teachers have "to move things, borrow trailers and set up classroom, there is no justice" (TC.R1).

The students in the implementation round identified that the Ministry was responsible for the reorganisation and attributed some blame for the emerging difficulties they had faced.

### Round 3 – Institutionalisation

Eight months after the reorganisation reports of dissonance toward Ministry intervention peaked. The two stakeholder groups, parents and BoT described feelings of powerlessness, having no right of reply and in some cases feelings of being bullied by the MoE. At this stage participants reported that they had lost something valuable and should have fought for their school. A BoT member concurred that in hindsight they should have fought the government but were better to go into the merger as “the continuing school with the bully on their side” (BC.R3).

All stakeholder groups agreed that the “review has not worked” (PA, BC, TA, SA.R3). Feelings of dissonance toward the Ministry peaked during this round of interviewing as the stakeholders claimed that the Ministry did not take into account the needs of the community and the result was a disaster. Parents, BoT and students claimed that the Minister said the review was about improving quality but that it had “gone backwards” (PE.R3). The parents noted that they were pleased to talk about it and hoped that other people would not have to go through this.

There was a general feeling amongst the groups that the Minister should “return to the town, visit the schools and then tell me that my children are receiving a better education” (PG.R3). As in other rounds the teachers did not report any anger at the Ministry. They did, however, state that in hindsight the consultation was operationally clever and predetermined on the part of the Ministry.

The students particularly at the high school were eager that the Minister should come back and see what had happened. It is interesting to note that the students believed they should have been consulted about the changes.

They should be asking us kids what we want because he (the Minister), he isn't going to school but we have to and he's just like part of our lives really. (SB.R3)

### **Summary of Theme: *‘The Ministry should come back and see what has happened, I am angry about the process and the outcomes’***

There appeared to be two points where dissonance was apparent, initiation and institutionalisation. There was some optimism expressed amongst the groups during the implementation round as the negativity toward the Ministry was low and significant content referred to the new school. This would suggest that intervention at this point may have resulted in a more positive outcome at institutionalisation.

Of particular interest was the lack of reports by the teacher group in comparison to the rest of the interview group. This may have been due to the reported lack of power that teachers had in the review or perhaps that the Ministry was also the teachers' employer. In the interview data several teachers expressed the desire to remain professional and not "say too much" (TC,TD.R3), indicating that they may feel more loyalty to the Ministry than the other interview groups.

The parents, teachers and students extended the invitation for the Minister to return as they felt that he could not say that it had improved the quality of education as promised.

Well he (the Minister) should come and see the school once he'd done it like come for a whole day at school and see what's going on. Instead of just making his point and leaving it all, he has no idea what's happening and he should see all the destruction he's causing, he should, he should think twice about what he did. (SB.R3)

**Community: *'They didn't listen to the community, we have difficulties in our town, we knew some things wouldn't work, but they wouldn't listen'***

The impact of the school reorganisation on the community was a concern for communities prior to the review. This impact is of interest as it realises that school reorganisation not only affects schools but the wider community. The District Council noted this and commissioned a community impact assessment in which participants voiced their concerns about the impact of reorganisation for the whole district (Allen, 2004).

**Round 1 – Initiation**

It was apparent from the first round of data that there was concern for the community at initiation as the consultation process within the community had set people against people as they tried to save their school. Prior to reorganisation there was an indication that people wanted to move out of town as the result of the lack of choice in schools.

The parents commented on the community tension, the speculation amongst parents and the parents of different schools arguing during the consultation. Rural parents noted the continued depletion of rural services over time and feared the loss of rural identity.

## **Round 2 – Implementation**

Concern for the community was not a strong theme in this round. There were parents that commented on the community issues that affected the reorganisation such as the rivalries within the town and the condition of the roads which isolate the town and leave parents with no other option but to send their children to local schools.

Participants in the BoT group and parent group commented that there was a feeling that the town was dying as more and more people left and services were depleted. Several parents commented that they knew people who had left or were considering leaving themselves because of the reorganisation.

Look at the areas he's (Minister) done it to. What does that tell you? He's gone for all those little areas that aren't politically powerful who aren't going to have much say ... and haven't got a lot going for them now anyway he's cutting us off at the knees you know, they take away our hospital services, they take away every other service we've got, they won't be happy until everyone is living in Auckland or Wellington.  
(PF.R2)

## **Round 3 – Institutionalisation**

The effect of the reorganisation on the community during round 3 institutionalisation interviews was significant. The BoT commented that the review had devalued the community. As the town is a low socioeconomic area the stakeholders believed it needed picking up not pushing down, and that the review had in fact widened the gap between "the people that have and the people that have not" (PA.R3) in the town.

The parents and BoT were concerned that the social cost of the review had been significant for the community. Several people stated that they were considering moving and one parent observed that "the community is falling apart" (BC.R3). Both the parents and BoT continued to express concern at the gang tensions that existed not only in the high school but the community as a result of the year 7 & 8 difficulties (PA.R3).

The teachers stated in the final round that the Ministry should have listened to the people who lived in the town. It should have been a community decision but the MoE would not listen, the community did not support the year 7 & 8 placement and it had resulted in considerable tension in the community.



**Summary of Theme: *'They didn't listen to the community, we have difficulties in our town, we knew some things wouldn't work, but they wouldn't listen'***

The reported impact on the community began at initiation as the consultation process appeared to create unrest amongst parents and BoTs. Several of the stakeholders in the first round predicted that there would be community consequences to some of the decisions made by the Minister, in particular the year 7 & 8 placement at the high school. This was previously suggested in the impact survey (Allen, 2004) with a recommendation that the placement of year 7 & 8 be delayed. The subsequent turbulence at the high school during the implementation and institutionalisation round served to confirm to the participants that the Ministry did not listen to the community.

The prediction of the District Council (Allen, 2004) that other areas within the community may have been affected due to the reorganisation appeared to have been realised. The process of consultation and subsequent difficulties in creating new schools had, according to the participants, resulted in people leaving town and exploring other options. It is important to note that the participants believed that the consultation should have followed an 'All of Government Approach' and consulted other agencies in the area rather than making the decision in isolation stating only the implications for schooling rather than community wide.

Subsequently there was a feeling of dissonance as the town people explained that people in Wellington have no idea what it is like to be them.

I think what the Ministry needed to do was consider the social implications in our area because that is our area, our area and whether it's right or wrong, this is how we live and this is the way this town is and you have to do what's right for the people at the end of the day and exposing you know 11 and 12 year olds to drugs being sold at the high school isn't right. (TA.R3)

## **Summary Findings from Literature**

The review of the EDI and the subsequent research indicate that there are six major areas where the literature concurs.

## **School Reorganisation is needed to address Ineffective Systems/ Networks**

Reorganisation of the schooling network in New Zealand is clearly a concern for the Ministry as they seek to rationalise the over-supply of provision in districts across the country. It appears from the research that schools and communities were aware of the changing demographics and the impact this has had on schooling in rural areas (Allen, 2004; Collins, 2004).

A need for reorganisation was evident in this research as several participants acknowledged that something needed to be done about the schools in the district.

I could understand it that as a tax payer I didn't want to be paying for schools that were A, failing in their provision of educational services and B, not cost effective in terms of – for the dollar input for the taxpayer what was coming out the other end in terms of quality educated children (PA.R1).

Many participants believed that reorganisation should take a more naturalistic approach, stating that school closure should be a process that occurs when schools are no longer viable or are not performing. Several participants questioned the process of rationalisation suggesting that interventions aimed at strengthening education in the area, such as lower class sizes and the introduction of new technology would have been more appropriate for an area which struggles to reach national achievement goals.

## **The Ministry has increased the control over the decision making process in the 10 years since the EDI initiative was introduced**

The government, despite decentralising administrative power under *Tomorrow's Schools* has retained outright control of closing, merging and creating new schools through Education Act amendments. The Ministry has slowly realised this power over the past ten years as voluntary EDIs proved time-consuming and were often abandoned (Stewart, 1994). The EDI documentation of 2000 outlines the benefits of the review stating that the Ministry "facilitates negotiations that will lead to the signing of Memorandums" (p.7). Collins (2004) states that the changing involvement of the Minister had led to some confusion in communities as "the Minister says it is consultation with communities and boards involved yet in other places states that the Ministry and Minister have the final decision making power" (p.70).

In this review the Ministry presence was particularly strong throughout the consultation process as they consulted schools and made the final decision for the proposal for the reorganisation of schools in the district. There is some evidence that this has created a sense of powerlessness, particularly amongst teachers and BoT.

I am not going to work as hard and sacrifice my family life now that I know it can all be taken away by a stroke of a pen (BA.R3).

The development of the interview data indicated that the stakeholders became increasingly negative in their responses regarding the Ministry and the intervention they perceived as imposed. The participants voiced concern over several of the Ministerial decisions upon initiation and as the reorganisation was implemented many of these concerns were realised indicating to the participants that the Ministry did not listen to the community's concerns. By the final round of interviewing the participants described dissonance with the Ministry stating that the Review had occurred with financial and Ministry interests at the forefront without considering the community needs.

The progression and development of feeling emerging from the interview data suggests that participants did not "own the change" as outlined by Stewart (1994), in fact participants referred throughout the process to the "imposed" decision. This development supports Harris' (2005) claim that Ministry-led tumultuous mergers are likely to occur when the community does not support the changes and in fact feel as though the government has ignored existing community tension. The exertion of Ministry power in this reorganisation is therefore considerable and as a result the stakeholders resisted the imposition on the grounds that it is not in the best interests of the community.

### ***Tomorrow's Schools* has created a condition of self-interest amongst Boards and Schools**

Since the *Tomorrow's Schools* reforms community participation in the management and administration of schooling has been significant. This has resulted in a sense of ownership and an interest in maintaining the status quo. Research has found that this commitment to schools by communities may be a barrier to amalgamation as schools act out of self-interest (Collins, 2003, Stewart, 1994). As Boards of Trustees have spent the last decade in a state of competition rather than collaboration it is claimed that they have limited vision and may be unable to focus on broader community planning required in reorganisation (Collins 2003, Ledgerton, 1995).

There was strong reaction in this research to what the participants referred to as an imposed decision. As Collins (2003), Ledgerton (1995) and Stewart (1994) found the Board and school community were interested in maintaining the status quo and argued for this based on the past performance of the school. From the parent and BoT perspective it was not self-interest however, but rather part of the responsibility they had taken for the education of their children. Several participants commented that the reorganisation was counter to the purpose of *Tomorrow's Schools*.

*Tomorrow's Schools* was all about taking responsibility for your children's learning, (this has) gone completely a 180 degree turn on that and taken all the responsibility away. (BC.R3)

The interview data demonstrates that the Board was instrumental in bringing about change during the reorganisation, indicating that the Ministry is heavily reliant on the goodwill and commitment of these members to enact change during the Review. Several of the members stated that this expectation by the Ministry far exceeds that which should be expected of volunteers as outlined in *Tomorrow's Schools*.

Not only was the Ministry expectation of school leaders deemed to be excessive but decisions made by the Ministry resulted in tension within the community often directed at the BoT members. Much of the turbulence described by several of the participants indicated that people within the community were angry at Ministerial decisions and had held BoT members responsible for unfavourable decisions resulting in personal attacks and the breakdown of relationships. By the third round of interviewing the stakeholders expressed a desire for the Ministry to return and take responsibility for the unsatisfactory learning conditions in some of the reorganised schools. Participants stated that the principal and BoT should not be held accountable for a Ministerial decision.

### **Communities are not clear on the motivations or benefits; they need to be for the review to be successful**

There is a need for communities to know the benefits of the review and be well informed about the intention and possible outcome of the review (Harris, 2005; Stewart 1994). Knowledge throughout the process is required for the reorganisation to be successful. The research indicates that when communities clearly see the benefits of the review it is more likely to be successful (Stewart, 1992a). Stewart recommended that knowledge about the process must be shared widely and openly before a commitment to the outcomes is expected to be accomplished (Stewart, 1994).

The evidence from this research strongly supports claims made by Harris (2005) and Stewart (1994) that the stakeholders need to be informed. The lack of research in this area of school reorganisation in New Zealand meant, however, that the Ministry was unable to provide the empirical data to support the reorganisation claims. This is an enduring issue for parents in particular throughout the review as they state their children are “guinea pigs in a Ministry experiment” (PE.R1).

This research also concurs with Collins’ (2003) conclusions that many of the stakeholders believe that the rationale behind the review had been financial. Although participants were able to articulate the Ministry proposed benefits, there was a strong feeling from the students and parents in particular that there had been “no benefits” from the reorganisation.

### **Student learning may be jeopardised**

Recent research into the formalised Network Review has suggested that children’s learning may be jeopardised as schools go about the business of reorganising and fail to focus on improving opportunities to learn (ERO, 2003; Harris 2005). To date achievement data had not been collected to demonstrate any significant impact on learning.

The outcome of this research supports Harris’ (2005) claim and finds that not only is learning jeopardised but children’s safety may be compromised in the reorganised environment. The reports from students after reorganisation highlight the children’s concern for their own learning and safety. It is evident from the development of the data that the Kereru School learning environment was not transferable to the reorganised school context. The students experienced a dramatic change in learning conditions and culture as they described an increasing lack of interest in school, low expectations, negative peer group pressure and ongoing instances of bullying. The achievement data collected does not demonstrate significant growth for the students, indicating that there may not have been an increase in learning opportunities for students.

Of future interest are the long-term impact of low student morale and an increasing sense of anomie expressed by students. Both parents and students reported a negative attitude to school and a reluctance to attend which developed significantly over the second and third rounds of interviewing. This research would indicate that the school leaving outcomes for these students may have been significantly compromised unless the school is able to re-engage these students in learning.

## **The Workload is Substantial for BoT and Teachers**

The workload for the Board of Trustee's members during the review process is significant (Harris, 2005). Harris (2005) found that BoT members' personal lives were impacted as they met the obligations of reorganisation. She argues that the Ministry assumes that the BoT has the skills to carry out the task of reorganisation (Harris, 2005, p.24). Harris (2005) found that the energy, time and emotion required from BoT members during the review went beyond the commitment expected of volunteers.

This research supports Harris' claim and found that not only does BoT workload increase dramatically, but teacher workload also increases significantly. Furthermore this research finds that BoT members are concerned about their lack of skill and experience in the education arena, particularly as they are faced with making decisions regarding employment of an entire staff in a short timeframe. It is interesting to note that the BoT and teachers comment that the workload is not the most significant aspect of the reorganisation and that they are still primarily concerned with their children's well-being.

It's not the work, it's what it's done to the kids. It really doesn't come down to the work it's how unsafe our children's learning environment is.  
(BC.R3)

The increase in workload, however, is compounded by the personal stress described by the BoT members in particular as they deal with resulting unrest in the community and the impact of the consultation process. This issue appears to be unique to the formalised Network Review process as the research on voluntary EDI prior to 2000 does not report this as a feature of reorganisation. This indicates that Ministry intervention at this level in the Review process results in a significant impact for the school representatives as they deal with community dissatisfaction.

## **SECTION 2**

### **Research Inquiry**

This research was designed to address several areas of inquiry raised from previous research into the process of school reorganisation, instigated by the EDI. The following sections outline the areas of inquiry and discuss the impact of reorganisation.



## School Reorganisation Objectives

The main purpose of any school merger or closure is to improve educational opportunities for students (MoE, 2003, p.6). The findings from this research indicate that in this reorganisation the students did not experience improved learning opportunities; this is discussed in more detail in the section below.

In the EDI (2000, p.7) documentation the Ministry outlines the benefits of reorganisation:

- a larger school with more resources, more funding and sometimes more teachers;
- more teachers with varied teaching styles and specialization;
- a greater input into the curriculum and other policies;
- a more varied curriculum for all students; and
- larger age and peer groups (p.7).

### Larger Schools

The students have experienced larger schools since the reorganisation. Kereru School prior to reorganisation was described by the participants as a small school. There is some evidence throughout the interview process that both students and parents preferred aspects of a smaller school. The parents stated that they missed "the family atmosphere, where everybody knew everybody" (PC.R2). The students stated at several points that they preferred the old teachers who knew them, that they liked knowing everybody at the school and playing with all age ranges. Several students noted that they do not get noticed as much, perhaps indicating that they experienced increased anonymity in a larger school.

At Kereru you were actually somebody but here you're a nobody so I don't think I've got a future like last year I think I was actually learning stuff that would have actually helped me when I get older (SM.R2).

### Funding

The funding available to these schools, although significant, is reported by the BoT to be insufficient particularly as the site school had many property issues that required immediate attention. The BoT explain after the reorganisation that they felt disheartened having left a school where the property was up to date and they were able to spend money on extra resources and teaching staff, they now had to fix broken boilers, unsanitary toilets and rotten buildings. Furthermore, it appears from the interview data as though the transition is an expensive process for schools. The

BoT state that a significant proportion was taken up with physically moving property, and establishing new classrooms.

### **More Teachers**

The teaching staff is significantly bigger than the previous school which appears to have had both positive and negative effects on teacher morale and job satisfaction. Teachers reported that they had enjoyed having new colleagues, particularly the provisionally registered teachers as they were “innovative and have so much energy” (TB, R3). However, they also found that relationships became more difficult in the new school as they dealt with larger school issues such as maintaining communication and the introduction of a management layer.

### **Resources**

Resource access appears to have been a particular issue for the Year 7 & 8 as the teachers reported that they began the year finding it difficult to access the resources for students as they had to be collected from the primary schools and organised over the Christmas period. Teachers reported that this had a significant impact on their teaching and their workload as they spent some time making and preparing resources for lessons.

The development of the facilities alongside the reorganisation presented problems for many of the participants, particularly with regard to the building programme at the high school. Of particular concern for students was the lack of playground facilities as they found they had to “walk around” the school because there was nothing to do; this continued to be an issue for students throughout the interview period. Parents and teachers reiterated the importance of play equipment for Year 7 & 8 as they felt the children were reduced to “behaving like adults when they were still kids”. In the Year 7 & 8 context it appears that had the buildings and in particular a purpose built play area been in place prior to reorganisation the transition may have been less problematic for students and parents.

### **Varied Curriculum**

There were reports of increased access for students to a more varied curriculum. Several students in the Year 7 & 8 group reported that they had the opportunity to take drama, art, and science with specialist teachers. The findings suggested, however, that the teachers' workload has had implications for the planning and delivery of lessons. Like Harris (2005), this research concurs that the increased workload experienced by teachers has implications for student learning.

We have got a good opportunity here now and were starting with a clean slate. I just think that tiredness and the need to get it done might drive us back to what we've already done (BA.R3).

### **Age and Peer Groups**

Students were particularly keen prior to reorganisation to meet new friends and have a wider group of friends. In the new primary school, the students reported that they had made new friends and had a wider peer group. Parents confirmed that this had been a benefit of the reorganisation as children were able to “choose friends rather than have to be friends with the two other girls in the age group” (PG.R3).

### **Learning Opportunities and Student Achievement**

The EDI (2000) Policy information states that the main purpose of any school merger or closure is to improve educational opportunities for students (p.6). Following an EDI the Ministry claims that the parents can expect a larger school, improved learning opportunities and a more stimulating environment for their children's education (MoE, 2000, p.7).

The findings of this research suggest that the improved 'learning opportunity' has not been realised as intended. There were a few reports of improved access to resources, like a bigger library, and technical subjects but these were overshadowed by the increasingly concerning reports from the students of an unsafe learning environment, low teacher expectations, and a culture that is not conducive to learning. This is a predominant feature of the high school, although the children from the new primary school also noted that it was also more difficult to learn at the new school.

The school environment in the experience of the children had not been as stimulating as they previously experienced. Parents reported that since the reorganisation their children had developed a lack of interest in school, were more reluctant to attend and had shown a decreased interest in learning. This research not only finds that the children had not experienced an increased opportunity to learn, but that their learning may have been jeopardised by the changing school environment and that this may have implications for the future, particularly in terms of school leaving outcomes.

## Teacher and Student Morale

### Teachers

Teacher morale reports prior to reorganisation were high, decreased at implementation and then recovered when interviewed in round 3, institutionalisation. There was evidence that the teachers were under significant workload pressures and that their personal life and health suffered as a result. However, the teachers were optimistic about the future and felt particularly positive about the development of the primary school. Teachers noted that although they had experienced new opportunities as a result of the reorganisation, their primary concern was for children.

Personally for my career this has been neat ... on paper it's impressive ... but at the end of the day it's what's best for our kids and it hasn't worked the way it could have. (TA.R3)

### Students

Student morale over the entire period of the review appeared to steadily decrease as students expressed increasing concern for their own learning and safety. Prior to the reorganisation the students enjoyed a positive learning environment, had fun learning with challenging tasks, and stated that they enjoyed school and their teachers.

After the reorganisation, however, it was apparent that their morale had dropped as the students expressed concern for their own learning. The students reported that they did not fit in, were ridiculed for wanting to learn and in some cases had been picked on and bullied. Students reported that they were bored, not challenged in class and unsure if their teachers were "up to it" (SA.R2). Many of the children at both schools claimed that they preferred Kereru School as the staff and children were familiar, there appeared to be a sense of anomie developing for some children reported being nobody or not being noticed at school.

... I've just got to get out of here because sometimes I feel like just shriveling up under the table - because like you can feel that you're shouting at the top of your lungs and no one notices you and you are just like a breath of fresh air, no one notices you. (SK.R2)

By implementation, while students remained concerned for their learning they were most concerned for their safety. Several students noted that they disliked school and their teachers and did not like coming. There were a few students who reported

positive gains in learning efficacy, particularly as they realised that the “other children knew nothing” and comparatively their achievement was considered high by other students.

They haven't been taught, it's like they don't know nothing, there are all these other kids down the bottom and they don't know what a decimal is. (SP.R3)

Achievement results demonstrated that those children with lower scores improved in the new environment, perhaps due to having a wider peer group, meeting children with similar achievement levels, or an increase in the teaching and resources at their level.

It is apparent from these data that both teacher and student morale was affected by reorganisation. The teacher morale, whilst low at implementation, increased by institutionalisation as teachers realised the results of their hard work. Overall, student morale in this research dropped steadily over time as students became more and more concerned for their own learning. There was evidence that some students, however, experienced higher efficacy as they found that they were achieving significantly higher than their new classmates after reorganisation.

## **Parental Community and School Participation**

Kereru School was reported as a family environment with strong parental participation and support. The school and parents commented prior to reorganisation that this was a strength of the school. The EDI (2000 p.7) policy document stated that the reorganisation intended to increase parental participation in schools.

At the opening of the new school the powhiri was held to bring the two parental communities together; this was reported as a positive experience by staff and parents. The BoT and teacher groups reported efforts to bring parents into the school including parent nights, barbecues and ‘meet the teacher’ evenings. The teachers in particular reported, however, that it was difficult to get site parents into the school, that they were more reluctant and less likely to support class programmes than parents at Kereru School.

Of particular interest was the isolation reported by the parents of the high school students. The parents stated that they felt unwelcome and that the systems at the school were not conducive for parents of younger children. Several parents within this group stated that they did not know what was going on and that no effort was made by the high school to inform them.

This research shows that the primary school made significant effort to bring the new parental community into the school but that there was reluctance by some of the site school parents to become involved with their child's education. The parents of the high school Year 7 & 8 stated that they felt isolated from the school after the review indicating that the EDI had not in fact increased participation across all of the settings.

## **Social Costs for the School and Community**

As stated previously the impact on the community has been significant. The parents reported increased tension in the community which appeared to peak prior to implementation as the decisions were made by the Ministry. Certain people within the community were held responsible for some of the decisions made, upsetting friendships and relationships within the small town. While it appears as though the adults experienced the unrest, this was transferred into the school settings as many of the children in this review commented that they were isolated or teased because they were from Kereru School.

The social costs for the community may have been far reaching as the community dealt with increased gang tensions and unrest throughout the reorganisation process. While the unrest appeared to be a significant cost there was evidence that truancy and early leaving from school may be a long-term outcome of the reorganisation for some. The participants in this research discussed increased reports of students not wanting to attend school, and wanting to get out of the school system.

I just feel all lumpy every day ... I try any excuse not to come to school in the morning, I hate it (SM.R3).

As stated previously the long-term outcome for students as a result of the reorganisation is a future concern. Historically early leaving and lack of qualification have been identified as community setbacks (Allen, 2004). In the long term these



setbacks may in fact have been propagated by the reorganisation as the students in this research describe a reluctance to attend school, an increased sense of anomie and a lack of interest in learning.

Harris (2005) found that Ministry-led Network Reviews tended to be more tumultuous than voluntary EDIs and as a result many communities imploded. This research supports Harris' findings as the impact of this Ministry-led review also indicated significant negative bearing on the community and stakeholder lives. The participants in this research describe the Minister's decision as being imposed without giving consideration to the impact reorganisation would have on the whole community rather than just the school sector. The participants not only report tension within the community as a result of the decisions but a tension developing between rural communities and the Government. During interviews the responses regarding feelings of dissonance with Government increased steadily over the rounds. By round 3 institutionalisation, dissatisfaction peaked as participants claimed that the Ministry and Government had no idea of their reality or what it meant to live in their community.

## **Implications for Future Reviews and Research**

As a result of this research there are aspects of the review process that require attention.

### **The Consultation Process**

The consultation process appeared to set schools against one another, promote tension and competitiveness as schools fight to survive. Participants in this research believed that the result was predetermined and felt that the consultation was insulting. This indicates that the process is not inclusive of the community, or conducive to promoting partnership or cooperation amongst schools in the area.

This research also raises the question of the importance of schools in the community, as the participants believed that the Ministry did not take into account the needs of the community. The subsequent difficulties, particularly at year 7 & 8, confirmed this to participants. Therefore it is suggested that consultation should take an 'All of community' approach recognising the impact reorganisation has on the whole community and promoting network cooperation. In this particular context it may have been beneficial to adopt the 'All of Government Approach' as outlined in the Region Strategic Plan.

### **The need for better management by the Ministry across the transition process**

There is evidence that the community felt as though they were left to carry out the reorganisation with very little support. There is some evidence that strong agency or Ministry intervention during implementation may have supported the school resulting in a more organised and supported beginning to the school year. The findings suggest that there was strong optimism in the second round of interviewing immediately after the transition, Ministry or agency intervention at this point could have sustained and maintained this positive response to reorganisation.

The lack of resources and compromised space and property were issues for students in particular. This suggests that the resources should be in place before the transition takes place so teachers can focus on teaching and student learning is not compromised.

### **To strengthen rather than rationalise**

The reorganisation EDI policy is said to be a rationalising approach to small school policy (Collins, 2003). The participants in this research questioned why the Ministry had not sought to keep class numbers low, introduce new technologies and provide incentives for teachers in an area where student achievement was low and teacher attraction and retention were difficult. While the participants acknowledged that schools in the district required Ministry intervention, the stakeholders would have preferred to see interventions that promoted achievement and strengthened already performing schools.

### **Evidence Based Review**

There is a need, as previously identified by Stewart (1994), Collins (2003), and Harris (2005), for the Ministry to provide evidence of the benefits of reorganisation. Like Collins (2003) this research indicates that the stakeholders believe the primary reason for reorganisation was financial. Research is needed to demonstrate to communities that the reorganisation is beneficial for student learning and will result in strengthening schools for the future without compromising the students involved in the process.

## **Limitations of this Research**

It is important to note the limitations of this research. It is a case study meaning that it is highly contextual and generalisations cannot necessarily be drawn. Many of the outcomes in this research are unique to the context as they describe the challenges of one community during the reorganisation.

