



7 April 2020

[REDACTED]  
[REDACTED]

[REDACTED]

Thank you for your email of 8 March 2020 to the Ministry of Education requesting the following information:

*Hi there, this is a request for the following information in accordance with the Official Information Act 1982 — a report reportedly commissioned by the Ministry of Education in 2012.*

*This is regarding the Thurston Place College in east Auckland and was cited in numerous newspaper articles at the time [...]*

Your request has been considered under the Official Information Act 1982 (the OIA). I am providing you with a copy of a report that was carried out by AECOM in 2011 titled *Consultation with the Pakuranga – Howick Community Regarding Thurston Place College*.

It is important to note that appearing in Appendix B of the report are profiles of potential students at Thurston Place College. These profiles and the names of students were created for the purposes of this report to give an idea of the range of backgrounds students that might be enrolled in the College would be likely to have. These profiles are fictitious and are in no way connected to specific individuals.

The AECOM report is more than eight years old now, and is part of the Ministry's archives of historic documents and reports. At the time it was written it influenced the Ministry's thinking in relation to having Thurston Place College operating in Buckland Beach. A decision was made not to open the school and later it was legally closed. Resourcing that would have been invested in the school funded the Creative Learning Scheme to provide education for 42 students that, at that time, would have attended the College. More recently the Ministry has developed the Te Kahu Tōi Intensive Wraparound Services to support students that experience significant challenges in their lives. This programme provides a comprehensive, holistic, youth and family/whānau driven way of supporting young people that previously may have attended Thurston Place College.

Please note, the Ministry now proactively publishes OIA responses on our website. As such, we may publish this response on our website after five working days. Your name and contact details will be removed.

Thank you again for your email. You have the right to ask an Ombudsman to review this decision. You can do this by writing to [info@ombudsman.parliament.nz](mailto:info@ombudsman.parliament.nz) or Office of the Ombudsman, PO Box 10152, Wellington 6143.

Nāku noa, nā

A handwritten signature in black ink, appearing to read 'Katrina Casey', with a long, sweeping underline.

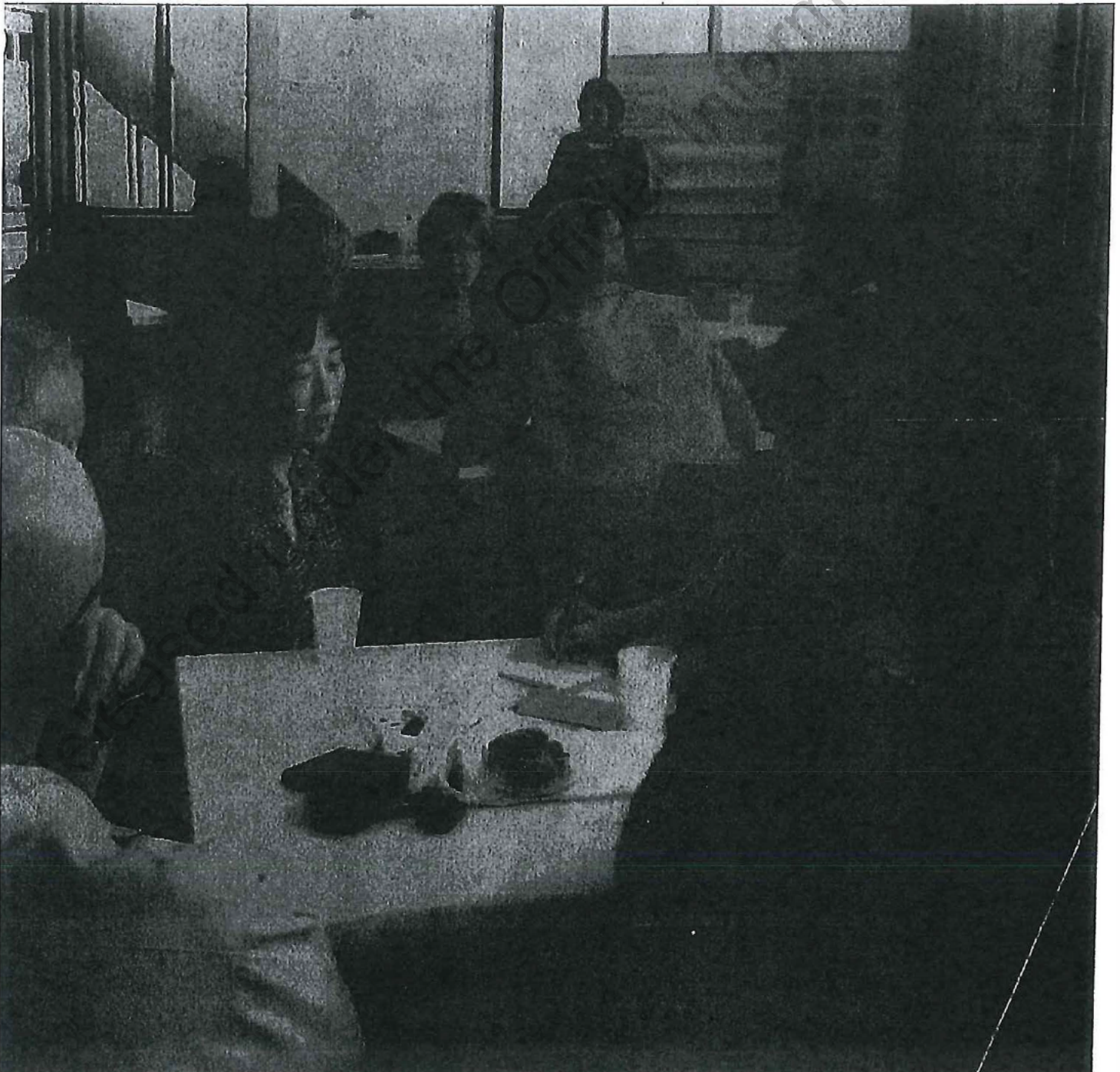
Katrina Casey  
**Deputy Secretary**  
**Sector Enablement and Support**

cc Isabel Evans, Director of Education for Auckland

# Consultation with the Pakuranga - Howick Community Regarding Thurston Place College

Prepared for The Ministry of Education

November 2011



## Thurston Place College

### Consultation Report

Prepared for  
Ministry of Education

Prepared by

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## Executive Summary

The language captured in this report is the language of the Howick and Pakuranga community as well as key stakeholders with a vested interest in the Thurston Place College project. Throughout the consultation process AECOM consultants have worked to cut through the emotional outrage in the community to identify the driving factors behind the opposition to Thurston Place College.

Rapid communication via multiple media channels has provided a kaleidoscope of information to the community. The accuracy and dissemination of this information has created a high level of dialogue within the community, the media and the Ministry of Education.

The decision to establish Thurston Place College has polarised the Howick and Pakuranga community and created a significant level of tension between those for and against the proposed school.

AECOM has no vested interest in the outcome of the consultation process nor does AECOM have any commercial interest in Thurston Place College other than in delivering a consultation process as stipulated in the contract agreed by the Ministry of Education.

All our consultation workshops have been transparent, time bound and well structured to ensure all participants have had the opportunity to express their personal views, ask questions and take part in small group discussions.

In addition to our consultation workshops and meetings with key stakeholders, additional feedback has been received from the community in support of the school. Supporters, who, through reasons outlined in this report, were unable to attend consultation workshops.

This consultation report aims to reflect the wide spectrum of views present in the community objectively, to not only inform decision makers but ultimately allow all of the community viewpoints to be acknowledged and considered in the decision making process.

It is not the purpose of this report to offer any recommendations regarding the establishment of Thurston Place College.

## 1.0 Background

On 31 August 2010, Minister of Education Ann Tolley released a statement announcing that a special school for students in Child, Youth and Family care, with needs assessed to be better met outside the mainstream school environment, would be built on the site formerly occupied by Waimokoia Special Residential School. The school, temporarily called Thurston Place College, would be located at the end of Thurston Place in Bucklands Beach and scheduled to open in term one 2012.

The school would cater for students of Felix Donnelly College, which closed on 27 January 2011, providing specialist care and education for students aged 11-18 years old.

Subsequent to the media announcements, letterbox drops to local residents informed the community of the plans to construct the new school.

A series of public meetings and protests were arranged by community representatives and a significant level of opposition to the proposed school developed.

In June 2011, the Minister instructed the Ministry of Education to place the establishment of Thurston Place College on hold to allow independent consultation with the community to take place.

AECOM New Zealand's Communications and Community team tendered for the work and were awarded the contract to undertake consultation with the Howick and Pakuranga community.

The role of AECOM was to engage with all interested or affected parties, provide information on the proposed school, hear the concerns and views of the community and key stakeholders and reflect what was discussed in a consultation report to the Ministry of Education by mid-November.

Over the month of October 2011, 11 consultation workshops were held at a venue in Howick, including two for Mandarin speakers. Interspersed with community consultation workshops, key stakeholders also took part in meetings and consultation workshops.

The following report outlines the consultation process undertaken by AECOM. The objective of this report is to summarise the central themes discussed and reflect the views, concerns, and issues of both the Howick and Pakuranga communities as well as key stakeholders identified by the Ministry of Education.

## 2.0 Consultation objectives

The following consultation objectives were set by the Ministry of Education for contract delivery:

- To meet regularly with the Ministry of Education
- Engage with all interested and affected groups to hear their concerns
- Provide accurate information about the school
- Explain the needs of the likely student group and the practices that will be used to provide quality education for them
- Outline the measures to be put in place to ensure the safety of the students, the neighbouring school communities and the local community
- Write a report outlining the consultation process and summarise the information gathered.



## 3.0 Method

### 3.1 Community consultation workshops

To enable small group discussions and allow all participants to be heard, sessions ran for 2.5 hours and numbers at each workshop were capped at 25 participants. Seven workshops were initially promoted and with community feedback these expanded to 11 workshops in total, including two for Mandarin speakers.

