

Richmond Road School Survey Results

1. I am a

	Response Percent	Response Count
Teacher at Richmond Road School (Full-Time)	6.20%	12
Teacher at Richmond Road School (Part-Time)	4.10%	8
Non-Teaching Staff Member at Richmond Road School	2.10%	4
Parent	79.90%	155
Other Whanau Member (e.g. grandparent, aunty/uncle)	1.00%	2
Board of Trustee Member	2.10%	4
Staff Member at Ritimana Kohanga Reo	4.10%	8
Staff Member at A'oga Fa'a Samoa	3.10%	6
Other	0.50%	1
answered question		194
skipped question		4

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2. If you have children, do your children attend...?

	Response Percent	Response Count
Richmond Road School - Te Whanau Whariki	16.70%	30
Richmond Road School - Mua i Malae	15.00%	27
Richmond Road School - L'Archipel	20.00%	36
Richmond Road School - Kiwi Connection	36.10%	65
Ritimana Kohanga Reo	1.70%	3
A'oga Fa'a Samoa	3.90%	7
Other	7.20%	13
I don't have children.	4.40%	8
answered question		180
skipped question		18

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3. I am / we are answering this survey as....?

	Response Percent	Response Count
An individual	98.40%	190
A group	1.60%	3
If you are responding as a group, please describe who you are.		3
If you are responding as a group, please describe who you are.		
1 Mua i Malae		
2 Te Whanau Whariki		
3 kiwi connection parent		
	answered question	193
	skipped question	5

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4. What values do you think we should focus on at school and should be included in our school's Charter and curriculum framework? (Tick up to 10 options)

	Response Percent	Response Count
Acceptance	22.20%	37
Achievement	40.10%	67
Adaptability	5.40%	9
Articulacy	4.20%	7
Arts	10.80%	18
Assertiveness	4.80%	8
Being the best	7.80%	13
Belonging	18.00%	30
Care	5.40%	9
Challenge	4.20%	7
Charity	1.20%	2
Citizenship	5.40%	9
Commitment	8.40%	14
Communication	19.20%	32
Community (Involvement)	19.80%	33
Compassion	6.60%	11
Confidence	29.90%	50
Contribution	3.60%	6
Cooperation	7.20%	12
Courage	4.80%	8
Courtesy	6.00%	10
Creativity	29.30%	49
Critical Thinking	21.00%	35
Culture	14.40%	24
Curiosity	9.60%	16
Dependability	1.20%	2
Determination	6.60%	11
Dignity	1.80%	3
Discipline	15.60%	26
Diversity	15.00%	25
Drive	1.80%	3
Duty	3.00%	5
Ecological Sustainability	13.20%	22
Empathy	9.60%	16
Encouragement	10.20%	17
Engagement	6.00%	10

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Energy	1.20%	2
Enthusiasm	13.80%	23
Equity	5.40%	9
Excellence	26.90%	45
Fairness	10.20%	17
Family	14.40%	24
Fitness	9.00%	15
Flexibility	0.60%	1
Focus	0.60%	1
Freedom	0.60%	1
Friendliness	5.40%	9
Fun	15.60%	26
Helpfulness	1.20%	2
Honesty	26.90%	45
Humor	3.60%	6
Imagination	13.20%	22
Independence	11.40%	19
Initiative	9.60%	16
Inquisitiveness	8.40%	14
Integrity	19.20%	32
Intelligence	7.80%	13
Innovation	4.20%	7
Justice	6.60%	11
Kindness	15.00%	25
Languages	38.30%	64
Leadership	21.00%	35
Learning	37.70%	63
Logic	1.20%	2
Love	6.00%	10
Making a difference	6.00%	10
Open-mindedness	12.00%	20
Optimism	4.20%	7
Organization	2.40%	4
Originality	4.80%	8
Participation	13.20%	22
Passion	4.20%	7
Peace	1.20%	2
Perseverance	7.80%	13
Problem solving	24.60%	41
Punctuality	1.20%	2
Reflection	1.80%	3
Reliability	2.40%	4
Resilience	10.80%	18

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Respect	40.70%	68
Self-control	1.80%	3
Self-expression	10.20%	17
Sense of Identity	18.60%	31
Service (to others)	8.40%	14
Sharing	4.80%	8
Teamwork	15.60%	26
Thoughtfulness	4.20%	7
Tolerance	17.40%	29
Truth	7.20%	12
Understanding	6.60%	11
Others (please specify) – Refer Appendix 1		22

answered question	167
skipped question	31

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5. The values that the board has prioritised are as follows:

- a. Learning: excellence, engagement, participation, independence
- b. Community: whanaungatanga, aroha, belonging, respect, kaitiakitanga, teamwork, honesty, service, fa'aaloalo
- c. Identity: languages, cultures, diversity, empathy
- d. Creativity: innovation, communication, arts, self expression, problem solving
- e. Leadership: rangatiratanga, initiative, mana, confidence, resilience, courage

How much do you agree with these values?

	Response Percent	Response Count
Strongly disagree	4.70%	8
Disagree	4.10%	7
Agree	63.50%	108
Strong agree	27.60%	47

Additional Comments or Alternative Suggestions 48

Refer Appendix 2

answered question	170
skipped question	28

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6. The board's 'draft' mission statement is, 'To inspire children to reach their full potential in an environment enhanced by bilingual pathways'. How much do you agree that this statement reflects the overall purpose of Richmond Road School?

	Response	Response
	Percent	Count
Strongly disagree	7.10%	12
Disagree	12.40%	21
Agree	54.40%	92
Strongly agree	26.00%	44

Additional Comments or Alternative Suggestions 64

Refer Appendix 3

answered question	169
skipped question	29

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7. The board's 'draft' vision statement is, 'Children bringing excellence and a life-long love of language and learning into local and global communities, from a school that leads the field in bilingualism'. How much do you agree that this statement describes what we want Richmond Road School to become?

	Response Percent	Response Count
Strongly disagree	3.10%	5
Disagree	14.30%	23
Agree	58.40%	94
Strongly agree	24.20%	39

Additional Comments or Alternative Suggestions 71

Refer Appendix 4

answered question	161
skipped question	37

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8. How much do you agree with the following strategic goals?

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know	Response Count
1. To create a community of children who are able and confident communicators in two languages and literacies	5.3% (9)	10.0% (17)	32.9% (56)	48.8% (83)	2.9% (5)	170
2. To create a Richmond Road School Curriculum that effectively implements the New Zealand Curriculum and Te Marautanga o Aotearoa and prescribes the expected levels of student achievement.	2.9% (5)	2.4% (4)	35.9% (61)	52.4% (89)	6.5% (11)	170
3. To strengthen the links from early childhood through to intermediate education.	4.1% (7)	6.5% (11)	33.1% (56)	50.3% (85)	5.9% (10)	169
4. To make RRS an environmentally-aware community school where all students, parents and staff feel welcome, safe, supported and part of the RRS whanau.	3.0% (5)	1.2% (2)	33.7% (57)	60.4% (102)	1.8% (3)	169
5. To develop the Information and Communication Technologies (ICT) infrastructure and resources to effectively support learning, communication and administration.	6.5% (11)	4.7% (8)	35.5% (60)	49.7% (84)	3.6% (6)	169
6. To ensure the ongoing financial stability of the school, and that is each ropu is resourced to deliver prescribed educational outcomes.	3.6% (6)	3.6% (6)	29.8% (50)	56.5% (95)	6.5% (11)	168

Additional Comments or Alternative Suggestions

46

Refer Appendix 5

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answered question	170
skipped question	28

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9. Do you agree with the following key objectives?

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know	Response Count
1a. Introduce a second language to Kiwi Connection.	4.8% (8)	12.5% (21)	34.5% (58)	32.7% (55)	15.5% (26)	168
2a. Consult with the community about what should be in the RRS curriculum.	4.2% (7)	12.7% (21)	49.1% (81)	29.7% (49)	4.2% (7)	165
2b. Establish school-wide and ropu-specific expectations for 'academic excellence'	2.4% (4)	1.8% (3)	33.5% (56)	58.1% (97)	4.2% (7)	167
2c. Establish common assessment methods, measures and benchmarks across the school	6.5% (11)	4.2% (7)	37.5% (63)	45.8% (77)	6.0% (10)	168
2d. To support best teaching practice in bilingual education and language learning through action research, publishing articles, formal qualifications and other professional development strategies.	1.2% (2)	1.8% (3)	41.7% (70)	48.8% (82)	6.5% (11)	168
3a. Monitor the ongoing educational achievement of RRS graduates.	1.2% (2)	7.8% (13)	40.7% (68)	43.7% (73)	6.6% (11)	167
3b. Allocate space on campus to a French pre-school.	24.4% (40)	9.8% (16)	31.7% (52)	26.8% (44)	7.3% (12)	164
4. Build a new school hall	6.6% (11)	7.8% (13)	34.7% (58)	45.5% (76)	5.4% (9)	167
4b. Establish consistent understanding about the role of parent groups.	1.2% (2)	3.0% (5)	51.8% (86)	36.7% (61)	7.2% (12)	166

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5. Determine an appropriate ICT infrastructure that will support present and future ICT requirements across the school.	5.4% (9)	3.0% (5)	41.3% (69)	43.7% (73)	6.6% (11)	167
6. Reapply for special character status for the school.	2.4% (4)	0.6% (1)	27.1% (45)	48.2% (80)	21.7% (36)	166

Additional Comments or Alternative Suggestions 54
Refer Appendix 6

answered question 169

skipped question 29

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10. If Kiwi Connection children were to learn a second language, which language should it be?