This research intended to follow the BoT, parents, teachers and students through a reorganisation. An unexpected turn in the findings, however, shifted the focus from the new primary school to the high school as the pervasive argument of the year 7 & 8 students was heard. The unsafe and challenging learning environment reported by these students tended to overshadow the reports of students from the new primary school. It is fair to say (refer to Appendix) that the students in Year 9 at the high school and at the primary school were more positive about their learning environments.

The aim of research was to present all the main findings. In doing so many of the positive aspects of the review were left untouched. The recurring positive themes such as the strong leadership of the Principal and BoT chair and the admiration of the parents towards the teachers at what they had achieved was left unmentioned as it became overshadowed by BoT, teacher and parental concern for students (Refer to Appendix).

This research reviews the short-term achievements of the Network Review and does not predict long-term effects. Participants report in this research that the long-term benefits are likely to be positive although not imminent.

## **Summary**

This research intended to examine the reorganisation of schools under the 2004 Ministry-led Network Reviews from the perspective of the BoT, parents, teachers and students in one school. The outcomes of the interviews conducted at three points throughout the process indicate that the reorganisation is far from realising the outcomes or benefits as predicted by the Ministry of Education.

In particular this research found that student learning was not only jeopardised but student safety was also compromised in some settings. The positive learning culture of the school was not transferred into the reorganised school settings and students found that learning became more difficult in the new schools. The long-

term outcomes for students affected by this reorganisation may be influenced as students described a reluctance to attend school, an increased sense of anomie and a lack of interest in learning. The parents, BoT members and teachers confirmed these findings and stated that the children paid the price in the Network Review.

The subsequent workload and stress reported by the BoT and teachers is significant and took a toll in personal wellbeing. BoT members were required to take a significant role in the reorganisation under the assumption that they have the skills to carry out the tasks by the Ministry. BoT members reported that the responsibility and workload far exceeded the expectation of unpaid volunteers and had a negative impact on their primary paid employment. The emotional stress experienced by both teachers and board members during the reorganisation appears to have developed as a result of the consultation process and the subsequent unfavorable Ministry decisions. Relationships within the small community were strained as school leaders and BoT members implemented the Ministry decisions without the full support of the community.

This research demonstrates that this Ministry-led reorganisation had a negative impact on the wellbeing of the community and the participation of the community in education. The stakeholders in this research felt that the Ministry did not take into account the unique needs of the community, instead making decisions in isolation that would impact on the whole community. This resulted not only in an expressed tension within the community but tension described between the government and community as participants felt that their right to choose and participate in their child's education had been taken away.

Despite the difficulties many participants were optimistic about the future of the reorganised schools and predicted long-term benefits for the community and schooling network in the district. The long-term outcomes may be an improvement in the systems prior to the Network Review but the data indicates that there may also be long-term negative outcomes for the students directly affected by the reorganisation as they struggle to re-engage in the reorganised learning environment.

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## Appendix A: Interview Schedules

### Interview Guides

Group	Round 1 – Initiation	Round 2 – Implementation	Round 3 – Institutionalisation
	<i>The interview round will commence with asking participants to talk generally about Kereru and about their personal perceptions and experiences of Kereru.</i>	<i>This interview round will commence with asking participants to talk generally about their personal perceptions and experiences of the transition and new school environment.</i>	<i>This interview round will commence with asking participants to talk generally about their personal perceptions and experiences of the Network Review process and the school environment</i>
<b>BoT</b>	<p><b>Culture</b> I would like to understand what the school is like for you as a leader, how would you describe the school to someone who is not from here? Can you talk to me about the proposed merger How do you think the school will change? What does the proposed merger mean to you?</p> <p><b>Learning</b> Can you talk about how Kereru School aims to meet the needs of the learners? What aspects, in terms of learning, do you feel the school is successful at and what are areas that require development?</p> <p><b>Community</b> Can you describe to me the nature of the school community? What part do community/parents play in the school? Do you anticipate any changes as a result of the reorganisation, if so in what way?</p> <p><b>Change</b> How do you feel about the proposed changes and how it might affect your role as a BoT member, parent, or school community member?</p>	<p><b>Culture</b> I would like to understand what the new school has been like for you, how would you describe the new school? Have you noted any changes in the school culture, what, how? If so, What elements have impacted on positively/negatively on the development of a school culture? Can you talk about the benefits of the review and how these might be realised?</p> <p><b>Learning</b> Can you talk about how you aim to meet the needs of the learners in the new school? What aspects, in terms of learning, do you feel the school is successful at and what are areas that require development? How has the review assisted the school to achieve the aims?</p> <p><b>Community</b> Can you describe to me the nature of the new school community? What part do community/parents play in the school? Have you experienced any changes in community/parent participation as a result of the reorganisation, if so in what way?</p>	<p><b>Culture</b> How has the new school culture developed over the transition period? How would you describe the school to someone who is not from around here? Have you noted any changes in the school culture, what, how? If so In retrospect what did you do well? What could you have done differently in the development of school culture? What benefits do you consider have come from the reorganisation?</p> <p><b>Learning</b> Can you talk about how the new school aims to meet the needs of the learners? What aspects, in terms of learning, do you feel the school is successful at and what are areas that require development? What impact, if any, do you think the Network review has had on learning?</p> <p><b>Community</b> Can you describe to me the nature of the school community? What part do community/parents play in the school? In what way has the Network Review encouraged participation by the community and parents in the school?</p>

	Round 1 – Initiation	Round 2 – Implementation	Round 3 – Institutionalisation
	<b>Network Review</b> In what ways, if any, do consider the network review to have impacted upon your life and that of the teachers and students?	<b>Network Review</b> In what ways, if any, do consider the transition to have impacted upon your life and that of the teachers and students?	<b>Network Review</b> In what ways, if any, do consider the Network review process to have impacted upon your life and that of the teachers and students?
Parents	<b>Culture</b> I would like to understand what the school is like for you as a parent, can you talk to me about what the school is like for you, how would you describe the school to someone who is not from around here? Can you talk to me about the proposed merger How do you think the school will change? What does the proposed merger mean to you?  <b>Learning</b> When you think about your child and his/her learning at Kereru, do you think the school has catered for his/her needs? Can you talk to me a little about how you think this has happened/hasn't happened for _____. Do you think your child's learning needs have been met at Kereru School, explain? What elements have contributed to your child's success/difficulties at school?  <b>Community</b> What roles do you play as part of the Kereru School Community? What is important to you as a parent and member of the school community?  <b>Change</b> How do you feel about the proposed changes and how it might affect your role as a parent or school community member?	<b>Culture</b> I would like to understand what the new school has been like for you, how would you describe the new school? Have you noted any changes in the school culture, what, how? Can you talk about the changes that you have experienced, if any? What have been the benefits of the Review?  <b>Learning</b> When you think about your child and his/her learning at the new school, do you think the school has catered for his/her needs? Can you talk to me a little about how you think this has happened/hasn't happened for _____. Do you think your child's learning needs have been met at the new school, explain? What elements have contributed to your child's success/difficulties at school?  <b>Community</b> What roles do you play as part of the new School Community? What is important to you as a parent and member of the school community?  <b>Change</b> I would like to understand the transition to the new school; could you talk about what it has been like to take your child to the new school?	<b>Culture</b> How has the new school culture developed over the transition period? How would you describe the school to someone who is not from around here? Have you noted any changes in the school culture, what, how? Can you talk about the process over the past year, what changes have experienced, if any? What have been the benefits of the Review?  <b>Learning</b> When you think about your child and his/her learning at the new school do you think the school has catered for his/her needs? Can you talk to me a little about how you think this has happened/hasn't happened for _____. Do you think your child's learning needs have been met at the new school, explain? What elements have contributed to your child's success/difficulties at school?  <b>Community</b> What roles do you play as part of the new School Community? has this changed as a result of the process, if so in what ways? What is important to you as a parent and member of the school community?  <b>Change</b> Could you talk about the entire Network Review process and describe what changes have occurred for you and your child, What do you consider to be positive change and what has been challenging over the period?

	Round 1 – Initiation	Round 2 – Implementation	Round 3 – Institutionalisation
	<p><b>Network Review</b> Do you consider the network review to have impacted upon your life and that of your children? If so in what way?</p> <p><b>Maori Whanau</b> As a member of the Maori community, can you talk a little about how being part of Kereru has any special meaning for you as a member of the Maori community? In what ways do you think this could be maintained after the proposed merger? Are there elements that you feel might be lost/gained?</p>	<p><b>Network Review</b> Can you talk to me about the network review process and describe if it has impacted upon your life or that of you children? If so in what way? What are the benefits of the review process?</p> <p><b>Maori Whanau</b> As a member of the Maori community, can you talk a little about how being part of the new school has any special meaning for you as a member of the Maori community? Are there any elements that you feel have been lost/gained?</p>	<p><b>Network Review</b> Can you talk to me about the network review process and describe if it has impacted upon your life or that of you children? If so in what way? What are the benefits of the review process? ?</p> <p><b>Maori Whanau</b> As a member of the Maori community, can you talk a little about how being part of new school has any special meaning for you as a member of the Maori community? Are there elements that you feel have been lost/gained? What benefits do you consider the Network Review to hold for Maori in particular</p>
<b>Teachers</b>	<p><b>Culture</b> I would like to understand what the school is like for you as a teacher, how would you describe the school to someone who is not from here? Can you talk to me about the proposed merger How do you think the school will change? What does the proposed merger mean to you?</p> <p><b>Learning</b> Can you talk about how Kereru School aims to meet the needs of the learners? What aspects, in terms of learning, do you feel the school is successful at and what are areas that require development? How effective do you feel as a teacher? What aspects of the school support your efforts as a teacher?</p>	<p><b>Culture</b> I would like to understand what the new school has been like for you, how would you describe the new school? Have you noted any changes in the school culture, what, how? If so, What elements have impacted on positively/negatively on the development of a school culture? Can you talk about the benefits of the review and how these might be realised?</p> <p><b>Learning</b> Can you talk about how you aim to meet the needs of the learners in the new school? What aspects, in terms of learning, do you feel you are successful at and what are areas that require development? How has the review assisted you in your teaching? How effective do you feel as a teacher? What aspects of the school support your efforts as a teacher?</p>	<p><b>Culture</b> How has the new school culture developed over the transition period? How would you describe the school to someone who is not from around here? Have you noted any changes in the school culture, what, how? If so In retrospect what did you do well? What could you have done differently in the development of school culture? What benefits do you consider have come from the reorganisation?</p> <p><b>Learning</b> Can you talk about how you aim to meet the needs of the learners in the new school? What aspects, in terms of learning, do you feel you are successful at and what are areas that require development? How has the review assisted you in your teaching? How effective do you feel as a teacher? What aspects of the school support your efforts as a teacher? What impact, if any, do you think the Network review has had on learning and teaching?</p>



	Round 1 – Initiation	Round 2 – Implementation	Round 3 – Institutionalisation
	<p><b>Community</b> Can you describe to me the nature of the school community? What part do community/parents play in the school? Do you anticipate any changes as a result of the reorganisation, if so in what way? As a teacher, what do you consider your role to be as part of the community?</p> <p><b>Change</b> How do you feel about the proposed changes and how it might affect your role as a teacher?</p> <p><b>Network Review</b> In what ways, if any, do consider the network review to have impacted upon your life and that of the parents and students?</p>	<p><b>Community</b> Can you describe to me the nature of the new school community? What part do community/parents play in the school? Have you experienced any changes in community/parent participation as a result of the reorganisation, if so in what way?</p> <p><b>Network Review</b> In what ways, if any, do consider the transition to have impacted upon your life and that of the parents and students?</p>	<p><b>Community</b> Can you describe to me the nature of the school community? What part do community/parents play in the school? In what way has the Network Review encouraged participation by the community and parents in the school? As a teacher, what do you impact has the review had on your role in the new community?</p> <p><b>Network Review</b> In what ways, if any, do consider the Network review process to have impacted upon your life and that of the parents and students?</p>
Students	<p><b>Culture</b> I would like to understand what the school is like for you as students, how would you describe the school to someone who is not from here? Do you think the school will change next year, if so in what ways?</p> <p><b>Learning</b> Can you talk about what it is like to learn at Kereru School? What makes it easy, difficult to learn? What have you enjoyed this year? How do you feel about the work you have been doing, and your learning?</p> <p><b>Community</b> What is it like to come to this school, what do you like about your school? Do you think that parents and families contribute at this school? In what ways can you describe this to me?</p>	<p><b>Culture</b> I would like to understand what the new school has been like for you, how would you describe the new school? What changes if any have you experienced since coming to the new school?</p> <p><b>Learning</b> Can you talk about what it is like to learn at your new school? Has it changed, if so in what ways? What makes it easy, difficult to learn? What have you enjoyed this year? How do you feel about the work you have been doing, and your learning?</p> <p><b>Community</b> What is it like to come to this school, what do you like about your school? Do you think that parents and families contribute at this school? In what ways can you describe this to me?</p>	<p><b>Culture</b> How would you describe your school to someone who is not from around here? What have been the positives and negatives of coming to a new school?</p> <p><b>Learning</b> Can you talk about what it is like to learn at your new school? Has it changed, if so in what ways? What makes it easy, difficult to learn? What have you enjoyed this year? How do you feel about the work you have been doing, and your learning? What impact, if any, do you think the Network review has had on your learning?</p> <p><b>Community</b> What is it like to come to this school, what do you like about your school? Do you think that parents and families contribute at this school? In what ways can you describe this to me?</p>

	Round 1 – Initiation	Round 2 – Implementation	Round 3 – Institutionalisation
	<p><b>Change</b> How do you feel about the proposed changes? What things are you looking forward to? What things worry you about the changes?</p> <p><b>Network Review</b> In what ways, if any, do consider the network review to have impacted upon your life?</p>	<p><b>Change</b> How do you feel about the changes now that you are in a new school? What are the benefits of being at the new school? What things worry you about the new school?</p> <p><b>Network Review</b> In what ways, if any, do consider coming to a new school to have impacted upon your life?</p>	<p><b>Change</b> Now that you have been at this school for a while, how do you feel about the changes? What are the benefits of being at the new school? What have you enjoyed about the new school? What things still worry you about the new school?</p> <p><b>Network Review</b> In what ways, if any, do consider the Network review process to have impacted upon your life?</p>

Grace's matrix of changes as outlined below was used to assist the interviewer during the focus interview to expand on the participants responses and construct more specific and structured questions.

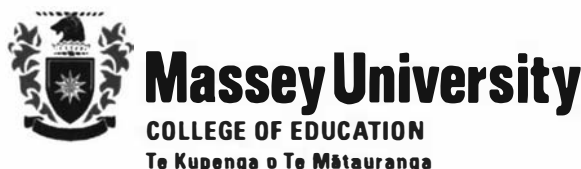
From:

Grace, G. (1998). *Appraising cultural change: The broad agenda: A policy scholarship perspective*. Keynote presentation: section one NZEA's conference, 10yrs on Reforming NZ Education, January 11 -14, Wellington.

## **Matrix of cultures crucially affected by changes in the education system**

1. **The culture of education itself** – Is it public good, a commodity or a composite of the 2.
2. **The culture of lived democracy and citizenship in New Zealand** – Is it more strengthened by the reform process?
3. **The culture of educational achievement** – Is there evidence of improvements or decline in educational standards across a range of indicators?
4. **The culture of equal opportunities** – have existing differentials of class, gender and race achievements in education reduced or widened over time?
5. **The strength of Maori language culture and community self respect** – Has this been enhanced by the reform process?
6. **The culture of administrative efficiency and value for money in education** – Are there clear improvements here?
7. **The culture of the self managing school** – what are the gains and losses?
8. **The culture of teacher and school principal moral and satisfaction** – How has this fared during the reform process?
9. **The culture of globalization and of changed international trading conditions** – have the reforms affected and been affected by NZ's economic performance and international competitive position?
10. **The culture of parental and community involvement in the life of schools** – has this improved as a result of the reforms?
11. **The culture of child youth and student experience of the educational process** – do we know anything about how children and young people and students have experienced these reforms and their consequences?

## Appendix B: Invitation to participants – Informed Consent



### 2004 Network Review: School and Community Change

#### INFORMATION SHEET

My name is Catherine Savage, I am a Senior Lecturer at Wellington College of Education and a student in the Education Doctorate at Massey University in Palmerston North. Kereru School has agreed to participate in a research project that examines the change the school is about to undergo and tracks student achievement as they move into their new educational settings.

This research intends to tell the story of Kereru School through its students, staff and community as they move forward into a merger with Takahae School in 2005. The intention of the study is to provide a case study describing the process of implementing a government initiative that was designed with the aim of ensuring Ranford students have access to quality and sustainable education now and in the future (Ministry of Education 2004).

It is important that government decisions on education are critically analysed and the resulting change recorded to inform and guide future decision-making. Although school merger is not a new initiative in New Zealand, research in the area of merger is extremely scarce. This research may provide a foundation to which other schools likely to merge in the future can refer.

The staff, community and students have the opportunity through this research to have their voices heard as they move into a new era of schooling in the district. The aim of this study is to tell a story of school merger, while also examining student achievement as Ranford students move into their new school settings.

#### Participant Recruitment

Participants (Parents, whanau and students) will be invited to participate through the school newsletter. There are approximately 60 students at the school. Children under 7 will not be included in the project, although their parents are welcome to participate. Kereru School community, including teachers, Board of trustee members, parents and whanau will be invited to participate via invitation from the principal and BoT.

#### Project Procedures

Data will be audio recorded. Informed consent will be obtained from the participants before data is obtained. The data will be stored in a locked file at the researchers address. Participants will be offered the opportunity to archive their recordings or have them destroyed after 5 years. A summary of the project findings will be available to all participants upon request.

All steps will be taken to ensure that individual participants will not be identified through the study. Data on achievement will be collected and stored confidentiality. Participants will be given identification numbers so that data can be compared post merger, but participants will not be identified in any written work emerging from the project. The thesis and any papers written from the project will report aggregated data only. This data will be stored by the researcher in a locked cabinet and destroyed after a period of five years.

**Participant involvement**

Participants will be involved in semi structured interviews which will be audio recorded and transcribed. These interviews will take approximately 20-30 minutes.

**Participant's Rights**

You are under no obligation to accept this invitation. If you decide to participate, you have the right to:

- decline to answer any particular question;
- withdraw from the study at any time;
- ask any questions about the study at any time during participation;
- provide information on the understanding that your name will not be used unless you give permission to the researcher;
- Be given access to a summary of the project findings when it is concluded.

You have the right to ask for the audio/video tape to be turned off at any time during the interview.

**Project Contacts**

If you have any questions concerning the project please contact:

Researcher	Supervisor	Supervisor
<b>Catherine Savage</b> Senior Lecturer Wellington College of Education PO Box 17-310 Karori Wellington <a href="mailto:Catherine.martin@wce.ac.nz">Catherine.martin@wce.ac.nz</a> (04)924 2134 029 924 2134	<b>Professor Ruth Kane</b> Department of Technology Science & Mathematics Education College of Education Massey University Private bag 11 222 Palmerston North <a href="mailto:R.Kane@massey.ac.nz">R.Kane@massey.ac.nz</a> (06)356 9099 ext 8766	<b>Professor Richard Harker</b> Department of Social and Policy Studies College of Education Massey University Private bag 11 222 Palmerston North <a href="mailto:R.Harker@massey.ac.nz">R.Harker@massey.ac.nz</a> (06)356 9099 ext 8293

**Committee Approval Statement**

This project has been reviewed and approved by the Massey University Human Ethics Committee. If you have any concerns about the conduct of this research, please contact Professor Sylvia V Rumball, Chair, Massey University Campus Human Ethics Committee: Palmerston North, telephone 06 350 5249, email [humanethicspn@massey.ac.nz](mailto:humanethicspn@massey.ac.nz).

19 October 2004

Dear Parents and Caregivers.

My name is Catherine Savage and I am working with Kereru School on a research project. The aim of this project is to present the views of the students, parents, staff and BoT on the Network Review. It is likely that the results will be published and available to the Ministry of Education.

I would appreciate hearing your perspectives and that of your child's (if they are over the age of 7 years). Participation will involve three 20 minute conversations, the first over the next few weeks, the second in March/April next year and the third in August next year.

Please fill out the section below and return to the school. I will contact you within a few days to make a suitable time.

I have attached an information sheet which describes the research, if you would like more information please call me on \*\*\* \*\*.

---

☐

I would / would not like to participate

☐

I would / would not like my child to participate.

Name: \_\_\_\_\_

Name of child/children: \_\_\_\_\_

Phone: \_\_\_\_\_





**2004 Network Review: School and Community Change**  
**CONFIDENTIALITY AGREEMENT**

I ..... (Full Name - printed)  
agree to keep confidential all information concerning the project 2004 Network  
Review: School and Community Change.

I will not retain or copy any information involving the project.

**Signature:**

.....

**Date:**

.....



**Massey University**

COLLEGE OF EDUCATION  
Te Kupenga o Te Mātauranga

## **2004 Network Review: School and Community Change**

### **CONSENT FORM FOR PARENT OF STUDENT PARTICIPANT**

**This consent form will be held for a period of five (5) years**

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree/do not agree to the interview with my child being audio taped.

I wish/do not wish to have my tapes of my child's interview returned to me.

I wish/do not wish to have data placed in an official archive.

I agree to my child participating in this study under the conditions set out in the Information Sheet.

**Signature:**

**Date:**

**Full Name - printed**



**Massey University**  
COLLEGE OF EDUCATION  
Te Kupenga o Te Mātauranga

**2004 Network Review: School and Community Change**  
**PARTICIPANT CONSENT FORM**

**This consent form will be held for a period of five (5) years**

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree/do not agree to the interview being audio taped.

I wish/do not wish to have my tapes returned to me.

I wish/do not wish to have data placed in an official archive.

I agree to not disclose anything discussed in the Focus Group

I agree to participate in this study under the conditions set out in the Information Sheet.

**Signature:**

.....

**Date:**

.....

**Full Name - printed**

.....

## 2004 Network Review: School and Community Change

### TRANSCRIBER'S CONFIDENTIALITY AGREEMENT

I ..... (Full Name - printed)

agree to transcribe the tapes provided to me.

I agree to keep confidential all the information provided to me.

I will not make any copies of the transcripts or keep any record of them, other than those required for the project.

**Signature:**

.....

**Date:**

.....

**2004 Network Review: School and Community Change**  
**AUTHORITY FOR THE RELEASE OF TAPE TRANSCRIPTS**

**This form will be held for a period of five (5) years**

I confirm that I have had the opportunity to read and amend the transcript of the interview/s conducted with me.

I agree that the edited transcript and extracts from this may be used by the researcher, Catherine Savage, in reports and publications arising from the research.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Full Name - printed** \_\_\_\_\_

## Appendix D: Data Analysis

### Level 2 - Categories and Frequency Round 1 Initiation BoT

Rank	Categories with content units	Frequency	%	Cumulative %
1	<b>Emotional toll on family, school community</b>	<b>34</b>	<b>8.0</b>	<b>8.0</b>
	People are fighting an imposed decision	10		
	Review upsetting for teachers, parents and children	9		
	Wrench to our family, stress on family	5		
	People are scared and/or angry	5		
	Decided not to fight it, no point	3		
	There is nothing you can do about it	2		
2	<b>Personal cost to BoT members lives</b>	<b>33</b>	<b>7.8</b>	<b>15.8</b>
	Cost to personal life, interests of BoT	14		
	Loss of friendships in community due to NR conflicts	11		
	Impact on paid employment, primary job	5		
	BoT chairperson was spokesperson and took flak	3		
3	<b>Town families opting for Kereru/rural education</b>	<b>22</b>	<b>5.2</b>	<b>21.0</b>
	Town families had bad experiences in town	14		
	Children are forced back to Takahae	4		
	Positive move for families that bought children to Kereru	2		
	Parents opting for Villagetown (semi-rural)	2		
3	<b>Consultation and Mediation was predetermined</b>	<b>22</b>	<b>5.2</b>	<b>26.2</b>
	Consultation was a token gesture/smokescreen	8		
	Mediation was pointless	7		
	Network Review was predetermined outcome	5		
	Schools should have come together rather than mediate	1		
	Kereru went over the top having our say in consultation	1		
5	<b>Workload increase for BoT is huge for volunteers</b>	<b>21</b>	<b>5.0</b>	<b>31.2</b>
	BoT are volunteers, huge expectation for unpaid time	12		
	Meetings and commitments for Network Review are huge	5		
	Increased workload (meetings) meant no life	4		
5	<b>Kereru's has a great emotional environment</b>	<b>21</b>	<b>5.0</b>	<b>36.2</b>
	Different/diverse kids fit in at Kereru	7		
	Self esteem of kids is high, kids are happy	5		
	Kids are paramount at Kereru	4		
	Innocence is retained at Kereru	2		
	Morals are strong, no bullying	2		
7	<b>Kereru's grew to be a performing school</b>	<b>19</b>	<b>4.5</b>	<b>40.7</b>
	Kereru was not always a performing school	7		
	Roll growth during past 6/7 years	5		
	Buildings and improvements over past decade	4		
	Never advertised for children	2		
	Asked MoE for roll cap	1		
8	<b>I have concerns about my Year 7 &amp; 8 at High School</b>	<b>18</b>	<b>4.2</b>	<b>44.9</b>
	Year 7 & 8 will have to grow up too soon	8		
	Forced to make decisions about children in year 7 & 8	8		
	Buildings will not be ready at High School	2		
9	<b>Principal has high expectations and leadership at Kereru</b>	<b>15</b>	<b>3.5</b>	<b>48.4</b>
	Principal has high expectations	6		
	Principal lacked support from town principals	6		
	Principal support other small school principals	3		
10	<b>Kereru is a high performing school, kids learn</b>	<b>14</b>	<b>3.3</b>	<b>51.7</b>
	Kids are blossoming, festivals, exams, achievement at High School	9		
	High performing school	5		
10	<b>Review didn't consider our community</b>	<b>14</b>	<b>3.3</b>	<b>55.0</b>
	Review put people against people, community tension	3		
	Wanted to move out of Ranford	3		
	People wont come to Ranford now	2		
	Families will move out of Ranford	2		