Members of the community were given the opportunity to attend one workshop only, to encourage a high number of individuals to take part and a wide spectrum of views to be presented.

Community workshops were all held at The Picton Centre, 120 Picton Street Howick. The venue was chosen due to its neutrality as well as its central location in the Howick- Pakuranga community.

Workshops were held in the morning, mid afternoon, evening and one weekend day. The dates and times were selected to provide a range of opportunities to attend and to ensure a diverse spectrum of views were captured from the community. The differing times also impacted on group dynamics with some workshops representing, for example, retirees, or non working school parents, or commuters. This allowed time to explore themes and to discuss issues unique to them which may or may not have been addressed in more diverse groups.

### 3.2 Invitation to take part

AECOM consultants distributed about 230 invitations to individuals and households on Tuesday 27 October 2011. These invitations were sent to all ministerial correspondents via email and personally delivered to households on Thurston Place, Sorrel Crescent and Icarus Place.

Neighbouring schools were contacted and both Pigeon Mountain Primary School and Bucklands Beach Intermediate sent invitations to approximately 1300 school families. Macleans College promoted the Mandarin speaking sessions to their Chinese parents via the school website.

The consultation process was also outlined in local print media (Howick and Pakuranga Times and the Eastern Courier) as well as two internet sites (Facebook and the Stop Thurston Place website).

### 3.3 Consultation workshop attendees

The following table outlines the attendance at the community workshops:

Number	Date	Time	Capacity	RSVP (max 25)	Attended
1	Wed 05 Oct	10.00am-12.30pm	25	24	22
2	Wed 05 Oct	2.00pm- 4.30pm	25	4	4
3	Wed 05 Oct	5.30pm-8.00pm	25	24	24
4	Thurs 06 Oct	10.00am-12.30pm	25	23	21
5	Thurs 06 Oct	1.30pm-4.00pm	25	10	11
6	Sat 08 Oct	10.00am-12.30pm	25	14	12
7	Sat 08 Oct	1.30pm-4.00pm	25	8	7
8 MANDARIN	Mon 10 Oct	7.00pm-9.30pm	100*	46	48
9	Wed 26 Oct	2.00pm-4.30pm	25	16	7
10	Wed 26 Oct	5.30pm-8.00pm	25	25	23
11 MANDARIN	Thurs 27 Oct	2.00pm-4.30pm	25	13	11
<b>Total</b>			<b>350</b>	<b>207</b>	<b>190</b>

\*Communication with Chinese community representatives indicated over 100 Mandarin speakers would turn up to the session and that RSVPs would not account for the actual number of attendees likely to attend. A larger room and revised format was arranged in anticipation of the likelihood of hosting a large group.

### 3.4 Barriers to participation

There were a small number of the community who contacted AECOM via phone and email to communicate their concerns about attending workshops. Hostility directed at those with alternative minority views at recent public meetings and the threat of community retribution were the core reasons outlined for not attending consultation workshops.

One correspondent said "I lived on Thurston Place for many years while Waimokoia was there and never experienced any problems. There a bit of hysteria going on in the community and I have seen those expressing alternative views at public meetings being met with hostility and aggression. For those reasons, I do not want to come to your workshops but I'm calling you to say there needs to be balanced views presented. No family is immune to their children going off the rails and we need to be inclusive of all children and families."

One member of the community emailed to say "I feel very intimidated and threatened as the result of publicly supporting the College. I do not feel that I will be able to speak at the workshop but I do want to "hear the facts again" so I am fully informed."

Most in support of the school who did attend the workshops chose not to participate in group discussion. The minority who commented positively on the school were responded to aggressively, with behaviour at one workshop reduced to name calling and subliminal bullying.

A participant emailed after a workshop to say "Dear Kelli and Carol, you ran an excellent workshop today... beggars belief listening to some of those people, especially the men!!! aren't they supposed to be rational beings!!"

Another participant said via email "I attended your workshop yesterday, and would just like to congratulate the two of you on an excellent job. I am far better informed, and feel my information base is now far more factual, and less based on inflammatory and emotional gossip."

Supporters of Thurston Place College also called AECOM to discuss how to communicate their views to the Minister without their names being accessed by the community under the Official Information Act (OIA) due to fears of retribution. One community member emailed to ask "is there any way I can communicate information please without it becoming accessible under the official information act, challengeable by Richard Spong and the lawyers involved in the opposition to the school?"

One workshop participant in support of the school sent an email which said "Thank you for your informative workshop this morning- not an easy task! I drove straight to the Howick police. Full protection and other actions are now in place, in addition to those already initiated by the police."

In addition to community barriers, one school principal, commented that local teachers would be unlikely to attend consultation workshops because many have lived and worked in the area for many years and would not feel able to communicate their personal viewpoints in a community forum due to their professional role in the community.

There were a small number of people who were unable to attend any of the 11 sessions and they were invited to submit their views, concerns or questions via email to AECOM.

### 3.5 Stakeholder meetings

In addition to the 11 community consultation workshops, consultative meetings were held with the following key stakeholders:

- Auckland Council- Howick Ward Cr Dick Quax
- Auckland Council – Howick Local Board
- Bucklands Beach Intermediate Board of Trustees



- Creative Learning Scheme
- Education Review Office
- Establishment Board of Trustees- Thurston Place College
- Howick Local Member of Parliament- Hon Maurice Williamson
- Iwi- Ngai Tai ki Tamaki
- Macleans College Board of Trustees
- Pigeon Mountain Primary School Board of Trustees
- Youth Horizons Trust
- Youth Link Trust

Fortnightly progress meetings for the duration of the contract were also held with the Ministry of Education, with representatives from Child Youth and Family also in attendance.

## 4.0 Workshop format

### 4.1 Room layout

The room was set up with small cafe tables with four participants at each. The small table format provided opportunities for all participants to engage in discussions, hear other viewpoints and to share commonalities with other tables. Each table had a selection of paper, Post-It notes and marker pens for participants to take notes and feedback to the group as a whole.

Larger workshops (over 16 attendees) adopted a World Cafe style format whereby each table nominated a host who remained at the table while other participants moved around the room to different tables throughout the session. The role of the host was to welcome new people to the table, provide a brief summary of previous discussions and to facilitate further dialogue and feedback at the table. Mixing participants provided an opportunity for different dynamics to be observed by AECOM, dominant tables to be diluted, and gave participants the opportunity to consider differing viewpoints and to share their opinions with others. Many participants also commented on the format as providing a positive opportunity to meet new people in their community.

### 4.2 Introductions

Once participants were seated, the workshop introduction focused on the role of AECOM in the Thurston Place College project. Recurring questions from participants included whether AECOM has a vested interest in the outcome, the ability of the report to be an objective reflection of the views of the community, the timeline for decision making on the school, and the role of consultation in the decision making process.

After the introduction, participants were asked to discuss at their table the key issues, concerns or questions they wanted to address during the consultation workshop. Each table wrote their key issues on Post-It notes which were then gathered up and sorted into themes on a whiteboard.

In collaboration with the participants, AECOM grouped the issues, concerns and questions into major themes and then chose the most common theme to start discussions.



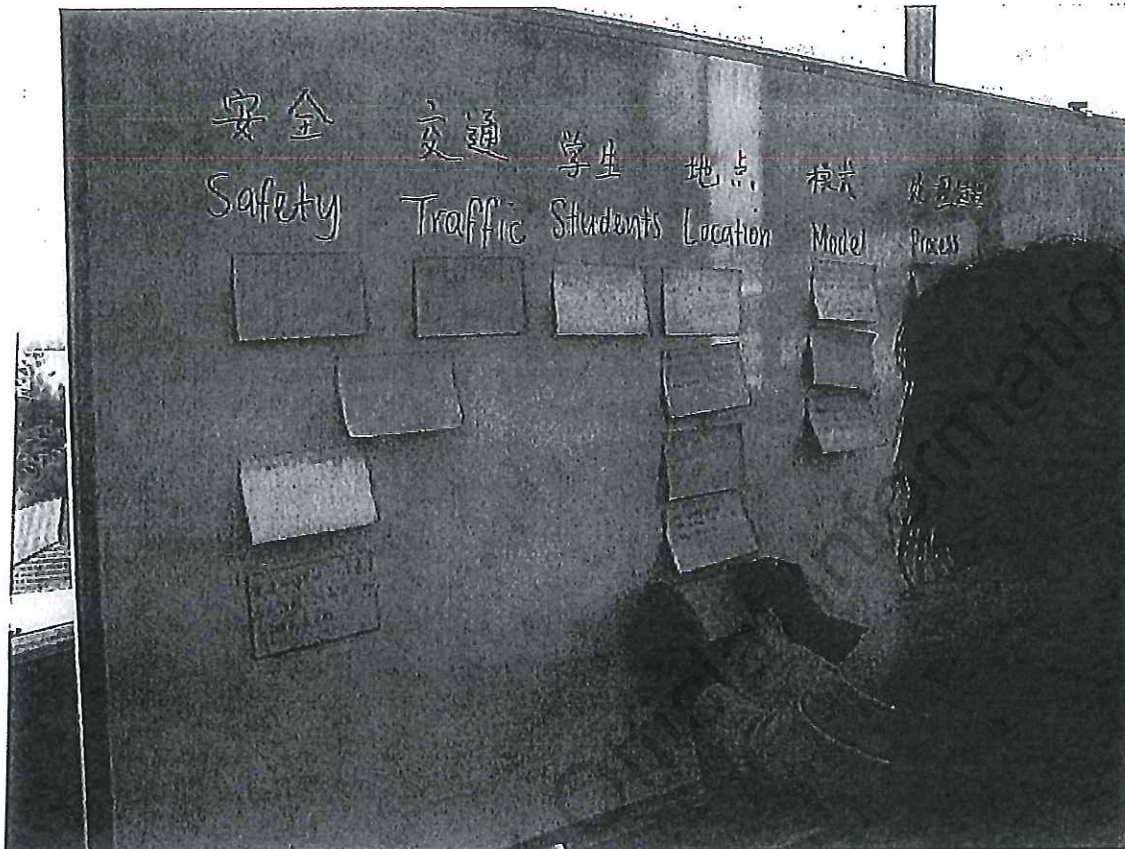


Figure 1 Card mapping of key themes at a Mandarin speaking workshop, 27 October 2011.