	Te reo Maori	Samoaan	French	Other (please specify)	Response Count
First choice	68.5% (98)	2.8% (4)	17.5% (25)	11.2% (16)	143
Second choice	26.5% (31)	12.0% (14)	33.3% (39)	28.2% (33)	117
Additional Comments Refer Appendix 7					85
answered question					143
skipped question					55

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Appendix 1

4. What values do you think we should focus on at school and should be included in our school's Charter and curriculum framework? (Tick up to 10 options)

- 1 very hard to choose 10. could easily tick all of the above.
- 2 Uniqueness
- 3 Spelling isn't a value, but if it were, I would tick it. See point 5: "prioritised."
- 4 Responsibility
- 5 A love of learning for learning's sake
- 6 whanaungatanga, aroha, kaitiakitanga, rangatiratanga, manaakitanga
- 7 Bilingualism is the most important value for me.
- 8 Inclusion, Identity
- 9 The understanding of efforts and work. The understanding of nature, ecology, waste and generally speaking environment.
- 10 RRS has traditionally adopted (at least in the bilingual units) a whanau model. The tamariki, kaiako and parents all work together as a whanau, supporting each other. All are teachers and all are learners. This "whanaungatanga" is vital.
- 11 inclusiveness combined to cooperativeness
- 12 Tikanga Maori as the Maori language is indigenous to Aotearoa i believe that all tikanga, traditions, values etc should be learnt in every class in every language
- 13 Whanaungatanga should be here along with other Maori, Samoan and French words. Where is kotahitanga (all of us as one?)
- 14 Whanaungatanga and Kohtahitanga Fa'aaloalo, whanau Why only english values no French, Samoan or Maori
- 15 this is a monolingual survey. It should have been translated into 4 languages. Where are the french and samoan values unique to them? Kotahitanga, whanaungatanga and awhina need to be here.

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16 Actively adhere to treaty relationship. Bi-lingual language focus Cultural knowledge and respect for other cultures

17 All aspects of whanaungatangata are essential - aroha, manaki, tiaki, toutoko, awhina

18 We should have had 4 versions of this - aren't we a language school? Why a monolingual survey, where ae the french, samoan and maori values? Kohitanga, whanaungtanga,

19 literacy

20 Is literacy a value? Wouldn't have thought so but if 'fitness' and 'creativity' are on the list then I think 'literacy' should be too.

21 Music

22 inclusiveness

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Appendix 2

5. The values that the board has prioritised are as follows:

- a. Learning: excellence, engagement, participation, independence
- b. Community: whanaungatanga, aroha, belonging, respect, kaitiakitanga, teamwork, honesty, service, fa'aaloalo
- c. Identity: languages, cultures, diversity, empathy
- d. Creativity: innovation, communication, arts, self expression, problem solving
- e. Leadership: rangatiratanga, initiative, mana, confidence, resilience, courage

How much do you agree with these values?

1. I might have selected "strongly agree"; if I could understand all the proposed values! Please provide translation or better put translation in bracket after for the following words: whanaungatanga, aroha, kaitiakitanga, fa'aaloalo, rangatiratanga, mana

2. I think that these values strongly represent students from RRS.

3. Add citizenship to Community. We have a flagpole. Why do we not fly a flag on it?

4. In addition to the above, I strongly believe that it's important to teach children responsibility from an early age and do not feel that the above encapsulates that. We can be all the above but ultimately it is our sense of responsibility that will ensure delivery.

5. Learning should be FUN and we want our children to enjoy it as if they do they will do better and will encourage others to do so too. I think the Board needs to remember we are talking about young children

6. Agree with the values but if the order of priority is based from (a) highest priority to (e) lowest priority, then I disagree. I believe order should start with (c- Identity) as highest because I link identity as a basic security need (Maslow hierarchy) which then helps the child to gain the confidence s/he needs to learn.

7. I agree with what the board has prioritised.

8. Fa'aaloalo means reciprocal respect. It is more than that. It is an entire system of reciprocal respect and service to one another. It should feature higher up the list in the "B" list. I don't see "co-operation" anywhere. Can you encapsulate "know thyself, know the world (know others)." I would like to see something of this in the identity part. Under Learning - "A love of learning"

9. humour, fun, discipline, kindness, inquisitiveness, curiosity, determination, thoughtfulness, dependability, self control - see others above I ticked

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10. Not sure how much emphasis leadership should play - I like the idea of kids having CONFIDENCE - rather than striving to be leaders. Leadership isn't necessarily in the make-up of all kids.

11. I think they are too much values

12. Wheres culture

13. As discussed at hui I would like to see service as the first word in the Leadership list, and I really like the idea of curiosity being the first word in the list for Learning.

14. Hard to comment without a translation of some of the Maori/Samoan values, but I agree in general with the remainder

15. Unfortunately I don't understand what all of these words mean, but those I do, I wholeheartedly agree.

16. all the words above that are not in english need to be translated so people know whether they agree or not to them

17. are these values ranked?

18. In learning: excellence seemed too early to achieve or as a value to prioritise as children will develop their apacity for excellence at a later stage - they are beginning to form the world not to conquer the world independence is such a Eurocentric concept which runs counter to Pacific centric notions of forming the person which is more about a shared responsibility

19. At Richmond Road School you see children from all sorts of walks of life living , learning and respecting cultures and lifestyles that are different from there own. It is a special environment and very unique.

20. There are 5 main ideas. They are on the right track but there needs to be an explanation of what those ideas are not just a collection of additional values tacked on to them. ie Leadership could be something like: Leadership:by having courage, integrity and determination; and acting fairly and empathically. This way everyone knows what you mean by leadership as it can also mean entrepreneurial etc....

21. I mainly agree and I think these values chosen by the board give a good definition of Richmond Road School but I still believe that school has an important role to play in teaching to the children the importance of efforts and work and how rewarding these can be. These were very important values for the generation of our parents and I believe they were good values that should still be transmitted. I don't see anything in the above

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suggestions that shows these principles. Environment education is, to me, a duty of both parents and school today. To me, "ecological sustainability" doesn't reflect that large subject that is environment education which integrates a learning of food, biodiversity, waste, water and energy.

22. In a group as diverse as ours "tolerance" and "acceptance" should be core values. Inclusiveness Critical, creative, knowledge based and forward thinking will be essential for our children to manage tomorrow's needs

23. integrity and tolerance should be part of the values too.

24. Include fun

25. attitude is everything, self confidence is the key and goal setting motivates learning -

26. It's not about values it's about learning and logic rather than art.

27. see above comments

28. A wide interpretation of 'values' has been used here. To me there is a difference between things we value, and qualities we have innately or acquire overtime through experience.

29. Bi-lingual teaching, knowledge and respect of all cultures especially the 4 at the school currently, treaty of waitangi

30. All aspects of whanaungatanga are essential - aroha, manaki, tiaki, toutoko, awhina

31. Take out excellence and add fun

32. I believe Integrity is a critical value as it is such an important foundation in young lives. Also - they are kids, so fun should always be a part of their lives

33. Believe that all units should learn more than one language as it is already a special difference with the school - this should include kiwi connection as well

34. Can we please ensure that we focus on the principal reasons for a school i.e academic learning. I feel that the school has too greater focus us on the politically correct aspects of life today and not enough focus on learning the traditional academic skills that are required now and in the future. I believe that the balance needs to be brought back towards the key academic factors.

35. is there an order to the way these have been presented? all seems good

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36. Learning needs to include something about inquisitive minds or curiosity Creativity needs to include something about imagination

37. 'd' should be of higher priority

38. We would add 'integrity' to the leadership value. All the rest are secondary in a leader.

39. Think about what this child needs for there future...what do they need to achieve at the next level of education

40. Most of these values are great and I strongly agree with them. But I don't see 'leadership' as an appropriate value in raising human beings. 'Leaders' imply 'followers' and this goes against the ideas set out in 'Community'. Can we have another word, such as 'Initiative' or 'Rangatiratanga' to head up value E?

41. have reservations about leadership as key value at primary school level.

42. Agree mostly - some words are not ones I would have chosen in the sub-text and if they are ranked in importance I would be swapping community with Leadership in importance.

43. a. please take out excellence. replace with acheivement. put in critical thinking b. add unity and tufa'atasi (standing together) c. fine d.arts is part of self-expression e. mana is not a tangible thing. it cant be taught as such it is earnt through what yo do, say or who you are.

44. All ropu need access to langauges

45. Need to put in a proper sentence or phrase

46. Needs to be equal access to resources for equal chance to succeed. At the moment only some parts of the school are being looked after.

47. no mention of environmental awareness..I guess it's part of Science.

48. Critical thinking Sustainability awareness

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Appendix 3

6. The board's 'draft' mission statement is, 'To inspire children to reach their full potential in an environment enhanced by bilingual pathways'. How much do you agree that this statement reflects the overall purpose of Richmond Road School?