Rank	Categories with content units	Frequency	%	Cumulative %
	Ranford people can't afford to move	2		
	Reviewed changed community	1		
	Review didn't consider diversity in Ranford	1		
10	<b>BoT members are opting out of BoT membership</b>	14	3.3	58.3
	What's the point in carrying on, too tired	8		
	Opting out of BoT had enough	3		
	Never wanted to be big school BoT/Principal	2		
	Don't want to participate anymore	1		
10	<b>Kereru has a positive school culture</b>	14	3.3	61.6
	School brings community together	7		
	Staff in small schools are friends	3		
	Rural culture of school	2		
	Staff know children	1		
	Physical site is important	1		
14	<b>I am angry, upset at the MoE/Minister</b>	13	3.1	64.7
	Could have taken to the Minister	5		
	People in Ministry are making money out of merger	4		
	MoE figures don't add up	1		
	NCEA a disaster Reviews are too	1		
	MoE perceive Kereru as elitist	1		
	Feel like Ministry puppet	1		
14	<b>Unfair to close performing schools</b>	13	3.1	67.8
	Review is unfair no valid reason for closing	6		
	Schools with low rolls close naturally	5		
	Review process unfair, illogical decisions	2		
14	<b>We don't think like that school</b>	13	3.1	70.9
	We don't think like that school	5		
	Difficulties making relationships at new school	3		
	Review decision not good for ego of big school	2		
	How do we create new school from grieving school	1		
	Thought we'd go arm in arm into new school	1		
	Hope Kereru is not over	1		
17	<b>MoE/STA have not supported us in this</b>	11	2.6	73.5
	STA let us down, no help	5		
	No Support from MoE for merger	4		
	MoE have not assisted with merger	2		
17	<b>We are not elitist or white flight</b>	11	2.6	76.1
	Kereru is not elitist	5		
	White flight label is not true	2		
	Kereru is town school's bone of contention	2		
	Town's perception that town children can't go to Kereru	1		
	Town schools would have closed Kereru years ago	1		
17	<b>Length of BoT service, commitment</b>	11	2.6	78.7
	BoT worked hard over past decade, were looking forward to spending money on learning	8		
	Length of service	3		
17	<b>Untrained, lack of skill in BoT</b>	11	2.6	81.3
	Trying to appoint staff without skills in education	5		
	BoT are unskilled and untrained in education	4		
	BoT have to rely on principal for guidance	2		
17	<b>New School is brand new school</b>	11	2.6	83.9
	Brand new school, new governance new uniform	4		
	Start at the beginning and create a new school	2		
	Going to take years to establish new school	2		
	Parents have high expectations for new school	2		
	Level of funding is limited	1		
22	<b>Teacher have no power in this review</b>	8	1.9	85.8
	No control over staff at new school	5		
	Teachers have no power in Network Review	1		
	Teachers forced into making decisions	1		
	Teachers have to face for first time losing jobs	1		

Rank	Categories with content units	Frequency	%	Cumulative %
<b>22</b>	<b>Principal had to be at new school</b>	<b>8</b>	<b>1.9</b>	<b>87.7</b>
	Principal had to go to new school otherwise Koreru children would be lost	5		
	Wanted Diane as Principal of new school	2		
	Principal has burden of new school	1		
<b>24</b>	<b>Merger timeframe to short</b>	<b>7</b>	<b>1.7</b>	<b>89.4</b>
	Timeframes for Merger to short	7		
<b>24</b>	<b>We just wanted to keep our school</b>	<b>7</b>	<b>1.7</b>	<b>91.1</b>
	Just wanted to keep our school	2		
	Got to remain positive	2		
	Been doing this for a year	1		
	Always discussed review with community	1		
	Other areas advised us to close not merge	1		
<b>24</b>	<b>The BoT is committed to our Principal</b>	<b>7</b>	<b>1.7</b>	<b>92.8</b>
	BoT committed to Principal	4		
	Wanted Principal to go to High School as their kids are there	2		
	Principal put kids first and went to new school	1		
<b>27</b>	<b>Children are guinea pigs they will suffer</b>	<b>6</b>	<b>1.4</b>	<b>94.2</b>
	We are trialing it for a govt/MoE initiative	4		
	Children are guinea pigs	1		
	Our kids will suffer	1		
<b>27</b>	<b>BoT Elections are too soon</b>	<b>6</b>	<b>1.4</b>	<b>95.6</b>
	3 month elections are not a good idea	5		
	Should have elections are a year	1		
<b>27</b>	<b>Specialist teachers and equipment available at High School</b>	<b>6</b>	<b>1.4</b>	<b>97.0</b>
<b>30</b>	<b>Excited about new school</b>	<b>4</b>	<b>0.9</b>	<b>97.9</b>
	Excited about new school	3		
	Feel guilty about being excited about new school	1		
<b>30</b>	<b>People have no choice now</b>	<b>4</b>	<b>0.9</b>	<b>98.8</b>
	Koreru gave people choice	2		
	No choice for schooling now	2		
<b>32</b>	<b>Huge impact on the last term</b>	<b>2</b>	<b>0.5</b>	<b>99.3</b>
	Can't focus on 2005 have to move school to new site	1		
	Review has had huge impact on last term	1		
<b>32</b>	<b>Town schools should have merged</b>	<b>2</b>	<b>0.5</b>	<b>99.8</b>
	Should have merged town school	1		
	Town schools are going downhill should have merged	1		
<b>32</b>	<b>It's hard balancing people and management</b>	<b>2</b>	<b>0.5</b>	<b>100.3</b>
	Feel as though I have let kids down	1		
	Hard balancing the people and management perspective	1		
	<b>Total</b>	<b>424</b>		

## Level 3 Categories Round 1 Initiation BoT

Rank	Categories	Frequency	%	Cumulative %
1	<b>Kereru is not elitist it is a high performing school where kids learn</b>		27.4	27.4
	Town families opting for Kereru/rural education	22	5.2	
	Kereru has a great emotional environment	21	5.0	
	Kereru grew to be a performing school	19	4.5	
	Principal has high expectations and leadership at Kereru	15	3.5	
	Kereru is a high performing school, kids learn	14	3.3	
	Kereru has a positive school culture	14	3.3	
	We are not elitist or white flight	11	2.6	
2	<b>We are untrained volunteers this has had a huge emotional toll and workload</b>		27.2	54.6
	Emotional toll on family, school community	34	8.0	
	Personal cost to BoT members lives	33	7.8	
	Workload increase for BoT is huge for volunteers	21	5.0	
	It's hard balancing people and management	2	0.5	
	BoT members are opting out of BoT membership	14	3.3	
	Untrained, lack of skill in BoT	11	2.6	
3	<b>I am angry that the consultation was predetermined, and didn't consider community,</b>		14.2	68.8
	Consultation and Mediation was predetermined	22	5.2	
	Review didn't consider our community	14	3.3	
	I am angry, upset at the MoE/Minister	13	3.1	
	MoE/STA have not supported us in this	11	2.6	
4	<b>I am excited about the new school, our Principal had to be there</b>		5.4	74.2
	New School is brand new school	11	2.6	
	Principal had to be at new school	8	1.9	
	Excited about new school	4	0.9	
5	<b>BoT is committed to school and principal</b>		4.3	78.5
	Length of BoT service, commitment	11	2.6	
	The BoT is committed to our Principal	7	1.7	
6	<b>I have concerns about my Year 7 &amp; 8 at High School</b>	18	4.2	82.7
7	<b>Unfair to close performing school, should close towns schools</b>		3.6	86.3
	Unfair to close performing schools	13	3.1	
	Town schools should have merged	2	0.5	
8	<b>The time frames, elections are too soon</b>		3.6	89.9
	Merger timeframe too short	7	1.7	
	BoT Elections are too soon	6	1.4	
	Huge impact on the last term	2	0.5	
9	<b>Teacher and children are powerless, guinea pigs</b>		3.3	93.2
	Teacher have no power in this review	8	1.9	
	Children are guinea pigs they will suffer	6	1.4	
10	<b>We don't think like that school</b>	13	3.1	96.3
11	<b>We just wanted to keep our school</b>	7	1.7	98
12	<b>Specialist teachers and equipment available at High School</b>	6	1.4	9.4
13	<b>People have no choice now</b>	4	0.9	100.3
	Total	424		

## Level 2 - Categories and Frequency Round 2 Implementation BoT

Rank	Categories with content units	Frequency	%	Cumulative %
1	<b>This has had a huge emotional toll</b>	16	5.9	5.9
	Can't be bothered, worn out, had enough of it	4		
	Had a horrendous cost to our family life	3		
	Emotionally it is still hard I am still dealing with it	7		
	It has been a better year than last year	1		
	I miss my old space	1		
2	<b>Ministry of Education have a lot of answer for</b>	15	5.5	11.4
	MoE created huge issues for schools, they expect so much of us	5		
	MoE has a lot to answer for	3		
	Expect us to fix their bad schools	2		
	It's all idealistic, it's a cock up	1		
	We made an effort to create a good school, they destroyed it	1		
	Disgusting what the MoE expects for free	1		
	I feel blackmailed by the MoE	1		
	The Minister would be slaughtered in Ranford			
3	<b>Kids are not happy at High School</b>	14	5.2	16.6
	Worried about my child in Year 7 & 8 at High School	9		
	Kids are not old enough to make the right decisions at High School	3		
	Don't think our kids are happy at High School	1		
	Not many people would be happy with the High School	1		
4	<b>Kereru was a choice school</b>	13	4.8	21.4
	Kereru was a great, choice school	4		
	Kereru was pristine, property was all done	3		
	Now I see advantages of small schools	1		
	Kereru had learning styles	1		
	Should have left Kereru alone	1		
	Not elitist we just did our best for our kids	1		
	Would have paid to keep my child there	1		
	Kids were treated with dignity and respect	1		
5	<b>Concern about the High School environment</b>	11	4.1	25.5
	Fights, Lock downs and stealing at the High School	8		
	There are major gang issues at the High School	3		
5	<b>I feel for the High School Principal, stress and responsibility</b>	11	4.1	29.6
	High School Principals takes that flak for the MoE decision	5		
	High School principal is great but he will leave under stress	6		
7	<b>BoT elections are too soon after merge</b>	10	3.7	33.3
	W were achieving and now have our legs knocked out from under us	8		
	Elections put pressure on our principal	2		
8	<b>Transition to new school site difficult</b>	9	3.3	36.6
	Moving was difficult due to not being site school	8		
	We're still unpacking in April	1		
8	<b>It was an emotional end to Kereru School</b>	9	3.3	39.9
	School that we had put our hearts and souls into, packed up and pulled apart	3		
	The closing ceremony was very emotional	2		
	Kids families were crying at ceremony	2		
	It was horrible I wish the MoE had seen that	2		
8	<b>No infrastructure at the High School for year 7 &amp; 8</b>	9	3.3	43.2
	Ni infrastructure, buildings in place	5		
	No play ground, kids create havoc	4		
11	<b>Principals role in school has changed but still focused on teaching</b>	7	2.6	45.8
	Principals focus is on teaching not management	5		
	Used to being more hands on	1		
	Principal is a tutor teacher	1		

Rank	Categories with content units	Frequency	%	Cumulative %
11	<b>PRTs not ideal</b>	7	2.6	48.4
	Its hard having so many PRTs it's not ideal	5		
	We have made small classes for PRT	1		
	Principal has to be tutor teacher	1		
13	<b>Achievement gap between children is huge</b>	6	2.2	50.6
	Gaps between Kereru kids and other kids horrendous	5		
	Shouted at how bad other schools were	1		
13	<b>Developing a positive rapport with parents</b>	6	2.2	52.8
	Parents evenings, developing rapport with parent	3		
	Response from parents has been positives	3		
13	<b>Teachers are a team</b>	6	2.2	55.0
	Teachers help each other	1		
	We had to create a team, we didn't know each other	3		
	Teachers were involved in the development of the school	2		
13	<b>We are creating a vision</b>	6	2.2	57.2
	We need to look forward and create a vision	3		
	I am standing for BoT as we have a vision	1		
	We are challenging the old school tunnel vision	2		
13	<b>Need to get to know names of children</b>	6	2.2	59.4
	Knew every child name at Kereru not at Totara	6		
13	<b>Powhiri bought the community together</b>	6	2.2	61.6
	Powhiri was wonderful it bought our communities together	6		
19	<b>Expectations and standards are high</b>	5	1.8	63.4
	Principal has high expectations	3		
	Trying not to let standards drop	1		
19	<b>Property of site school is in disrepair</b>	5	1.8	65.2
	Kereru was completed and whipped away, replaced with run down school	1		
	Buildings are rotten, boiler broken, Toilets unsanitary, carpark unsafe	4		
19	<b>Money will not go far</b>	5	1.8	67
	Moving shifting gobbled up EDI money	4		
	EDI money has to be used on property - not developmental	1		
	Site school had no money	1		
19	<b>Children have coped with change</b>	5	1.8	68.8
	Transition for the kids has gone well	3		
	We always put the kids first during the change	2		
19	<b>We have some staff issues</b>	5	1.8	70.6
	Some staff want to do it the old way	4		
	We have some staff issues, but we have a whole new staff	1		
19	<b>Staff appointments were difficult</b>	5	1.8	72.4
	Had to wait for MOE to make up their minds	1		
	Still appointing staff on Jan 18	1		
	Staff appointments was an issue	1		
	Didn't know about my job until December	1		
	Couldn't fill our senior staff positions	1		
19	<b>High School staff are pressured</b>	5	1.8	74.2
	High School staff cannot cope	3		
	High School staff morale is low	1		
	Some High School teachers are doing their best but struggling	1		
19	<b>Time commitment, stress, workload is huge</b>	5	1.8	76
	Frustrating that we are putting so much time in but there is so much to do	3		
	Staff are overworked, had no holidays, have health issues	2		
27	<b>Kereru Kids are failing at High School</b>	4	1.5	77.5
	Kereru kids are finding it difficult at High School	3		
	Challenging Kereru child will be kicked out	1		

Rank	Categories with content units	Frequency	%	Cumulative %
27	<b>ERO visit is a concern but not a priority</b>	4	1.5	77.5
27	<b>Considering other options for year 7 &amp; 8</b>	4	1.5	79
	Considering home schooling/other school	3		
	What options do we have at Year 7 & 8?	1		
27	<b>Some town kids need more care</b>	4	1.5	80.5
	Kids home life is harder but teachers make a difference	1		
	Some kids have tough lives but they just need more care	3		
27	<b>Takahae staff leaving made it easier</b>	4	1.5	82
	Having old staff leave made it easier	2		
	Don't have to break down any barriers	2		
27	<b>There is pressure to have an Immersion unit</b>	4	1.5	83.5
	We are not ready for an immersion unit we need to fix this school first	4		
27	<b>x-Kereru Staff are great teachers, staff</b>	4	1.5	86.5
	Kereru teachers the High School are the best	2		
	Our administrator is fabulous	2		
27	<b>A lot of people are standing for Board</b>	4	1.5	88
	BoT election see outside people stand	1		
	We have 13 candidates for 5 places	2		
	At least parents have a choice	1		
35	<b>Take over time should be in December</b>	3	1.1	89.1
	Takeover time needs to be earlier, couldn't move until late Jan.	3		
35	<b>School culture is evolving</b>	3	1.1	90.2
	School culture is evolving we are pleas4ed with it	2		
	New name, new uniform, new identity	1		
37	<b>High School is great for technology and IT</b>	2	0.7	90.9
	My year 8 loves the challenge of High School	2		
	The IT resource are fantastic	2		
37	<b>Year 7 &amp; 8 transition should have been longer</b>	2	0.7	91.6
	Year 7 & 8 should be over 3 years	1		
	Should use North Clyde site while they build at High School	1		
37	<b>BoT need longer in office</b>	2	0.7	92.3
	We need a year to consolidate	1		
	BoT has done the hard yards	1		
37	<b>BoT feel responsibility for Principal</b>	2	0.7	9.3
	I feel responsible for principal and don't want to strand her	1		
	Principal and DP need our support	1		
37	<b>The educated will leave Ranford, we will see white flight</b>	2	0.7	93.7
37	<b>The change manager was helpful</b>	2	0.7	94.4
37	<b>We created opportunities for kids to mix, should have started earlier</b>	2	0.7	95.1
37	<b>Got to manage New entrant roll growth</b>	2	0.7	95.8
37	<b>Staff have done a lot of professional development</b>	2	0.7	96.5
	Lots of whole staff PD	1		
	Would be shame if teachers left after a lot of PD	1		
45	<b>Don't have contact with parents that we used to</b>	1	0.4	96.9
45	<b>This is better for Takahae kids but I wonder about Kereru kids</b>	1	0.4	97.3
45	<b>BoT is 100% behind everything</b>	1	0.4	97.7
45	<b>We have done well to change</b>	1	0.4	98.1

Rank	Categories with content units	Frequency	%	Cumulative %
45	We have bought some of Kereru here	1	0.4	98.5
45	Had to learn to trust the new staff	1	0.4	98.9
45	Everything here is under lock and key	1	0.4	99.3
45	This year has been letdown compared to what we had	1	0.4	99.7
	Total	271		



## Level 3 Categories Round 2 Implementation BoT

Rank	Categories with content units	Frequency	%	Cumulative %
1	<b>Kids are not happy at High School they have no infrastructure it was done too soon</b>		16.3	16.3
	Kids are not happy at High School	14	5.2	
	Concern about the High School environment	11	4.1	
	No infrastructure at the High School for year 7 & 8	9	3.3	
	Considering other options for year 7 & 8	4	1.5	
	Kereru Kids are failing at High School	4	1.5	
	Year 7 & 8 transition should have been longer	2	0.7	
2	<b>This has had a huge emotional and personal toll, the workload commitment is huge</b>		11	27.3
	This has had a huge emotional toll	16	5.9	
	It was an emotional end to Kereru School	9	3.3	
	Time commitment, stress, workload is huge	5	1.8	
4	<b>We are creating a vision, the school is evolving and coming together, we are doing well</b>		8.1	35.4
	We are creating a vision	6	2.2	
	Powhiri bought the community together	6	2.2	
	Expectations and standards are high	5	1.8	
	School culture is evolving	3	1.1	
	We have done well to change	1	0.4	
	We have bought some of Kereru here	1	0.4	
4	<b>We have some staff issues including the appointments resulting in a lot of PRT's</b>		8.1	43.5
	PRTs not ideal	7	2.6	
	We have some staff issues	5	1.8	
	Staff appointments were difficult	5	1.8	
	Takahae staff leaving made it easier	4	1.5	
	Had to learn to trust the new staff	1	0.4	
6	<b>The children have coped with change, there is a huge achievement gap, the need more care</b>		7.7	51.2
	Achievement gap between children is huge	6	2.2	
	Need to get to know names of children	6	2.2	
	Children have coped with change	5	1.8	
	Some town kids need more care	4	1.5	
7	<b>Kereru was a great school with great staff</b>		6.3	57.5
	Kereru was a choice school	13	4.8	
	x-Kereru Staff are great teachers, staff	4	1.5	
8	<b>The High School staff are pressured, it is stressful for Principal</b>		5.9	63.4
	I feel for the High School Principal, stress and responsibility	11	4.1	
	High School staff are pressured	5	1.8	
8	<b>The MoE has a lot to answer for this is a letdown</b>		5.9	69.3
	Ministry of Education have a lot of answer for	15	5.5	
	This year has been letdown compared to what we had	1	0.4	
8	<b>BoT elections are too soon we need longer</b>		5.9	75.2
	BoT elections are too soon after merge	10	3.7	
	A lot of people are standing for Board	4	1.5	
	BoT need longer in office	2	0.7	
11	<b>Transition to new school was pressured, takeover should be earlier</b>		5.1	80.3
	Transition to new school site difficult	9	3.3	
	Take over time should be in December	3	1.1	
	We created opportunities for kids to mix, should have started earlier	2	0.7	
12	<b>Property is in disrepair, money will not go far</b>		3.6	83.9
	Property of site school is in disrepair	5	1.8	
	Money will not go far	5	1.8	

Rank	Categories with content units	Frequency	%	Cumulative %
13	<b>The teachers are a team , have done a lot of PD</b>		2.9	86.8
	Teachers are a team	6	2.2	
	Staff have done a lot of professional development	2	0.7	
14	<b>Principals role in school has changed but still focused on teaching</b>	7	2.6	89.4
14	<b>We don't have the contact we used to with Parents but we are developing the rapport</b>		2.6	92
	Developing a positive rapport with parents	6	2.2	
	Don't have contact with parents that we used to	1	0.4	
17	<b>ERO visit is a concern but not a priority</b>	4	1.5	92.5
17	<b>There is pressure to have an Immersion unit</b>	4	1.5	95
20	<b>We are committed to principal and school</b>	3	1.1	96.1
	BoT feel responsibility for Principal	2	0.7	
	BoT is 100% behind everything	1	0.4	
21	<b>High School is great for technology and IT</b>	2	0.7	96.8
21	<b>The educated will leave Ranford, we will see white flight</b>	2	0.7	97.5
21	<b>The change manager was helpful</b>	2	0.7	98.2
21	<b>Got to manage New entrant roll growth</b>	2	0.7	98.9
25	<b>Everything here is under lock and key</b>	1	0.4	99.3
25	<b>This is better for Takahae kids but I wonder about Kereru kids</b>	1	0.4	99.7
	<b>Total</b>	271		

## Level 2 Categories and Frequency Round 3 Institutionalisation BoT

Rank	Categories with content units	Frequency	%	Cumulative %
<b>1</b>	<b>I am angry at MoE this was a disaster</b>	<b>32</b>	<b>12.4</b>	<b>12.4</b>
	I have no control no right of reply, we're absolutely powerless	3		
	The MoE doesn't listen they are bullies, idiots	3		
	I am so angry at the Minister	3		
	We've got no options, no democratic right to choose, our kids are guinea pigs	2		
	I am so angry at politicians, bring in smacking law but cage our kids like animals	2		
	This is what the Nazi's did to the Jews	2		
	MoE should have a programme for property they expect us to fix their inadequacies	2		
	Will MoE give us tax cuts/petrol vouchers for this balls up	1		
	MoE said this was about better opportunities, just drags kids down			
	The MoE says it's about the kids, it's about the money	1		
	MoE should fix the schools not leave it to farmers, builders, upholsters	1		
	Labour wont get many votes form us not that we make a difference	1		
	3 visits to a counselor, MoE didn't pay that bill	1		
	MoE are waiting for us to forget how good it was and accept this new standard	1		
	Tom. Schools was about taking responsibility they did a 180 turn	1		
	This is a disaster like NCEA they should admit it	1		
	If I ran my business like the MoE I'd be broke	1		
	MoE used Kereru to fix the town school	1		
	MoE is PC should have told schools about bad teachers	1		
	MoE should put a money value on fixing gang issues created by this	1		
	MoE didn't consider or have empathy for gang issues	1		
	MoE threw our kids into this cauldron	1		
	MoE knew gang fights and violence would happen	1		
<b>2</b>	<b>This has deeply affected our child</b>	<b>22</b>	<b>8.5</b>	<b>20.9</b>
	I don't know what to do with my child next year they can't cope at High School	5		
	I used to have a happy child, now they have panic attacks	4		
	Child feels they are no good, has no confidence now	3		
	Child has not been extended at all this year	3		
	Counselor told us to take child out for safety	2		
	Child has sores from stress	2		
	He/she is only a child/ should be allowed to be a child	2		
	MoE gave our child a bad experience that they will have for the rest of their life	1		
<b>3</b>	<b>This has been a difficult time that has taken a toll on my personal life</b>	<b>19</b>	<b>7.3</b>	<b>28.2</b>
	People have made personal attacks against chairman, it's unfair	4		
	This has taken a toll on my personal life	2		
	It has taken a toll on our staff, I'm worried about their health, personal lives	2		
	Here I'm nothing at all, here your lost	2		
	It feels like I do this for nothing, but I do it for my child	2		
	I have panicked/stressed over worrying about my child's safety at High School	2		
	I have huge highs and lows	1		
	Sometimes I think I'm not cut out for this	1		
	I won't work as hard now that I know with one stroke of a pen it's all gone	1		
	Don't know how I'll cope out of the classroom	1		
	I've just tried to wipe it out like childbirth, it's horrendous	1		
<b>4</b>	<b>Running a bigger school has been challenging</b>	<b>16</b>	<b>6.2</b>	<b>34.4</b>
	Everything here is on a bigger scale, takes longer, more work, more complicated	9		
	Communication has more levels, have to learn to trust senior staff	4		
	There is no extra support, no extra hours, no more resources but everything is bigger	1		

Rank	Categories with content units	Frequency	%	Cumulative %
	I can see the difference between the town and rural school now	1		
	We need big school systems, we're small school people	1		
<b>5</b>	<b>There is a huge workload we are tired</b>	<b>14</b>	<b>5.4</b>	<b>39.8</b>
	There is a huge workload we started with nothing, staff work weekends it wears you out	6		
	Workload has tripled MoE expect it for nothing, no extra pay	3		
	Staff worked right through holidays	2		
	Teachers have families – the work expectation is huge	1		
	We're still sorting things out	1		
	We have the opportunity to redesign our curriculum but were so tired we might replicate	1		
<b>6</b>	<b>Back to basics these kids need more help</b>	<b>12</b>	<b>4.6</b>	<b>44.4</b>
	Kids here need more care, more attention	3		
	We have pulled out of district events, need to get kids reading and writing first	3		
	Been frustrating to go back to the basics	2		
	There is a huge academic gap	1		
	Some of these kids just can't sit in a classroom all day	1		
	You notice here there are kids who don't take part	1		
	Govt. should provide breakfast, some kids aren't fed, and can't learn	1		
<b>7</b>	<b>This has devalued the Ranford community</b>	<b>10</b>	<b>3.9</b>	<b>48.3</b>
	People will move, I think that's what they want	3		
	They think Ranford is a big joke, MoE has devastated our kids and devalued Ranford community	3		
	Ranford can't attract professional people, skilled staff	2		
	All our kids hear are negatives about Ranford	1		
	We are a low socio-economic area we needed picking up not pushing down	1		
<b>8</b>	<b>Kereru was passionate about teaching, acceptance and giving kids a chance</b>	<b>8</b>	<b>3.1</b>	<b>51.4</b>
	We weren't elitist or white flight we had a passion to teach all kids and give kids a chance	6		
	Kereru was a school where everyone was accepted, everyone fitted in	2		
<b>9</b>	<b>Issues with staff appointments made it very difficult to get good staff</b>	<b>8</b>	<b>3.1</b>	<b>54.5</b>
	The timing with staff appointments created huge issues for us	2		
	MoE stalling over staff/NZEI/decile issues affected our staffing	2		
	We were forced to take some teachers who aren't performing	2		
	We didn't employ on emotion, we want the right people	1		
	We lost two good teachers to High School because of MoE delay and Takahae staff stalling	1		
<b>10</b>	<b>Some of the High School teachers are not coping or performing</b>	<b>7</b>	<b>2.7</b>	<b>57.2</b>
	High School teachers are stressed and leaving	2		
	Some of the standards of teaching at High School are low	2		
	There is a difference between Primary and secondary teachers, they need training	2		
	There are not enough teachers patrolling, they are having morning tea	1		
<b>10</b>	<b>BoT is a good mix of both schools, we are starting to gel</b>	<b>7</b>	<b>2.7</b>	<b>59.9</b>
	We've got a mix of people from both schools which is great	2		
	Working on vision, BoT have a lot of extra meetings, put the work in	2		
	Want to get this day to day stuff out of the way so we can work on vision			
	We are starting to gel as a BoT	1		
<b>10</b>	<b>We have high standards we want to lift this school</b>	<b>7</b>	<b>2.7</b>	<b>62.6</b>
	We want to lift the standards were striving for a school of excellence	2		
	We're not about to change our high standards	1		
	We've got 100% uniform – kids look good	1		
	We're going to buy teacher blazers to lift dress code	1		
	Decile 1 deserves the same as decile 10	1		
	We want Totara to be like Kereru, it's a huge mountain to climb	1		