### 4.3 Consultation resources

The following resources were provided at consultation workshops and stakeholder meetings. These resources were primarily to provide information to participants, prompt group discussions and to answer some of the questions posed in the workshops. Resources were provided throughout the session and gathered in at the end of the session due to the sensitive nature of some of the documents. These resources included:

- EBOT guidelines for consultation process
- Jasmax/ARROW artist impressions of Thurston Place College
- Cognition Education Limited: Thurston Place College: Assessment and Student Transition Process
- Ministry of Education (MOE): Continuum of the New Zealand Education System
- Auckland Council property files: Aerial view of the Waimokoia site at Thurston Place
- Creative Learning Scheme (CLS): six educational and personal profiles of prospective Thurston Place College students
- Child, Youth and Family (CYF): five profiles of children currently under the care of CYF.

## 5.0 Consultation themes

The overriding theme at every consultation workshop and stakeholder meeting was the issue of safety. Throughout the process it was apparent that central to the issue of safety was the community's understanding, perceptions, and prior knowledge of the prospective Thurston Place College students. The psychographics of a 'typical' Thurston place College student and the perceived risks they pose were interconnected with the key themes raised for discussion by the participants.

Before addressing each of the themes identified in each workshop, participants were asked to discuss and contribute to creating a group profile of a 'typical' Thurston Place College student. Two questions were posed to each group and a collection of the responses over the 11 workshops are as follows:

### 5.1.1 Describe a Thurston Place College student?

Impulsive behaviours, poor family support, emotional, illiterate, disrespectful, violent, abused backgrounds, socially limited, can't be mainstreamed, serious behavioural difficulties, if they were adults they would be in prison, underprivileged, pose a threat to those around them, mentally disturbed, anti-social behaviours, have different core values to this community, outlaws, under CYF care, kids on the cusp, don't live locally, majority are Maori, require special education.

### 5.1.2 What are the risks the students pose to you and your community?

Truancy, theft, intimidation, negative role models, verbal abuse, retribution, reputation, commercial/business effects, bring crime into the area, drug issues, inappropriate sexual behaviours, burglary, home invasion, will interfere with current lifestyle and community norms, bullying, bring undesirables and gang associates into community, gang recruitment, expose local children to drugs and alcohol, damage property, physically, sexually and emotionally abuse local children, trespass on property, graffiti.

## 5.2 Prospective students of Thurston Place College

### ***"These children are damaged."***

Prospective students of Thurston Place College are referred for enrolment at Thurston Place College either through MOE Special Education or CYF. Entry criterion stipulates that all students must be under the care of CYF and have been assessed as having their needs better met in a special school environment. Students will be aged approximately 11-18 years and enrolled in school years 7- 13.

Prospective Thurston Place College students are from throughout New Zealand but currently reside in foster homes in the greater Auckland region, with the majority in the South Auckland area.

According to a recent Cognition Education report, the students are likely to have previous or current conduct problems, ADHD, mental health issues such as depression and anxiety, and may exhibit behaviours characterised by impulsivity, attention seeking, non-compliance, rudeness and anger.

They may have issues with trust, rejection and attachment and may have problems with developing secure relationships or negotiating appropriate boundaries within relationships (Disley, Lambie, King (2011). Thurston Place College: Assessment and Student Transition Process. Cognition Education Limited).

As well as discussing the entry and exclusion criteria taken from the Cognition report, the six individual profiles provided by CLS were circulated and personal profiles provided by CYF were read out to participants.

The CLS profiles were all of ex-Felix Donnelly students, currently being educated through CLS, who had agreed for their information to be shared as part of the consultation process. Both the CLS and CYF profiles were selected by the two organisations as a diverse representation of students likely to attend Thurston Place College.

The CYF profiles were read out rather than circulated at the workshops due to the sensitive information included and to protect the identities of the children profiled.



One participant attended with her primary aged daughter and was told prior to AECOM reading out the CYF profiles that the information contained in the profiles was not appropriate for children to hear. The participant said "I don't care, it's going to affect her, and she needs to know."

After the profiles were circulated and read there was some group discussion. A number of participants expressed their view that the profiles were provided merely to 'make us feel bad for not wanting these kids' while some saw similarities in the CLS profiles to their own children.

At least two participants at each workshop requested 100 profiles of prospective students, stating that the 12 profiles provided were not indicative of the whole school and were unlikely to be a random selection from the supporting agencies. "We have a right to know what every one of those kids have done to earn a place at that school."

### 5.3 Safety

#### ***"No one can give us an assurance of safety"***

The theme of safety was multi-faceted and included safety of children, community and property as well as the safety of students at the proposed Thurston Place College.

As a sub set of safety, the subject of school uniforms was raised by two stakeholder groups. Both groups saw uniforms as a positive initiative to be considered by the EBOT. As well as making the students easily identifiable in the event of truancy, uniforms may promote pride among the student group while addressing the inevitable peer pressure inherent in this age group. Suggested colour schemes varied from marine hues to 'safety orange.'

#### 5.3.1 Truancy

##### ***"They couldn't keep those Waimokoia kids inside- and they were much younger children."***

Underpinning the issue of safety is the potential consequences if a Thurston Place College student absconds from the school during the day. It has been widely discussed that teaching staff at Thurston Place College will not physically restrain any student who decides to leave the school during the day.

One participant requested a 'community siren' to be installed while another suggested the students should be fitted with GPS tracking units. A large number of participants were concerned about the lack of perimeter fencing and the ability for students to exit the school buildings during the day.

School policies were discussed including alerting neighbouring schools and supporting agencies in the event of absence. A number of local residents in attendance, particularly those not associated with neighbouring schools, were concerned that the neighbouring community would not be informed if a student absconded from school. Initiatives including a 'phone tree' or 'TXT' system for the community were suggested by one of the participants.

Local iwi viewed absconding as the only potential risk at Thurston Place College, a risk they believe was inevitable in any school. Iwi saw having the right people and right ratios provided an opportunity to turn around a lot of the underlying issues that result in truancy.

Concerns were raised about the gully at the bottom of the site that borders on an Auckland Council reserve. Mature macrocarpa trees and sloping terrain were seen as ideal places for Thurston Place College students to abscond to during the school day. Many participants were concerned truant students might retreat to the gully to take drugs or alcohol and assault or abuse people using the pathways traversing the gully.

A number of stakeholder groups disagreed with the community fears of students loitering around the school grounds saying "I don't think the community has a case. If kids are going to run away they're going to run well away from the area."

#### 5.3.2 Safety of children at neighbouring schools

##### ***"Our children have rights too, walking to and from school and not being terrified."***

The proposed Thurston Place College will share a large parcel of Ministry of Education land with Pigeon Mountain Primary School and Bucklands Beach Intermediate School. There is a high level of concern by participants and neighbouring school Boards of Trustees that their students are at risk from



the students of Thurston Place College and the Boards are legally responsible for their students' safety.

The Principal of Pigeon Mountain Primary School said "I'm afraid for the kids of my school and parents I know with five-year olds being walked to school by their older sibling on the way to BBI."

The majority of participants spoke of the 'lockdown' procedures being practised at neighbouring schools as a mitigation procedure in the event of a Thurston Place College student absconding.

Many parents spoke of the fear and anxiety felt by their primary aged children experiencing 'lockdowns' in preparation for the opening of the school. Principal of Pigeon Mountain School clarified at a meeting with the Board of Trustees that only one 'lockdown' procedure was practised each term and that 'lockdown' procedures are a requirement for all schools in New Zealand to ensure the safety of students and staff.

From information gathered from Felix Donnelly reports, many participants are concerned gang associates and people known to the students of Thurston Place College will secrete drugs and alcohol on the school grounds for students to use during school hours. There is concern that students from neighbouring schools may find drug paraphernalia and alcohol when walking to school or playing near the Thurston Place College grounds after hours.

Language and negative behaviours by students on the grounds of Thurston Place College may affect students at the primary school. One school board member said "Children at Pigeon Mountain or BBI have not been exposed to these kinds of behaviour and language. Children in this environment have not grown up in South Auckland and won't be able to cope."

A teacher at Bucklands Beach Intermediate also expressed concern about the safety of their intermediate age girls from males at Thurston Place College and said "Some of our girls look much older on mufti days."

Questions have been raised during consultation around who will be responsible in the event a student is harmed. Board of Trustees at Pigeon Mountain Primary spoke of their legal obligation to protect their children and staff and want to know who will ultimately take responsibility if there is an incident on their school grounds caused by a student from Thurston Place College.

A resident of Thurston Place spoke of an incident involving her then 13 year old daughter being verbally abused by students from Waimokoia while walking up her driveway. "Three boys from the school then fired a rock with a slingshot in her face. It hit her in the ear. So what can we expect from the next age group?"

One of the stakeholder groups currently caring for prospective students, stated that the most serious incidences and negative behaviours by their clients have happened inside the classroom rather than outside during the school day and have been caused by over stimulation in the classroom.

### 5.3.3 Safety of community

***"What protection are the Government going to provide me with? I am a woman living alone."***

The physical size of the prospective students has been discussed as a potential safety risk. A correlation drawn at one of the workshops with a handbag grabbing spree in recent years targeted at the Asian community. Concern was also raised by retirees in attendance that school roll will be predominantly Maori and Pacific Island teenage boys who will be physically strong and potentially intimidating to vulnerable adults in the community.