1. To inspire our children to reach their full potential in our multi-cultural environment enhanced by bilingual pathways.
2. my ideal mission statement " To support children and their community to excell in their accomplishments for personal and global successes through multimedia and bicultural academic awareness and diversity."
3. full potential - I believe that primary school creates the learning foundation and that full potential is realised later on in life.
4. I agree with this statement
5. If the Mission Statement to achieve the above then I don't think it has been key messaged well in the wording.
6. So - in a bilingual school why do we not offer Maori (or other) to ALL our children as a core subject. All languages at the school should be offered as a FREE subject and all children should identify the one they are most interested in and this should be a benefit of coming to Richmond Road - the teachers/resources are there - why don't we use them?
7. "...bilingual pathways and intra- and inter- cultural understandings."
8. Nice, simple, to the point
9. To inspire ALL children to reach their full potential in an environment THAT VALUES, PROTECTS, REFLECTS AND DEVELOPS THEIR SOCIAL, CULTURAL, AND SPIRITUAL GROWTH THROUGH bilingual pathways.
10. To inspire children to aim hi and learn within an enviroment that values bilingualism
11. To inspire children towards their full potential in an environment enhanced by bilingual pathways. (towards instead of reach as I doubt they'll reach their full potential at Primary school)
12. I have more of an affinity to just potential. Not all children will reach their full potential, does that mean we have failed?

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13. I'm not sure that this mission statement is relevant to the whole school. My children are not in bilingual education .

14. To inspire children to reach their full potential through learning their heritage language.

15. I think we can overemphasise the bilingual nature of the school at the expense of other strengths the school offers, including serving the local community, encouraging acceptance, attempting to make learning fun

16. Prefer: To inspire children to lifelong learning and motivation to make a difference in an environment.....

17. Strengthened, rather than enhanced

18. It is a strange sentence trying to do maybe too much; why only inspire? why the "to". Just inspire without the to is more of a statement. With the "to" (and the rest of the sentence it seems try-hard but not sure we can achieve it...because it is on top "inspire to reach...". why not "Inspire children full potential. And the environment in multilingual not just bilingual; my kids speak English French and Maori in the school. Maori at least for the singing is great! Inspire children potential through rich multilingual environment? I haven't spent hours on it but what do you think?

19. "enhanced" is a bit of a meaningless word - how about "enriched". Also a concept of sharing this bilingualism is missing - how about "To inspire ALL children to ..."?

20. I would like something added to indicate a commitment to creating children with a strong sense of community and/or participation in community (Okay, I see that this comes up in the vision statement!)

21. The word environment needs to be qualified..... 'in a supportive environment' or a more appropriate word

22. enhanced by, does not make bilingual a priority. I would suggest "To inspire children to reach their full potential through bilingual pathways" Bilingualism is a key strength of the school and needs to be a priority.

23. Just need to change enhanced to strengthened as per meeting.

24. I agree. I am simply not fully sure I understand the word "Inspire" Do you mean "guide"?

25. The word "enhanced" does not do justice to the commitment required to deliver the curriculum in the Maori, Samoan and French units. Bilingual education is not an "enhancement" when considered from that viewpoint, though it may be from the Kiwi

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Connection viewpoint. I think this should be changed to "an environment which follows, and is enhanced by bilingual pathways" to cover both points of view.

26. excellent mission statement--excellent work from all involved in this process!

27. This looks like we just have language enhancement - why aren't the bilingual programmes included. We have 2 ways to teach our tamariki bilingual and enhancement. This is not clear - are the bilingual programmes being watered down?

28. Change enhanced to strengthened

29. "enhanced by bilingual pathways" does not do justice to the bilingual programmes. They are not enhancements to the standard New Zealand curriculum; they are internationally renowned programmes of bilingual learning. I cannot overemphasise how important this is to RRS. The mission statement must actively recognise our bilingual programmes. Of course, we also have an English- medium programme, and writing a mission statement that encompasses both bilingual and monolingual ultimately ends up as a lowest-common-denominator exercise i.e. it is impossible to apply bilingualism to a monolingual programme, so the bilingual aspects are engineered out. This is unwise. The mission statement must not infer bilingualism, it must actively engage bilingualism. Furthermore, the draft mission statement does not provide recognition of biculturalism or the multiethnic nature of RRS. I propose the following mission statement is more appropriate. It recognises the aspiration to include an additional language in Kiwi Connection: To inspire students to reach their full potential in stimulating bilingual, bicultural and multi-ethnic environments

30. How are the schools bilingual pathways acknowledged and nurtured on the board. Perhaps consider parent representatives from these classes to have a voice - shared leadership, shared responsibilities etc

31. Enhancement - is a lame term. It does not describe our Kiwi Connection or the bilingual programmes. The statement looks like we don't know what we are. We have a mainstream unit and bilingual programmes and this is not clear in the statement. Pathways I am not sure what this means in terms of my children's education

32. You should make a neutral option as I'd select that one.

33. Enhancement is a terrible term. 60% of our tamariki are in a bilingual programme 40% in a monolingual programme. This is not clear from this statement. The sentence looks like a feeble attempt to make us all fit in one programme. Is the future goal to have one programme in the entire school? This looks concerning as a parent of a bilingual parent.

34. Could we change the words 'full potential', and use words to do with learning pathways, or challenges or something to that effect. The reality is the children are unlikely to fulfil their full potential at any given school.

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35. RRS has a forty year history of bilingualism. This 'bilingualism' gives the school its unique character. mission statement to read:- To inspire children... in an environment which is grounded by bilingual pathways.

36. To inspire children AND TO HELP THEM reach their full potential in an environment enhanced by bilingual pathways

37. The word "enhancement" does not do justice to the bilingual programmes. Those programmes follow bilingual pedagogy. That character is essential, not an "enhancement". Cultural diversity should also be referred to. Te Whanau Whariki suggests the mission should be "To inspire children to reach their full potential in a culturally diverse environment which follows and is enhanced by bilingual pathways."

38. Enhancement sounds like enrichment the worst type of bilingual programme - the reputation of our school is on being a leader in the area of bilingual education not an add on enrichment programme provider. It does not show the choice of a bilingual programmes and a mainstream unit. Why not. Having the choice should be clear.

39. Disagree with latter half. Agree with reaching full potential. Would be better to be more generic such as "a multicultural and diverse school community." The "bilingual pathways" is limiting: some children will be multilingual, some monolingual. Culture includes language but is much more than this. We do not need a mission statement to limit our vision.

40. Bilingual not relevant for kiwi connection

41. Again this statement should reflect that kiwi connection provides more in the way of bilingual education compared to other primary schools, which I think it currently does not.

42. I agree with this generally but lets not concentrate too greatly on the bilingualism. Yes I like my kids to be exposed to other languages, but why don't we just keep the mission statements at "To inspire children to reach their full potential".

43. not sure the bilingual pathways is a starter in my experience of the school. I do agree with the sentiments though. ...in an environment enriched by its multi cultural diversity?

44. I admire the motivation but debate the need for a mission statement. If we must have one, please - keep it pithy and meaningful. How about 'happy kids, well-rounded and well educated'. This is a school, not a business. To reach their full potential children need educating, not 'pathways'. Out of education comes inspiration among many other things. As for bilingualism, it is a differentiating enhancement to the culture of the school, but the draft wording is vague and self-serving. The school teaches in various languages. This is not the same as the pupils learning more than one language.

45. don't know about the wording of bilingual 'pathways'.

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46. To inspire children to reach their full potential in a community based school
47. To inspire the children of the local community to reach their full potential and to identify with that community
48. Disproportionate emphasis on 'bilingual pathways' compared to 'full potential'. Not even sure what 'pathways' means
49. This is nice, but inaccurate. Kiwi Connection children have no access to "enhancement by bilingual pathways". A more honest phrasing would be "To inspire children to reach their full potential in a multilingual environment".
50. "full potential of what???" can you be more specific
51. why does it need to be done in a bi-lingual pathway?
52. Not sure I can see how this relates to the kiwi connection kids as the bilingual aspect is limited to the French / Samoan / Maori units. I don't see much evidence of how bilingual / another language impacts on the Kiwi connection kids? Wish it did more... Disagree with the last part of the statement from 'enhanced by...' onwards.
53. To inspire children to reach their full potential in an environment strengthened by bilingual pathways. Please remove enhanced.
54. Yes, of Richmond Road - but let us not let the bilingual aspect of this statement overshadow the need to give the children the basic building blocks needed for their education.
55. Unless there is opportunity for students in kiwi connecton to access bilingula pathways
56. If allll allll allll kids have access to language
57. All children need access however!
58. Every child then would need to have equal access to language learning in an equitable environment ie ratios or teachers/students across the school would need to be fair.... at the moment they are not!!!!
59. With enhanced replaced by strengthened
60. Would be fine if every child actually had access to language

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61. drop the inspire - its abit vague....how? when? who? will inspire.Make more direct - eg. aim is for RRS children to reach their full potential

62. There is currently no process in place to facilitate a bilingual pathway for the children of Kiwi Connection and therefore the majority of the students at Richmond Road School. So how can "the draft" mission statement does not pertain to Richmond Road School.

63. I would like the the statement to include achieve excellence through participation

64. Has been pointed out KC will never be bi-lingual without true immersion so to be all encompassing needs to be "enhanced by bi-lingual, language enrichment and cross cultural awareness programmes"

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Appendix 4

7. The board's 'draft' vision statement is, 'Children bringing excellence and a life-long love of language and learning into local and global communities, from a school that leads the field in bilingualism'. How much do you agree that this statement describes what we want Richmond Road School to become?