Rank	Categories with content units	Frequency	%	Cumulative %
10	<b>We were lucky to get an x-Kereru teacher back to Totara</b>	7	2.7	65.3
	We had to wait for x-Kereru teacher but it was worth it	3		
	Our teacher was disheartened by High School she couldn't stay there	2		
	She is a great teacher we are glad to have her back	2		
10	<b>We really lost something when we lost Kereru</b>	7	2.7	68
	We've lost something that other schools aspire to	2		
	These kids know it sucks, some Takahae parents might be happy but no Kereru parents	2		
	The loss is worse now	1		
	Kereru parents have lost so much	1		
	It comes back and bites you every now and then just how good it was	1		
15	<b>We should have fought as a community</b>	6	2.3	70.3
	Community should have come up with a plan and fought MoE together	3		
	Wished we had fought but we didn't stand a chance, better to have bully on your side	2		
	In hindsight we should have fought	1		
15	<b>The parents are reluctant and not always supportive</b>	6	2.3	72.6
	Parent input, community not behind school yet, they don't always back you on issues of behaviour	4		
	I think parents are a bit scared to come to school	1		
	Parents here are less demanding but more negative	1		
17	<b>There are issues over continuing vs site school</b>	5	1.9	74.5
	MoE need to seriously consider issues over site and continuing school and enforce them	2		
	Things went missing from site school	2		
	Merger has revealed personalities and property issues in this school that have gone on for years	1		
17	<b>The PRTs require support, put pressure on our senior staff</b>	5	1.9	76.4
	PRTs require support has been a huge pressure on our senior staff	2		
	Principal has to support PRTs we don't have enough senior staff	2		
	It's hard bringing in PRT's when we don't have a culture yet	1		
17	<b>Ministry Research have no idea how difficult it was, they want to say they're right</b>	5	1.9	78.3
	I didn't want to participate MoE just want to show their right	1		
	They want to pat themselves on the back – only look for positives	1		
	The researchers had no idea they didn't realise how horrendous it was	2		
	Researcher interviewed staff from separate school together, people were unhappy	1		
17	<b>Reviews should be about performance, this hasn't worked</b>	5	1.9	80.2
	Bottom line is this hasn't worked Reviews should be a natural progression	3		
	The reviews should be based in performance, you don't trade your BMW for a Volkswagen	2		
17	<b>We are developing positive relationships with parents</b>	5	1.9	82.1
	Had positive feedback from parents	1		
	Have increased parent input into this school	1		
	Got good people coming in	1		
	I always go out and meet/greet parents, it will change	1		
	We still need to consult, our parents are vulnerable we're not their school yet	1		
17	<b>It's been forced on us but we did the right thing being the continuing school</b>	5	1.9	84
	It's been forced on us but we did the right thing being the continuing school	3		
	We've bought our family values here	1		
	We got our principal, DP and some of our BoT we've been successful	1		

Rank	Categories with content units	Frequency	%	Cumulative %
23	<b>We are attending to the property issues</b>	4	1.5	85.5
	Property is an urgent issue, disheartening to start again	2		
	Have to use consultants too much for BoT	1		
	Planned a trip to look at other schools remodeling, need big picture	1		
23	<b>Buildings and infrastructure at High School is costly and not ready</b>	4	1.5	87
	They should have the buildings and infrastructure in place at High School before kids	3		
	Buildings will cost 7 million, how many years will it take to recover that	1		
23	<b>The kids have paid in this review</b>	4	1.5	88.5
	A lot of kids are going to pay for this, there could have been better solutions	1		
	I'll do what I can but not it's not the price my child should pay	1		
	This has come at a horrendous cost, but I don't pay our kids do	1		
	I am not willing for my child to be the cost of this review	1		
26	<b>It is great the our chairman was re-elected as chair</b>	3	1.2	89.7
	Great that chair got back in, he worked so hard and needed the positive feedback	2		
	Great that our chairman was re-elected he has vision	1		
26	<b>The funding is not going far</b>	3	1.2	90.9
	The funding is a joke, they seem to want it all back	2		
	Got to think of kids first, EDI is stretched too far	1		
26	<b>If I could go back/ have Kereru open I would</b>	3	1.2	92.1
	I would pay if someone opened Kereru privately	2		
	If someone said I could go back I would	1		
29	<b>BoT elections were worrying, could have changed the course of the school</b>	2	0.8	92.9
	We had people standing for the BoT who admitted they just wanted to stir	1		
	BoT 3 month election could have changed the whole course of our school	1		
29	<b>We have staff issues, some staff don't want to change</b>	2	0.8	93.7
29	<b>Kereru kids have not done well from merger</b>	2	0.8	94.5
	Kereru kids have managed but are really just marking time here	1		
	Kids who came from town to Kereru are forced back	1		
29	<b>We are pleased with what we have achieved with the school</b>	2	0.8	95.3
	Pleased with how the school is going	1		
	The kids are happy	1		
29	<b>Managing the behaviour is almost a full time job, kids are testing the boundaries</b>	2	0.8	96.1
29	<b>We have had a lot of Professional Development</b>	2	0.8	96.9
	We have had to do a lot of whole school PD	1		
	Find it hard doing the PD but not implementing with staff	1		
29	<b>There were people who made money out of the review like consultants and still got it wrong</b>	2	0.8	97.7
	People did a good job but made a lot of money	1		
	Consultants paid a lot of money and still got it wrong	1		
36	<b>It's been easier having a new staff, clean slate, staff have sense of ownership of new school</b>	1	0.4	98.1
36	<b>Richard Roscoe has supported us at the MoE</b>	1	0.4	98.5
36	<b>Principal doesn't have to prove herself to the board we know she's in it for the kids</b>	1	0.4	98.9
36	<b>I'm slowly getting to know all the kids names</b>	1	0.4	99.2
	<b>Total</b>	257		

## Level 3 Categories Round 3 Institutionalisation BoT

Rank	Categories with content units	Frequency	%	Cumulative %
1	<b>I am angry at the MoE this was a disaster, has devalued our community</b>		19	19
	I am angry at MoE this was a disaster	32	12.4	
	This has devalued the Ranford community	10	3.9	
	Reviews should be about performance, this hasn't worked	5	1.9	
	There were people who made money out of the review like consultants and still got it wrong	2	0.8	
2	<b>This has taken a toll on my personal life, the workload is horrendous, we're tired</b>		12.7	31.7
	This has been a difficult time that has taken a toll on my personal life	19	7.3	
	There is a huge workload we are tired	14	5.4	
3	<b>Running a bigger school is challenging, the behaviour is difficult and the children need more support</b>		11.2	42.9
	Running a bigger school has been challenging	16	6.2	
	Back to basics these kids need more help	12	4.6	
	Managing the behaviour is almost a full time job, kids are testing the boundaries	2	0.8	
4	<b>The kids have paid the price in this review, it has deeply affected our own child</b>		10.8	53.7
	This has deeply affected our child	22	8.5	
	The kids have paid in this review	4	1.5	
	Kereru kids have not done well from merger	2	0.8	
5	<b>Kereru was passionate about giving kids a chance, we really lost something and should have fought</b>		9.3	63
	Kereru was passionate about teaching, acceptance and giving kids a chance	8	3.1	
	We really lost something when we lost Kereru	7	2.7	
	We should have fought as a community	6	2.3	
	If I could go back/ have Kereru open I would	3	1.2	
6	<b>We are pleased with what we have achieved, we have high standards and are attending to the issues</b>		6.2	69.2
	We have high standards we want to lift this school	7	2.7	
	We are attending to the property issues	4	1.5	
	We have had a lot of Professional Development	2	0.8	
	We are pleased with what we have achieved with the school	2	0.8	
	I'm slowly getting to know all the kids names	1	0.4	
6	<b>We had issues employing staff and have a lot of PRT's that require support, we have some staff issues</b>		6.2	75.4
	Issues with staff appointments made it very difficult to get good staff	8	3.1	
	The PRT's require support, put pressure on our senior staff	5	1.9	
	We have staff issues, some staff don't want to change	2	0.8	
	It's been easier having a new staff, clean slate, staff have sense of ownership of new school	1	0.4	
8	<b>The BoT elections were worrying but we have a good mixed board with our chairman re-elected</b>		4.7	80.1
	BoT is a good mix of both schools, we are starting to gel	7	2.7	
	It is great the our chairman was re-elected as chair	3	1.2	
	BoT elections were worrying, could have changed the course of the school	2	0.8	
9	<b>The parents are reluctant but we are developing relationships with them</b>		4.2	84.3
	The parents are reluctant and not always supportive	6	2.3	
	We are developing positive relationships with parents	5	1.9	
9	<b>High School teachers are not coping or performing, infrastructure at High School not there</b>		4.2	88.5
	Some of the High School teachers are not coping or performing	7	2.7	
	Buildings and infrastructure at High School is costly and not ready	4	1.5	



Rank	Categories with content units	Frequency	%	Cumulative %
11	<b>We did the right thing being the continuing school, but there are issues coming to a site school</b>		3.8	92.3
	There are issues over continuing vs site school	5	1.9	
	It's been forced on us but we did the right thing being the continuing school	5	1.9	
12	<b>We were lucky to get an x-Kereru teacher back to Totara</b>	7	2.7	95
13	<b>Ministry Research have no idea how difficult it was, they want to say they're right</b>	5	1.9	96.9
14	<b>The funding is not going far</b>	3	1.2	98.1
15	<b>Richard Roscoe has supported us at the MoE</b>	1	0.4	98.5
16	<b>Principal doesn't have to prove herself to the board we know she's in it for the kids</b>	1	0.4	98.9
	<b>Total</b>	257		

## Level 2- Categories and Frequency Round 1 Initiation Parents

Rank	Categories with content units	Frequency	%	Cumulative %
<b>1</b>	<b>I have concerns for my child at High School</b>	<b>38</b>	<b>6.3</b>	<b>6.3</b>
	Worried about negative social influences at Year 7 & 8	10		
	Kids will grow up too soon at High School	5		
	I m not happy about my child going to High School	5		
	High School principal says the problem are home not school but I think school	4		
	Children are not safe at High School	2		
	Had to talk to my child about safety, prepare them for High School	2		
	Bus area is dangerous	2		
	My child is easily led	2		
	I've seen too much at High School to be happy about my kids going there	2		
	There are some mongrels at High School	1		
	It will be absolute chaos next year	1		
	The open day was chaos – worried me	1		
	Want to hold my child back he's too young	1		
<b>2</b>	<b>My child has learnt while at Kereru</b>	<b>37</b>	<b>6.2</b>	<b>12.5</b>
	Kereru has high academic standards	9		
	My child has learning needs and Kereru helped	8		
	My child's needs have been catered for at Kereru	6		
	Teachers have gone to extra effort to help my child	5		
	My kids are achieving at school	4		
	We need them to have high standards so kids are prepared for boarding school	4		
	Homework is challenging and appropriate	1		
<b>3</b>	<b>Kereru is a great school</b>	<b>35</b>	<b>5.8</b>	<b>18.3</b>
	Kereru was a great school couldn't believe they would shut it	8		
	Since coming to Kereru my child is happy, can learn is not bullied	8		
	Kereru is a massive, amazing school	5		
	Town parents drove because it was a good school, that was their choice	5		
	Heard how cool Kereru was so moved my kids	2		
	Kereru was recommended to us when we moved here	1		
	My children love going to school	1		
	It is the best place to educate your kids in Ranford	1		
	It is safe they can see everyone from staffroom	1		
	There is respect and discipline there	1		
	Locality is perfect for country parents working in town	1		
	Town an country kids make a good blend	1		
<b>4</b>	<b>You can't win against the Govt.</b>	<b>35</b>	<b>5.8</b>	<b>24.1</b>
	Can win against the Govt.	3		
	We can't have faith in our Govt.	1		
	Picked on rural as though were dumb	1		
	Nobody in Govt. gives a rats ass	1		
	Govt. treats us as though they trod in us	1		
	We're not politically powerful	2		
	Total disregard for voters	2		
	Takes power away from people	1		
	Have had arguments over buses before, no logic, no win	8		
	Its about the politics	2		
	Govt. just do what they like	1		
	MoE had no analysis – no figures	4		
	This has nothing to do with <i>Tomorrow's Schools</i>	2		
	Election pressure and they will u-turn	1		
	Bureaucrats protect their bums – kids first	1		
	Sick and tired of bureaucrats	1		
	Who the hell do they think they are	2		
<b>5</b>	<b>Entrenched teachers in Ranford are a problem</b>	<b>22</b>	<b>3.7</b>	<b>27.8</b>
	Entrenched teachers need to resign or get kicked out	12		
	Review does not fix problem of bad teachers	4		
	Ranford teacher let kids fail	1		
	Our teachers are not good enough to get a job in Wellington	1		
	We need incentives to attract new teachers all teachers all old	1		
	Teachers training has a lot to be desired	1		
	Principal faces entrenched staff at new school	1		
	High School principal is not confident in his own staff	1		

Rank	Categories with content units	Frequency	%	Cumulative %
6	<b>We should have fought the Ministry</b>	20	3.3	31.1
	The BoT should have fought I feel shafted	10		
	Community and schools should have fought together	5		
	I would have fought if they wanted to	2		
	Fund raising was supposed to be for legal action	2		
	People deserted us when we should have fought	1		
6	<b>Concerned about my kids going to Tiaho</b>	20	3.3	34.5
	It will take along time for Tiaho to be a good school	5		
	It won't be the same school	3		
	Physical environment is not built as primary school	3		
	Minister closed Kereru Tiaho is not the same school	2		
	Bullying might go on at Tiaho	2		
	I'm worried about child's mobility needs	1		
	Not all my concerns are alleviated at Tiaho	1		
	Worried about my child coming into town school	3		
7	<b>Consultation was a farce</b>	19	3.2	37.6
	Consultation was predetermined	6		
	Parents got no input into consultation	4		
	Hw ca you consult over Christmas	3		
	No consultation with Police CYPS	1		
	Consultation was insulting	1		
	He had his own agenda	1		
	Bloody underhanded consultation	1		
	BoT became our representatives in consultation not fair	1		
	Consultation was not done the right way	1		
8	<b>Children are having to cope with change</b>	17	2.8	40.4
	My child will have 3 schools in 4 years	4		
	Children are upset at Kereru closing	7		
	Worried about settling kids into new school	4		
	Change is tough on kids	2		
	Tried to limit the transitions for children	1		
9	<b>Govt. took no account of social/gang difficulties</b>	16	2.7	43.2
	Govt. did not take into account gang problems/deaths in Ranford	8		
	No analysis by Govt. of sexual impact at 7/8 level	4		
	Have highest rate of teen pregnancy	1		
	NR does not address social issues	1		
	Ranford is a festering point in race relations	1		
	No account for tribal differences/wars	1		
10	<b>Everyone knows and supports everyone at Kereru</b>	15	2.5	45.6
	Parents chat after school	1		
	Everyone knows everyone else	4		
	You always feel welcome	5		
	Staff are always approachable – you know them all	2		
	There is a family culture, we support each other	3		
11	<b>Considered other alternatives for my child</b>	14	2.3	47.9
	People are talking about sending kids away	1		
	They are too young for boarding school at Year7 & 8	3		
	We should have innovative technologies her for kids	1		
	I am considering home schooling	1		
	Wanted to go to Villagetown but MoE capped 4			
	Thought about driving my kids to other small schools 4			
12	<b>Moving from Ranford</b>	13	2.2	50.1
	We talked about moving out of town	12		
	I'll give it a year if it's no good we'll go to Napier	1		
12	<b>High School facilities are not ready</b>	13	2.2	52.3
	Nothing is ready for the kids to go to High School	7		
	There is no building no ablution blocks no playground	4		
	Having facilities would have given me peace of mind	1		
	There have been no options. no plans for parents to see for Year 7/8	1		
12	<b>I help at Kereru School</b>	13	2.2	54.5
	I heap at school with fundraising etc	11		
	Same people always help	2		

Rank	Categories with content units	Frequency	%	Cumulative %
15	<b>Kereru had a rural identity that is gone</b>	12	2.0	56.5
	Rural identity has been taken away	2		
	Wanted my kids to have that rural identity	1		
	We have 3 generation rural family association – gone	2		
	Kereru had a rural community atmosphere	4		
	We had a rural education wanted our kids to have that	3		
15	<b>It has been an emotional, stressful year</b>	12	2.0	58.5
	It's been worrying, stressful, emotional year	6		
	We have had arguments at home over this review	3		
	It been a shit of a year	1		
	I know they had to start somewhere, why my kids	1		
	Number 1 to us is how this affects our family	1		
15	<b>There is no choice of schooling in Ranford</b>	12	2.0	60.5
	There was never a decision to make	1		
	No choice now, it's been taken away	11		
15	<b>Liked size of Kereru</b>	12	2.0	62.5
	I liked the small classes	6		
	Great school size	3		
	There is no bullying in smaller school	3		
19	<b>Bigger is not better</b>	10	1.7	64.3
	Who says big is better?	1		
	Big class my child will be swallowed up	4		
	We will lose intimacy in big school	4		
	Will be harder to be involved in school	2		
	There are less opportunities to participate in big school	1		
19	<b>Kereru teachers are great</b>	10	1.7	67.9
	Great teachers at Kereru	9		
	Kereru could always attract good teachers	1		
19	<b>Will be involved in new school</b>	10	1.7	67.6
	I will till get involved in new school	5		
	My children will go to the new school	5		
22	<b>My child was bullied at Takahae and I moved them to Kereru</b>	9	1.7	69.2
23	<b>Changing Uniforms is expensive</b>	8	1.3	70.4
	Cost of uniforms comes out of our pocket	7		
	WinZ will end up paying in Ranford	1		
24	<b>There is tension in the community</b>	7	1.2	71.6
	Community tension, people are hurting	5		
	Parents of the schools are arguing	1		
	There is a lot of speculation amongst the parents	1		
24	<b>BoT have had a difficult time</b>	7	1.2	72.8
	BoT are exhausted it was a huge ask	3		
	BoT elections are a blow to the board	2		
	BoT are amazing but they are sick of it	2		
24	<b>We took our kids out of Kereru and to a non-review school</b>	7	1.2	74.0
	People think we deserted Kereru	2		
	The hardest decision for us to make	3		
	They lost faith in Kereru	1		
	Feel like an outsider at new school	1		
24	<b>Villagetown stayed and it's not as good</b>	7	1.2	75.2
	Villagetown is not as good as Kereru	5		
	It was either Villagetown or us	1		
	Villagetown recruited and we let them	1		
24	<b>Great Leadership at Kereru</b>	7	1.2	76.4
	Leadership at Kereru is amazing	6		
	BoT chair is fantastic	1		
29	<b>Anger and resentment toward Minister</b>	6	1.0	77.4
	I am angry at Minister	1		
	He is rude and obnoxious especially to his elders	2		
	He wouldn't like us telling him to fuck off	1		

Rank	Categories with content units	Frequency	%	Cumulative %
	He will come back and shut more schools	1		
	Hope mallard gets his money	1		
29	<b>Its all about Money</b>	6	1.0	78.4
	It's all about money not the kids	1		
	Should be about kids not money	2		
	This money won't go anywhere	1		
	Can't see how they are saving any money	2		
29	<b>Kereru kept us informed</b>	6	1.0	79.4
	I went to MoE meetings with Kereru	1		
	Always read the newsletters	1		
	Kereru were great at letting parents know what was going on	4		
29	<b>My child is a guinea pig, this is an experiment</b>	6	1.0	80.4
33	<b>Sending children to Tiaho because of Principal</b>	5	0.8	81.2
	I will send them to Tiaho because of Principal	2		
	Fell better about Tiaho now Principal is there	3		
33	<b>Hope Principal has an impact at Tiaho</b>	5	0.8	82.0
	Hope she has impact at new school	2		
	Hope she can handle the challenges	3		
33	<b>Feel disheartened by this decision</b>	5	0.8	82.8
	Disheartened by decision	1		
	What the hell, what's the point	2		
	I've stopped supporting the school, no point	2		
33	<b>Concern about staffing at High School</b>	5	0.8	83.6
	Principal is great but what if Principal leaves	2		
	No female dean at Year 7/8	1		
	Peeved that dean got job there	1		
	Teachers must be stressed out	1		
33	<b>Year 7 and 8 should be seniors/ don't get to be leaders</b>	5	0.8	84.4
33	<b>Kereru is a haven</b>	5	0.8	85.2
	Kereru is a haven for kids who are different	4		
	Kereru took kids town couldn't handle	1		
33	<b>MoE should close failing schools</b>	5	0.8	86.0
	Not against review should close failing schools	4		
	As a taxpayer I don't want to pay for failing schools	1		
40	<b>The Government. has Taken from Ranford</b>	4	0.7	86.7
	This bought town to a standstill	1		
	Taken away all our services	1		
	They won't be happy until we all live in Auckland and Wellington	2		
40	<b>Tiaho will be a good school</b>	4	0.7	87.4
	Tiaho will be a good school is people are positive and look to the future	3		
	Under good leadership Tiaho will blossom	1		
40	<b>The timeframes are too short</b>	4	0.7	88.1
40	<b>Trying to be positive for the kids</b>	4	0.7	88.8
40	<b>Maori Culture at Kereru is not as good as town schools</b>	4	0.7	89.5
	Only thing missing at Kereru was Maori culture	2		
	Hope it will improve at Tiaho	1		
	Maori parents want their children to learn first then Te Reo	1		
40	<b>Put all my effort into creating school and then it is wiped out</b>	4	0.7	90.2
40	<b>Academic standard will drop</b>	4	0.7	90.9
	Learning will drop, our kids dumbing down	2		
	How low do we let it go	1		
	I'm prepared for standards to drop	1		
40	<b>I feel Ok about my child going to High School</b>	4	0.7	91.6
	The kids will have more opportunities at High School	1		

Rank	Categories with content units	Frequency	%	Cumulative %
	I'm not worried about the High School	2		
	I went to open day and felt a lot better about High School	1		
40	<b>I knew Kereru would be shut</b>	4	0.7	92.3
40	<b>Legal action had a case</b>	4	0.7	93.0
	Had a case for inadequate consultation	3		
	Costs were horrendous	1		
50	<b>Takahae is not a successful school</b>	3	0.5	93.5
	An unappealing school	1		
	Behaviour of children is bad	1		
	Not a welcoming school	1		
50	<b>Schools made accountable for Govt. plan</b>	3	0.5	94.0
	School made accountable for Govt. cock-up	1		
	We are limping around making the best of a bad plan	1		
	Wellington has wiped their hands of us now	1		
50	<b>BoT Chairman's views</b>	3	0.5	94.5
	BoT chairman has been positive about new school	1		
	BoT chair recommended High School – it's alright for him, his kids are bright	2		
50	<b>Parents and families discuss</b>	3	0.5	95.0
	Parents and families have discussed it	2		
	My child's education is a big thing we talk about it	1		
50	<b>Other reviews have failed</b>	3	0.5	95.5
	The tried an Intermediate here it failed	2		
	MoE keep going on about Wycliffe that was there choice this is forced	1		
50	<b>Streaming at High School</b>	3	0.5	96.0
	Streaming at High School would be a good thing for my child	2		
	If they stream the low achievers end up with rat bags	1		
50	<b>Review happened to save High School</b>	3	0.5	96.5
57	<b>Takahae is an OK school</b>	2	0.3	96.8
	Every kid in our street goes, it's OK	1		
	They look like nice children	1		
57	<b>Town needs something positive</b>	2	0.3	95.1
	Town needs an injection not schools	1		
	Ranford needs something positive	1		
57	<b>There are now no facilities for children who are different and/or difficult</b>	2	0.3	95.4
57	<b>It's a long day for young children being bused</b>	2	0.3	97.7
57	<b>Didn't got to MoE meetings</b>	2	0.3	98.0
57	<b>Review is stupid they closed a whole side of the bridge</b>	2	0.3	98.3
57	<b>Children are adaptable they'll cope</b>	2	0.3	98.6
64	<b>Tried to look at big picture and not be selfish</b>	1	0.2	98.9
64	<b>Ranford is a beautiful town with honesty of citizenship</b>	1	0.2	99.1
64	<b>Poor Kids resent teachers wealth</b>	1	0.2	99.3
64	<b>My child is too young to understand</b>	1	0.2	99.5
64	<b>I hate the white flight label - we're all diverse, ask why we went there</b>	1	0.2	99.7
64	<b>Wasn't a small school had over a 100 kids at one time</b>	1	0.2	99.9
64	<b>Govt. made Kereru continuing school because of legal threat</b>	1	0.2	100.1
	<b>Total</b>	596		

### Level 3 Categories - Round 1 Initiation Parents

Rank	Categories with content units	Frequency	%	Cumulative %
<b>1</b>	<b>Kereru was a great school, kids learnt, it was supportive, with great leadership and identity</b>		<b>23.6</b>	<b>23.6</b>
	My child has learnt while at Kereru	37	6.2	
	Kereru is a great school	35	5.8	
	Everyone knows and supports everyone at Kereru	15	2.5	
	Kereru had a rural identity that is gone	12	2.0	
	Liked size of Kereru	12	2.0	
	Kereru teachers are great	10	1.7	
	Great Leadership a Kereru	7	1.2	
	Kereru kept us informed	6	1.0	
	Kereru is a haven	5	0.8	
	Wasn't a small school had over a 100 kids at one time	1	0.2	
	I hate the white flight label - we're all diverse, ask why we went there	1	0.2	
<b>2</b>	<b>I am concerned about my child going to the new school</b>		<b>19</b>	<b>42.6</b>
	I have concerns for my child at High School	38	6.3	
	Concerned about my kids going to Totara	20	3.3	
	High School facilities are not ready	13	2.2	
	Bigger is not better	10	1.7	
	My child was bullied at Takahae and I moved them to Kereru	9	1.7	
	Concern about staffing at High School	5	0.8	
	Year 7 and 8 should be seniors/ don't get to be leaders	5	0.8	
	Academic standard will drop	4	0.7	
	I hope they stream at High School	3	0.5	
	Review happened to save High School	3	0.5	
	Takahae is an unappealing school	3	0.5	
<b>3</b>	<b>I am angry at the Govt. there was no consultation we couldn't win against them</b>		<b>13.3</b>	<b>55.9</b>
	You can't win against the Govt.	35	5.8	
	Consultation was a farce	19	3.2	
	Anger and resentment toward Minister	6	1.0	
	My child is a guinea pig, this is an experiment	6	1.0	
	Its all about Money	6	1.0	
	Schools made accountable for Govt. plan	3	0.5	
	Other reviews have failed	3	0.5	
	Didn't go to MoE meetings	2	0.3	
<b>4</b>	<b>People are considering other alternative including moving out of Ranford</b>		<b>5.7</b>	<b>61.6</b>
	Considered other alternatives for my child	14	2.3	
	Moving from Ranford	13	2.2	
	We took our kids out of Kereru and to a non-review school	7	1.2	
<b>5</b>	<b>Govt. has not taken community tension/difficulties into account, review is stupid</b>		<b>4.9</b>	<b>66.5</b>
	Govt. took no account of social/gang difficulties	16	2.7	
	There is tension in the community	7	1.2	
	The Government. has Taken from Ranford	4	0.7	
	Review is stupid they closed a whole side of the bridge	2	0.3	
<b>6</b>	<b>We had a case, we should have fought but we were made continuing school because of it</b>		<b>4.2</b>	<b>70.7</b>
	We should have fought the Ministry	20	3.3	
	Legal action had a case	4	0.7	
	Govt. made Kereru continuing school because of legal threat	1	0.2	
<b>7</b>	<b>I have been and will be involved in child's school</b>		<b>3.9</b>	<b>74.6</b>
	I help at Kereru School	13	2.2	
	Will be involved in new school	10	1.7	
<b>7</b>	<b>Entrenched teachers are a problem the kids resent them</b>		<b>3.9</b>	<b>78.5</b>
	Entrenched teachers in Ranford are a problem	22	3.7	
	Poor Kids resent teachers wealth	1	0.2	
<b>9</b>	<b>It has been an emotional year, I am disheartened I put effort into that school</b>		<b>3.5</b>	<b>82</b>
	It has been an emotional, stressful year	12	2.0	