Neighbouring school Boards expressed concern that their teaching staff could be assaulted on school fields by absconding students during break times and would not feel safe approaching a Thurston Place College student on their grounds.

### 5.3.4 Property safety

***"It was always a worry with a school such as the Waimokoia school bordering my property."***

Some participants expressed concern that the high socio economic area of Bucklands Beach would provide significant temptation to students from Thurston Place College to steal and commit offences in the community.



One participant was concerned his home and contents insurance premiums would increase due to the proximity of his property to the school.

Some participants are concerned that car theft will increase as students are likely to steal cars in order to get out of the area during school hours. This concern has been raised during discussions around how the students are transported to schools and where they may go if they abscond. The concern is that they could either steal a car to abscond, contact 'gang associate and undesirables' to collect them, or hide in the community until their arranged pick up time after school.

A participant discussed how an absconding student may feel trapped in the area during the day and take their anger and frustration out on neighbouring properties.

One of the key stakeholders expressed concern about the monetary value and potential theft or damage to boats moored at the nearby Half Moon Bay marina.

#### 5.3.5 Safety of students at Thurston Place College

***"It's a potent mix to put these different children together."***

High staff to student ratios, individualised education plans and an environment designed for maximum visibility is planned to support student safety at Thurston Place College.

One of the stakeholder groups expressed concern that the age range of students at Thurston Place College 'could create a pecking order of bullying and intimidation.' The stakeholder group recommended the school "keeps the group tight and ages close to stop older kids preying on younger kids."

Community participants felt younger students' behaviour may feed off the older students' behaviours, while a stakeholder group believed 'contagion effects' of students with low anti-social behaviour mixing with students with high anti-social behaviour could create safety issues.

Transportation of the students to and from the school raised issues of safety with some participants concerned that early morning starts for teenagers could create a volatile environment for students and transport providers. "What if they decide to get out of the taxi at the traffic lights? Or say to the driver 'take me into the city instead'?"

A small number of participants expressed concern that students displaying 'inappropriate sexual behaviours' (information taken from Cognition report 2011) may prey on younger or more vulnerable students at Thurston Place College.

Two stakeholder groups believed the Thurston Place College students would be at risk from the community when arriving and leaving the school with one supporting agency stating "We don't want to subject these kids to that community."

One participant said "you put them in a normal functioning community and they will stand out and be ostracised. They will be looked at by the community as weird." Another added, "Why put them in a community that hates them?"

Many participants commented that any interaction between the students and the community would be negative. A common comment made throughout the process was that the hostility of the community could impact negatively on the students at Thurston Place College. A participant said "If I see a student outside the school, I'll call the police immediately. The student will feel victimised and then the community will be accused of displaying negativity."

A participant at a Mandarin workshop said "one of those kids bully our kid, they'll get the whole community bullying them back. We have to meet them head on because no one else is protecting us."

According to CLS, many of the prospective students are aware of the community's perceptions of them, through information they have gleaned from mainstream media and social networking websites.

One female student from CLS said "What do they think we are- axe murderers?"



### 5.3.6 Risk assessment

***“They are going to bring dangerous kids into this community and they don’t perceive any risks- that’s crazy.”***

The Ministry of Education perceives there is low risk in the establishment of Thurston Place College. Many participants felt that without a formal risk assessment taking place, the Ministry is unable to assume there are no potential risks to neighbouring schools and the community.

Concern has been raised that no risk assessment was undertaken prior to the Minister’s decision to proceed with construction of the school on the former Waimokoia School site. Discussions around the planned risk assessment with neighbouring schools on appointment of the Principal of Thurston Place College were viewed by many participants as too late in the establishment process.

Suggestions were made that a risk assessment should have been done to assess the suitability of putting a school there, rather than a risk assessment being done once the new school is already there.

One neighbouring school questioned whether any contingency funding existed for independent risk assessments to be undertaken and risk mitigation measures to be implemented prior to opening the school.

A Pigeon Mountain Primary Board member said “we won’t know if it will work until it starts. Risks could be catastrophic or not at all.”

Key stakeholders expressed concern about the risks to the prospective students from the local community. One group suggested a social impact assessment is conducted to identify the risks and effects of placing students with high levels of emotional vulnerability into a hostile community.

One community participant also spoke of the potential risks to the new students. “The impact on the Thurston Place kids coming into this community is huge. It’ll drive them to hatred and retaliation. They should analyse the impact of this environment on those kids.”

Some participants discussed the perceived risks to the students from the community. Risks included the inability of students to integrate into the community due to the hostility towards them. One participant said “irrespective of what they’ve done as individuals to get into Thurston Place, they’re all tarred with the same brush.” Another risk discussed was the emotional effects on the students due to negative community behaviours when they arrive and leave each day. “Parents will be locking their kids in their cars when the mini vans and taxis go by,” said one participant with another adding “I’d hate to be one of those kids walking to the local dairy.”

## 5.4 Location

***“If they can help these kids it’s fantastic but I don’t want it in my neighbourhood.”***

The location of the proposed school is at the end of Thurston Place in the suburb of Bucklands Beach, East Auckland.

Previously the site of Waimokoia Special Residential School, the 3.2 hectare site is owned by the Ministry of Education and is located next to Pigeon Mountain Primary School. Bucklands Beach Intermediate School is also nearby and the site is bordered on three sides by residential dwellings.

Prior to consultation, the site was cleared for construction and the previous Waimokoia School buildings demolished.

The location of the proposed Thurston Place College was a topic for discussion at every workshop and stakeholder meeting. Central to the discussion was the geographical distance of the Bucklands Beach peninsula from the prospective students’ foster homes and the location of the school directly next to a primary school.

Comments included “why can’t they look at what’s available closer to where the students are and cut down the travel time,” and “transporting kids across Auckland? It turns a long day into a hell of a long day.”

One participant said she’d accept the location if all the students were from the Bucklands Beach area but if all the CYF foster homes are located in South Auckland, so should the school.



Many participants see the location of the students at Thurston Place College as posing a direct threat to the physical and emotional wellbeing of the primary aged students nearby. One commonly asked question was "why can't they find a site where it's not next to a primary school?"

"Not next to a primary school, not in a high density residential suburb, not on a peninsula and not where I live" was a comment made at one of the workshops.

Local iwi expressed an alternative view in that the location of the school was irrelevant. Being close to local schools is seen as a positive by iwi as it would give the students of Thurston Place College a feeling of integration rather than separation.

#### 5.4.1 History of the site

***"I lived on Thurston Place for many years while Waimokoia was there and never had any problems. There is a bit of hysteria going on."***

Some residents spoke of the rural environment when Waimokoia Residential Special School was first built. According to long time residents of Bucklands Beach, the green spaces and fields have now developed into a high density residential area. A parallel was drawn with the nearby Pakuranga Health Camp- originally placed 'in the country' but now part of a highly populated residential suburb.

Waimokoia was built in a semi-rural environment that suited the needs of the school at that time; many participants believe the Waimokoia site is no longer suited to any special school due to the population growth in the area.

One participant said "It was farmland when it was first established, it's all changed since then, Half Moon Bay was mangroves and the site was well selected then but not now." Another participant added "in 30 years the environment has changed, more houses and more children since Waimokoia was built. The site is not the same."

The criminal convictions and allegations of abuse at Waimokoia were also discussed at one of the workshops. One of the stakeholders described the Waimokoia site as being "forever tarnished by the horrific abuse that went on" and sees an alternate location more positive than a site with so much negative history.

Some participants spoke of the history of vandalism by Waimokoia students to vehicles parked at Pigeon Mountain Primary, verbal abuse to neighbouring residents, theft and damage to property in the area. With a higher population now and more properties in the area, some participants believe the location of the site poses more risks to property than when it operated as Waimokoia.

One Thurston Place resident requested it was noted in this report that they never experienced any negative impacts from living near the previous Waimokoia Residential School.

#### 5.4.2 Traffic

***"Thurston Place is not built for that much traffic."***

All participants shared insights into the issue of traffic congestion on Bucklands Beach road during peak times.

Local MP, Hon Maurice Williamson said the road to Bucklands Beach carried the highest volume of traffic in New Zealand.

Peak traffic is heavy from 'Mobil Corner' (the roundabout at the end of Bucklands Beach Road) and commuting from the peninsula in the morning peak time is difficult. Local school traffic contributes to the existing congestion and there was significant discussion that the proposed school would add to the issue.

Currently, according to the majority of participants, many children walk to schools in the Bucklands Beach area. A large number of participants have indicated that if Thurston Place College goes ahead, they will drive their children to school due to their safety concerns. This likely increase in local traffic at peak times is likely to exacerbate existing congestion issues.

Some school parents indicated that children are currently dropped in Thurston Place before school to either use one of the walkways, or the Waimokoia site to access the two neighbouring schools.



Increased traffic on Thurston Place due to students and staff of Thurston Place College may cause safety risks to other school students from the increased vehicle movements in the area.

Thurston Place College students will be travelling from predominately South Auckland addresses to school which potentially means long travel times in peak traffic. A number of participants questioned the 'financial efficiency' in transporting students across Auckland in multiple vehicles and questioned the effect on the taxpayer.

According to residents, parking on Thurston Place is already problematic. When cars are parked on the street, it reduces the street to a single lane. There are concerns that high numbers of teaching and support staff will require more than the 50 allocated carparks on site and parking may spill over onto neighbouring streets. Concern was raised about the potential reduction to resident parking and impeded driveway access.

An alternative view was raised by a participant who spoke of having parents from Bucklands Beach Intermediate currently park over his driveway every day and said the drop-off system at Thurston Place College will ensure students are driven onto the school property rather than stopping outside neighbouring homes, blocking driveways and creating risks with U-turns and illegal parking.