1 Dont like global

2 I stongly agree with the inclination .. from a school that leads the field in bilingualism.

3 Children bringing excellence and a life-long love of language and learning in a rich linguistic environment and into local and global communities

4 Whilst I agree with this mission, I feel that the approach to bilingualism would benefit immensely from a one-year monolingual literacy initiation (in child's dominant language), whilst allowing children to transfer these skills to their second language during their year 2 at school. The second language would be maintained and developed at the oral level during this time. The benefits of this approach are numerous, from helping children to focus on learning to read and write in one language, to allowing them some further time to develop their oral comprehension and expression in their second language. It means that whilst half of the class is alphabetized in one language, the other half starts with the second language. This approach is very successful with the so-called "European schools" (Europaschule) in Germany. See for example http://www.charles-dickens-gs.de/en/index.php?option=com_content&view=article&id=6

5 why is this different to mission statement? i like something like....we visualise confident, culturally aware, motivated , inivative & diverse young people with a sense of pride in their work, self worth and community contribution.

6 leads the field in bilingualism - from a cultural perspective this statement doesn't sit comfortably with me. There is a Maori proverb -Kahore te kumara e korero mo tona ake reka, The kumara never speaks about his own sweetness. We also have another proverb - Waiho ma te tangata e mihi - let others sing your praises. As a teacher at RRS I think we are still learners, I understand that a vision is a "future statement" but teacher retention is difficult and with each new staff member you have to start all over again.

7 The school does not currently lead the field in bilingualism. In fact, I have been disappointed that as a parent in Kiwi Connction that my child cannot learn another language at the school - particularly Maori as this is why we came to Richmond Road so our child can learn about the different cultures and languages of Aotearoa.

8 For me, "excellence"; is not my priority for my child. I want my child to grow in self confidence through knowing his/her identity. Through knowing themselves, they will learn

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to respect other cultures and love all the differences (e.g. personality, abilities or disabilities, gender, etc.) in others. By doing so, they will reach out to all communities and know they can make a difference in this world.

9 Agree with the first clause but the second perhaps could use some work.

10 It's good. But a bit too strong and over-powering, if that makes sense.

11 Don't like it at all....! Too much emphasis on language; we are sending out well rounded, confident individuals, not just children who can speak more than one language: don't need both 'local' and 'global' communities, our children will be positive members of any/all communities they choose to part of; people reading this know we are a school... that bit should not be part of the vision statement. I think previous suggestions are much, much better than this one. I don't feel this one is us at all. AND, it is not easy to read, it doesn't flow nicely!!

12 Children SUPPORTED BY THEIR FAMILIES AND WHANAU MOVING FORWARD WITH excellence AND a life-long love of language and learning into local and global communities from a school that leads the field in bilingualism

13 Not sure that excellence is a necessary aspiration.

14 Would prefer to see the words “language” and “learning” swapped around so that it's “a life-long love of learning and language”. Learning encompasses more than just language so should come first.

15 too long.

16 it also has a responsibility to serve the local community regardless of it bilingualism.

17 Excellent vision statement.

18 Agree with the principles, we could probably be more succinct in how we say that. It is easy to lose the guts of what we want to say in too many words.

19 If we are wanting to be seen as language first then yes but I would have thought learning and then learning about all aspects of different communities would be foremost and then language as a bonus of those communities.

20 I would go for “leads the field in bilingual education” - as BOT is aware bilingualism is a different thing to bilingual education

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21 Again, a strong emphasis on bilingualism at the expense of the remaining 130 odd children in the Kiwi Connection who may be attending the school because it is their local school, not because of the bilingual component of the school

22 instead of '...leads the field...' prefer '...is a leader in the field of bilingualism...'

23 Children do not bring excellence, no one brings excellence. Excellence is achieved through effort.... The concepts are good/worthy but the statement is clumsy and needs to be re-worded or re-ordered (eg. RRS is the leading NZ bilingual school that develops.....). Also change sentence so that it is active and not passive

24 To produce children with a life long love of learning from a school that leads the way in bilingual education

25 I believe also that tolerance/acceptance/respect for others within in our community is key, bearing in mind this is an educational facility which is more than just the 3 Rs.

26 I think I prefer the first draft version. I liked the "leading school in NZ", bilingualism or not. There are not many bilingual schools in NZ, so to monitor that we are leading in bilingualism, we would have to look at what is happening worldwide. Not a problem in itself, but it seems to me it requires so serious commitments from everyone.

27 I don't think 'BRINGING' is the right word... Children living lives of excellence with a life-long love of languages and learning to their local and global communities fostered by a culturally rich school who leads the field in bilingualism.

28 language is just a mean to achieve understanding. communicating with others; I am not sure about the life-long love of language per se to be honest. I am really not sure about this one when I think a bit about it...

29 "from a school that leads the field in bilingualism"; is a "how" rather than a vision. Not sure it adds to the vision unless this is expressed to be " and to be a school that leads the field in bilingualism"

30 How would we know that we had achieved this vision - what would it look like in reality? I find it difficult to know what this means.

31 ...love of language, learning and cultural diversity

32 yes but the phrase 'local and global communities' sounds a bit too much like PR speak. could simply write 'into their world' - and that would suffice.

33 Agree, but think that there should be a large foreign language component in Kiwi connection.

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34 Agree with ideas dont like wording.

35 I find it just a bit reductive to limit the school specialty at bilingualism. I believe Richmond Road School has the capacity to be leader in bilingualism as well as environment education for example, or art education...I think the school has already high perspectives and ambitions for its future and talking about bilingualism is great, but reduce the school to it : bilingual. Another objective would make the school more"complete"; to me. If I have a personal wish it would be to add the environment to it.

36 Learning should come before language at the start of the statement.

37 excellent again!

38 How does this encompass our kiwi connection group?

39 A bit wordy - some crafting needed, but agree with the intent

40 I support this vision

41 Who's leading the board? Are parent reps involved from all classes? I think any school is reflected by who they on board - who has say - who has voice - who if any partnerships are silenced. I would like to see a stronger partnership between whanau whariki and the French bilingual as part of the BOT.

42 This is a really well thought out statement - well done

43 It's not about vison statements

44 What does "children bringing excellence" mean? - Not wording I like "Life-long love" - not wording I like Not really worried about "global communities" Don't care if school is a leader. Just want a happy environment that helps our kids achieve their potential in education, language and culture

45 Bilingualism is an important part of the school, but again, this statement limits with the use of the term bilingualism. I do not think bilingualism is the most important aspect of the school. The statement could reasonably conclude at "Communities" The statement is grammatically poor also. Children bringing excellence does not make sense. Excellence at what?

46 Again the bilingual aspect not relevant for kiwi connection. I do love the excellence and life long love of learning parts.

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47 Again, Richmond Road is not a language school. There are a number of other key competencies. I feel that the vision statement should read "Children achieving excellence and a life-long love of learning"

48 way to worthy, sorry. Global community? it makes us sound like a political group

49 see previous comments

50 Is the schools main focus Bilingualism?

51 Not sure there should be so much focus on bilingualism. For those parents who have no choice about the school they send their children to, bilingualism may not be a governing ideal. It is a fantastic asset of Richmond Road but sometimes takes over at the expense of other goals - we need to produce children that will thrive in tomorrow's world.

52 Why Local & Global Communities? Surely Just the Community, being the community in which the child lives. Has same meaning also more relevant to the individual. 'Bringing Excellence' is a relative term to a previous achievement, not to a new venture. Perhaps then. "Children enriching the community through a love of language achieved from a school that leads the field in bilingualism."

53 do we need to specify - local and global communities?

54 To produce children with a life long love of learning from a local school that encourages bilingualism.

55 RRS is a local community school and the vision statement does not reflect that. I agree with the sentiments of Ponsonby Primary School "It is the belief of our learning community that we are all here, teachers, parents and students to enrich children's learning. It is the close co-operation between parents and teachers that ensures quality educational experiences for our students. The school's core business is children's learning. We hold the belief that every child will be provided with opportunities to achieve success and develop their personal pride. Our learning community values the culture of this school, where high quality learning and success, are encouraged." And Westmere Primary School "Vision Statements VISION: 1 Quality learning and teaching programmes that meet individual needs and abilities. To provide a nurturing place where students are excited by learning and where the talents and skills of each individual are valued and developed. To encourage our students to become independent learners who are prepared to take risks, can set goals and work to achieve them. VISION 2: A competent and effective staff who make a positive difference in the lives and learning of our students To develop exciting and dynamic programmes where focused teaching, scaffolding and targeted feedback assist students to achieve personal standards of excellence. VISION 3: Effective and efficient processes of self review for continuous improvement. To ensure school facilities, resources and systems are continually reviewed and developed to support and enhance learning opportunities VISION

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4: A safe, attractive and emotionally supportive environment To provide a safe and supportive environment where a culture of mutual respect and tolerance of others is emphasised. To create a physical environment that is attractive and sustainable. VISION 5: Effective partnerships To develop a culture of openness between and within the community and school where effective relationships enhance learning opportunities for all. To promote a culture of shared leadership, collaborative decision-making, collegiality and appreciation. Both include the local community in there 'vision statements'.