	Feel disheartened by this decision	5	0.8	
	Put all my effort into creating school and then it is wiped out	4	0.7	
10	<b>Children are having to cope with change, some don't understand why</b>		3	85
	Children are having to cope with change	17	2.8	
	My child is too young to understand	1	0.2	
11	<b>I am sending children to Totara because of Principal, hope it will be a good school</b>		2.6	87.6
	Sending children to Totara because of Principal	5	0.8	
	Hope Principal has an impact at Totara	5	0.8	
	Totara will be a good school	4	0.7	
	Takahae is an OK school	2	0.3	
12	<b>There is no choice, no place for different kids</b>		2.3	89.9
	There is no choice of schooling in Ranford	12	2.0	
	There are now no facilities for children who are different and/or difficult	2	0.3	
13	<b>MoE should close failing schools</b>		2.0	91.9
	Villagetown stayed and it's not as good	7	1.2	
	MoE should close failing schools	5	0.8	
14	<b>I am being positive, kids are adaptable they'll cope</b>		1.9	93.8
	I feel Ok about my child going to High School	4	0.7	
	Trying to be positive for the kids	4	0.7	
	Children are adaptable they'll cope	2	0.3	
	Tried to look at big picture and not be selfish	1	0.2	
15	<b>Changing Uniforms is expensive</b>	8	1.3	95.1
16	<b>BoT have had a difficult time</b>	7	1.2	96.3
17	<b>Maori Culture at Kereru is not as good as town schools</b>	4	0.7	97
17	<b>The timeframes are too short</b>	4	0.7	97.7
	I knew Kereru would be shut	4	0.7	98.4
19	<b>BoT Chairman's views are positive but his kids are different</b>	3	0.5	98.9
19	<b>Parents and families discuss this</b>	3	0.5	99.4
19	<b>Ranford is a beautiful town, it needs something positive</b>		0.5	99.9
	Town needs something positive	2	0.3	
	Ranford is a beautiful town with honesty of citizenship	1	0.2	
22	<b>It's a long day for young children being bused</b>	2	0.3	100.2
	<b>Total</b>	596		

## Level 2 - Categories and Frequency Round 2 Implementation Parents

Rank	Categories with content units	Frequency	%	Cumulative %
<b>1</b>	<b>Kereru was a better school to what we have now</b>	<b>27</b>	<b>8.4</b>	<b>8.4</b>
	I would rather my child was going to Kereru	6		
	Kereru was a neat/nicer/better school	5		
	It was easier to move around, things were closer	3		
	My child was sheltered/protected	3		
	Everyone knew everyone, I knew all the teachers	3		
	I didn't have to worry about my child at Kereru, they were like family	1		
	It was easier to squash the difficult behaviour	1		
	Kereru had consistent, challenging homework	1		
	If my child was at Kereru I wouldn't have these issues	1		
	There was much better communication at Kereru	1		
	Kereru was a family environment I have lost a lot of positive things	1		
	Why couldn't we have kept it, it was a great school	1		
<b>2</b>	<b>High School has huge behavioral issues</b>	<b>26</b>	<b>8.1</b>	<b>16.5</b>
	Fighting means my kids can't learn, there is no rapport, no teamwork, no learning environment	5		
	My child has seen/experienced fights at High School	5		
	High School has huge behavioral issues	4		
	There is no discipline, no consequences at the High School	3		
	The gang fights at High School are worrying	2		
	Fighting is an everyday occurrence	2		
	All my child talks about is fights, not what they learn	2		
	Kids can't buy lunch they get pushed out of the line	1		
	I nearly pulled my child out of school after a brawl	1		
	Kids throw ergonomic chairs at each other	1		
<b>3</b>	<b>I'm nervous/anxious/worry about my child</b>	<b>16</b>	<b>5.0</b>	<b>21.5</b>
	I am worried/concerned about my child going to Year 7 & 8	8		
	I can't protect my child	2		
	I've been to see the principal about behaviour and how it is affecting my child	2		
	None of my anxieties have been relieved over this	1		
	We're nervous parents at the moment	1		
	I just take one day at a time at the moment	1		
	I'm having to alter my principles to fit the situation – it's disheartening	1		
<b>4</b>	<b>I am concerned about my child learning</b>	<b>15</b>	<b>4.7</b>	<b>26.2</b>
	They're bored	3		
	My child has not been challenged at all	3		
	This is at the expense of my kids – dumbing down	2		
	They need to stick the basics	2		
	I just hope my child learns something this year	1		
	They are doing childish projects	1		
	They didn't start math's for 3 weeks	1		
	My child won't ask the teacher for help	1		
<b>5</b>	<b>My child has made/kept friends</b>	<b>12</b>	<b>3.7</b>	<b>29.9</b>
	Made heaps of new friends	4		
	Knew some of the children in their class	4		
	Had friends from Kereru in their class	3		
	Been a bit overwhelmed making new friends	1		
<b>6</b>	<b>There is no middle school as promised</b>	<b>11</b>	<b>3.4</b>	<b>33.3</b>
	They promised a separate lunch hour for Year 7 & 8	2		
	There is no middle school they just absorbed them	2		
	They don't even have their own place there right in the middle of it	2		
	Our kids have no where to go when it rains	2		
	They just tried to lump them altogether	2		
	There is only one area they have to themselves	1		
<b>6</b>	<b>The Totara teachers have been great</b>	<b>11</b>	<b>3.4</b>	<b>36.7</b>
	The staff are very positive at Totara	3		
	My child likes his teacher	2		
	Familiar teachers have made me feel welcome	1		
	Child has a teacher he knows	1		
	I have seen genuine efforts by the staff	1		

Rank	Categories with content units	Frequency	%	Cumulative %
	She's a great teacher	1		
	They have a good staff at Totara	1		
	Great to have the influence of a male teacher	1		
<b>6</b>	<b>High School teachers are not good</b>	<b>11</b>	<b>3.4</b>	<b>40.1</b>
	The High School teachers need to motivate the kids more	2		
	High School teachers pass the buck	1		
	The teacher are not getting paid to baby sit	1		
	The teacher has already labeled the kids	1		
	None of the year 8 teachers are any good	1		
	We don't see any leadership at the Year 7 & 8 at High School	1		
	You just don't see the staff at High School	1		
	There is fallout from teacher appointments t the High School – who hired these teachers	1		
	There needs to be major changes from the teachers	1		
<b>9</b>	<b>I have noticed a change in my child</b>	<b>10</b>	<b>3.1</b>	<b>43.2</b>
	My child wants a lunch pass to go into town for lunch with older kids	2		
	There is extra peer pressure on my kids	2		
	Their too young to be exposed to this stuff	2		
	There is pressure to shave her legs at 11	1		
	I've noticed a change in my child's attitude	1		
	My child had 100% attendance now they don't want to go to school	1		
	I've noticed a negative attitude in my child	1		
<b>10</b>	<b>The homework is not to the same standard</b>	<b>9</b>	<b>2.8</b>	<b>46</b>
	There is hardly any homework/ no math's in the homework	6		
	Homework is not to the same standard, unorganized, is a photocopied sheet	2		
	No homework for 3 weeks, teachers are slack	1		
<b>10</b>	<b>There is no playground</b>	<b>9</b>	<b>2.8</b>	<b>48.8</b>
	There is no playground the kids get no physical activity at the High School	4		
	There is nothing to do, no playground, the kids have to walk around and gossip	4		
	They need a senior playground at Totara	1		
<b>12</b>	<b>I am more determined/considering boarding school</b>	<b>8</b>	<b>2.5</b>	<b>51.3</b>
	This has made me more determined to send my child to a boarding school	5		
	I am now considering sending my child to a boarding school	2		
	I am worried that the transition to boarding school will be more difficult	1		
<b>12</b>	<b>My child has been verbally abused/picked on by others</b>	<b>8</b>	<b>2.5</b>	<b>53.8</b>
	Child has been picked on for disability	3		
	My child has been verbally abused/called names	2		
	Child has had to deal with more bullies	2		
	Kids have made fun of her for having a lunchbox	1		
<b>14</b>	<b>Kids smoke everywhere at High School</b>	<b>7</b>	<b>2.2</b>	<b>56</b>
	The kids smoke everywhere at High School	3		
	Our kids can't play on the field because of the smokers	2		
	My child has seen/smelt 2 marijuana smoking			
<b>14</b>	<b>The High School buildings will not benefit my child</b>	<b>7</b>	<b>2.2</b>	<b>58.2</b>
	The buildings don't benefit our kids	5		
	I feel as though my child has been sacrificed for state of the art buildings	1		
	If they had the buildings this might have been different	1		
<b>14</b>	<b>My child has adapted well to Totara</b>	<b>7</b>	<b>2.2</b>	<b>60.4</b>
<b>17</b>	<b>I don't feel welcome at the High School</b>	<b>6</b>	<b>1.9</b>	<b>62.3</b>
	I feel isolated as a parent	1		
	My child doesn't want me to go to the school, he'll be teased	1		
	I'm not welcome at High School, their not interested in my concerns	4		
<b>17</b>	<b>This is not for the education of our children</b>	<b>6</b>	<b>1.9</b>	<b>64.2</b>
	Other Network Review areas are in a shambles as well	1		
	This Network Review happened to save the High School	1		
	Everyone was dead against the Year 7 & 8 – and it didn't matter	1		

Rank	Categories with content units	Frequency	%	Cumulative %
	Trevor Mallard has lowered the standards in our town	1		
	Trevor Mallard says he did this for their education, that's bullshit	1		
	The whole town is pissed of about this	1		
<b>17</b>	<b>There is stealing/rough play at Totara</b>	<b>6</b>	<b>1.9</b>	<b>66.1</b>
	There is a lot of stealing, my child has had stuff taken	2		
	They are all vying for top dog at Totara	2		
	There is a lot of rough play	1		
	My child has seen a fight	1		
<b>17</b>	<b>We have issues as a rural town</b>	<b>6</b>	<b>1.9</b>	<b>68</b>
	We have town issues, we need to change the mentality/ the rivalries	2		
	The government doesn't want to deal with rural towns	2		
	Ranford is a dying town	1		
	We've got the worst roads in New Zealand and there's no money to fix them	1		
<b>17</b>	<b>My child is happy/trying/doing well at Totara</b>	<b>6</b>	<b>1.9</b>	<b>69.9</b>
	My child is doing well	3		
	My son is happy at school	1		
	My child is still trying hard	1		
	My child is receiving extra help with learning at Totara	1		
<b>22</b>	<b>I am annoyed that I had no choice about where to send my child</b>	<b>5</b>	<b>1.6</b>	<b>71.5</b>
<b>22</b>	<b>The government didn't research this</b>	<b>5</b>	<b>1.6</b>	<b>73.1</b>
	My kids are guinea pigs this is experimental	2		
	They didn't even research this	2		
	If this is so great why did he stop	1		
<b>22</b>	<b>Totara is a crowded, shabby, dismal environment</b>	<b>5</b>	<b>1.6</b>	<b>74.7</b>
<b>22</b>	<b>This has been an extreme change for my child</b>	<b>5</b>	<b>1.6</b>	<b>76.3</b>
	The children are facing huge social and cultural changes	3		
	Extreme change, disruption to their learning	2		
<b>26</b>	<b>People are moving/considering moving out of town</b>	<b>4</b>	<b>1.2</b>	<b>77.5</b>
	We know people who have moved out of town	2		
	We are considering moving to Napier	2		
<b>26</b>	<b>The Year 7 &amp; 8 at High School is a nightmare</b>	<b>4</b>	<b>1.2</b>	<b>78.7</b>
	Year 7 & 8 a nightmare	2		
	The year 7 & 8 need out of the High School	1		
	This should have been a year of leadership for my child, it's a nightmare	1		
<b>26</b>	<b>I feel optimistic</b>	<b>4</b>	<b>1.2</b>	<b>79.9</b>
	I feel optimistic about the primary school	2		
	I hope/expect the High School to be better by the time my second child gets there	2		
<b>26</b>	<b>Buses are not reasonable or convenient for parents</b>	<b>4</b>	<b>1.2</b>	<b>81.1</b>
<b>26</b>	<b>The bus/carpark area is a nightmare</b>	<b>4</b>	<b>1.2</b>	<b>82.3</b>
	The bus area is a nightmare, there will be a death	3		
	There is no where to park, it's chaos	1		
<b>26</b>	<b>The BoT elections are too soon</b>	<b>4</b>	<b>1.2</b>	<b>83.5</b>
	The MoE could have made an amendment to the election rule	2		
	The elections are too soon	1		
	The principals needs the BoT support	1		
<b>26</b>	<b>Principal is an amazing principal</b>	<b>4</b>	<b>1.2</b>	<b>84.7</b>
<b>26</b>	<b>This school is disorganized</b>	<b>4</b>	<b>1.2</b>	<b>85.9</b>
	High School is totally disorganized the sports day/ swimming was a shambles	3		
	The new school is not as well organised	1		
<b>26</b>	<b>It was a difficult transition period</b>	<b>4</b>	<b>1.2</b>	<b>87.1</b>
	It was an anxious first week for my kids	1		
	It was a major shock the first week	1		

Rank	Categories with content units	Frequency	%	Cumulative %
	It has been a hard start to the year	1		
	We started well but now he doesn't want to go	1		
35	<b>I have been in to the new school</b>	3	0.9	88
	I've been a parent helper at the new school	1		
	I keep my eye on things when I go to school	1		
	I get one shot with my kids and I'll be there	1		
35	<b>There are a lot of first year teachers at Totara who need experience</b>	3	0.9	88.9
37	<b>Kereru was white flight – there are only 2 Pakeha's in his class</b>	2	0.6	89.5
37	<b>It's OK but is not great</b>	2	0.6	90.1
	It Ok but not as good as it used to be	1		
	It's not as bad as I thought but we shouldn't have to deal with this stuff	1		
37	<b>There is a lack of information from the High School for parents</b>	2	0.6	90.7
	I don't know what they are doing at High School I don't even know what the expectations are	1		
	There is a lack of information from the High School	1		
37	<b>I am considering other options for Year 7 &amp; 8</b>	2	0.6	91.3
37	<b>My child enjoys the drama and art at High School</b>	2	0.6	91.9
37	<b>It is easier not to drive to Kereru each day</b>	2	0.6	92.5
37	<b>I don't like some of the BoT candidates</b>	2	0.6	93.1
	I don't like candidate but I guess the school needs them	1		
	Some of the candidates are idiots	1		
37	<b>My husband/I am standing for the BoT</b>	2	0.6	93.7
37	<b>The transition was not thought through</b>	2	0.6	94.3
	Transition was not thought through	1		
	There was nothing for parents in the transition period	1		
37	<b>The Takahae parents were not informed and have it better</b>	2	0.6	94.9
	The Takahae parents knew nothing, they had no consultation	1		
	I've heard the Takahae parents say their children are doing better	1		
47	<b>Moving our kids to Villagetown was heartbreaking but the best decision</b>	1	0.3	95.2
47	<b>I attended the Powhiri it was a great for parents to come across and meet together</b>	1	0.3	95.5
47	<b>My child needs a pink note every time he goes to the toilet</b>	1	0.3	95.8
47	<b>Totara might make transition to High School easier</b>	1	0.3	96.1
47	<b>It is going to take time to develop a culture at High School, they need to start in the classroom</b>	1	0.3	96.4
47	<b>I guess this is just part of growing up</b>	1	0.3	96.7
47	<b>High School needs a boot camp class</b>	1	0.3	97
47	<b>I've heard about the bullying but my child hasn't experience it</b>	1	0.3	97.3
47	<b>The days are too long at High School no breaks until 1pm</b>	1	0.3	97.6
47	<b>High School didn't have enough uniforms, there are people making money out of this</b>	1	0.3	97.9
47	<b>My child is confident about going to High School</b>	1	0.3	98.2
47	<b>High School wanted the kids should ask primary schools how to teach them</b>	1	0.3	98.5

Rank	Categories with content units	Frequency	%	Cumulative %
47	Free uniform was a great move	1	0.3	98.8
47	Glad Kereru was continuing school, Knew what I was dealing with	1	0.3	99.1
47	My child has gained respect through her ability	1	0.3	99.4
47	There's some kids I'd rather my son wasn't friends with	1	0.3	99.7
	Total	313		

## Level 3 Categories Round 2 Implementation Parents

Rank	Categories with content units	Frequency	%	Cumulative %
1	<b>Year 7 &amp; 8 is not a middle school. they have huge behavioral issues, it's a nightmare</b>		15.5	15.5
	High School has huge behavioral issues	26	8.1	
	Kids smoke everywhere at High School	7	2.2	
	There is no middle school as promised	11	3.4	
	The days are too long at High School no breaks until 1pm	1	0.3	
	The Year 7 & 8 at High School is a nightmare	4	1.2	
	High School needs a boot camp class	1	0.3	
2	<b>It has been a difficult time for children, picked on abused, I have noticed a change in them</b>		8.7	24.2
	I have noticed a change in my child	10	3.1	
	My child has been verbally abused/picked on by others	8	2.5	
	This has been an extreme change for my child	5	1.6	
	It was a difficult transition period for the children	4	1.2	
	My child needs a pink note every time he goes to the toilet	1	0.3	
2	<b>The teachers, principal at Totara are great, my child has adapted well</b>		8.7	32.9
	The Totara teachers have been great	11	3.4	
	My child has adapted well to Totara	7	2.2	
	My child is happy/trying/doing well at Totara	6	1.9	
	Diane is an amazing principal	4	1.2	
	<b>Kereru was a better school to what we have now</b>	27	8.4	41.3
4	<b>I am concerned about the learning the homework is not to the same standard</b>		7.5	48.8
	I am concerned about my child learning	15	4.7	
	The homework is not to the same standard	9	2.8	
5	<b>I am nervous, anxious, and annoyed that I have no choice</b>		6.6	55.4
	I'm nervous/anxious/worry about my child	16	5.0	
	I am annoyed that I had no choice about where to send my child	5	1.6	
6	<b>The new school environment is crowded, shabby and unsafe, and there is no playground</b>		5.6	61
	Totara is a crowded, shabby, dismal environment	5	1.6	
	The bus/car park area is a nightmare	4	1.2	
	There is no playground	9	2.8	
7	<b>Some of the teachers are not good, we have a lot of first years who need experience</b>		4.3	65.3
	High School teachers are not good	11	3.4	
	There are a lot of first year teachers at Totara who need experience	3	0.9	
7	<b>I am more determined to send child to boarding school, and considering other options even moving</b>		4.3	69.6
	I am more determined/considering boarding school	8	2.5	
	People are moving/considering moving out of town	4	1.2	
	I am considering other options for Year 7 & 8	2	0.6	
9	<b>My child has made new friends, kept old friends</b>		4	73.6
	My child has made/kept friends	12	3.7	
	There's some kids I'd rather my son wasn't friends with	1	0.3	
9	<b>The school is disorganized, I don't feel as welcome and there is a lack of information for parents</b>		4	77.6
	I don't feel welcome at the High School	6	1.9	
	There is a lack of information from the High School for parents	2	0.6	
	High School didn't have enough uniforms, there are people making money out of this	1	0.3	
	This school is disorganized	4	1.2	
11	<b>This is not for the education of the children the govt . didn't research this</b>		3.5	81.1
	This is not for the education of our children	6	1.9	
	The government didn't research this	5	1.6	



Rank	Categories with content units	Frequency	%	Cumulative %
12	<b>The BoT elections are too soon, I don't like some of the candidate/I am standing</b>		<b>2.4</b>	<b>83.5</b>
	The BoT elections are too soon	4	1.2	
	My husband/I am standing for the BoT	2	0.6	
	I don't like some of the BoT candidates	2	0.6	
13	<b>The High School buildings will not benefit my child</b>	<b>7</b>	<b>2.2</b>	<b>85.7</b>
14	<b>There is stealing/rough play at Totara</b>	<b>6</b>	<b>1.9</b>	<b>87.6</b>
14	<b>We have issues as a rural town</b>	<b>6</b>	<b>1.9</b>	<b>89.5</b>
16	<b>I feel optimistic, it will improve</b>		<b>1.8</b>	<b>91.3</b>
	I feel optimistic	4	1.2	
	It's OK but is not great	2	0.6	
17	<b>Buses are not reasonable or convenient for parents</b>	<b>4</b>	<b>1.2</b>	<b>92.5</b>
17	<b>My child is confident at High School and enjoys the new subjects</b>		<b>1.2</b>	<b>93.7</b>
	My child is confident about going to High School	1	0.3	
	My child enjoys the drama and art at High School	2	0.6	
	My child has gained respect through her ability at High School	1	0.3	
17	<b>I have been in to the new school, attended the Powhiri</b>		<b>1.2</b>	<b>94.9</b>
	I attended the Powhiri it was a great for parents to come across and meet together	1	0.3	
	I have been in to the new school	3	0.9	
20	<b>Kereru was white flight – there are only 2 Pakeha in his class</b>	<b>2</b>	<b>0.6</b>	<b>95.5</b>
20	<b>It is easier not to drive to Kereru each day</b>	<b>2</b>	<b>0.6</b>	<b>96.1</b>
20	<b>The transition was not thought through</b>	<b>2</b>	<b>0.6</b>	<b>96.7</b>
20	<b>The Takahae parents were not informed and have it better</b>	<b>2</b>	<b>0.6</b>	<b>97.3</b>
24	<b>Moving our kids to Villagetown was heartbreaking but the best decision</b>	<b>1</b>	<b>0.3</b>	<b>97.6</b>
24	<b>Totara might make transition to High School easier</b>	<b>1</b>	<b>0.3</b>	<b>97.9</b>
24	<b>It is going to take time to develop a culture at High School, they need to start in the classroom</b>	<b>1</b>	<b>0.3</b>	<b>98.2</b>
24	<b>High School wanted the kids should ask primary schools how to teach them</b>	<b>1</b>	<b>0.3</b>	<b>98.5</b>
24	<b>I guess this is just part of growing up</b>	<b>1</b>	<b>0.3</b>	<b>98.8</b>
24	<b>I've heard about the bullying but my child hasn't experience it</b>	<b>1</b>	<b>0.3</b>	<b>99.1</b>
24	<b>Free uniform was a great move</b>	<b>1</b>	<b>0.3</b>	<b>99.4</b>
24	<b>Glad Kereru was continuing school, Knew what I was dealing with</b>	<b>1</b>	<b>0.3</b>	<b>99.7</b>
	<b>Total</b>	<b>313</b>		

## Level 2 Categories and Frequency Round 3 Institutionalisation Parents

Rank	Categories with content units	Frequency	%	Cumulative %
<b>1</b>	<b>My child's learning has been affected, they are not doing as well</b>	<b>40</b>	<b>10.6</b>	<b>10.6</b>
	Child doesn't want to do homework, not marked, no repercussion for not doing it	6		
	I am worried about child's achievement – what happens when they got boarding school after this	5		
	My child hasn't learn anything and they want to learn	3		
	It is not the same standard or quality of education/learning	3		
	My child is not challenged there is no continuity, no focus	2		
	I don't know what focus of homework is	2		
	My child has dropped way down in math's	2		
	My child is not achieving, not reaching potential	2		
	There are is no feedback, no comment in their book	2		
	The standard of my child's work has dropped	2		
	There are no rewards, no accolades no positives for the kids	2		
	My child is bored at school	1		
	Home work used to be an extension of what they were learning now it is irrelevant	1		
	Parent interviews used to be a positive experience, not now	1		
	There is an absolute lack of standards	1		
	Childs learning has gone way down	1		
	Child is not doing as well academically	1		
	My biggest worry is the lack of learning	1		
	I am absolutely gutted at where my daughter is now in terms of learning	1		
	My child has been babysat she hasn't progressed at all	1		
<b>2</b>	<b>There are some teachers are not successful, can't cope, stressed out</b>	<b>28</b>	<b>7.4</b>	<b>18</b>
	H teachers were failing now failing our kids	3		
	New teachers a bad move we don't have the experience we need	2		
	The teacher is sworn at and she does nothing	2		
	Teachers are supposed to sort disruptive kids not my 11 year old	2		
	Teacher is lovely person, but too soft it is out of control	2		
	Teachers put pressure on my 11 year old to stand up to these kids	1		
	Teachers are the ones saying don't knock our school, well do something about it then	1		
	There are teachers that shouldn't be there	1		
	Teachers have been defensive	1		
	I want to go to High School and handpick next teacher	1		
	The workload has been so stressful teachers are not teaching effectively	1		
	First years are a big issues for me	1		
	High School has the wrong teachers, old wood	1		
	Teachers are just clicking the ticket	1		
	Asked teacher for help with math's, still waiting	1		
	Asked teacher for information about math never heard a thing	1		
	Childs teacher sis not up to it, can't cope, it won't affect her, affects my kids	1		
	Teacher didn't even know my son was being bullied	1		
	They are good people but frazzled	1		
	Want to change teacher but too unsettling in that environment	1		
	AP has been away most of term, teachers are floundering	1		
	Child heard a teacher swear at another child	1		
<b>3</b>	<b>I am worried about my child going to High School next year</b>	<b>23</b>	<b>6.1</b>	<b>24.1</b>
	Considering home schooling/long drive to country school to avoid 7 & 8	7		
	I am worried about my child going to High School next year	6		
	The social/behaviour worries me about High School	2		
	I am worried about 7 & 8 my child is easily led	1		
	I am dreading it	1		
	I don't want them to go there	1		
	I will have to explain LD, make sure he's ok, would have just carried on, needs met at Kereru	1		
	Worried about physical violence, exposure to sexual activity, drugs, gangs & p at High School	1		
	Worried child will be bullied at High School	1		
	Won't send my child to 7 & 8 at High School	1		
	I hope he gets a good teacher at High School and can keep up	1		

Rank	Categories with content units	Frequency	%	Cumulative %
4	<b>My child's attitude has deteriorated, they are stressed, reluctant to go to school &amp; not interested in learning</b>	21	5.5	29.6
	Child doesn't want to go to school, hates it	6		
	Child attitude has changed, he loses the jam	2		
	Child has lost his spark is not interested in school	2		
	Son does not enjoy school it's stressful	2		
	Never seen 2 kids so desperate to go to Boarding school, they hate school	2		
	Acts out what he sees at High School	1		
	Language and respect for sibling has dropped	1		
	Kids don't want to go to school, want home school	1		
	Child finds everything bigger and quite nerve wracking	1		
	This has been a really bad couple of weeks for child	1		
	I wouldn't say he's happy but he's not miserable	1		
	It is very noisy my child has hearing problem and can't cope	1		
4	<b>This has affected the whole town, people will move</b>	21	5.5	35.1
	If this deteriorates any further we will seriously look at leaving	5		
	The educated an established people are leaving town	3		
	This will widen the gap in town between the haves and have nots	3		
	Our community is falling apart, riots outside courtroom, shoot outs, more teen pregnancy	2		
	This is taking the talent out of the town	1		
	This will become a beneficiary town	1		
	This has affected the whole town	1		
	It's only a matter of time before there is a big blow up	1		
	The town as a whole is going to have to put in extra to get kids back up and schools on track	1		
	We don't do ourselves or our kids any favors by staying	1		
	They will kill communities, kill towns	1		
	Don't do this in this area, does nothing for nobody	1		
	This could tear our family apart ( if we move) it's very sad and very hard	1		
5	<b>It's undemocratic, MoE did not consider community needs</b>	20	5.3	40.4
	Govt. ignored what's best for community	3		
	It is undemocratic, parent rights, social climate, area meant nothing to Minister	2		
	The didn't understand, why couldn't community decide	2		
	Democracy has gone	2		
	They didn't do their homework here	1		
	Our voice wasn't heard, wasn't our decision	1		
	They totally ignored the strength of the gangs	1		
	People who live in middle/upper class have no understanding of what it is like to be me	1		
	MoE has no understanding of what's it's like to live on 14 000 – the average income here	1		
	MoE since 2000 has moved to disempower parents	1		
	Moe are ridiculous, have no idea what it's like to be us, need to get out of office	1		
	MoE have no knowledge or logic	1		
	Never saw an MP never asked us how we find as far as their concerned get on with it	1		
	Look at what Govt. has done for us, pushing us to live in the city, hope voters stand up and take notice	1		
	As a community we weren't even given the 6 months at least that would be needed for meetings	1		
6	<b>We have lost Kereru, it was a better school</b>	19	5.1	45.5
	People are friendly but there's not the closeness at Kereru	3		
	I would go back if I could	2		
	Child had 18 in class at Kereru now has 28	1		
	Only ever one bully at Kereru and that was sorted	1		
	Child knew teachers at Kereru	1		
	People are hung up on what we've lost now	1		
	I like the drive to Kereru used to talk with child no distractions	1		
	Kids don't have the freedom of movement they had at Kereru	1		
	Child talks about wanting to go back to Kereru	1		
	We don't have the standard we had at Kereru	1		
	Didn't have any of that behaviour at Kereru	1		
	At Kereru that was unacceptable in town it's glamorized	1		
	We've lost a better standard of education, environment, teacher/parent rapport	1		