One participant voiced concern that his Auckland Council rates will rise due to the additional road maintenance required in relation to the increased traffic movements in and out of the Bucklands Beach peninsula.

Traffic volumes on Thurston Place could increase by 2-300% according to one participant, who believes there will be potentially 150 students and staff attending Thurston Place College every day.

A large number of participants questioned whether any traffic modelling has been undertaken in relation to the proposed site.

#### 5.4.3 Property values

***"We paid a premium for property here and now you are inviting those undesirable people into the area."***

A number of participants at the Mandarin speakers workshops spoke of the decision to buy property in the area due to the school zones. Concern is that the value of their property investments will be negatively affected if the school goes ahead at Thurston Place.

One long time resident said "home is our biggest asset. As we near retirement, a decrease in our property value will have a direct effect on our quality of life. We may not be able to sell and downsize to fund our retirement." Another participant added "we don't want to see our future prospects made bleak by the devaluation of our house that the proposed Thurston Place facility would ensure."

A small number of local real estate agents attended consultation workshops. One discussed his frustration at not being able to sell a property backing onto the site due to the proposed school.

The temporary name 'Thurston Place College', according to many residents who attended the workshops, has already blighted the area. Even though the eventual name will be disassociated from the school's physical location, many residents feel the damage is already done. "It's too late. It's all over the internet; everyone knows where Thurston Place is now."

#### 5.4.4 RMA designation

***"This is a quick fix- an elastoplast"***

Many participants feel the Waimokoia site was selected on the basis it already had an existing special school designation and therefore construction could begin quickly without any protracted RMA consultation process.

According to many participants, the site is designated as 'Waimokoia Special Residential School' for up to 30 primary school aged children under the care of CYF. The community has been informed by the Bucklands Beach Action Society that the proposed Thurston Place College no longer fits the original designation for the site due to the age of the students, size of the roll, and the operating hours of the school.



There has been indication from the members of the community that fundraising is underway to take the issue of designation to the Environment Court if the school proceeds on the current site.

One participant said "as taxpayers we are paying both bills- the Ministry fighting the RMA and us funding the fight against the Ministry. It's a waste of our money and our time."

#### 5.4.5 Alternative sites

***"Wouldn't it be better to build it in the country where no schools or communities are?"***

Many participants raised the question of why the land can't be sold and the proceeds used to purchase a site elsewhere. To answer this common query, Crown disposal policies were discussed by AECOM consultants including the typical process undertaken when disposing of land.

A high number of participants and key stakeholders felt the best location for the school would be near a motorway for ease of access for students, staff and supporting agencies.

CLS discussed that in the event of incidents at their educational facilities currently, including absconding, the supporting agency for the student is contacted. As the supporting agencies are located nearby they can easily access the school promptly to provide support for the student if required. This may be difficult at Thurston Place due to the geographical distance from the supporting agencies, most of which are based in South Auckland.

A Howick Local Board member suggested Highbrook as an alternative location. The rationale for this was that by placing the school in a light industrial area might create opportunities for employers to work with students and promote vocational training.

The option of a rural environment 'away from temptation' was a recurring theme in many workshops. Primarily this was seen as safer than having the school in a residential area, though a small number of participants also felt a rural environment "where they're surrounded by paddocks would be calmer and more peaceful for these types of students." Another participant added, "it's not fair for the kids, put them somewhere without temptation in Clevedon with a farm, more space and not where they can climb a fence and be in a neighbour's backyard."

One participant suggested that if money was the issue in site selection, the community could donate money for the school to be established elsewhere.

Travel times from home to school were discussed at every workshop. Reducing traffic times and costs if the school is nearer the students' homes was a common suggestion for looking at alternative sites.

Some of the alternative sites suggested included the former St Stephen's or Bairds Intermediate schools, Lloyd Elsmore Park, purchase a site in Flat Bush or East Tamaki, or send them to Rainbow House (a counselling service for children with Aspergers Syndrome).

Another participant said he'd be astonished if nothing was built at Thurston Place. He believed it was naive of the community to assume that a school wouldn't be built there eventually and it was up to the community to choose whether they got involved in the shape the school took and the type of students that would attend.

A participant at a Mandarin workshop addressed the attendees and said "You have a right to say no, and they will do it anyway, or you could say 'if this school proceeds, these are our conditions.' Perhaps Thurston Place College only has 15 pupils and only if you as parents and the two principals are happy there is no risk and it works, they can proceed further and increase the roll, or make changes to make it successful." The participant also recommended community representation on the management board of the school and community input in the appointment of the Thurston Place College principal. He suggested the community redirect their energy into developing a 'set of conditions' and said, "I encourage you to think about how your ideas and thinking could be more helpful."

#### 5.4.6 Physical size of site

***"100 teenagers in an enclosed space- I see real dangers in that constrained site."***

The physical size of the site at Thurston Place is 3.2 hectares. Many participants do not feel the site is big enough to meet the needs of the students.

One participant said that there were 35 students at Waimokoia and "they were bursting at the seams."



Concern was expressed by some participants that there is no marked playing fields for team sports, swimming pool or gymnasium. A small number of participants were concerned curriculum areas including physical education would be adversely affected by the limited outdoor space, especially in wet weather.

One participant said "Exercise is what troubled youths need and enjoy. They require space to learn gardening and workshops to acquire a skill, since many of them cannot read or write"

Two of the stakeholder groups did not see any issue with the physical size of the site. One suggested opportunities for education outside the classroom and away from Thurston Place should be encouraged as part of the curriculum delivery including visits to museums and art galleries. One group also added that the larger Thurston Place site allows more opportunities for curriculum delivery than was available at Felix Donnelly College.

#### 5.4.7 Effect on neighbouring schools

***"There will be an exodus from our schools."***

Participants with children at Pigeon Mountain Primary school spoke of removing their children from the school if Thurston Place College goes ahead. Some participants at the Mandarin speaking workshop indicated they had already made enrolment inquiries into local schools but have been turned away due to being out of zone. One parent is concerned that the increasing rolls at other schools to accommodate 'refugees from Pigeon Mountain Primary' will have a detrimental effect on all schools in the Howick- Pakuranga community.

It was stated that lockdowns being practised and discussed at neighbouring schools were having a negative effect on the children, creating anxiety and stress and causing disruption to learning and behaviour at school.

One of the neighbouring school Boards spoke of the negative information in the community and the effect it is having on the students "Parents are discussing Thurston Place College at home and we have no control over that but we're ending up with anxious children at school."

Neighbouring Pigeon Mountain Primary School discussed the financial impact on the school due to its proximity to the proposed Thurston Place College. Approximately \$100,000 of revenue is gathered per year for hosting foreign fee paying students. There has been comment that the agencies involved in placing foreign students are no longer marketing Pigeon Mountain Primary School to their prospective clients due to the proposed school next door.

Concerns have been raised by the Pigeon Mountain School Board that a declining roll at the school could reduce funding allocations and have a direct impact on staffing and resources at the school. According to the principal of Pigeon Mountain, some teaching staff are concerned their 'jobs will be on the line' if rolls continue to drop as a result of Thurston Place College.

#### 5.5 Community

***"Thurston Place College will never be accepted by our community"***

Prior to consultation, a number of public meetings were organised by the Bucklands Beach Action Society and protesters opposing the school picketed a local political event. Communication within the community has been via Facebook, the Stop Thurston Place College website, as well as letterbox drops and emails.

A petition has been set up and funds are being raised for Environment Court objection to the land designation.

At every workshop participants who spoke in support of the need for the students to be helped and the need for decision makers, and those accusing the community of 'nimbyism', to know "that we do really care about these kids, but we don't feel this is the best place for them."

There was acknowledgement by more than one participant at each workshop of the opposition to the students, with one participant saying "we feel for these kids but putting them in a community that doesn't understand them, how will they cope in a place where we don't want them?"



A recurring theme discussed throughout the process was that the Howick community viewed itself as affluent, middle class and predominantly of European or Chinese ethnicity. Concerns were raised during the workshops that the prospective students would be predominantly Maori or from the Pacific Islands. The views expressed were that the community does not understand these cultures and have not experienced 'these types of kids.' Many participants expressed a lack of understanding of 'kids in state care' with one participant saying "we don't have kids like that here so how can we relate to them?" Another added, "If I wanted to be surrounded by those cultures, I'd have bought a house in South Auckland."

The Board of Macleans College provided a position statement that states "fundamentally we do not consider that this community is the most appropriate for the type of institution planned." The Board "will continue to support the community in expressing our opposition to the proposal."

#### 5.5.1 Changes to community norms

##### ***"I won't be walking my dog down those pathways again"***

Changes in community lifestyle and norms was expressed in workshops with a number of participants stating that the walkways commonly used by the community will be avoided and recreational walking will decrease due to the threat of coming in contact with Thurston Place College students.

Long term local residents in attendance spoke of the 'open door' relaxed nature of the community where people walk to friends' houses and local shops in area. One parent spoke of children playing on the school grounds after school each day and many participants spoke of a 'loss of freedom' and the effect of heightened personal safety measures having an effect on how the community functions.

One participant spoke of the sense of unease and anxiety the community feels. "If the college is built we will have to be careful, there will be a dark shadow every time we go out. I don't feel safe."

#### 5.5.2 Demographics of Howick and Pakuranga

##### ***"If you're not Chinese or white, you don't belong here"***

A large number of participants commented on the current demographics of Howick and Pakuranga community and the potential clash of cultures with the prospective student body of Thurston Place College. One participant said "We are different here; we are different language and culture- we can't relate to these students."

Similar themes emerged throughout consultation with concerns raised that the students 'will stick out like sore thumbs' in the Bucklands Beach area due to the perceptions students will all be of Maori or Pacific Island descent. One participant said "I have no problem with the school but not where they will stick out like a sore thumb."