56 Disproportionate emphasis on 'bilingualism'

57 " a school that leads the field in bilingualism' the rest of it doesn't fit with what the organization will become if it achieves its mission

58 Do you need 'of language and learning' if you include the bilingualism? Does 'Children bringing excellence and a life-long love of learning into local and global communities, from a school that leads the field in bilingualism' do the trick? (crazy with the alliteration as it is)

59 Would love the school to show more language learning to K.C.kids. Think this statement applies well to the bilingual units but harder to see how it really reflects the mission for the K.C.kids? Can see why the school has passion for bilingualism but feel the plain old K.C. kids may miss out with that focus so strongly on the more 'glamorous' language units...

60 'Children who are supported to become confident members of their own culture and community through bilingual language learning are able to meaningfully contribute and be engaged in the wider community and the world. Through this action we will lead others'. PLEASE REMOVE EXCELLENCE!!

61 The focus on bilingualism is a worry. It is a bonus for the school, but I am concerned that it distracts from the central needs of a primary education and creates a political distraction the school can probably do without.

62 Unless kiwi connection has equitable access to appropriate teacher /student ratios and access to language learning

63 If allll allll allll kids have access to language

64 All children need equitable ratios of teacher/student and access to language

65 Every child then would need to have equal access to language learning in an equitable environment ie ratios or teachers/students across the school would need to be fair.... at the moment they are not!!!!

66 Agree with concepts - hate the wording

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67 Think learning should come before language - both are important but learning covers more

68 I would agree but it is obviously ridiculous as the local community of in-zone kids are denied access to lanugage learning

69 Prefer simpler version Children bring a life long love of learning and language into their communities.

70 How many lauguages are taught at RRS? My understanding is that their are 4. Therefore the school is a multilingual school, not bilingual, surely. RRS school should be looking to respond to the local community needs as these are clearly growing, and are not currently reflected in the evolutionary plan for RRS

71 leads way in bi-lingualism and langauge enrichment = better

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Appendix 5

8. How much do you agree with the following strategic goals?

1 Some of the most technologically developed countries in this world are blind to the real problems of the planet and heart and sense of community comes before these skills and tools can be used effectively. They would just as much benefit from learning HOW to build computers, HOW to read latin and HOW the earths magnetic currents effect the fish..oil..stockmarket...etc etc.. I believe natural sciences and enviromental politics is where we need more funding.

2 I think that these goals are great and reflect RRS.

3 I strongly agree with all of the above comments but was unable to tick the boxes

4 Point 5 is infrastructure. You might as well set "keeping school buildings well painted and maintained" as a goal. And if ICT gets a mention, why not the library? Point 6 doesn't make sense, especially after the comma. What does it mean? We have no show if being bilingual if monolingualism is a struggle!

5 I am concerned that the emphasis on the early childhood part not become such a focus of the school. RRS is a Primary School and the focus should be on providing a primary education that benefits all children - is there a plan for a Kiwi Connection Kindy too? I am really concerned that RRS does not offer a 2nd language as a FREE benefit to all pupils

6 Yes...all these things will help our children to relate to other cultures in other parts of the world and their place in this world of ours. Because Language differences (1 above), the need to be educated to understand (2), the need to start early in daycare and to continue this learning to intermediate (3), how the environment affects our world (4), ICT makes this world smaller because easier to learn, communicate etc with the rest of the world (5) and financial stability (6) is what makes it all possible.

7 we should not limit our targets for success on what the national curriculum recommends but aim simply to be the best learning enviroment with the best teaching practises and visionary governance and management to serve our children, and consequently the associated communities.

8 On point 6, as has been a point of debate in past years, I would like to see the Kiwi Connection fully resourced and not as a single language unit, being further down the priority list, financial or otherwise. Having visited a few other local primary schools in the area, RRS seems a little under resourced generally. On point one, this will not apply to my children as they speak English only. My son does not know anyone from any other language unit - so I wonder about the school 'community' with the 4 languages - seems often to me like 4

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separate communities, not even a school hall to help bring everyone together - something I took for granted in my public primary schooling!

9 question one only applies to bilingual units .

10 Re. RRS curriculum there is a lot of compatibility between the NZ Curriculum and Te Marautanga o Aotearoa but some of the differences may be difficult to combine into one curriculum. I would be entirely happy with the different units having their own versions of the RRS curriculum. I guess that can be saved for a whole new round of consultation.

11 I think it is time for the school to focus on consolidating Primary education, and not to concern itself with making space for any more preschools. We are an inner city school, with limited land, and to focus our energy on adding another preschool to our site is, to me, a distraction from that goal.

12 In addition to each ropu being resourced to deliver include that each ropu also contributes equally to this financial stability whether through donations, fundraising or contributing time.

13 Goal 4 does not gel. Environmentally awareness does not really fit with feelings of safety and welcome. Goal 5 is not critical. Assume that computers and relevant software are available for administration purposes via DoE, but do not agree that ICT is a substitute for teaching via the human interface. Would rather spend funds on more teachers (reducing class sizes) than on computers.

14 This school needs to focus on getting the basics right first before becoming anything "special"

15 in point 2: when you prescribes ... what do you mean? When you prescribe something there isn't necessarily any follow up that action has been taken...I think measurements are necessary as well as stating what is necessary.

16 strange questions and goals...

17 3 - should be to strengthen Bilingual links from early childhood through to intermediate. The implementation of this goal needs to consider the wider community as a way of achieving - ie early childhood does not have to reside at the school

18 ICT is a tool, not a strategic goal. We might as well add in that we should use books to support learning.

19 Bi-lingualism should not be pushed at the expense of the basics, like reading, writing and maths.

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20 I am wondering what the impact of developing a richmond road specific curriculum will be on our teachers who already have the huge task of teaching to our children in complex multilevel classes (many years in same class) and varied levels of first and second language skills.

21 How many languages can they obtain?

22 NB: When I indicate agreement above, it is for the principle of the goals, not necessarily the specific wording. Goal 1: This goal needs to include reference to bilingual development. I suggest the following wording: To create a community of students who are able and confident bilingual communicators. Goal 2: It needs to be clear that Te Marautanga o Aotearoa will be implemented in WHOLE in Te Whanau Whariki. The current wording suggests that a both the NZ curriculum and Te Marautanga o Aotearoa will be somehow merged. This is extremely unwise, will lead to reduced effectiveness, especially in with respect to Te Marautanga o Aotearoa. Instead, Te Marautanga o Aotearoa should be fully adopted in Te Whanau Whariki. Suggested wording: To effectively implement the New Zealand curriculum for Kiwi Connection, L'Chapel and Mua I Malae, and Te Marautanga o Aotearoa in Te Whanau Whariki; and prescribed the expected levels of student achievement. Goal 5: ITC is a tool, not an end in itself. The choice of tool should be determined by the requirements for a specific educational need. It is not appropriate to include ICT in the Strategic Goals section of a charter document. This goal should be removed. Goal 6: Is this goal really required ? Does the Board see any other option other than the above ? It seems this goal is here to support the key objective of reapplying for special character status. I suggest rewording as follows: To recognise the special character of the school as being derived from its bilingual programmes, and to ensure that bilingualism is reflected at the core of school's activities.

23 ICT is a tool and an expensive one at that. Our school struggles to pay the existing costs not funded by the government. As a fundraiser the \$90k approx a year shortfall is a huge ask for us to have to raise each year to maintain the status quo. Our focus should be to maintain what we do at present and keeping our teacher aids not in ICT. I am not sure why ICT features here as a strategic goal and given that the school will run at a deficit this year a very untimely goal at that.

24 We struggle to pay our teacher aides accross the school. Our children need teachers. In bilingual education they are the greatest resource we have ICT should be a low priority. Maintaining our staff and supporting them through aides is the priority in my opinion

25 No2 - "appropriate" levels of student achievement not "expected" No5 - With te reo me nga tikanga being important to us, skills with computers and ICT are not our main concern. Happy for them to be a part of learning but not a necessary main focus.

26 Te Whanau Whariki wants Te Marautanga o Aotearoa to be implemented in whole in Te Whanau Whariki. Statement 2 does not make this express. Te Whanau Whariki supports

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that statement on the condition that there is further consultation about the role of Te Marautanga o Aotearoa at RRS generally, and Te Whanau Whariki specifically.

27 Uncomfortable with spending on ICT when we are struggling to pay our current costs. As a seasoned fundraiser for RRS I would hate our efforts to be diverted to technology away from teachers the schools greatest resource

28 I think the greatest focus should be on improving the school academic record, and ensuring our children are up to par with their peers when they leave. If this is achieved, many of the other aspects fall into place (staff retention, confidence, community involvement). Bilingualism is important but not everything and there is a danger of this focus diverting attention from basic learning.

29 As mentioned I agree with the vision for the school articulated, but Kiwi Connection seems a long way away from providing a bilingual education at this stage. I believe all KC children should do more Te Reo than at other schools and should also study a second language, possibly French given existing school resources or Spanish or an Asian Language.

30 on 3- more keen on the links to intermediate with out 6, everything else is just a lot of hot air

31 I wonder how this will be achieved for the English ropu?

32 Currently the school seems to be under-resourced in terms of ICT. This should be a key focus if RRS is to produce citizens of tomorrow's world.

33 Too much focus on bilingualism . Locals have no choice and not all children respond to this approach . The bilingual aspect should be an add -on to a well established and taught core curriculum.

34 There needs to be equity around the provision of resources.

35 To ensure ongoing financial stability, it would be great if ALL parents paid their school fees. I know we can't name those who don't but how about we name those who do?