Rank	Categories with content units	Frequency	%	Cumulative %
	Not like a family	1		
	Kereru teachers are fabulous, child wants old teacher	1		
	Child doesn't have the relationship she had with Kereru teacher	1		
<b>7</b>	<b>It didn't work, it has been amputation without anesthetic</b>	<b>17</b>	<b>4.5</b>	<b>50</b>
	Minister decided before he got to town	2		
	This has been stressful and disheartening, novelty has worn off and we know what we've lost	2		
	MoE should have at least sent movers in	1		
	If I had the largesse I would sue the MoE for this	1		
	MoE should have tried this experience somewhere else first, we have no choice now	1		
	It has been an amputation without anesthetic	1		
	It's absolute total shit	1		
	It has been an ugly time, with a lot of hurt feelings	1		
	They are going to do it again if they can get away with it	1		
	This is not our fault or our kids, where's the MoE	1		
	I don't know what they can do to fix this	1		
	We need to talk about it so other people don't got through it – I hope the MoE listen	1		
	It didn't work, no need for it put a lot of peoples lives in the balance	1		
	We got to go with what we've got and it's not good	1		
	I wouldn't recommend it -even the people who thought it would work have had a change of heart	1		
<b>8</b>	<b>Child has been bullied, punched, ridiculed at school</b>	<b>16</b>	<b>4.3</b>	<b>54.3</b>
	Child has been bullied, nothing done about it	3		
	Child has been bullied so scared he wouldn't tell	3		
	Told not to walk around on his own for his own safety	2		
	Child is an easy target, she tries to stick up for herself	2		
	Child has been kicked in the face I am worried about bullies	2		
	They should be playing not worrying about bullies and dope	1		
	Drug dogs through 11 year old bags, freaked them out	1		
	Child has been ridiculed for wanting to learn	1		
	Have to counsel child everyday she is punched	1		
<b>8</b>	<b>The NR has not worked, there are no positives/benefits</b>	<b>16</b>	<b>4.3</b>	<b>58.6</b>
	Can't see any positives or benefits	7		
	It was rushed through big mistake, need a lot longer	3		
	I would love to report positive but there aren't any	2		
	NR didn't worry me at first but now I think it stinks	1		
	It's a bloody hassle, caused absolute havoc	1		
	Been a wasted year, should have stayed how it was	1		
	I have nothing favorable to report	1		
<b>10</b>	<b>I don't feel as welcome/involved in school and don't always know what's going on</b>	<b>15</b>	<b>4.0</b>	<b>62.6</b>
	Used to be able to go in early and watch, now they stop the class	2		
	They do not make you feel welcome	2		
	7 & 8 are not even in newsletter, I want to know what is going on	2		
	High School is not organised, no/wrong information, can't even tell me if child is in swimming sports	2		
	I don't know what they're doing, don't think the kids know	1		
	I avoid going to High School	1		
	I feel uncomfortable at the High School	1		
	I don't feel involved at the High School	1		
	Teacher doesn't appreciate me going in – they don't want the hassle	1		
	Teachers are not interest, trying to get through week	1		
	No communication from teacher, have no idea where child is at	1		
<b>11</b>	<b>It's not a happy environment at High School</b>	<b>14</b>	<b>3.7</b>	<b>66.3</b>
	The negative feeling has affected all of the High School	2		
	It's not a happy environment chairs thrown, swearing at teachers	2		
	I expected it to be better months ago, they are no further on	1		
	It's a shambles, diabolical	1		
	High School classes are too big, no teacher aide, no backup, teacher struggling	1		
	They need to give us something positive, change the teachers the behaviour	1		
	Year 7 & 8 will be the straw that breaks the camels back	1		
	We hear horror stories about the High School even the teacher there say get your kids out	1		

Rank	Categories with content units	Frequency	%	Cumulative %
	Six hours a day in that environment has a huge impact on my child	1		
	There are 3 years of kids at High School all new, created tension	1		
	Tiny group of friends at High School, it's too big to make friends	1		
	Horrible social cliques, they don't all play together	1		
12	<b>Not happy that staff changes have meant my child has been disrupted, put in older class</b>	13	3.5	69.8
	6 years old is too young for camp	5		
	Not happy that they put my Y2 in with Y4 and 1 <sup>st</sup> year teacher	4		
	Child has had 3 relievers	2		
	Child has had to move class again this year, make new friends again	1		
	They should sort behaviour before camp	1		
13	<b>Child has encountered fights, gangs, smoking and drugs</b>	12	3.2	73
	Child has seen huge fights, kids smoking at school	3		
	There is stealing, they lockdown the classes	2		
	Can't leave bike at school, kids interfere with it	1		
	Child has had a great education in drugs	1		
	Has seen children burning blue bandana at High School	1		
	The gang undercurrents are everywhere at High School	1		
	Child has had to deal with bullying, stealing	1		
	Has seen kids with major gang trauma	1		
	The behaviour is difficult	1		
14	<b>There is a positive atmosphere, kids are coping well., most parents are happy with Totara</b>	11	3.0	76
	Child still has access to Reading Assistance	3		
	Child has more friends	2		
	There's a noticeable warmth, kids enjoy going	1		
	There's a positive atmosphere	1		
	Schools are doing everything they can	1		
	Child's level of reading and writing has progressed as expected, socialization is good	1		
	They are taking it in their stride	1		
	Most parents are happy	1		
15	<b>Minister says this is to improve quality of education has gone backward</b>	8	2.1	78.1
	Minister says this is to improve quality of education, has gone backward, dragged everyone down, lost quality	4		
	Minister needs to come and see and tell me he's providing a better level of education, he couldn't	2		-
	Minister needs to come and see what my child's achievement is like now	1		
	I should send the Minister my child's report	1		
16	<b>The year 7 &amp; 8 is not a good move</b>	7	1.9	80
	Year 7 & 8 is not a good move, don't get to be seniors	2		
	They are far too young to be at High School	2		
	My child was only 10 at High School	1		
	The issue has always been the Year 7 & 8	1		
	Gone from being the leaders to being babies	1		
16	<b>Kids don't get enough PE/sport</b>	7	1.9	81.9
	There are no playgrounds, kids are bored	3		
	There are no sporting opportunities if your not in the first 15 bad luck, nothing for 7 & 8	2		
	Kids do hardly any sport of PE at High School, used to be daily	1		
	Kids can't play, no sports, nothing to do	1		
16	<b>My child will be going to boarding school</b>	7	1.9	83.8
	Considering boarding school for 7 & 8	2		
	I am more convinced child should go to boarding school	2		
	Wasn't going to send child to boarding school, am now	1		
	Child is not coping at High School, thinking of sending them to boarding school	1		
	Have to send child away, shouldn't this should be about what's best for kids not schools	1		
19	<b>There is no choice, I feel powerless</b>	5	1.3	85.1
	There is no choice, no options	3		
	What the hell else can I do but put up with it	1		
	It makes us feel powerless	1		

Rank	Categories with content units	Frequency	%	Cumulative %
19	<b>There are Kereru teachers, systems evident in the new school</b>	5	1.3	85.1
	My child is lucky she has Kereru teachers at new school	1		
	Great to have Kereru teachers at new school, but don't see them as much	1		
	They have Kereru assemblies, brain food, systems	2		
	They put play ground in trying to get Kereru culture	1		
19	<b>The school has not been maintained, stinks, depressing state</b>	5	1.3	85.1
	School hasn't been maintained, lots of maintenance issues	2		
	There has been lots of sickness the school is not clean it stinks	1		
	It is quite depressing the state of the school	1		
	Built as an intermediate bad site choice	1		
22	<b>I worry more now about school than I did</b>	4	1.1	88.8
	I worry more about my child schooling	1		
	As a parent I had it easy at Kereru, had one on one contact, his needs were met	1		
	I am more concerned about attitudes and social habits	2		
22	<b>It's the teachers, not the buildings that matter</b>	4	1.1	89.9
	Building, technology means nothing to me my kids don't get any of it	1		
	Didn't need ergonomic chairs, needed good teachers	1		
	It's the teachers, not the buildings that matter	1		
	There's no wonderful teachers, no technology	1		
22	<b>There is no middle school</b>	4	1.1	91
	There is no middle school – they are part of whole	2		
	No different lunch hours	1		
	Year 7 & 8 don't even feature at High School	1		
22	<b>Kids have to stand out in rain &amp; miss out often</b>	4	1.1	92.1
	They miss out on specialist teaching/swimming because of behaviour of others	2		
	They have no other plans when wet, they miss out	1		
	Kids have to wait outside in rain, won't open gym/classroom	1		
26	<b>We need an alternative</b>	3	0.8	92.9
	Keruru is gone, no way back, but we need an alternative	2		
	Moe should use Kereru as an alternative school structure	1		
26	<b>Numbers mean that there is an imbalance</b>	3	0.8	93.7
	We can't absorb 40 into 240 there's an imbalance	2		
	I'm watching the balance very carefully	1		
26	<b>Principals and staff are not responsible MoE is</b>	3	0.8	94.5
	Both principals have done the best they can should not be responsible for this they weren't given enough	1		
	MoE has not supported High School, staff feel used abused and as no one cares	1		
	This has put huge strain on High School principal if he leaves we won't get another good one	1		
26	<b>Parents needed to be brought together, now it's them and us</b>	3	0.8	95.3
	Parents were not involved weren't brought together we now have them and us	1		
	Parents meeting were too late, school parents haven't come together now parents have staff on trial	1		
	Kids get their parents view of the school	1		
26	<b>Child is coping at High School has a good teacher</b>	3	0.8	96.1
26	<b>Villagetown is stable school, made good decision to put child there</b>	3	0.8	96.9
32	<b>H Parents are pleased the standard, accountability is better for them</b>	2	0.5	97.5
	The standard of accountability is better for H parents	1		
	H parents are pleased the standard is better	1		

Rank	Categories with content units	Frequency	%	Cumulative %
32	I'm concerned that he is the only Pakeha in class and there is lots of Te Reo, worried he can't keep up	2	0.5	97.9
32	In 5 to 10 years it's going to be a great school, wish my kids weren't involved now	2	0.5	98.4
35	Child has done music and tech. but would have done that at Kereru anyway	1	0.3	98.7
35	Been a huge workload for untrained in education, BoT holidays, weekends, affected people home lives	1	0.3	99
35	The gains, price of fuel, more life experience, kept good teacher/BoT	1	0.3	99.3
35	High School pushed for this, they needed the numbers	1	0.3	99.6
35	Don't like a staff member not good role model	1	0.3	99.9
35	Have only had to deal with merger with 1 disruption feel sorry for parents with 2	1	0.3	100.2
	Total	376		



## Level 3 Categories- Round 3 Institutionalisation Parents

Rank	Categories with content units	Frequency	%	Cumulative %
1	<b>My child's learning has been affected they have been bullied and lost interest in school</b>		<b>24.1</b>	<b>24.1</b>
	My child's learning has been affected, they are not doing as well	40	10.6	
	My child's attitude has deteriorated, they are stressed, reluctant to go to school & not interested in learning	21	5.5	
	Child has been bullied, punched, ridiculed at school	16	4.3	
	Child has encountered fights, gangs, smoking and drugs	12	3.2	
	I'm concerned that he is the only Pakeha in class and there is lots of Te Reo, worried he can't keep up	2	0.5	
2	<b>The Review is undemocratic, it hasn't worked, we have lost quality of education, there are no positives</b>		<b>17</b>	<b>41.1</b>
	It's undemocratic, MoE did not consider community needs	20	5.3	
	It didn't work, it has been amputation without anaesthetic	17	4.5	
	The NR has not worked, there are no positives/benefits	16	4.3	
	Minister says this is to improve quality of education has gone backward	8	2.1	
	Principals and staff are not responsible MoE is	3	0.8	
3	<b>The Year 7 &amp; 8 is not a good move, there is no middle school, they miss out, it's not a happy environment</b>		<b>15.8</b>	<b>56.9</b>
	I am worried about my child going to High School next year	23	6.1	
	It's not a happy environment at High School	14	3.7	
	The year 7 & 8 is not a good move	7	1.9	
	Kids don't get enough PE/sport	7	1.9	
	Kids have to stand out in rain & miss out often	4	1.1	
	There is no middle school	4	1.1	
4	<b>The teachers can't cope are stressed out and my child has been disrupted because of staff changes</b>		<b>10.9</b>	<b>67.8</b>
	There are some teachers are not successful, can't cope, stressed out	28	7.4	
	Not happy that staff changes have meant my child has been disrupted, put in older class	13	3.5	
5	<b>I don't feel as welcomed or involved and worry more, I have no choice, I am powerless</b>		<b>6.4</b>	<b>74.2</b>
	I don't feel as welcome/involved in school and don't always know what's going on	15	4.0	
	There is no choice, I feel powerless	5	1.3	
	I worry more now about school than I did	4	1.1	
6	<b>This has affected the whole town, people will move</b>	<b>21</b>	<b>5.5</b>	<b>79.7</b>
7	<b>We have lost Kereru, it was a better school</b>	<b>19</b>	<b>5.1</b>	<b>84.8</b>
8	<b>There is a positive atmosphere, the Kereru systems are evident, most parent are happy particularly H parents</b>		<b>4.8</b>	<b>89.6</b>
	There is a positive atmosphere, kids are coping well, most parents are happy with T	11	3.0	
	There are Kereru teachers, systems evident in the new school	5	1.3	
	H Parents are pleased the standard, accountability is better for them	2	0.5	
9	<b>The school is in a depressing state, it will be a good school in 5 years but there is an imbalance</b>		<b>2.9</b>	<b>92.5</b>
	The school has not been maintained, stinks, depressing state	5	1.3	
	Numbers mean that there is an imbalance	3	0.8	
	In 5 to 10 years it's going to be a great school, wish my kids weren't involved now	2	0.5	
	Don't like the caretaker not a good role model	1	0.3	
10	<b>My child will be going to boarding school</b>	<b>7</b>	<b>1.9</b>	<b>94.9</b>
11	<b>It's the teachers, not the buildings that matter</b>	<b>4</b>	<b>1.1</b>	<b>95.5</b>
12	<b>We need an alternative</b>	<b>3</b>	<b>0.8</b>	<b>96.3</b>

Rank	Categories with content units	Frequency	%	Cumulative %
12	Parents needed to be bought together, now it's them and us	3	0.8	97.1
12	Child is coping at High School has a good teacher	3	0.8	97.9
12	Villagetown is stable school, made good decision to put child there	3	0.8	98.7
16	Child has done music and tech. but would have done that at Kereru anyway	1	0.3	99
16	Been a huge workload for untrained in education, BoT holidays, weekends, affected people home lives	1	0.3	99.3
16	The gains, price of fuel, more life experience, kept good teacher/BoT	1	0.3	99.6
16	High School pushed for this, they needed the numbers	1	0.3	99.9
16	Have only had to deal with merger with 1 disruption feel sorry for parents with 2	1	0.3	100.2
	Total	376		

## Level 2 - Categories and Frequency Round 1 Initiation Teacher

Rank	Category with content units	Frequency	%	Cumulative %
1	<b>I have experience but I worry about future</b>	17	13.9	13.9
	I am concerned about employment in 2005	10		
	Previous Teaching Experience	7		
2	<b>Network Review is not a good thing</b>	16	13.1	27.0
	This school should not change	13		
	I support for legal action	1		
	I would like Kereru to stay as is	1		
	Quality education is going to go	1		
3	<b>Children learn at Kereru</b>	12	9.8	36.8
	This school catering for all learners	7		
	We have fun theme days at Kereru	5		
3	<b>I am High School going to High School/ want it to work</b>	12	9.8	46.6
	I hope High School works in 2005	8		
	I am going to High School, I want it to work	4		
5	<b>There is support for teachers at Kereru</b>	10	8.2	54.8
	Teacher Professional Development	5		
	Support from other teachers	4		
	High expectations of teachers at Kereru	1		
6	<b>Kereru has a great social/emotional environment</b>	9	7.4	62.2
	Whole School Behaviour management is easy	6		
	Children more tolerant of diversity	3		
6	<b>Leadership is strong at Kereru</b>	9	7.4	69.6
	There is strong Leadership and management style at Kereru	9		
8	<b>We have great parent/community support</b>	8	6.6	76.2
	We have great community support	3		
	Parents coming into school often	3		
	It parental choice to bring kid here, they are committed	1		
	Town parents traveling to Kereru	1		
8	<b>I enjoy/feel good about my teaching</b>	8	6.6	82.8
	I get a lot of job satisfaction	3		
	Feelings of success as a teacher	3		
	Taught all the children at the school	2		
8	<b>This is the right size for a school</b>	8	6.6	89.4
	Smaller Classes	3		
	Economics of small school	3		
	Optimum size for a school	2		
10	<b>Tiaho needs our management</b>	4	3.3	92.7
11	<b>Kereru is a beautiful site</b>	3	2.5	95.2
	Beautiful, rural school site	2		
	Geographic Isolation	1		
12	<b>We have a white flight label</b>	2	1.6	96.8
12	<b>I worry about Kereru children at Tiaho</b>	2	1.6	98.4
12	<b>Tiaho physical site is not attractive/safe</b>	2	1.6	100
	<b>Total</b>	122		

### Level 3 Categories - Round 1 Initiation Teacher

Rank	Category with content units	Frequency	%	Cumulative %
1	<b>Kereru is a supportive school with strong leadership I enjoy teaching here</b>		<b>28.8</b>	<b>28.8</b>
	There is support for teachers at Kereru	10	8.2	
	Leadership is strong at Kereru	9	7.4	
	We have great parent/community support	8	6.6	
	I enjoy/feel good about my teaching	8	6.6	
2	<b>I am concerned about the quality of education and employment under the Network Review</b>		<b>27</b>	<b>55.8</b>
	Network Review is not a good thing	16	13.1	
	I have experience but I worry about future	17	13.9	
3	<b>Kereru is a supportive learning environment where kids learn</b>		<b>26.3</b>	<b>82.1</b>
	Children learn at Kereru	12	9.8	
	Kereru has a great social/emotional environment	9	7.4	
	This is the right size for a school	8	6.6	
	Kereru is a beautiful site	3	2.5	
4	<b>I am going to High School, I want it to work</b>	<b>12</b>	<b>9.8</b>	<b>91.9</b>
5	<b>Totara needs our management I worry about site and children</b>		<b>6.5</b>	<b>98.4</b>
	Totara needs our management	4	3.3	
	I worry about Kereru children at Totara	2	1.6	
	Totara physical site is not attractive/safe	2	1.6	
6	<b>We have a white flight label</b>	<b>2</b>	<b>1.6</b>	<b>100</b>

## Level 2 - Categories and Frequency Round 2 Implementation Teachers

Rank	Categories with content units	Frequency	%	Cumulative %
<b>1</b>	<b>I am concerned about the affect of the change on the Kereru kids</b>	<b>12</b>	<b>7.5</b>	<b>7.5</b>
	There is pressure on those kids to be older to fit in	2		
	Our kids have to fit into an adult timetable at High School it's not good for learning	2		
	Academically their fine, but they won't learn if they can't keep up socially	1		
	Put so much effort into teaching them to learn and High School is not set up right	1		
	Kids haven't adapted to change as easily as they could have	1		
	They're struggling to cope – pretty stressed	1		
	Some of them are drawn to trouble	1		
	This has affected their learning	1		
	Gang issues and teenage sexuality are a huge issues for 7 & 8	1		
	Honestly the year 7 & 8 is not a good move for the kids	1		
<b>2</b>	<b>The closing ceremony / end of Kereru was very emotional</b>	<b>10</b>	<b>6.3</b>	<b>13.8</b>
	The closing ceremony was emotional	2		
	The closing ceremony was horrible everybody cried	2		
	The closing ceremony was emotional	1		
	It was gut wrenching for the kids	1		
	We couldn't have done it any differently	1		
	We did the history of the school, tried to give them a sense of the whole	1		
	We acknowledged Year 7 & 8 but should have acknowledged year 6's as well	1		
	We all packed up shared resources, it was tough	1		
<b>2</b>	<b>I am under a lot more stress and have a heavier workload</b>	<b>10</b>	<b>6.3</b>	<b>20.1</b>
	Huge stress, I have been feeling quite low	1		
	It's very stressful at High School	2		
	I have heard it is very stressful at the High School	1		
	I have a huge workload	3		
	The workload is huge	1		
	I think I would rather inspect meat at Affco, better pay, less stress	1		
	I haven't even met our BoT, but they expect me to be here 24/7, be superwoman, it's stressful	1		
<b>4</b>	<b>Limited Money - not enough resources</b>	<b>8</b>	<b>5</b>	<b>25.1</b>
	We have to struggle with not enough resources	2		
	We've been thrown in here without the resources to back it up	1		
	They need to pass out the resources we need	1		
	Less staff, less resources, bigger site	1		
	We either fix the school or buy staff, not enough money for both	1		
	We don't have the resources we need	1		
	No buildings, no resources, nothing started from scratch	1		
<b>5</b>	<b>The High School has some resistant staff who make change hard – it's needs good leadership</b>	<b>6</b>	<b>3.8</b>	<b>28.9</b>
	Principal has made awesome progress but fights difficult staff	2		
	So much potential at the High School, we need motivated people who believe in change	1		
	Frustrating to know we have bad teachers at High School who make progress hard	1		
	The High School needs strong leadership (at Year 7 & 8) more direction	2		
<b>5</b>	<b>Behaviour management has been more challenging</b>	<b>6</b>	<b>3.8</b>	<b>32.7</b>
	The behaviour is very difficult to manage at the High School	2		
	I used to think I was on top of behaviour but I need more support	2		
	We have behaviour problems now	1		
	It has been an eye opener	1		
<b>7</b>	<b>Kereru was a better school</b>	<b>5</b>	<b>3.1</b>	<b>35.8</b>
	I am so grateful that I got to be a beginning teacher there	2		
	I would still be there is I could	1		
	We were spoilt at Kereru we got what we needed	1		
	Parents chose that school for a reason	1		

Rank	Categories with content units	Frequency	%	Cumulative %
7	<b>The parents and I very positive about Totara</b>	5	3.1	38.9
	Everyone's been really positive about Totara	1		
	I think it's going to be excellent the kids love it	1		
	Everyone has been so supportive so incredible	3		
7	<b>The kids here are different to Kereru kids</b>	5	3.1	42
	The kids are totally different	1		
	I don't think much has been expected of them	1		
	Kids are different they have so much to give	1		
	I didn't know how much worse off other kids were	1		
	Kids are kids – some just have more challenging backgrounds	1		
7	<b>The timeframe was too short, it needs to be longer</b>	5	3.1	45.1
	Timeframe was testing for staff	2		
	They need to extend timeframe find a happy medium	2		
	It was such a rush job – the kids miss out	1		
7	<b>High School (x-Kereru) teachers should be a Totara</b>	5	3.1	48.2
	High School have our fantastic teacher – it's horrible over there	2		
	Teacher at High School would prefer to be here	1		
	those guys deserve to be here	1		
	I wish we had known Takahae staff would leave so they could come here	1		
7	<b>Kereru Principal is amazing</b>	5	3.1	51.3
	She always backed you up with behaviour	2		
	Kereru principal is amazing	1		
	We had the best principal	1		
	I appreciate Kereru principal all over again	1		
13	<b>I don't feel as effective, don't have as much satisfaction from my job</b>	4	2.5	53.8
	My job satisfaction was high last year but it keeps going down	1		
	I don't feel effective I have questioned why I am here	1		
	This has put me off teaching	1		
	This has been very frustrating as a teacher	1		
13	<b>High School staff have found it hard but are bonding</b>	4	2.5	56.3
	It's been hard to establish relationships with staff, they do things differently	2		
	I think we're bonding as a team	1		
	They brought two school together here who were at loggerheads	1		
13	<b>The MoE gave me redeployment with union intervention</b>	4	2.5	58.8
	The MoE had to give teachers choice, we felt powerless, they had to take care of us	3		
	The union fought the MoE and I got redeployment	1		
13	<b>I am accepting/enjoying the change</b>	4	2.5	61.3
	Hopefully this change will be for the better, time will tell	1		
	I'm enjoying the change and the challenges	1		
	Changed level but I'm enjoying it			
	Each day you just accept it a bit more	1		
13	<b>I've had hardly any holidays, worked right through</b>	4	2.5	63.8
	Most teachers worked through the holidays	1		
	I had no/very little holidays	3		
13	<b>Bigger classes</b>	4	2.5	66.3
	Numbers have gone up	1		
	Bigger classes	1		
	Big kids in hot little rooms	2		
19	<b>There were some problems with the transition but it was OK</b>	3	1.9	68.2
	They could have pre-empted some of the problems	1		
	I had to prioritize, had to get the classroom functioning first	1		
	The transition was OK	1		
19	<b>We have a lot of first years, they are enthusiastic</b>	3	1.9	70.1
	We have a lot of first years, who have no experience	2		
	New teachers are enthusiastic have got great ideas and will take things on board	1		