At one of the Mandarin workshops, a participant discussed how the Chinese community is disadvantaged in decision making processes due to their lack of English language. "We get less help from community leaders because of language. How can we ask for help? We work hard, contribute then that comes here and we can't stop it."

#### 5.5.3 Community relations

##### ***"It would be valuable to have a community where there could be interaction."***

A small number of workshop participants and correspondents expressed disappointment in the public perception that all members of the Howick and Pakuranga communities object to the proposed school.

Supporters of the school have indicated the high level of negative reaction received when speaking in support of the proposed school, to the point many have elected to avoid the workshops for fear of personal attacks and retribution. One participant is under police protection as a direct result of speaking out in support of the school.

A recent immigrant from South Africa attended a workshop and said "I left South Africa to get away from racial intolerance yet what I'm experiencing here in Howick is a lot worse."

A participant discussed the consultation workshop with another member of the community and said via email "I've just spoken at some length with a friend and reported back some of the claims made today. She reiterates my feelings of being both appalled and ashamed. We both grew up in the area and can



well remember the cross section of kids among whom we went to school in those post war years... Grrr... those snooty, self righteous, I'm better than thou protesters!!!"

Local iwi expressed dismay at the level of community rejection and objection to the proposed school. An iwi spokesperson said opposition to the school is based on ignorance and a lack of understanding of the needs of these young people.

One Board of Trustees member said "We have an obligation to the kids of Thurston Place College that we give them the best start and we need to support the school if it goes ahead."

## 5.6 Educational Model

***"If it's a new model they should start with just a handful of kids to see if it works."***

The intention of Thurston Place College is to operate as a special school for students in CYF care in school years 7-13 (approximately aged 11- 18yrs). The school will deliver the New Zealand curriculum with additional support services as required to meet the individual needs of the students. The model of Thurston Place College is focused on transitioning students either back into a mainstream school, into vocational training, tertiary education or into the workforce. Students will transition into the school over a three month period and spend on average one year at the school with a transition plan in place from date of entry to their planned exit of the college. Length of time at the school is determined by the individualised plan for each student and it is not anticipated any student will attend Thurston Place College for more than two years.

It is intended that the school will be staffed with 26 FTE and 32 teacher units. Student ratios have been set as 1:4-1:6.

Thurston Place College is a co-ed day state special school and will operate between 8.30am and 3.30pm Monday to Friday, following standard New Zealand school terms.

Central to the educational model is the fact the 'model' is new, untested and according to the majority of participants comes with no international research to back it up. Comments from the Ministry acknowledging that "we need to be prepared to try something we haven't tried before" have been interpreted by many of the attendees that "it's an experiment and we're the guinea pigs." A significant number of participants wanted to see international research and case studies to support the educational model of placing up to 100 students with severe behavioural problems in the same school.

One participant said "Is there any backing for what has been decided, anywhere in the world, for this model?"

Individual interpretations of Education Review Office reports and Cognition reports by members of the community without any direct involvement in the education sector, or with English as a second language, created a significant amount of dialogue in consultation workshops. Direct comparisons with Felix Donnelly College and the proposed Thurston Place College were continually made, with an overwhelming number of participants believing Felix Donnelly College to be a single sited school catering for an identical psychographic group of students as the proposed Thurston Place College.

The majority of participants wanted to know why the Minister did not follow the advice of Cognition and opt for mainstream education with 'wrap around support.'

Many participants believed from information received in the community that 'wrap around support' would cost \$30,000 per annum for a Thurston Place College student placed in a mainstream school. The actual cost of wrap around services for students over 13 years old is unknown as it is not a service the Ministry provides.

There were suggestions by some participants of 'pepper-potting' students in mainstream schools so they could better 'assimilate' into society. Concerns raised by participants included the lack of role models at Thurston Place College and low levels of aspiration 'if all the other kids are just like them.'

Comments were made about the model being 'a prep school for Mt Eden jail.' One participant stated "if you put people who are the same together it doesn't seem this is the environment for them to learn and change, they'll just transition into jail."

At least one participant at every workshop spoke of the local schools' previous offer to take small numbers of students with wrap-around support. Consultants spoke of the level of resourcing required



to achieve this and the benefits to students and staff of having one site with specialist services available.

#### 5.6.1 School roll

##### ***"100 students at Thurston Place will infect thousands of locals."***

The proposed school building has been designed to fit 100 students at full capacity. The initial roll is continually fluctuating and at the time of consultation the roll was approximately 32 students. It is not known when or if the roll will reach the maximum of 100 students.

Concerns were raised in all consultation workshops that 100 students will be too many and will be difficult to control by teaching staff.

One stakeholder group expressed concern about the high roll and recommended the roll was limited to a maximum of 60 students. Another stakeholder group saw the roll size as 'worrying' as to get the roll to 100 multiple organisations would need to be involved in enrolling their clients in the school. The differing ideologies and client needs of these multiple agencies could create issues in a school of that size.

The school roll was seen as a positive by one stakeholder group who felt the large roll would work well in providing opportunities for students to take part in a more diverse curriculum. The stakeholder spoke of the current lack of technology subjects on offer to the students and views the higher roll at Thurston Place College providing an opportunity for more staff and more curriculum areas.

#### 5.6.2 Psychographics of students

##### ***"It's a potent mix putting all those children together"***

A large number of participants expressed their fears that older students at Thurston Place College are more likely to commit crimes (compared to students from the previous Waimokoia School) and use physical force to coerce or harm children from the neighbouring schools.

The range of ages (in comparison to Waimokoia) coupled with the fluid nature of the school concerned some participants in that at any given time there could be a large group of 16-18 year olds. In response to this concern, one participant suggested the Ministry could limit the numbers in each year group to ensure there will not be 100 students aged over 16 years.

Local iwi have stated they have no issue with the age range of the students due to the high degree of supervision.

One of the stakeholder groups believe it's better to keep age groups separated. They commented that a pecking order would be established very quickly and younger students at Thurston Place College might be targeted by older students and bullied.

More than one stakeholder group recommended that the female students are separated from the males and the school should be on two or more sites "with some thought put in to the mix of the students at each site."

This view was shared with a local school principal who said "you shouldn't put the same children together. It's like putting all Maori or all Tongan children together- we don't do streaming anymore."

Concerns were raised that due to the backgrounds of the students there would be no positive role models, that if the children had the same backgrounds they were a risk to each other and there could be a high level of 'peer contagion' within the school.

One prospective student for Thurston Place commented to Creative Learning Scheme "it would be great if I could be with the other Felix Donnelly kids because they understand where I've come from and I don't have to explain."

Many participants discussed the difference between students 'on the cusp' and those with entrenched behaviours. Concern was raised in consultation that those 'on the cusp' will either adopt 'copy-cat' behaviours from other students, or alternatively, transition quickly into mainstream schools "leaving the worst of the worst at Thurston Place College."



One participant expressed concern that prospective students may have 'minor offending' backgrounds but what is 'minor.' He went on to say "minor offending might be stealing, like taking my kids pushbike from outside my house- I don't consider that minor."

### 5.6.3 Teaching staff

#### ***"The school won't work because they won't be able to staff it"***

Some participants believe teacher turnover at Thurston Place College will be high. There were concerns raised by one of the neighbouring school boards that inadequate teachers will be lured to the school by high salaries but will be ineffective and 'out of their depth' with the students.

Neighbouring schools see the staffing resource at the proposed Thurston Place College as critical to the success of the school. A teacher from Bucklands Beach Intermediate said "They need teachers who connect with them."

A recent Cognition Education report outlines the teaching staff at Thurston Place College will have teaching and educational psychology qualifications with significant teaching and clinical experience. Many participants questioned where these teachers would come from and whether there were 26 teachers in New Zealand qualified enough to work at the school.

Participants were concerned that if not enough highly qualified staff were appointed, the school might lower its standards and hire less able staff.

One stakeholder group spoke about the purpose built school providing a supportive environment for teaching staff to collaborate and support each other. Education Review Office reports on Felix Donnelly College indicated a lack of collegial support as a contributing factor in the closure of the school.

### 5.6.4 Transitional nature of the school

#### ***"Any student who leaves because of good behaviour will be replaced by a student with worse behaviour."***

One of the neighbouring school principals discussed the transitional nature of the school as having a negative effect on the students. The principal viewed triadic and long term relationships as being critical to success at school and the model of Thurston Place College would not provide these relationships due to the continued transitions.

There were concerns raised about the continuity of care when a student left Thurston Place College and the potential for a student to want to return to Thurston Place College if they were unable to successfully transition into a mainstream school. Parallels to adult prisons were drawn whereby a released prisoner reoffends to enable return to the familiar environs of prison.

One school teacher commented that children typically progress through their schooling years with their peers and thus there would be no sense of belonging or school identity for Thurston Place College students as the roll could be continually fluid. The comment was made that many students would not continue friendships developed with their peers at Thurston Place College after they left the school due to the individual nature of the transitions.

Principal of Bucklands Beach Intermediate said Waimokoia School students had a sense of belonging because they lived at the school and so it was their community and they were part of it. Bucklands Beach Intermediate allowed Waimokoia to use their facilities including playing fields and hall which were lacking at the Waimokoia site.

One participant expressed concern that the model of the school might change over time. "I'm not trusting this will be transitional, it will become another Felix Donnelly."

### 5.6.5 Education reports

#### ***"Someone has decided they know best instead of using the research done and provided."***

A key concern expressed in all the workshops is that the Minister of Education has not followed the advice of the Ministry or Cognition Education in selecting the educational model. One participant asked the question "why has the Minister side-stepped advice?"



A participant at a Mandarin workshop said "There is no logical reason why she chose this- is there any research? They assure us that the model will work with no experience or background and ask us to trust them- well we don't" Another added "the Minister has gone against the advice of education specialists and her own Ministry- why?"