36 not sure what number two entails exactly but I know there is definitely room for improvement re curriculum implementation. I find the school too relaxed and casual about academic achievement .I want the school to focus more on literacy and numeracy achievement etc as I find there is too much focus on bilingualism. re question 6 .offer some more incentives to get people paying "donations".family discounts, movie passes etc.

37 5. To be leaders we need to embrace technology only as a tool that will improve our childrens bilingualism. 6. This is business as usual not a goal for the charter.

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38 Can't agree with first statement until kiwi connection has actual access to language learning in the way it used to.

39 Kiwi connection needs more classrooms and teachers. Ratios of staff to ss in the school are not equitable.

40 Every child needs to have equal access to language learning in an equitable environment ie ratios of teachers/students across the school would need to be fair.... at the moment they are not!!!!

41 ICT clause needs further definition

42 It's unrealistic to expect all children to be able and confident communicators in two languages - some of them struggle to do that in just one language!

43 Re #3 yes but not through having pre-schools on a local community school site!!!!!!!!!!!! Re #1 local community of in-zone kids are denied access to lanuguage learning

44 To my mind its not about funding or resources, though these help - its about teachers who love children (and you can tell the ones that do) and love teaching and who are good at teaching. The teachers are where the quality of the school lie not the buildings or infrastructure. The best teachers will instinctively inspire and encourage the children to learn. A mix of young enthusiastic teachers and older mature but not tired teachers would be good.

45 It would be an amazing child who when they left RRS could communicate confidently in 2 languages! No 1 is a completely unrealistic goal, given that the majority of students are being taught in a mostly monolingual setting.

46 Fundamentally the structure of the school with three bi-lingual units and one with currently no language enrichment programme makes no sense and all the discussion on values in the world won't change the fundamental illogic of the structure. However we are all in make the best of it mode. What it takes to truly become bi-lingual is more than Kiwi Connection parents will be happy with - just getting the kids reading and writing in English is the first hurdle with better class size to help achieve this. A second language is probably a romantic illusion I am beginning to realize. Cultural awareness and some basic conversational skills in another language is more realistic as I watch new entrants struggle with the basics.

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Appendix 6

9. Do you agree with the following key objectives?

1 1. I'd support the French pre school on two conditions (1) that the school charges the organisation that operates the pre-school a fee per pre-schooler to attend the premises on the school site - this way the school generates income that is based on usage - ie \$20-30 per day per student - or perhaps 50% of what a typical CBD day-care would charge a child per day - this is because RRS will be offering a premium location in the Auckland CBD that other day-care centers would struggle to be able to afford. The daily per student rate should be indexed and increased each year based on CPI. (2) A similar approach to the other pre-school units should be applied to make it fair to the French pre-school and align the pre-schools with other pre-schools in the area. RRS should be ensuring that the pre-schools are a luxury option for the communities they serve and that their existence is dependant on their continuing financial support from their respective communities. This will also set an expectation within these communities of the need to contribute long-term (ie when their children are in years 1-6) financially to the school to maintain its unique ability to offer bilingual units. 2. A school hall is an interesting objective, given that the school has one already - albeit small - if one is going to be built how will the funding work - will the MoE pay for it or will they say the school already has one ? I would suggest that a seperate bank account is set up and those who want to contribute can pay by direct debit whatever amount they like on a regular basis until it builds up to a sufficient fund to finance a hall - ie in 20 years time !! 3. What would special character status for the school mean ? 4. Could there be an objective that states that the "To maintain a high level of education for every student that the school parents and community MUST annually raise over \$125,000 in order to maintain teacher aides in all classrooms through donations and fundraising".

2 Introducing a second language to kiwi connection is surely up their parents and what is motivating them. A second language is undoubtedly beneficial on all levels for any child but they need support in the individual home to make the most of providing that resource...i hope their into it and go for it, but what's wrong with the marvelous languages already offered in the school?I would really like to support my son to learn 3rd language! I think the school needs to move forward together when it comes to academic expectations with very thorough individualised roopu assesment methods, i.e i expect my 7yr old in TWW to be at same numeracy as any other 7yr old student in the school but he's blessed because he can do it in 2 languages. I dont know about the french preschool, to what expense? where? And have we fulfilled the Maori teacher position yet!?!? This is my desperate question.

3 4b - each roopu is unique, each culture is unique. In my roopu we have our systems that relate to our culture ie. collective rather than individual, tuakana teina, tikanga, kawa (protocols) etc. To try establish a consistent understanding sounds to me like we are trying to formalise and standardise the parent groups and their roles. Our system works for us but it may not work for Mua i malae, or la chapel etc. I would like to see 6. at the top of the list to ensure the safety of the language units.

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4 This is where the ICT point belongs. I don't know what special character status is. Suggest make swimming / water safety education a higher priority. You can SEE the sea if you stand on the school roof.

5 Very very keen to see the Academic Excellence initiative as very concerned about the Profiles (which I disagreed with) and also very concerned that there is little explanation as to the levels expected of my child in certain academic areas. The saving grace for me is the 'nature' of the school with a real caring and family atmosphere which works well for my child and is appreciated.

6 Special Character Status definitely but more to this there should be development of that special character and not giving in to mainstream expectations.

7 Definitely build a new school hall...

8 1a - if that is what parents want. 2a - should absolutely be teacher driven, they are the experts. 3b - if there is a need, but who pays for it? 6 - don't know what that would mean for us.

9 • Ensure equal sizing and resources across all 4 Ropu. (eg. support for French pre-school and Kiwi connection 2nd language) • Promote strong connections across all 4 Ropu. (eg. support house activities rather than complete Ropu separation.)

10 Instead of allocating space on campus for the French pre-school (which could easily be off-site but nearby), the Board should perhaps look at establishing a 6th Kiwi Connection class. The nature of the school roll and surrounding area is changing, with more in-zone parents choosing Richmond Road for their children and the language units struggling to fill their quotas. Jason's year one class is filling quickly and, with Government requirements to reduce class sizes, the pressure on Kiwi Connection is going to increase. A 6th class should be considered sooner rather than later.

11 Hard to answer 5 and 6. Because it does not say here what 'ICT' means or what special character status entails. Often the school newsletter as well uses terms with the presumption of understanding by parents, say in other languages or educational jargon. I went to university but having some education does not automatically mean I magically know what certain jargon or maori or samoan phrases mean. Would be good to have clear communication/basic explanation on this. On Point 4 - RRS is our local school, I believe in supporting local schools! But was shocked to find there was no school hall. The assemblies in the playground don't work well in my opinion, the children's voices get blown to the winds and there follows naturally a lack of concentration. A hall is incredibly important - ask any architect about the effect on people by their environment. RRS really needs more cohesion as a school whole community - I hear it knocked constantly by other local parents who do not have their children at the school. One of the main criticisms is that it is more like

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4 schools competing with each other! A hall would give the school a central focal point and would also give a venue for shows, fundraising events etc. I consider this a real BASIC. Far far more important to the WHOLE school than things like a French preschool on the limited sized campus. I think the RRS board should focus on actually achieving several central goals that befit the school as a whole, rather than trying to please all of the people all of the time, which is not possible & has perhaps been mistakenly attempted in the past.

12 Regarding assessment methods - there may not be common assessment methods that suit the language teaching needs for each roopu. My preference would be that we have "appropriate" rather than "Common" methods - and that it is accepted that these methods should be guided by best teaching practice for bilingual education.

13 French preschool should not be the responsibility of a primary school. A commercial option in nearby premises could be established as a separate entity to the school.

14 Do not need a hall. The hall is not linked to strategic goals in any logical or sensible way and seems quite out of place. Funds and time put towards a hall would be better spent on teachers (numbers and training). ICT is not a substitute for teachers, nor is it a cheap or necessarily effective way for achieving educational outcomes. We do not need to keep up with the Jones. Computers on their own do not solve what are more fundamental shortcomings in the broader educational milieu.

15 The needs of the local community must come first. Without this realisation the additional language streams cannot exist. As it is some groups simply use RRS as an alternative to private education and disadvantage local students in the process by decreasing available funding and increasing class size.

16 3b. This has already been agreed and voted by the BOT. I am not sure why we should ask - again - the community. 4. I thought that had also been agreed and voted on by the BOT? We need a new Hall in order to get space for the French pre-school

17 even more strange...who has done that?

18 Don't know why points 3b and 4 are mentioned in this list for the community to agree on when both points have been passed and voted by the BOT. They should be removed!

19 Don't know what is "special character status"

20 1a - agree assuming there is a enough focus given, ie would need to be for at least 50% of the time to get the outcomes, esp at this age grp. Any less, it would be a waste of time and money. 2c - this needs to be balanced by the ropu's curriculum learning. Common means establishing a benchmark say against the english which when the ropu's are assessed they may not meet the min. std for english. 4 build a new school hall- it is not clear how this meets or achieves as school strategic goal, rather than a wish. The intent of the hall needs to

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articulated clearly. It is a large investment, is this the best use of funds? ICT - again this needs to be balanced, ICT for school radio's is not a good investment. Any investment has to be for the benefit of all students, not just a few.

21 The reference to "common assessment methods, measures and benchmarks across the school" does not make sense to me. There are two types of programme running at RRS - monolingual (possibly language enriched in future) and "bilingual" (RRS definition). There are four languages spoken. Given this diversity, how can the measures and benchmarks for assessment be common across the school?