Rank	Categories with content units	Frequency	%	Cumulative %
19	<b>I have high expectations that have been challenged this year</b>	3	1.9	72
	I have high expectations that have been questioned	2		
	It's a shame that I have to be more laid back to get through the day	1		
19	<b>I prefer the culture of primary schools</b>	3	1.9	73.9
	Culture at primary schools is completely different	2		
	I prefer primary school, I like the relationship, the routine	1		
19	<b>If the old Takahae staff stayed I wouldn't want to be here</b>	3	1.9	75.8
	I wouldn't have come to Totara if they stayed	2		
	If the old staff stayed nothing would have changed, I wouldn't be here	1		
19	<b>Year 7 &amp; 8 need to be playing not gossiping</b>	3	1.9	77.7
	Year 7 & 8 need an age appropriate playground, they should be playing	1		
	Year 7 & 8 at Kereru used to bounce on the tramp play on the playground, here they sit around talking	1		
	Year 7 & 8 kids should still be playing not gossiping	1		
19	<b>Resources at High School are not easy to access</b>	3	1.9	79.6
	The systems are different can't access resources as easily	2		
	I had to go to Totara to use their resources	1		
19	<b>We are building new teams</b>	3	1.9	81.5
	You build new teams, teachers do it all the time	1		
	Having teachers together for 2 weeks before start was brilliant	2		
19	<b>Our town has problems</b>	3	1.9	83.4
	We're not a motivated town	1		
	Mix and mingle in this town needs to be managed very carefully	1		
	The town is divided by gangs – this has made it worse	1		
19	<b>I miss the Kereru staff, we were a team</b>	3	1.9	85.3
	I miss the collegiality of the Kereru staff	1		
	Kereru staff planned together	1		
	I miss the Kereru staff, they look shattered	1		
29	<b>Year 7 &amp; 8 should be in their leadership years, now it's year 6's</b>	2	1.3	86.6
29	<b>I need job security couldn't wait and hope I'd get a job elsewhere</b>	2	1.3	87.9
29	<b>No parental support</b>	2	1.3	89.2
	No parent help, we need support to make it happen	1		
	Parents are not supportive of kids – I have high expectations	1		
29	<b>No record for reading, made it especially hard for junior teacher</b>	2	1.3	90.5
29	<b>I feel quite isolated, I love the job but I'm insular</b>	2	1.3	91.8
29	<b>We have sorted things out but we still have a lot to do</b>	2	1.3	93.1
29	<b>Everything here is under lock and key</b>	2	1.3	94.4
	Everything here is under lock and key because of stealing	1		
	Everything here is under lock and key, can't open up in the morning and welcome the kids	1		
36	<b>I felt bad about not going to the new school, but I knew there was a lot of work involved and I had personal commitments</b>	1	0.6	95
36	<b>The MoE make the decisions – teachers have to move things, borrow trailers, no justice</b>	1	0.6	95.6
36	<b>The Powhiri was amazing</b>	1	0.6	96.2
36	<b>It's an advantage to merge, they've got things in place, classrooms set up</b>	1	0.6	96.8



Rank	Categories with content units	Frequency	%	Cumulative %
36	I don't know how Totara principal does it, I feel very sorry for her	1	0.6	97.4
36	I try not to base my opinions on what I had last year	1	0.6	98
36	White flight label is a crock	1	0.6	98.6
36	Our experienced staff at Totara are great	1	0.6	99.2
36	We have our own little culture at High School (year 7 & 8) as much as we can	1	0.6	99.8
36	We were told we would be teaching integrated unit, up to date pedagogies, IT, and that learning would be focused, we'll see	1	0.6	100.4
	Total	160		

## Level 3 Categories - Round 2 Implementation Teachers

Rank	Categories	Frequency	%	Cumulative %
<b>1</b>	<b>Bigger classes, challenging management less support and resources</b>		<b>18.3</b>	<b>18.3</b>
	Limited Money - not enough resources	8	5	
	Behaviour management has been more challenging	6	3.8	
	Bigger classes	4	2.5	
	Resources at High School are not easy to access	3	1.9	
	No record for reading, made it especially hard for junior teacher	2	1.3	
	No parental support	2	1.3	
	Everything here is under lock and key	2	1.3	
	We were told we would be teaching integrated unit, up to date pedagogies, IT, and that learning would be focused, we'll see	1	0.6	
	It's an advantage to merge, at least they've got things in place, classrooms set up	1	0.6	
<b>2</b>	<b>I am under more stress/workload, I'm not as effective</b>		<b>15.1</b>	<b>33.4</b>
	I am under a lot more stress and have a heavier workload	10	6.3	
	I've had hardly any holidays, worked right through	4	2.5	
	I don't feel as effective, don't have as much satisfaction from my job	4	2.5	
	I have high expectations that have been challenged this year	3	1.9	
	I feel quite isolated, I love the job but I'm insular	2	1.3	
	I don't know how Totara principal does it, I feel very sorry for her	1	0.6	
<b>3</b>	<b>I miss school, team, culture and Principal of Kereru it was a better school</b>		<b>13.7</b>	<b>47.1</b>
	Kereru was a better school	5	3.1	
	High School (x-Kereru) teachers should be a Totara	5	3.1	
	Kereru Principal is amazing	5	3.1	
	I prefer the culture of primary schools	3	1.9	
	I miss the Kereru staff, we were a team	3	1.9	
	I try not to base my opinions on what I had last year	1	0.6	
<b>4</b>	<b>I am concerned about Kereru children</b>		<b>10.7</b>	<b>57.8</b>
	I am concerned about the affect of the change on the Kereru kids	12	7.5	
	Year 7 & 8 need to be playing not gossiping	3	1.9	
	Year 7 & 8 should be in their leadership years, now it's year 6's	2	1.3	
<b>5</b>	<b>Transition timeline was challenging /job decisions had to be made</b>		<b>10</b>	<b>67.8</b>
	The timeframe was too short, it needs to be longer	5	3.1	
	The MoE gave me redeployment with union intervention	4	2.5	
	There were some problems with the transition but it was OK	3	1.9	
	I need job security couldn't wait and hope I'd get a job elsewhere	2	1.3	
	The MoE make the decisions – teachers have to move things, borrow trailers, no justice	1	0.6	
	I felt bad about not going to the new school, but I knew there was a lot of work involved and I had personal commitments	1	0.6	
<b>6</b>	<b>The closing ceremony, Powhiri have been emotional</b>		<b>6.9</b>	<b>74.7</b>
	The closing ceremony / end of Kereru was very emotional	10	6.3	
	The Powhiri was amazing	1	0.6	
<b>7</b>	<b>There are some resistant staff – High School needs good leadership</b>		<b>5.7</b>	<b>80.4</b>
	The High School has some resistant staff who make change hard – it needs good leadership	6	3.8	
	If the old Takahae staff stayed I wouldn't want to be here	3	1.9	
<b>8</b>	<b>I am accepting/enjoying change and positive about future</b>		<b>5.6</b>	<b>86</b>
	The parents and I very positive about Totara	5	3.1	
	I am accepting/enjoying the change	4	2.5	
	<b>We are establishing teams, bonds with new staff</b>		<b>4.4</b>	<b>90.4</b>
	High School staff have found it hard but are bonding	4	2.5	
	We are building new teams	3	1.9	
<b>9</b>	<b>The kids here are different to Kereru kids</b>	<b>5</b>	<b>3.1</b>	<b>93.5</b>

Rank	Categories	Frequency	%	Cumulative %
10	<b>We have an enthusiastic team of first years and experience staff</b>		2.5	96
	We have a lot of first years, they are enthusiastic	3	1.9	
	Our experienced staff at Totara are great	1	0.6	
11	<b>We are developing our own culture we still have a way to go</b>		1.9	97.9
	We have our own little culture at High School (year 7 & 8) as much as we can	1	0.6	
	We have sorted things out but we still have a lot to do	2	1.3	
11	<b>Our town has problems</b>	3	1.9	99.8
13	<b>White flight label is a crock</b>	1	0.6	100.4

## Level 2 Categories and Frequency Round 3 Institutionalisation Teachers

Rank	Categories with content units	Frequency	%	Cumulative %
<b>1</b>	<b>Morale is low, pressure on staff</b>	<b>19</b>	<b>7.9</b>	<b>7.9</b>
	I work so hard sometimes I feel overlooked	4		
	We need to build morale people are tired	4		
	There is a lot of tension amongst staff, very negative	3		
	They bought in a dress code, I violate it, will get in trouble	3		
	People are stressed at the moment	2		
	There is huge pressure my health didn't cope	1		
	Kereru people want to be together pressure on staff to leave for Kereru teacher to come back	1		
	It's been stressful, I got very sick	1		
<b>2</b>	<b>The review has not worked, especially for the kids</b>	<b>18</b>	<b>7.5</b>	<b>15.4</b>
	The review hasn't worked it's disappointing	4		
	It will take a long time and there will be a lot of casualties	3		
	It's a shambles and it's unfair on kids	2		
	This review was politically motivated it wasn't a good idea	2		
	They didn't need to do this to our youth	2		
	It's not been researched	1		
	I'm negative about it it wasn't thought through	1		
	It hasn't worked here	1		
	The impact will be insidious over time	1		
	It sold the kids out	1		
<b>2</b>	<b>The workload is horrendous</b>	<b>18</b>	<b>7.5</b>	<b>22.9</b>
	Huge workload I struggle to keep up	5		
	Worked through my holidays	3		
	I can't through the work it's not possible	2		
	Workload is hard, my own kids miss out, no life	2		
	There is extra pressure, workload on senior staff because of PRT's	2		
	It can get me down I think I can't so this	1		
	One or two people end up doing all the work, we don't have resource base to draw on like other areas	1		
	Had to plan on my own no support	1		
	We don't have a scheme, planning is a marathon	1		
<b>4</b>	<b>The High School is a difficult place for kids to learn</b>	<b>17</b>	<b>7.1</b>	<b>30</b>
	The kids want to learn there but it's not the environment	3		
	Parents are not happy/worried about the High School	3		
	Kids have no respect for people or things	2		
	High School has no culture	1		
	Year 7 & 8 are giving them grief at High School	1		
	High School has got worse since we were here	1		
	Parents are considering all their options	1		
	The resources are not readily available	1		
	High School has no leadership at Year 7 & 8 needs visionary	1		
	Huge expectation not to suspend at High School, even for drugs, no alternative	1		
	It's a tough place to be	1		
	Intermediate didn't work now High School has same problems	1		
<b>5</b>	<b>His has been a stressful, difficult year for me</b>	<b>15</b>	<b>6.3</b>	<b>36.3</b>
	I hated being there, hated the meetings it got too much	3		
	I had to make myself happy to get through the year, it's been hard	2		
	I had to let go of my standards and pick my battles to survive	2		
	Teacher had to move own classrooms over holidays, angry about that	2		
	A huge personal impact on my life	1		
	I've just got to get to the end of the year and look at my options	1		
	I just started to feel sorry for the kids and couldn't do it	1		
	I had no job satisfaction	1		
	Other people overlook ideas, get no input	1		
	I had no support left to my own devices	1		
<b>6</b>	<b>Behaviour management is much more challenging</b>	<b>13</b>	<b>5.4</b>	<b>41.7</b>
	We've got huge behaviour management issues compared to last year	3		
	It is more difficult for staff to be consistent with management	2		
	It's hard because the behaviour problems are getting worse	1		

Rank	Categories with content units	Frequency	%	Cumulative %
	We are working on behaviour but we don't fix them	1		
	It is a challenge just to keep up with behaviour	1		
	Our behaviour management policy needs work	1		
	No back up so systems for behaviour at High School, kids do what they want	1		
	No safety net, support for behaviour	1		
	We do everything to protect kids who don't want to be here, what about others	1		
	Kids have been unsettled lately lots of fighting, arguing	1		
<b>7</b>	<b>The Ministry should have listened to people who live here</b>	<b>12</b>	<b>5</b>	<b>46.7</b>
	This should be a community decision	1		
	They should trust that people know Ranford, they should talk to us and listen	4		
	No one was ever positive about Year 7 & 8 they didn't listen	3		
	MoE need to consider the social implications of our area	4		
<b>8</b>	<b>I have had success, positive feedback, growth</b>	<b>11</b>	<b>4.6</b>	<b>51.3</b>
	I've had positive feedback	3		
	It can be very fulfilling need to focus on the positives	2		
	My success has come from sheer hard work	1		
	It's been an opportunity to learn at a new level	1		
	My own growth has been great	1		
	I come for the kids, not the money and go home happy	1		
	My job satisfaction couldn't be better at the moment	1		
	I have had breakthroughs with some parents	1		
<b>9</b>	<b>It's going to be a neat school but we have things to do</b>	<b>10</b>	<b>4.2</b>	<b>55.5</b>
	We have a whole new persona but still things to do	3		
	People need to let go of their old ways	2		
	It's going to be a neat school	2		
	We need to focus on the positives	1		
	It can only get better	1		
	The staff are trying their best it will get better	1		
<b>10</b>	<b>It is more difficult to get on with staff in a bigger school</b>	<b>9</b>	<b>3.8</b>	<b>59.3</b>
	There is another layer is management here	3		
	Relationships are much harder here, more people, more stress	3		
	Communication is more difficult more layers here	2		
	The Takahae staff stick together, hard to break	1		
<b>10</b>	<b>This has had affected the learning of Koreru kids</b>	<b>9</b>	<b>3.8</b>	<b>63.1</b>
	This is much better for Takahae kids but not Koreru kids	4		
	The kids have coped but it has interfered with their learning	1		
	Hard for Koreru kids it's a big change	1		
	Koreru kids are not happy	1		
	Not all the kids are happy	1		
	Koreru kids are not learning	1		
<b>10</b>	<b>Not a lot has changed for me, It is good we have kept our 7 &amp; 8</b>	<b>9</b>	<b>3.8</b>	<b>66.9</b>
	Not a lot has changed I came to a stable school, a lot like Koreru	5		
	It was great that we kept Year 7 & 8 here for leadership	2		
	We are the only option for Year7 & 8, but it's not good for them or us	2		
<b>13</b>	<b>This is very hard on PRTs</b>	<b>8</b>	<b>3.3</b>	<b>70.2</b>
	We've got so many young teachers, hard way to start your career	3		
	They're doing really well it must be hard on them	2		
	Stressful on PRT's they lack experienced role models	2		
	Some of them are struggling with the paperwork, reading programmes etc	1		
<b>14</b>	<b>Koreru was a huge loss, I'd go back if I could</b>	<b>7</b>	<b>2.9</b>	<b>73.1</b>
	I would love to go back to Koreru	2		
	I felt much more connected to the staff at Koreru	2		
	It's a big loss	1		
	Kids got a real education there	1		
	Leaving Koreru felt like losing a family, I'm just getting over it	1		
<b>14</b>	<b>The parents are reluctant, not supportive</b>	<b>7</b>	<b>2.9</b>	<b>76</b>
	I don't have a lot of parental support or contact	4		
	The parents here don't have high expectations	1		

Rank	Categories with content units	Frequency	%	Cumulative %
	It's tough because some parents really don't care	1		
	It's up to parents to come in, I've been welcoming	1		
14	<b>There were some positive aspects to the review</b>	7	2.9	78.9
	Only good thing about the review is it shook senior management out of some of those schools	1		
	One good thing was it revealed people who were failing the kids	1		
	This has been good for my career, but not for the kids and it should be about the kids	1		
	The review has been a good thing for this school	1		
	In 5 years this might be a good thing	1		
	It will be OK if we can get good staff and get behaviour on track	1		
	Some school staff in the area were unprofessional, review showed them up	1		
17	<b>The kids are happy, they're neat kids</b>	5	2.1	81
	The kids are happy the know we care	1		
	It has been positive for the kids	1		
	Most kids are happy to be at school	1		
	They're neat kids	1		
	Parents say kids are happy here	1		
17	<b>There's a them/us mentality</b>	5	2.1	83.1
	Feel like I'm on the outer	2		
	Everything takes longer before we were a team now were 'management'	1		
	Here it is a them/us mentality	1		
	I'm often stuck in the middle	1		
19	<b>What we needed was teacher, jobs, low class sizes</b>	4	1.7	84.8
	We need creative experienced teachers, not this	1		
	We need staff incentives, \$1 rent to get good teachers	1		
	They should be shaking up apprenticeships, getting kids jobs	1		
	Should have used Ranford to trial low class sizes	1		
19	<b>There is a huge need here</b>	4	1.7	86.5
	The standards are so poor , many kids can't read	3		
	There are so many kids who need help don't know where to start	1		
21	<b>Big is not better</b>	3	1.3	87.8
	The kids are missing out big is not better	2		
	Everything is on a bigger scale, everything takes longer	1		
21	<b>The gang issue is a big thing here</b>	3	1.3	89.1
	The gang issues is big for Ranford	1		
	A lot of town kids have a gang lifestyle	1		
	Gang issue makes me feel low, not safe here	1		
21	<b>The money isn't there, hasn't been saved</b>	3	1.3	90.4
	The finance thing hasn't happened	1		
	Supposed to have money, have to beg for it	1		
	Don't think the MoE will save any money	1		
24	<b>People are complacent in Ranford</b>	2	0.8	91.2
	There is a culture in our town, lots of excuses	1		
	Decile 1 should have the same as decile 10, but people here are complacent	1		
24	<b>Kereru parents are supportive</b>	2	0.8	92
	Kereru parents would just come in and chat	1		
	Kereru parents are still the ones who come in	1		
24	<b>The consultation was predetermined and clever</b>	2	0.8	92.8
	The consultation timeframe was operationally clever on the Ministry's part	1		
	It was a predetermined outcome	1		
24	<b>We have a good syndicate great to share ideas</b>	2	0.8	93.6
24	<b>We have quality leadership and management at this school</b>	2	0.8	94.4
24	<b>I ended up somewhere I didn't want to be</b>	2	0.8	95.2
	I ended up somewhere I didn't want to be	1		
	We weren't permanent at Kereru, no job at Totara ended up at	1		

Rank	Categories with content units	Frequency	%	Cumulative %
	High School			
24	We have a new PRT at High School she is awesome, made transition easy for kids	2	0.8	96
31	It's hilarious the Minister hasn't been back around schools	1	0.4	96.4
31	We don't have any Maori staff but we're trying our best	1	0.4	96.8
31	I hope by the time my child goes to High School it's sorted	1	0.4	97.2
31	They should put Year 7 & 8 in intermediate	1	0.4	97.6
31	I am committed to PRT's every school should have them	1	0.4	98
31	Trying to break syndicate get whanau thing going	1	0.4	98.4
31	People running schools should be held accountable	1	0.4	98.8
31	Totara is finding their feet, can't join in district events	1	0.4	99.2
31	The physical environment is not set out for kids, injuries from poles everywhere	1	0.4	99.6
31	I like country schools better	1	0.4	100
	Total	243		



### Level 3 - Categories Round 3 institutionalisation Teachers

Rank	Categories with content units	Frequency	%	Cumulative %
1	<b>Workload, stress and pressure – we have low morale</b>		<b>22.5</b>	<b>22.5</b>
	Morale is low, pressure on staff	19	7.9	
	The workload is horrendous	18	7.5	
	This has been a stressful, difficult year for me	15	6.3	
	I ended up somewhere I didn't want to be	2	0.8	
2	<b>Challenging behaviour, more need and less resources and support</b>		<b>13.4</b>	<b>35.9</b>
	Behaviour management is much more challenging	13	5.4	
	The parents are reluctant, not supportive	7	2.9	
	There is a huge need here	4	1.7	
	Big is not better	3	1.3	
	The money isn't there, hasn't been saved	3	1.3	
	We don't have any Maori staff but we're trying our best	1	0.4	
	The physical environment is not set out for kids, injuries from poles everywhere	1	0.4	
3	<b>The review has not worked it has affected children's learning</b>		<b>11.3</b>	<b>47.2</b>
	The review has not worked, especially for the kids	18	7.5	
	This has had affected the learning of Kereru kids	9	3.8	
4	<b>It is more difficult to get on with staff, staff find it more challenging</b>		<b>9.2</b>	<b>56.4</b>
	It is more difficult to get on with staff in a bigger school	9	3.8	
	This is very hard on PRT's	8	3.3	
	There's a them (management)/ us (teachers) mentality	5	2.1	
5	<b>The High School is a difficult place to learn, should be an intermediate</b>		<b>7.9</b>	<b>64.3</b>
	The High School is a difficult place for kids to learn	17	7.1	
	I hope by the time my child goes to High School it's sorted	1	0.4	
	They should put Year 7 & 8 in intermediate	1	0.4	
6	<b>It's going to be a neat school kids are happy, we have quality leadership</b>		<b>7.9</b>	<b>72.2</b>
	It's going to be a neat school but we have things to do	10	4.2	
	The kids are happy, they're neat kids	5	2.1	
	We have a good syndicate great to share ideas	2	0.8	
	We have quality leadership and management at this school	2	0.8	
7	<b>There have been positive aspects, I had success, feedback and growth</b>		<b>7.5</b>	<b>79.7</b>
	I have had success, positive feedback, growth	11	4.6	
	There were some positive aspects to the review	7	2.9	
8	<b>MoE did not listen, they should be accountable for this</b>		<b>6.6</b>	<b>86.3</b>
	The Ministry should have listened to people who live here	12	5	
	The consultation was predetermined and clever	2	0.8	
	It's hilarious the Minister hasn't been back around schools	1	0.4	
	People running schools should be held accountable	1	0.4	
9	<b>Kereru was a huge loss, lost parent support and country school feeling</b>		<b>4.1</b>	<b>90.4</b>
	Kereru was a huge loss, I'd go back if I could	7	2.9	
	Kereru parents are supportive	2	0.8	
	I like country schools better	1	0.4	
10	<b>Not a lot has changed for me, It is good we have kept our 7 &amp; 8</b>	<b>9</b>	<b>3.8</b>	<b>94.2</b>
11	<b>We have gang issues and complacency in the town</b>		<b>2.1</b>	<b>96.3</b>
	The gang issue is a big thing here	3	1.3	89.1
	People are complacent in Ranford	2	0.8	91.2
12	<b>What we needed was teacher, jobs, low class sizes</b>	<b>4</b>	<b>1.7</b>	<b>98</b>
13	<b>We have a new PRT at High School she is awesome, made</b>	<b>2</b>	<b>0.8</b>	<b>98.8</b>

Rank	Categories with content units	Frequency	%	Cumulative %
	transition easy for kids			
14	I am committed to PRTs every school should have them	1	0.8	99.6
15	Trying to break syndicate get whanau thing going	1	0.4	100
16	Totara is finding their feet, can't join in district events	1	0.4	100.4
	Total	243		

## Level 2 - Categories and Frequency Round 1 Initiation Students

Rank	Categories with content units	Frequency	%	Cumulative %
<b>1</b>	<b>It is dumb that they are going to close our school</b>	<b>34</b>	<b>18.9</b>	<b>18.9</b>
	Leave Kereru School alone	6		
	Sad and dumb that they closed our school	4		
	I hate/want to hurt Trevor Mallard	4		
	They tried merging school before and it doesn't work	4		
	Not fair closing our school	2		
	Won't be able to see my brother/sister	2		
	Wanted to stay at Kereru	2		
	Trevor Mallard wanted Kereru to be Takahae	1		
	Why did they close it we did nothing wrong	1		
	I'm going to be Prime Minister so I can open schools	1		
	We don't get a say in the Network Review	1		
	He doesn't have to close our school	1		
	He closed it cause it was a fun school	1		
	Trevor Mallard has a grudge against us	1		
	I knew they would close it	1		
	Won't be able to come back to sports days	1		
	Why didn't they close the private schools	1		
<b>2</b>	<b>I will make/lose friends in new school</b>	<b>28</b>	<b>15.6</b>	<b>34.5</b>
	Will have more friends at Totara	8		
	I have friends at Kereru	6		
	I have friends at Takahae	5		
	There will be more year 5 girls at Takahae to be friends with	4		
	My friends are going to High School	4		
	My friends are going to Totara – I'm going to High School	1		
<b>3</b>	<b>I Learn heaps at Kereru</b>	<b>17</b>	<b>9.5</b>	<b>44</b>
	We have good math's, sports, art	7		
	We have learning styles at Kereru	4		
	Learning in fun ways	2		
	We learn heaps of lots of work	2		
	We do High School work now, we're prepared	2		
<b>4</b>	<b>Everybody knows everyone</b>	<b>16</b>	<b>8.9</b>	<b>52.9</b>
	Everybody knows everybody	5		
	It's a cool school, I like school	4		
	Cool people at Kereru	3		
	New people are welcomed	1		
	Good place for naughty kids to come	1		
	We are unique	2		
<b>5</b>	<b>Takahae has some fun activities, equipment</b>	<b>14</b>	<b>7.8</b>	<b>60.7</b>
	The swing, pool, field is better at Takahae	6		
	Takahae is huge	2		
	Fun at Takahae	1		
	Takahae will change	1		
	Don't know I haven't been there	1		
	Been to leadership course	1		
	After school activities at Takahae	1		
	Went to Takahae	1		
<b>6</b>	<b>I am worried about Bullies next year</b>	<b>11</b>	<b>6.1</b>	<b>66.8</b>
	There are bullies at Takahae	4		
	Used to get Bullied at Takahae now I have to go back	4		
	There are bullies at High School	1		
	Might be scary at High School	1		
	Tracks and Allies at Takahae bullies will get you	1		
<b>7</b>	<b>Kereru is a nice attractive school</b>	<b>10</b>	<b>5.6</b>	<b>72.4</b>
	Teachers can see everybody in playground	2		
	I like small schools	2		
	I like the classrooms, the trampoline	2		
	It's a clean school and peaceful	2		
	It's the best school in Ranford	1		
	School is fun	1		
<b>7</b>	<b>Kereru Teachers are great</b>	<b>10</b>	<b>5.6</b>	<b>78</b>
	I like the Kereru teachers	3		

Rank	Categories with content units	Frequency	%	Cumulative %
	Crazy, fun teachers	2		
	Kereru teachers have discipline	2		
	Kereru Teacher deal with problems straight away	2		
	Kereru Teachers model good citizenship	1		
9	<b>Year 7 and 8's going to High School will have more opportunities</b>	8	4.5	82.5
	New buildings at High School	4		
	New opportunities	3		
	Hope it is fun	1		
	Glad that Year 7 and 8's are going they are annoying	1		
9	<b>I wonder about Teachers in the future</b>	8	4.5	87
	It will be OK at High School our teachers are there	3		
	I have no bond with new teachers	2		
	It will Ok at Totara our Principal is there	1		
	Totara teachers won't watch us in the playground	1		
	Kereru teachers will be at Totara	1		
9	<b>Don't want to go to new school</b>	8	4.5	91.5
	It Sucks at Takahae	2		
	Don't want to go to High School	3		
	Nervous about going to High School	1		
	Year 7 and 8 should be role models are Primary school	2		
12	<b>Year 9's are ready for High School</b>	6	3.4	94.9
	It will be better at High School	3		
	Year 9 have different breaks, timetables to 7 & 8's	2		
	Year 7 & 8 can look after themselves	1		
13	<b>I will walk/ride/bus to school</b>	4	2.2	97.1
	Able to walk/ride to school	3		
	Longer bus ride	1		
14	<b>Uniforms are expensive</b>	2	1.1	98.2
14	<b>It is safe at Kereru</b>	2	1.1	99.3
	Not many bullies at Kereru	1		
	It is a safe place	2		
16	<b>I don't know about the Network Review</b>	1	0.6	99.9
16	<b>It's a good thing to close Kereru</b>	1	0.6	100.5
	<b>Total</b>	179		

### Level 3 Categories Round 1 Initiation Students

Rank	Categories with content units	Frequency	%	Cumulative %
<b>1</b>	<b>Kereru is a safe, attractive environment where everyone knows everyone</b>		<b>30.7</b>	<b>30.7</b>
	I Learn heaps at Kereru	17	9.5	44
	Everybody knows everyone	16	8.9	52.9
	Kereru Teachers are great	10	5.6	78
	Kereru is a nice attractive school	10	5.6	72.4
	It is safe at Kereru	2	1.1	9.3
<b>2</b>	<b>It is dumb to close school, we will need expensive new uniforms</b>		<b>20</b>	<b>50.7</b>
	It is dumb that they are going to close our school	34	18.9	18.9
	Uniforms are expensive	2	1.1	98.2
<b>6</b>	<b>I will make/lose friends in new school</b>	<b>28</b>	<b>15.6</b>	<b>66.3</b>
<b>3</b>	<b>I don't want to go am worried about new school</b>		<b>15.1</b>	<b>81.4</b>
	I am worried about Bullies next year	11	6.1	66.8
	Don't want to go to new school	8	4.5	91.5
	I wonder about Teachers in the future	8	4.5	87
<b>5</b>	<b>We will have more opportunities and fun at new school</b>		<b>12.3</b>	<b>93.7</b>
	Takahae has some fun activities, equipment	14	7.8	60.7
	Year 7 and 8's going to High School will have more opportunities	8	4.5	82.5
<b>7</b>	<b>Year 9's are ready for High School</b>	<b>6</b>	<b>3.4</b>	<b>97.1</b>
<b>8</b>	<b>I will walk/ride/bus to school</b>	<b>4</b>	<b>2.2</b>	<b>99.3</b>
<b>9</b>	<b>I don't know about the Network Review</b>	<b>1</b>	<b>0.6</b>	<b>99.9</b>
<b>9</b>	<b>It's a good thing to close Kereru</b>	<b>1</b>	<b>0.6</b>	<b>100.5</b>