The exclusion criteria for Thurston Place College as outlined in the Cognition Education report (July 2011, page 23) was read out and discussed at each workshop. A majority of participants felt the language was subjective. Many asked for definitions for what constitutes 'severe antisocial behaviour' or 'serious police involvement.' A number also discounted the exclusion criteria as "only a set of guidelines and the Minister's ignored Cognitions advice before so there's no guarantee any of these guidelines will become policy."

## 5.7 Physical school building

***"These kids crave a homely environment and need somewhere they can create their own space."***

The school consists of one school building designed by Jasmax and to be constructed by Arrow Construction. Design features include open plan learning areas, defined spaces for specialist curriculum delivery, assessment facilities and a large multi-use area through which the students enter and exit the school each day.

All participants were shown artist impressions of the proposed school. The interior layout of the learning areas concerned two of the key stakeholder groups who felt the open plan nature of the classrooms could negatively affect the behaviour of students with conduct disorders. The need to balance supervision with consistent and calm spaces was discussed with stakeholders requesting some clinical explanation of the rationale behind the open plan learning environments. According to one of the stakeholder groups, over stimulation and raised adrenaline levels impact negatively on the behaviour of children with conduct disorders and the need for predictable and defined spaces does not appear to be reflected in the physical design of the school.

One of the stakeholder groups spoke of the period of adjustment that was required in integrating students into the established rules and routines of Felix Donnelly College. The physical design of Thurston Place College would require separate spaces to reduce disruption to existing students while facilitating the transition of individual students into the school.

A small number of participants commented on the lack of covered spaces for students outside in inclement weather "Where will they go when it's raining? How will 100 teenagers behave when cooped up inside for long periods?"

Two participants raised questions around future proofing or needs analysis. Questions were raised such as 'What will happen when the roll hits 100? Will the school building be extended on the site, or will another school be built elsewhere?' Questions were asked about whether there were plans to add an additional storey to the building or to create further buildings on the site.

One stakeholder said "the design was done and dusted when we saw it first. I think it's too open plan and has too much glass."

## 5.8 Establishment process

***"It's only because we got together a bunch of wealthy people that the Ministry backed off"***

Prior to engaging AECOM to carry out consultation with the Howick- Pakuranga community, communication has been via Ministry attendance at public meetings and a letter box drop to local residents regarding construction of the school.

There was a concern by the majority of participants that the Ministry of Education had been deliberately disingenuous in the information they had provided on the proposed school.

Quotes made at prior public meetings by the Ministry of Education as well as information gleaned from Official Information Act (OIA) requests have been widely circulated in the community. The context, accuracy and subsequent interpretation of information circulated have created many questions at consultation workshops and an overwhelming feeling of mistrust of the Ministry.

One participant said "Our historical relationship with the Ministry has created a lack of trust." A participant at a Mandarin workshop added "we don't live in a dictatorship- we should have a say."

There is a belief that the first public announcement of the proposed school was made in December 2010 and that, according to one participant "the initial communication was planned for December to ensure it got lost in the lead up to Christmas." Information released under the OIA process shows the first media announcement of the proposed school was released on 31 August 2010.

Some participants felt that as the consultation process did not fall under the requirements of a formal RMA consultation, whereby the end decision must reflect the views of the community, that they were wasting their time in attending the consultation workshops. Comments that the process was 'merely ticking a box' and 'just a process for the Government to say they've done it' were common at many of the workshops.

Key stakeholders expressed concern that "the Ministry hasn't provided us with any information" and the decisions around building design, school roll, and enrolment criteria have been made in isolation from the organisations providing the prospective students. A number of participants commented during consultation that "we have a high level of mistrust of the government because they have kept information from us."

Frustration has also been expressed by a number of contributing organisations who "feel we've been frankly irrelevant to the Ministry and Minister's decisions."

Released under the Official Information Act 1982



## 6.0 Summary

The consultation process brought together the Howick and Pakuranga communities and key stakeholders to collectively identify and 'unpack' the issues, viewpoints and concerns regarding the establishment of Thurston Place College.

In addition to the views of those who attended community workshops or stakeholder meetings, a reasonable amount of correspondence was received from the community and these views are also reflected in the report.

It was explained during every workshop that the intention of consultation was not 'a numbers game for and against the school' nor was it about 'the amount of people saying the same thing'. Rather, it was an opportunity to present a wide spectrum of views and to have those views considered in the decision-making process.

A substantial majority of those consulted requested that this report, once submitted to the Minister, was made publicly available.

Released under the Official Information Act 1982

## Appendix A

# Consultation Communications





AECOM New Zealand Limited +64 9 379 1200 tel  
47 George Street +64 9 379 1201 fax  
Newmarket, Auckland 1023  
PO Box 4241  
Shortland Street, Auckland 1140  
New Zealand  
www.aecom.com

27 September 2011

Dear Correspondent

As you may be aware, the Ministry of Education has hired AECOM to undertake consultation with the Howick and Pakuranga communities in regards to Thurston Place College.

I am aware that you have written to the Minister of Education about the issue and would like to invite you to take part in one of our consultation workshops scheduled for October.

The workshops will provide an opportunity for you to get information about the proposed school, discuss key issues and concerns and find answers to questions you may have regarding Thurston Place College.

If you would like to be involved in the consultation process please RSVP by return email to confirm a place and outline the date and time you would like to attend a workshop.

Attendance at each workshop will be capped at 25 participants to encourage discussion and ensure everyone has a chance to be heard. The following times and dates are available and we will advise you immediately if your preferred slot is already full.

Wednesday 5 October 10.00am - 12.30pm  
2.00pm - 4.30pm  
5.30pm - 8.00pm

Thursday 6 October 10.00am - 12.30pm  
1.30pm - 4.00pm

Wednesday 26 October 2.00pm - 4.30pm  
5.30pm - 8.00pm

All consultation workshops will be held at The Picton Centre, 120 Picton Street, Howick.

Please also indicate on your return email if you require a translator, and if so, what language you speak.

Yours faithfully

Kelli Sullivan



AECOM New Zealand Limited +64 9 379 1200 tel  
47 George Street +64 9 379 1201 fax  
Newmarket, Auckland 1023  
PO Box 4241  
Shortland Street, Auckland 1140  
New Zealand  
www.aecom.com

27 September 2011

Dear Resident

As you may be aware, the Ministry of Education has hired AECOM to undertake consultation with the Howick and Pakuranga communities in regards to Thurston Place College.

As a resident of Thurston Place, Icarus Place or Sorrel Crescent, I would like to invite you to take part in one of our consultation workshops scheduled for October.

The workshops will provide an opportunity for you to get information about the proposed school, discuss key issues and concerns and find answers to questions you may have regarding Thurston Place College.

If you would like to be involved in the consultation process please RSVP by calling me on 927 4511 or email [kelli.sullivan@aecom.com](mailto:kelli.sullivan@aecom.com) to indicate the date and time you would like to attend so I can confirm your place.

Attendance at each workshop will be capped at 25 participants to encourage discussion and ensure everyone has a chance to be heard. The following times and dates are available and I will advise you immediately if your preferred slot is already full.

Wednesday 5 October 10.00am - 12.30pm  
2.00pm - 4.30pm  
5.30pm - 8.00pm

Thursday 6 October 9.30am - 12noon  
1.30pm - 4.00pm

Wednesday 26 October 2.00pm - 4.30pm  
5.30pm-8.00pm

Please also indicate on your return correspondence if you require an English speaking translator, and if so, what language you speak.

Yours faithfully

Kelli Sullivan.





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47 George Street +64 9 379 1201 fax  
Newmarket, Auckland 1023  
PO Box 4241  
Shortland Street, Auckland 1140  
New Zealand  
www.aecom.com

29 September 2011

Dear Parent

As you may be aware, the Ministry of Education has hired AECOM to undertake consultation with the Howick and Pakuranga communities in regards to Thurston Place College.

A series of consultation workshops are scheduled for October and I would like to invite you to take part.

The workshops will provide an opportunity for you to get information about the proposed school, discuss key issues and concerns and find answers to questions you may have regarding Thurston Place College.

If you would like to be involved in the consultation process please RSVP by calling me on 927 4511 or email [kelli.sullivan@aecom.com](mailto:kelli.sullivan@aecom.com) to indicate the date and time you would like to attend so I can confirm your place.

Attendance at each workshop will be capped at 25 participants to encourage discussion and ensure everyone has a chance to be heard. The following times and dates are available and I will advise you immediately if your preferred slot is already full.

Wednesday 5 October	10.00am - 12.30pm
	2.00pm - 4.30pm
	5.30pm - 8.00pm
Thursday 6 October	10.00am - 12.30pm
	1.30pm - 4.00pm
Saturday 8 October	10.00am - 12.30pm
	1.30pm - 4.00pm
Wednesday 26 October	2.00pm - 4.30pm
	5.30pm-8.00pm

All workshops will be held at The Picton Centre, 120 Picton Street, Howick.

Please also indicate on your return correspondence if you require an English speaking translator, and if so, what language you speak.

Yours faithfully

Kelli Sullivan.

## Appendix B

# Consultation Resources



# EBOT guidelines for consultation process.

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## a. The need for a school to cater for these students.

1. Specialists have assessed these students and determined that a regular school setting is not appropriate at this point of time for them.
2. All of the students are under CYFS care.
3. Entry criteria to the school will be established to ensure minimal risk to safety of staff and other students. Age and relative academic ability will also be considered.
4. The programme at the school will cater for both therapeutic and educational needs.
5. The programme will be individualized.
6. The programme will address individual student's educational, social, emotional and cultural needs.
7. There will be a clear focus on transitions – either
  - back to a mainstream school
  - work training programmes
  - employment
  - tertiary study
8. Support for students during transition will be ongoing and provided by the school.
9. Staffing at the school is critical and provision has been made to ensure that staffing levels are appropriate to deal with the total programme.
10. The staffing component will include qualified teachers, therapists, psychologists and support staff.
11. Having this range of expertise on one site allows for ongoing professional learning and development aimed at meeting the students' needs.
12. Students, staff and community safety will be paramount in the development of school policies and procedures.
13. The school is designed to facilitate all of the above

## b. Partnerships

The board of the school, through the principal, will establish key partnerships with:

- CYFS
- Group Special Education
- MOE
- OHBs?
- referring trusts/agencies
- neighbouring schools
- local business
- tertiary providers/ITOs.