22 Happy for a French pre-school to be established near the school but not on campus, nor administered by the school. A 6th Kiwi Connection class is more of a priority as in-zone enrolments increase. Re. the hall, why not extend the existing one? Building a new one would suck up all the precious fund-raising dollars.

23 We have a special school with a unique character and applaud the efforts made to fundraise but I believe that more consistent and effective pressure must be put on the Ministry of Education to better fund our children's specific bilingual needs. Given the fact that there is so much to do at school in terms of curriculum, bilingual education and ICT development, assessment, etc, I am hesitant to support new projects such as new hall and preschool and would prefer to see a focus on consolidation of current projects/ requirements from MOE --there is just so much to do in a school that relies in a significant way on voluntary work and constant fundraising rounds...and only so much time available-- parents feel guilty not to be able to fully engage in the range of activities necessary to support current functioning of the school. I think that doing very well a few things would be best

24 The introduction of language enhancement into KC will not make us one school - in order to become a one size fits all school we will have to drop the bilingual units or make KC bilingual (not practical). Why the consistent/common approach to everything? This school is unique and has different programmes - this should be in the charter. We should be promoting our diversity, our choice of programmes this is what makes us unique. Making "commonness" and "oneness" across a goal across the school will take away our special character. Kotahitanga is what we need to demonstrate together as one but this allows for diversity and acceptance of our differences. Differences and choices needs to be seen as a positive not a problem. This is what attracts our amazing teachers and keeps them there. Soon we will be like any other mainstream school in inner city Auckland. Is the direction the BoT wants to take?

25 Don't know what special character status means Monitoring educational achievement of RRS graduates has two sides - it can be beneficial to see if we are on the right track, it always strikes me though that this would be an expensive exercise as well and would take up much needed funds for other things

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26 The Key Objectives are actually operational decisions. It is not appropriate to include operational decisions in a Charter document. Furthermore, many of these decisions will require significant community feedback, and it is highly inappropriate to attempt to preempt community consultation by appending what amounts to a Board of Trustees wish list to the Charter consultation process. While I support many of the objectives to a greater or lesser extent, I believe that each decision needs to be made with regard to due process, and not occur *fait accompli* as a side effect of ratifying the RRS Charter. 2c) How can you have school-wide assessment measures and benchmarks when one of the roopu is NOT BILINGUAL ? The monolingual and bilingual programmes have completely different pedagogic approaches, and have differing learning paths over time. You can't compare apples with oranges, and object 2c seeks to do exactly that. This is an ill-conceived idea. 5) ICT is a tool and should not be included in the Strategic or Key objectives. ICT requirements should be driven by learning programmes, and should NOT be included as a specific key objective any more than a object concerned with determining and appropriate chair/desk infrastructure.

27 Where has the drive to put language into Kiwi connection come from? Isn't the level of Te Reo Maori that is required as part of the curriculum enough?

28 Why is ICT here all the time - are the teachers driving this? What do they think?

29 Many children want to retain the swimming pool

30 1a re: 2nd language for Kiwi Connection. As recorded in statute the NZ curriculum Framework has a set of 9 principles. One being to recognise the Treaty of Waitangi. As Maori is an official language of NZ and to adhere to the 'partnership' which is explicit within the Treaty, any second language learnt in Kiwi Connection (or extra language school-wide) should first and full-most be Maori.

31 1a - That is up to Kiwi connection parents 2a - each unit should be able to choose their own appropriate curriculum. 2c - Would like to compared my child's levels to Maori bilingual benchmarks as well as nationwide mainstream benchmarks (if that is easy enough to do)

32 Many of these "key objectives" are operational decisions which require consultation with the RRS community before being made and/or implemented. In many cases (eg build a hall, introduce a language into Kiwi Connection) there is not enough clarity around what is proposed to enable the objective to be supported. Te Whanau Whariki supports consultation around the curriculum (see above).

33 It concerning to see common, consistent every where each unit has it's own needs, each parent group has it's own function. What TWW parents need to do to support their child's education is not the same as the French. We need to organise noho marae trips, attend tangi together, weave korowai this does not apply to other units. Please let each unite

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retain it's own culture and not water it down to find some common, consistent way of doing things. Diversity and makes RRS unique we are not a mainstream school we are special.

34 RRS is a primary school. There can be no justification for setting up a French preschool when there is not enough room for the current school children. Research and publication is good once the basic structures are in place and the school has achieved a certain standard, but until this is in place, research is unlikely to be effectively conducted and may be distracting. I do not know how special character status will help the school.

35 3B. allocate space shouldnt be the focus for on site, if space available on site yes, but we have to gather for growing of KC first. Nothing wrong with french pre-school close by and we can still do what we do with other language units.

36 The problem is that we have very limited financial resources - low fees and low rate of paying fees. But we have great aspirations. To think we can afford a new hall is living in deep hope when it is a struggle to fund the basics like teacher aides. When we are tight for space, why would we consider giving away space to a pre-school UNLESS we use it as a revenue stream and charge commercial rates for this.... could it fund the hall? Going for special character status sounds like a great idea but there is no guarantee that it would give us any additional funding. This needs to be carefully thought through before we committ the vast hours that would be required.

37 I think that we should only have a second language in Kiwi connection that is user pays as of present because there will be a strain on school resources, a monetry strain and where do we put this do we lose out on Sports or miss out a block of integrated studies? A new school hall is important to our image in the wider community

38 What does ICT mean?

39 Why are we considering a French pre-school? We struggle to resource the key objectives of the school i.e. primary education for 5-10 year olds. The needs and objectives of a brand new pre-school of any sort are a distraction from what we should be focussing on as a community (I am not suggesting that we dispose of of the Samoan pre-school, obviously!!).

40 Not sure what character status is but if it brings us more Government money, then let's go for it. School hall is a nice to have, not a must have, and there are other alternatives (like the canopy idea). Can't for the life of me understand why we should have a French pre-school on campus (nearby is fine) but surely there are other priorities - Kiwi Connection Ruma 1 now has 27 students!!!!!!

41 Re 2c - it would be useful to know what all ropu and teachers think about this - I don't know enough about bilingual pedagogy but it seems possible to me that there would be different assessment methods and goals. Re 5 - it would be useful to look at an appropriate

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ICT infrastructure but I think it's important not to have too much in the way of financial and human resources tied up in IT in general.

42 Question 6 not sure what this means?

43 Overall disagree that these objectives are part of the school charter. Need a separate consultation for them all however I do have some comments to make. FIRSTLY 6. Special character status should be aligned with the first STRATEGIC GOAL. It is only through this process, this final acknowledgment to ourselves and to others that we are a bilingual school that we can set sail on our journey and move forward. At this point our waka is without a paddle. We are a bilingual school. It does not matter whether that is labelled Te Whanau Whariki, Mua i Malae, L'archipel or Kiwi connection. The thing that can bind us and ensure a legacy for future generations of students at richmond is special character status. All other decisions around how we arrange our selves will flow seamlessly from this. Our progress will continue to be slow until we face this issue with courage. 2c. Agree with Te Whanau Whariki that we need to establish appropriate appropriate (not common) assessment methods, measures and benchmarks within the school. Critical for the makeup of the samoan students who are mostly English speakers first learning their heritage language (samoan.) 3b and 4. To determine the appropriateness of all these infrastructural requirements the school needs a 20 year site plan to be developed. The lack of it is holding us back. The french preschool needs room made because it seamlessness between schools is critical to acheiving good bilingual learning practice. A school hall is jumping in the deep end unnecessarily. We need instead a creative solution to cover the middle court with a shade sail or lean to structure..coming out across from the hall over to the steps. Screenprinted with the school logo perhaps as well. Architects abound in mua i malae!

44 Am appalled at the idea of another pre-school on overcrowded site when Year 1 of Kiwi connection has 28 pupils in it!!!! We need another classroom and another teacher at least. The ratios of teacher to students are not equitable. I think teachers need development/training in how to teach reading !!!!! More than how to support bilingualism!

45 All kids should have access to language and equitable staff /ss ratios. need classrooms more than school hall.

46 We need more classrooms and teachers more than a new hall. We have a hall. All students need decent ratios of teacher to student and access to the same things...eg language!

47 Do not need another pre-school when one ropu (kiwi connection) does not have enough space for Local children!!!!!! richmond road first and foremost is a local school and it is not serving the local community well enough... !!!!! We have a hall..... we need new classrooms and more teachers and better planning for a growing local in-zone!!!! (despite best efforts by previous principal to cut out local families and make zone as small as possible) role!

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48 I dont think 'common' is the right word in 2c when talking about benchmarks. Common assessment methods and appropriate benchmarks is better

49 There are other options re. the school hall that won't require such a massive fund-raising commitment. Could we just let the French pre-school idea go now? It doesn't seem to have much support and one could easily be accommodated in a facility near the school, not on it.

50 RRd is a local school that is not properly serving its local community..... overcrowded classrooms in kiwi connection. We need new classrooms not a new hall. We don't need another pre-school on our school site... We need more space for classrooms for the growing overflowing in-zone role!!!!!!

51 re 2c might be some difficulty e.g.complexity of French grammar could be problematic

52 Very mixed feelings on some of these -hence some dont knows - eg monitoring how ex students do - its about looking forward and improving with what you have, conditions teachers and curriculum changes. Kiwi connection should only have 2nd language opportunities if thats what they want.