## Level 2 - Categories and Frequency Round 2 Implementation Students

Rank	Categories with content units	Frequency	%	Cumulative %
<b>1</b>	<b>We're not learning anything here</b>	<b>18</b>	<b>8.6</b>	<b>8.6</b>
	We're not learning anything	5		
	All we do is worksheets and projects	3		
	Nobody gets involved in learning	2		
	Fighting and naughty kids disturb us it's frustrating trying to learn	2		
	My younger sister does the same homework	2		
	Kids make fun of me cause I like to learn	1		
	I feel shy asking any questions in class	1		
	The work is easy I hope it gets harder	1		
	It is a really difficult place to work	1		
<b>2</b>	<b>Kids are disobedient, swear, smoke, steal</b>	<b>11</b>	<b>5.3</b>	<b>13.9</b>
	Lots of stealing going on	3		
	These kids treat each other like dirt	2		
	Kids smoke on the fields, in the toilets	2		
	Kids are disobedient	2		
	There is major bunking at this school	1		
	There is a lot of swearing	1		
<b>2</b>	<b>We need a playground</b>	<b>11</b>	<b>5.3</b>	<b>19.2</b>
	There is no playground nothing to do	3		
	No flying fox or trampoline	2		
	A playground is the most important thing	1		
	We need an obstacle course	1		
	We need a big kids playground	1		
	If we had a playground we wouldn't have bullies	1		
	They should bring our old playground to this school	2		
<b>4</b>	<b>I don't like my teacher, they can't handle it</b>	<b>10</b>	<b>4.8</b>	<b>24.0</b>
	This teacher is the stupidest teacher I have ever had	3		
	The teacher ignores the bad kids she can't handle it	2		
	I don't like my teacher I want to change	2		
	My teacher is not up to it	1		
	It's too hard for the teacher there's too many kids	1		
	These teachers don't even know my name	1		
<b>5</b>	<b>I don't fit in, I'm nothing here</b>	<b>9</b>	<b>4.3</b>	<b>28.3</b>
	I don't fit in	2		
	I feel scared	2		
	No one notices you you're nothing here	2		
	Other kids say we suck and we're poor	2		
	I feel like a guinea pig	1		
<b>5</b>	<b>I have met new friends</b>	<b>9</b>	<b>4.3</b>	<b>32.6</b>
	I have more friends here	3		
	Some of my friends are in my class	2		
	It is cool to meet new people	2		
	My friends live close by now	1		
	I have new friends here	1		
<b>7</b>	<b>There is a lot more fighting in this school</b>	<b>7</b>	<b>3.3</b>	<b>35.9</b>
	There are way more fights at this school	3		
	Kids punch each other	2		
	We've had over 20 fights in our class	1		
	Kids punch the teachers	1		
<b>7</b>	<b>I would rather be at Kereru</b>	<b>7</b>	<b>3.3</b>	<b>39.2</b>
	I want to go to Kereru	2		
	I would rather be at Kereru	4		
	I would like Kereru to be there	1		
<b>7</b>	<b>This school is dirty and disgusting</b>	<b>7</b>	<b>3.3</b>	<b>42.5</b>
	The toilets stink	2		
	The toilets are disgusting there are condoms lying around	1		
	There is bubblegum under the tables	1		
	Big cracks all over the school	1		
	Classrooms are small	1		
	This school is horrible, dirty, noisy, stink	1		

Rank	Categories with content units	Frequency	%	Cumulative %
10	<b>I'm not looking forward to going to High School</b>	6	2.9	45.4
	My sister has told me bad things about the High School	3		
	I don't want to go I am scared I'll be bullied	2		
	You should be 12/13 going to High School not 10	1		
11	<b>I like the subjects, library, activities at High School</b>	5	2.4	47.8
	Like the subjects at High School	1		
	I like changing classes	1		
	I like helping the other kids	1		
	The library is popular	1		
	High School has lunchtime activities	1		
11	<b>This school is much bigger</b>	5	2.4	50.2
	There are bigger classes	1		
	There are more teachers and it is much bigger	4		
11	<b>You learn more at Primary School</b>	5	2.4	52.6
	At Primary school I learn heaps	2		
	I would have learnt more if I went to Totara	2		
	I would have learnt more if I stayed at Kereru	1		
11	<b>I don't like this school</b>	5	2.4	55.0
	I hate school, I find any excuse not to go	3		
	I don't like this school	1		
	I don't rate this school very highly at all	1		
11	<b>They (MoE) pick on us it's not fair</b>	5	2.4	57.4
	They pick on us not the private schools or High School	2		
	They need shooting	1		
	How would he like his school closed	1		
	This should be put on the internet so they know	1		
11	<b>More rules, dumb rules</b>	5	2.4	59.8
	Dumber. more rules here	2		
	Have to have pink notes, don't trust us	2		
	Take away rule about playground	1		
11	<b>Hardly any fights, stealing at Kereru</b>	5	2.4	62.2
	I didn't get hurt, have fights at Kereru	2		
	Kereru and High School are the complete opposites	1		
	I only ever saw one fight at Kereru	1		
	We didn't have much fights or stealing	1		
18	<b>It's boring all we do is walk around</b>	4	1.9	64.1
	Nothing to do but walk around	3		
	Much more boring here	1		
18	<b>I want to go/can't wait to go to Boarding School</b>	4	1.9	66.0
	I want to go to boarding school for Year 7 & 8	2		
	I can't wait to go to Boarding school	2		
18	<b>Kids abuse me, pick on me, punch me</b>	4	1.9	67.9
	Kids abuse me and punch me	1		
	I've been punched by a kid	1		
	The kids here are eggs to me	1		
	They pick on me cause I have a lunchbox	1		
18	<b>Totara has a better pool, canteen, technology</b>	4	1.9	69.8
	They have a place for manual	1		
	Bigger pool here	1		
	Better canteen here	1		
	Bigger field at Totara	1		
18	<b>I miss the little kids</b>	4	1.9	71.7
	I miss the little kids	2		
	We don't get to play with the little kids	2		
23	<b>I have seen lots of gang stuff</b>	3	1.4	73.1
	I have seen lots of gang stuff	2		
	Mum doesn't want me here cause I see the gangs	1		
23	<b>Other kids get us into trouble</b>	3	1.4	74.5
	Everyone gets growled for a few kids	1		



Rank	Categories with content units	Frequency	%	Cumulative %
	More kids here get us into trouble	2		
23	<b>I like our old teachers who know me</b>	3	1.4	75.9
	I like having the teacher who know us	2		
	I want my old teacher back	1		
23	<b>We're not allowed on the playground</b>	3	1.4	77.3
	Big kids are not allowed on the playground	2		
	Kids muck it up for us on the playground	1		
23	<b>They (High School) weren't ready for us</b>	3	1.4	78.7
	They just chucked us in here	1		
	They weren't ready for us	1		
	They have done nothing	1		
23	<b>The should stream, have a bad kids class</b>	3	1.4	80.1
	They need a class for all the kids who don't want to listen	2		
	They should stream the classes here	1		
23	<b>Kereru Kids behave better</b>	3	1.4	81.5
	Last year kids behaved better	1		
	Kereru boys are the only good kids here	2		
23	<b>We need year 7 &amp; 8 at Primary school</b>	3	1.4	82.9
	WE need Year 7 & 8 here, they are the leader and responsible	2		
	The big kids used to stop the bullies, now they're at High School	1		
31	<b>I want to go to High School</b>	2	1.0	83.9
	I was ready to come to High School in Year 9	1		
	I want to go to High School next year	1		
31	<b>Should have boy/girl separate classes</b>	2	1.0	84.9
	They should separate the boys and girls	1		
	They should put all the boys in one class	1		
31	<b>These kids know nothing</b>	2	1.0	85.9
31	<b>It is bad that they closed our school</b>	2	1.0	86.9
	It is still bad that they closed it	1		
	Why did they have to close it?	1		
31	<b>Kereru was a better school</b>	2	1.0	87.9
	It was so much easier to learn at Kereru	1		
	It was a small enjoyable school and I knew everyone	1		
31	<b>They're (School) keeping the money for themselves</b>	2	1.0	88.9
	They're keeping the money for themselves to spend on the big kids	1		
	Can't even get a bus to the pool, they say we have no money	1		
31	<b>School is alright, cool</b>	2	1.0	89.9
	Schools alright	1		
	High School is cool	1		
31	<b>This school needs to be smaller</b>	2	1.0	90.9
	It's better to be a smaller school	1		
	They need to change, make this smaller, stop the kids fighting and swearing	1		
31	<b>New teacher have different ways of teaching</b>	2	1.0	91.9
31	<b>It's a cool uniform</b>	2	1.0	92.9
41	<b>We don't even get to play touch or go on camp</b>	1	0.5	93.4
41	<b>I've learnt a lot about People at High School</b>	1	0.5	93.9
41	<b>I like being the senior at school</b>	1	0.5	94.4
41	<b>I still get Homework</b>	1	0.5	94.9
41	<b>Everyone cried at the prize giving</b>	1	0.5	95.4

Rank	Categories with content units	Frequency	%	Cumulative %
41	The kids should get expelled not get lines for what they do	1	0.5	95.9
41	There's too much stuff in our timetable we never do anything properly	1	0.5	96.4
41	There's good things and bad things about this	1	0.5	96.9
41	I have to walk to school now	1	0.5	97.4
41	I like to bike to school	1	0.5	97.9
41	We had a lock down here	1	0.5	98.4
41	All the boys from Takahae are in our class	1	0.5	98.9
41	I don't like the colour of our uniform	1	0.5	99.4
41	I don't even notice the Year 7 & 8	1	0.5	99.9
41	I can't even get a spot at the canteen	1	0.5	100.4
	Total	209		

## Level 3 Categories Round 2 Implementation Students

Rank	Categories with content units	Frequency	%	Cumulative %
<b>1</b>	<b>School is alright, there are some better things about the new school, friends, activities</b>		<b>13.6</b>	<b>13.6</b>
	I have met new friends	9	4.3	
	I like the subjects, library, activities at High School	5	2.4	
	Totara has a better pool, canteen, technology	4	1.9	
	It's a cool uniform	2	1.0	
	School is alright, cool	2	1.0	
	I want to go to High School	2	1.0	
	There's good things and bad things about this	1	0.5	
	I've learnt a lot about People at High School	1	0.5	
	I still get Homework	1	0.5	
	I like being the senior at school	1	0.5	
<b>2</b>	<b>Kereru was a better school</b>		<b>12.9</b>	<b>26.5</b>
	I would rather be at Kereru	7	3.3	
	Hardly any fights, stealing at Kereru	5	2.4	
	I miss the little kids	4	1.9	
	I like our old teachers who know me	3	1.4	
	Kereru Kids behave better	3	1.4	
	Kereru was a better school	2	1.0	
	It is bad that they closed our school	2	1.0	
	Everyone cried at the prize giving	1	0.5	
<b>3</b>	<b>There is fighting, swearing, stealing and gangs here, the kids are disobedient</b>		<b>12.4</b>	<b>38.9</b>
	Kids are disobedient, swear, smoke, steal	11	5.3	
	There is a lot more fighting in this school	7	3.3	
	I have seen lots of gang stuff	3	1.4	
	Other kids get us into trouble	3	1.4	
	The kids should get expelled not get lines for what they do	1	0.5	
	We had a lock down here	1	0.5	
<b>4</b>	<b>We're not learning anything here</b>		<b>11.5</b>	<b>50.4</b>
	We're not learning anything here	18	8.6	
	You learn more at Primary School	5	2.4	
	There's too much stuff in our timetable we never do anything properly	1	0.5	
<b>5</b>	<b>It's boring we need a playground, sports</b>		<b>9.1</b>	<b>59.5</b>
	We need a playground	11	5.3	
	It's boring all we do is walk around	4	1.9	
	We're not allowed on the playground	3	1.4	
	We don't even get to play touch or go on camp	1	0.5	
<b>6</b>	<b>I don't like this school, it's dirty and more rules</b>		<b>8.6</b>	<b>68.1</b>
	This school is dirty and disgusting	7	3.3	
	I don't like this school	5	2.4	
	More rules, dumb rules	5	2.4	
	I don't like the colour of our uniform	1	0.5	
<b>7</b>	<b>I don't fit in, kids pick on me, abuse me</b>		<b>6.7</b>	<b>74.8</b>
	I don't fit in, I'm nothing here	9	4.3	
	Kids abuse me, pick on me, punch me	4	1.9	
	I can't even get a spot at the canteen	1	0.5	
<b>7</b>	<b>I don't want to go to High School, should stay at Primary school</b>		<b>6.2</b>	<b>81</b>
	I'm not looking forward to going to High School	6	2.9	
	I want to go/can't wait to go to Boarding School	4	1.9	
	We need year 7 & 8 at Primary school	3	1.4	
<b>9</b>	<b>I don't like the teachers, they have new ways, can't handle it</b>		<b>5.8</b>	<b>86.8</b>
	I don't like my teacher, they can't handle it	10	4.8	
	New teacher have different ways of teaching	2	1.0	
<b>10</b>	<b>These kids know nothing, they should stream classes</b>		<b>3.4</b>	<b>90.3</b>
	The should stream, have a bad kids class	3	1.4	
	Should have boy/girl separate classes	2	1.0	
	These kids know nothing	2	1.0	

Rank	Categories with content units	Frequency	%	Cumulative %
11	<b>High School weren't ready they are keeping the money</b>		<b>2.4</b>	<b>92.7</b>
	They (High School) weren't ready for us	3	1.4	
	They're (School) keeping the money for themselves	2	1.0	
12	<b>This school is much bigger</b>	<b>5</b>	<b>2.4</b>	<b>95.1</b>
12	<b>They (MoE) pick on us it's not fair</b>	<b>5</b>	<b>2.4</b>	<b>97.5</b>
14	<b>I walk/bike to school now</b>	<b>2</b>	<b>1.0</b>	<b>98.5</b>
	I have to walk to school now	1	0.5	
	I like to bike to school	1	0.5	
14	<b>This school needs to be smaller</b>	<b>2</b>	<b>1.0</b>	<b>99.5</b>
16	<b>All the boys from Takahae are in our class</b>	<b>1</b>	<b>0.5</b>	<b>100</b>
16	<b>I don't even notice the Year 7 &amp; 8</b>	<b>1</b>	<b>0.5</b>	<b>100.5</b>

## Level 2 - Categories and Frequency Round 3 Institutionalisation Students

Rank	Categories with content units	Frequency	%	Cumulative %
<b>1</b>	<b>I am teased/threatened and worried about my safety</b>	<b>36</b>	<b>13.8</b>	<b>13.8</b>
	People tease me and call me names	5		
	Kids threaten to bash me	5		
	People tease me and call me names	4		
	I don't feel safe here	3		
	Last year I wanted to go to school now I want to stay home	3		
	I do every lunchtime option to avoid the playground	2		
	There are gangs here, they walk around in huge groups	2		
	We have to walk around in groups to be safe	2		
	It's not safe to be out in the open	2		
	Kids threaten me	1		
	Here everyone threatens you even the teachers	1		
	I am worried about my future here	1		
	There are so many closed areas and the kids look scary	1		
	You can't stand up for yourself	1		
	I can't be myself here	1		
	We're not safe here	1		
<b>2</b>	<b>Kereru was a better school</b>	<b>23</b>	<b>8.8</b>	<b>22.6</b>
	There was no stealing or fighting	4		
	I used to know everyone in the school	3		
	I knew everyone at Kereru, now I hardly know anyone	2		
	I want to go back to Kereru	2		
	I needed to stay at Kereru until I was old enough to handle bullies	1		
	I wish this was a bad nightmare and I'd be back at Kereru	1		
	The Library at Kereru was so cool	1		
	I'd rather be back at Kereru	1		
	I was a better school, I learn more	1		
	I loved Kereru I had my won space	1		
	Kereru kids are respectful, had discipline	1		
	Last year kids didn't hurt you	1		
	Kereru had fun things and games	1		
	I like the playground better	1		
	At Kereru we used to play not walk around	1		
	We could go and play in the bushes	1		
<b>3</b>	<b>There are a lot of naughty kids here</b>	<b>21</b>	<b>8</b>	<b>30.6</b>
	Naughty kids get away with it	4		
	So many kids are naughty here	3		
	There is no discipline naughty kids get away with it	3		
	There are a lot of fights, kids kit you	3		
	Everyone is too naughty here we never get any games	2		
	There are a lot of naughty kids here	1		
	There are too many fights at this school	1		
	They need to take all these naughty kids out	1		
	Kids throw desks around the classroom	1		
	Kids yell out in class, they do what they like	1		
	The year 7 & 8 Takahae kids are cruel	1		
<b>4</b>	<b>I don't like my teacher, they don't care about us</b>	<b>18</b>	<b>6.9</b>	<b>37.5</b>
	There are never enough teachers on duty	3		
	Teacher don't deal with problems they are too lazy to get to the bottom of it	3		
	The teachers are not organised	2		
	I have 3 different teacher, I hate it when they yelled	2		
	I used to get more time with the teacher but their too busy with the naughty kids	2		
	I hoped my teacher would leave	1		
	All the teachers are from Takahae no one else wanted to work here	1		
	Teachers can't calm class down	1		
	I hate my teacher	1		
	These teachers don't really care about us	1		
	The teachers are stressed	1		
<b>5</b>	<b>This has been dumb the Minister should know that</b>	<b>15</b>	<b>5.7</b>	<b>43.2</b>
	The Minister should see the destruction he caused	1		
	He ruined our lives	2		
	I would say thanks for nothing	1		
	The Minister couldn't handle it at this school	1		

Rank	Categories with content units	Frequency	%	Cumulative %
	I hate/am angry at the Minister/Ministry	2		
	I hate/am angry at the Minister/Ministry	2		
	Don't do this to anyone else	1		
	I would like to write him a letter about this	1		
	This was absolutely dumb	1		
	They stuffed this up in parliament	1		
	The Minister should take our class for a day	1		
	They should've asked us what we want	1		
<b>6</b>	<b>I don't like this school</b>	<b>14</b>	<b>5.3</b>	<b>48.5</b>
	I don't like this school	3		
	I hate High School	3		
	This is a dumb school	2		
	I don't like this school	2		
	Has a dumb motto	1		
	It's dumb here	1		
	I hate this school ugly uniforms	1		
	I don't like how it looks	1		
<b>7</b>	<b>I am worried about going to High School next year</b>	<b>12</b>	<b>4.6</b>	<b>53.1</b>
	I don't want to go/ am worried about going to the High School and getting the bash	6		
	There are drugs, smoking, gangs and police lockdowns at the High School	5		
	My brother won't make it at High School he has a learning / physical difficult the kids will tease him	1		
<b>8</b>	<b>I am not learning as much here</b>	<b>11</b>	<b>4.2</b>	<b>57.3</b>
	Easier work here but harder to learn	3		
	My learning has gone down	2		
	They should have more challenging work	2		
	We don't learn anything we silent read	1		
	It's been so long since I learnt anything	1		
	I've learnt nothing this year	1		
	It's rubbish about all the cool learning at High School	1		
<b>8</b>	<b>The 7 &amp; 8 should not be at High School</b>	<b>11</b>	<b>4.2</b>	<b>61.5</b>
	High School should not have year 7 & 8	3		
	They should have made an Intermediate	1		
	Year 7 and 8 should be in primary school	6		
	High School is a freaky scary place for 7 & 8	1		
<b>10</b>	<b>I liked the Kereru teachers better</b>	<b>10</b>	<b>3.8</b>	<b>65.3</b>
	Kereru teachers are nice	3		
	We need our old Kereru teachers back	2		
	Kereru teachers tried to improve themselves	1		
	I knew all the teachers there	1		
	I like having teacher I know	1		
	I like having teacher I know	1		
	Principal could sort this out	1		
<b>10</b>	<b>I want to get out of here and go to another school</b>	<b>10</b>	<b>3.8</b>	<b>69.1</b>
	I want to get out of here and go to Boarding school	7		
	I want to go to another school/ or be home schooled	3		
<b>12</b>	<b>We need a play area/playground, something to do in the breaks</b>	<b>8</b>	<b>3.1</b>	<b>72.2</b>
	Nothing to do in the breaks	3		
	We need a proper playground with a fence	2		
	We need to play together, have a big lunch area	1		
	They need a playground	1		
	There are too many kids on the playground, we need different times	1		
<b>12</b>	<b>I have made new friends, kept old friends</b>	<b>8</b>	<b>3.1</b>	<b>75.3</b>
	Its good to make new friends	4		
	I kept my old Kereru friends	2		
	I like meeting new people	1		
	I like to meet new friends	1		
<b>12</b>	<b>I have done extra subjects at High School</b>	<b>8</b>	<b>3.1</b>	<b>78.4</b>
	We have done sewing, manual, music, hockey,	3		
	I like the Library an the gym	3		
	We get extra subjects	2		

Rank	Categories with content units	Frequency	%	Cumulative %
13	<b>There are a lot more rules here, we get more growling</b>	7	2.7	81.1
	We used to play with the little kids but now were not allowed	4		
	Lots of things are banned here	1		
	We get more growling, teacher punishes the whole class			
	There are so many new rules I don't know them	1		
	We're not allowed in the class at lunchtime	1		
13	<b>I have had stuff stolen, there is more stealing here</b>	7	2.7	83.8
	People steal my stuff, they help themselves	3		
	There's a lot more stealing here than Kereru	4		
17	<b>We get picked on because we're from Kereru</b>	6	2.3	86.1
	It is still different to be a Kereru kid	1		
	Takahae kids pick on us	2		
	The others kids say Kereru kids are dumb	1		
	Makes all the difference what primary school you went to	1		
	There are heaps of Takahae kids and hardly any Kereru kids	1		
18	<b>There are some good things about this school</b>	5	1.9	88
	They are nice to little kids here	1		
	We get to play animal games here	1		
	It's an alright school	1		
	Our teacher can handle our class	1		
	We have a playground at Totara now	1		
18	<b>The toilets are disgusting</b>	5	1.9	89.9
	Toilets are broken	1		
	They need to do toilets up	2		
	Toilets are disgusting	1		
	Kids smoke in the toilets	1		
18	<b>Kids don't do homework, its hopeless</b>	5	1.9	91.8
	Kids don't hand in homework	1		
	There is no punishment for not doing homework it's hopeless	4		
21	<b>Sometimes the good kids don't get noticed here</b>	3	1.1	92.9
21	<b>It's hard to make new friends, meet old ones</b>	3	1.1	94
	It's hard to get on with people	1		
	I find it hard to make new friends here	1		
	Don't get to play with friends in different classes	1		
21	<b>The car park and poles are dangerous</b>	3	1.1	95.1
	Car park, bus park dangerous	1		
	Dangerous Poles here	2		
24	<b>This school should be smaller, have separate classes</b>	2	0.8	95.9
	Should have separate Takahae and Kereru classes	1		
	They need to cut this school in half	1		
24	<b>We don't get to go back to Kereru for prize giving</b>	2	0.8	96.7
24	<b>There is all Takahae stuff here, no Kereru stuff</b>	2	0.8	97.5
27	<b>We should have saved our school with legal action</b>	1	0.4	97.9
27	<b>It is easier to get hurt with more kids</b>	1	0.4	98.3
27	<b>I will be going to High School in year 9</b>	1	0.4	98.7
27	<b>Don't like High School kids coming for manual</b>	1	0.4	99.1
27	<b>There are too many teachers for Principal to charge off</b>	1	0.4	99.5
27	<b>I have a project that is challenging</b>	1	0.4	99.9
27	<b>They need to make this school the same as Kereru</b>	1	0.4	100.3
	<b>Total</b>	262		



### Level 3 - Categories Round 3 Institutionalisation Students

Rank	Categories with content units	Frequency	%	Cumulative %
<b>1</b>	<b>I don't like my teacher or this school</b>		<b>25.2</b>	<b>25.2</b>
	I don't like my teacher, they don't care about us	18	6.9	
	I don't like this school	14	5.3	
	I want to get out of here and go to another school	10	3.8	
	There are a lot more rules here, we get more growling	7	2.7	
	I have had stuff stolen, there is more stealing here	7	2.7	
	The toilets are disgusting	5	1.9	
	The car park and poles are dangerous	3	1.1	
	There is all Takahae stuff here, no Kereru stuff	2	0.8	
<b>2</b>	<b>I am teased, threatened and worry about my safety</b>		<b>16.5</b>	<b>41.7</b>
	I am teased/threatened and worried about my safety	36	13.8	
	We get picked on because we're from Kereru	6	2.3	
	It is easier to get hurt with more kids	1	0.4	
<b>3</b>	<b>Kereru was a better school I liked the teachers better</b>		<b>13.8</b>	<b>55.5</b>
	Kereru was a better school	23	8.8	
	I liked the Kereru teachers better	10	3.8	
	We don't get to go back to Kereru for prize giving	2	0.8	
	We should have saved our school with legal action	1	0.4	
<b>4</b>	<b>I am worried about going to High School, Year 7 &amp; 8 should stay at Primary</b>		<b>8.8</b>	<b>64.3</b>
	I am worried about going to High School next year	12	4.6	
	The 7 & 8 should not be at High School	11	4.2	
	<b>I have done some extra things at this school and met new friends</b>		<b>8.5</b>	<b>72.8</b>
	I have done extra subjects at High School	8	3.1	
	I have made new friends, kept old friends	8	3.1	
	There are some good things about this school	5	1.9	
	I have a project that is challenging	1	0.4	
<b>3</b>	<b>There are a lot of naughty kids here</b>	<b>21</b>	<b>8</b>	<b>80.8</b>
	<b>I am not learning as much, kids don't do homework</b>		<b>6.1</b>	<b>86.9</b>
	I am not learning as much here	11	4.2	
	Kids don't do homework, its hopeless	5	1.9	
<b>5</b>	<b>This has been dumb the Minister should know that</b>	<b>15</b>	<b>5.7</b>	<b>92.6</b>
<b>12</b>	<b>We need a play area/playground, something to do in the breaks</b>	<b>8</b>	<b>3.1</b>	<b>95.7</b>
	<b>This school should be smaller like Kereru</b>		<b>1.6</b>	<b>97.3</b>
	This school should be smaller, have separate classes	2	0.8	
	They need to make this school the same as Kereru	1	0.4	
	There are too many teacher (Principal) can't take charge of them		.4	
	<b>Sometimes the good kids don't get noticed here</b>	<b>3</b>	<b>1.1</b>	<b>98.4</b>
	<b>It's hard to make new friends, meet old ones</b>	<b>3</b>	<b>1.1</b>	<b>99.5</b>
	<b>I will be going to High School in year 9</b>	<b>1</b>	<b>0.4</b>	<b>99.9</b>
	<b>Don't like High School kids coming for manual</b>	<b>1</b>	<b>0.4</b>	<b>100.3</b>