53 3b. I strongly disagree because the no's of the French unit are large enough to be very seperate and could easily be relocated to another site that better reflects the French community. eg St Helliars and East Auckland. This would aide the traffic congestion that is present around school during drop off and pick-up times. What do no's 4 and 6 mean? Why refer to RSS as "campus"?

54 I cannot believe we don;t have special character status and am happy to help prepare a proposal

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Appendix 7

10. If Kiwi Connection children were to learn a second language, which language should it be?

1 Italian or Spanish

2 Japanese and it can be taught to the other groups one term out of the year.

3 Kiwi Connection children could be given the choice, between the languages taught at RRS.

4 Mandarin

5 There should be no first or second choice. Every children(parents) should be able to choose the second language they see fit for them

6 china/japan

7 Mandarin

8 What ever their parents want to support!! I like them all! Maori puts them at a major local advantage.

9 I cant see how Kiwi connection will be teaching a second language. It doesnt make sense that the teach Maori, Samoan or French because then those students should be in the language units.

10 Can't comment as I thought this was an emglish unir so why would the parents put there kids here than be expected to gice them a second language

11 An Asian language

12 There needs to be a choice for parents so that this can be applied particular to the family. I also think that it would be good if it was offered at the same time for all children so that there was no missing of other parts of lessons as there is currently with the over-priced French lessons on offer which conflict with learning time inthe classroom.

13 Kiwi Connection is there for kids who don't want to learn a second language, therefore I don't think a second language is necessary.

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14 When I was a student at RRS we learnt bits of lots of languages - Maori, Samoan, Cook Islands, Niuean, Tongan, French etc...Do, the kids even get exposed to other languages? We seem to have limited the multi-lingual appreciations here.

15 Offer a range of languages if possible for them to choose including asian languages being a growing nation for economic growth to NZ (Japanese, mandarin, cantenese, korean etc)

16 Japanese / Korean / Mandarin

17 Offer all three to parents and let them choose.

18 All 3 languages should be offered and the family can choose. (This selection would apply for the full 6 year programme.)

19 Open optionany e.g Chinese Mandarin

20 Second choice - Spanish or Japanese

21 spanish

22 1st Spanish 2nd Japanese

23 Ideally the children could be given a choice, perhaps even have the opportunity to learn all three ie: a term or set period for each language. Could the kids even have some sort of language exchange in addition to specific classes with a teacher. Maybe even the children in the bilingual units could spend time learning one of the other languages.

24 I believe that every child in NZ should have the opportunity to learn Maori at their local school. If we'd had that opportunity it would save a lot of petrol! - even though we love the school that we're at.

25 Te reo Maori is an official language of NZ. RRS has a long history of teaching/learning Maori and Samoan children from the local community. As learning about culture is inherent in learning languages it would also promote relationships between the different ropu. We are a Pacific nation after all.

26 Not Chinese or Japanese simply because it would be good for the nation as a trading entity. FINAL COMMENT. Whilst it is good to be consulted I do not believe there was anything fundamentally wrong with the previous charter. We do not need to churn (eg. make changes just to show that we are doing something). I would have thought teacher and parent energies would have been better spent developing and strengthening existing relationships and internal curriculum practices.

27 Cantonese or Spanish

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28 I don't see how children there will be learning a second language considering what it takes in the other units to even get up to a basic understanding, maybe offering a choice to the parents rather than a mandate would be a good idea

29 I believe Kiwi connection parents should be the one deciding : a : Do they want their children to learn a 2nd language b : if Yes which one. Mandarin should certainly be an option also.

30 I believe students should be given the choice as to which of the three other languages they are taught primarily. But there should be some teaching of at least Te Reo and French to all Kiwi Connection children.

31 can the parents have a choice

32 I don't know.

33 Ask the kids

34 Happy for them to do so but I feel that they are the best people to answer.

35 don't wish to comment. it is the decision of the parents of those children.

36 Living in NZ, means to me that Maori is a must choice. French is very useful to give a base to help learning other european languages

37 Consideration should be given spanish as a language as it is very widely spoken in the world.

38 I think given the lack of Samoan resources this language would not be possible. Maybe this would be an issue for the french as well?

39 The choice should be given to parents and children and groups could be implemented for each choices.

40 Spanish

41 Japanese or Spanish.

42 Italian or German

43 Would like to see other Non-Maori Ropu have access to te Reo as well. As a parent form l'achipel, I think this should be decided by the Kiwi connection ropu

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44 Spanish

45 Aotearoa is the only place in the world in which Te reo Maori has the chance to flourish and grow. Would this question be asked in any other country in the world?

46 Spanish

47 The language is up to the KC teachers and it's community. But I fear it will not meet the expectations of parents and will be another burden on our teaching staff. In addition it may damage the reputation of our other bilingual programmes. What do the teachers want? What are they able to deliver? How will they be supported? What additional resources will be needed? What model of language enrichment will RRS use in Kiwi Connection? Where is the research to make sure this will work? I am sure the KC community do not want their children to be guinea pigs. We must employ a Bilingual Deputy Principal who can make sure the existing programmes are managed and developed and the KC programme implemented successfully. We do not currently have the bilingual practitioner skills in senior management. For the future success of binlingualism at RRS there needs to be a bilingual practitioner working alongside our Principal. The failure to appoint a bilingual deputy principal will send a strong signal to the bilingual communities at RRS and put our existing teaching team under further stress.

48 I do not support a second language for kiwi connection, i think they are unique in their own right, and if they wanted to learn another language they already have that option i.e. te whanau whariki, mua i malae our french unit

49 Not sure

50 A bit of both Maori and Samoan

51 We live in Polynesia and I would love to understand more Maori and Samoan

52 Sign language - official languages of NZ before any others

53 We already have units for Samoan, Te Reo and French. What purpose would be served in duplicating those units ? I notice that no mention is made of bilingualism with respect to the language learning approach for Kiwi Connection. Is this because the learning in KC will be a lower level than bilingual ? In which case, what justification is there for having two tiers of language development. We already have a model that delivers a high degree of success - and that model is bilingualism. Selecting a second language for Kiwi Connection without discussing the learning mode is unwise

54 Again, I am not sure why this is such a key issue for the school. There are 3 language units why do we have to turn us into the 4th? Some of us are really comfortable in Kiwi Connection and support the viability of the other units.

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55 Mandarin or Japanese would be good.

56 A language that is not offered at the moment. If you want a language we offer 3 already. Who is driving this initiative? How do the teachers feel? What is practical for them to deliver?

57 Maori is too politicised. French is too divisive. What about Mandarin, Spanish or German. It would be good to introduce some freshness in to the school. The other languages already have their arenas, and having them as an add-on to the Kiwi Connection unit seems phoney, and second best. Kiwi Connection needs its own mojo.

58 Would it be pertinent to ask the parents of the Kiwi Connection children what their thoughts on the language they would like their child/ren to learn

59 Up to those parents really

60 This initiative requires further consultation. How will the second language be "learned"? Will it be called "bilingual"? Is there evidence to prove that the pedagogy to be used is effective?

61 What does the KC want? What method are you going to use? What research is it based on. What do the teachers want?

62 ? possibility of both

63 Would be happy for 2nd choice to be either French or Samoan.

64 The priority for our child is to have a solid education in his language English. Adding a second language will take from this. However there should be Language units (free) so they can get a 'feel' for the other language units. The French classes that are paid are unacceptable in a school that has a French unit.

65 Te reo Maori as its our native language, then French or Samoan as there is already teachers within KC that can teach these languages, shouldnt be paid for either - should be part of the curriculum

66 With respect, my personal view is that there is little need for my children to learn a language that is spoken by a small number of people in a very small part of the world. If the majority were to vote for a second language for Kiwi Connection, then it has to be French.

67 both would be fantastic

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68 as the French unit is part of our school it makes sense for it to be used in a free and accessible way by the other units?

69 Up to them to choose!

70 The school already has the individual units, leave it the way it is...

71 Having a choice would be ideal.

72 I don't think the kiwi connection children should learn a second language and as teachers I think most of us do incorporate Te Reo into the curriculum and not just during Maori language week

73 Cantonese, Spanish or Japanese

74 Spanish or Mandarin

75 One suited to the individual

76 German

77 I strongly believe the second language for Ropu 2 should be OF THE SCHOOL - that is one that is already spoken and learned at RRS. Any language other than these 3 would be defeating the necessary goal of having a united school.

78 Japanese or Spanish

79 Any second language adopted by Kiwi connection should be one already onsite. Resources are hard enough to cope with (including literate teacher aides without introducing a new language). As Maori is the second official language of NZ it should be Maori with the option of learning either Samoan or French. If anything else (re)introduce another Pasifika language. Ask yourself where NZ is located...in the Pacific

80 Every child needs to have equal access to language learning in an equitable environment ie ratios or teachers/students across the school would need to be fair.... at the moment they are not!!!!

81 this is such a wide area of concern to individual choice - it would be impossible to dictate a language, but then again it would be impossible to cater for all choices!

82 Its up to them - a personal choice. May be none of these - I think that to have Chinese and Indian children (and their languages) happening would be great - if anything this is a gap/missing pop in the school relative to wider Ak community.

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83 Spanish

84 Mandarin

85 Spanish would be great, Maori second - neither would be more than very basic conversational level though - and awareness a bit of culture and pronunciation.