## c. The preference for Thurston Place.

1. The site is attractive in terms of the position and outlook, has relative ease of access yet at the same time provides privacy and is relatively unobtrusive.
2. It is the site of a previous special school that operated for 20+ years.
3. The site provides scope for well-supervised outdoor activities as well as a favourable building site.
4. This site and proposal design of the school will allow for students at the school to be kept safe.

A world leading education system that equips all New Zealanders with the knowledge skills and values to be successful citizens in the 21<sup>st</sup> century.

## Mainstream Schools

Regular Schools

State including Kura  
State integrated  
Private

Special Programmes

Service Academies  
Trade Academies  
Tertiary High School  
Alternative Education  
Teen Parent units

Learning Support programmes

Resource Teachers: Learning and Behaviour  
Specialist Learning Teachers  
Ongoing Resourcing Scheme

Special Schooling

Satellite Units  
Special Schools  
e.g. Northern Health Schools  
Sir Keith Park  
Wilson School

Correspondence School

Excluded Students  
Teen parents  
Psychological and social reasons  
Physical isolation

Home Schooling

Care and Protection Facilities

Youth Justice Facilities

## Special Education

## Alternative Provision

(outside mainstream/special school settings)

**ALL** students access the appropriate level of support so they can leave school with the skills required for employment or further study



## Notes

The chart is designed to show the continuum of the education system

Thurston Place College is designated as a Special School and as such would be a school in the bottom green box. The provision at Thurston Place College is one of a wide range of support available for students.

One of the underlying philosophies for Thurston Place College is the importance of the assessing of the students needs at enrolment and the plan for transition to the next phase of education – a mainstream school, tertiary study or the work force.

All students need access to the most appropriate form of education to enable them to meet the underlying goal to be equipped with the knowledge, skills and values to be successful citizens in the 21<sup>st</sup> century. The form of that education changes with time and is dependent on many factors including age, inclination and desire, personal circumstances and accessibility.

In the examples of Special schools the Northern Health Schools generally enrol students with medical conditions, those at Sir Keith Park School are generally to meet the needs of students with cognitive issues and those at the Wilson School are generally have students with physical disabilities. These are just three examples of the 43 special schools around the country.



1982



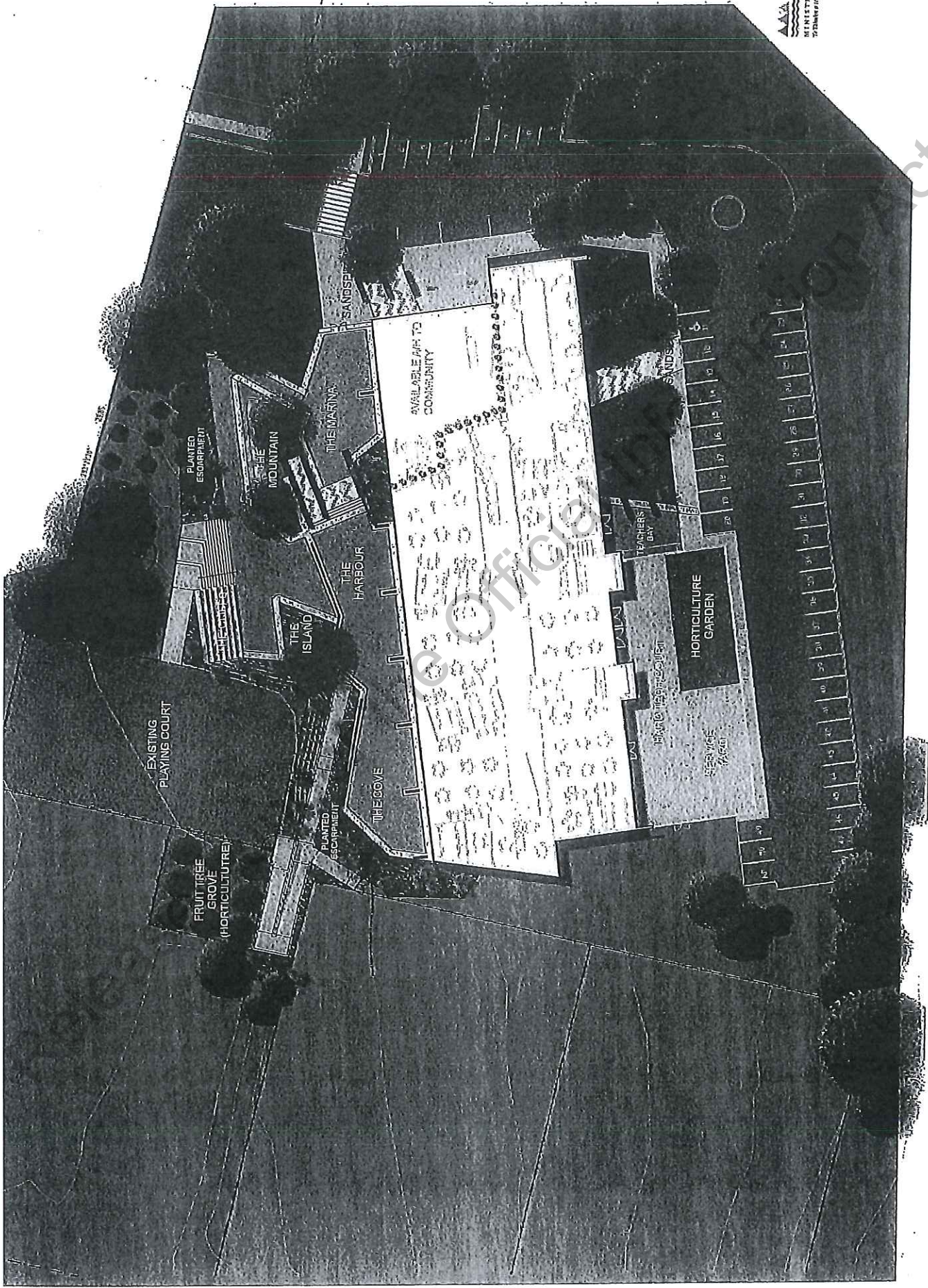
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Waimōkoia 1551 / Thurston Place



**Auckland Council**  
Te Kaitiaki o Te Ōhanga Kaitiaki





PROPOSED NEW SCHOOL AT THURSTON PLACE

LANDSCAPE - CONCEPT PLAN

AAA  
MINISTRY OF EDUCATION  
To: Minister of Education

**ARROW**  
Project Strategy and Delivery

Jasmax

DRAFT





OPOSED NEW SCHOOL AT THURSTON PLACE

PERSPECTIVE CONCEPT

AAA  
MINISTRY OF EDUCATION  
TRINIDAD AND TOBAGO

ARROW  
ARCHITECTS  
Project Strategy and Delivery

Jagmax

DRAFT



## Mary

Age: 15 years  
Ethnicity: Maori  
Place of Birth: Waihi  
Currently resides: Auckland

Mary has been a student with us from the beginning of the year. She was referred to through CYF Tauranga due to truancy, behaviour issues and problems at home. We spent time getting to know her and establishing a working relationship. We can see her confidence increasing. She has achieved NCEA level 1 in English, Maths, Health and P.E. Mary knows her Maori protocols well within her whanau and would like to like to learn Maori at a higher level. She is a skilful guitar player and has written a song that she performed for us all. Mary has good leadership skills and a strong will to avoid getting involved in any negative behaviours from others. She misses her family very much and wants to go back to them.

Academy Personal Profile

Three words that best describe me are: HARD WORKING, LOOKING FOR A CHALLENGE, GOOD @ PLAYING THE GUITAR!

When I'm not at school I like to: CHILLAX, KICK BACK, SMOKE!!!

When I leave school I want to: ACHIEVE IN LIFE AND KEEP UP WITH EDUCATION, BECOME A HAIRDRESSER

If I could share a meal with anyone in the world it would be:

KEVIN LOCKE, MY BF!

And we would eat: WE WOULD HAVE A MUCH OF JAPANESE FOOD? xxx



## Jane

Age: 16  
Ethnicity: Indian/ Maori  
Place of Birth: Otahuhu  
Currently resides: Auckland

Jane enrolled with us at the beginning of Term 2 this year. Previously she had attended two schools in South Auckland. She had not completed any NCEA unit standards before she came to us and therefore we have been focussing on teaching her literacy and numeracy skills. Jane particularly disliked Maths due to an unpleasant experience from her last Maths teacher. She has been very positive and cooperative since she has been with us. She is focussed on what she wants to do for her life. She has since completed 14 credits towards NCEA and is enrolled legal studies with the Correspondence School. Jane is close to some of her family and was upset when she couldn't see her nephew on his birthday.

Academy Personal Profile

Three words that best describe me are: kind, Respectful, fiery

When I'm not at school I like to: Kick it with the bros.

When I leave school I want to: Be a child Advocate.

If I could share a meal with anyone in the world it would be: Sunny Bill Williams.

And we would eat: Noodle eatteen.



## Grant

Age: 13  
Ethnicity: Maori/ European  
Place of Birth: Auckland  
Currently resides: Manurewa

Grant has made very good progress in his education despite dealing with anger and at times presenting with a confrontational approach. He reads a few years above his chronological age and he is working at keeping his comprehension up to pace with his fluency. It is good to see that Grant completes the work that is set for him.

Grant came down from the Hokianga, Northland, which is where his last school was.

## Academy Personal Profile

Student : CLS Academy Otara

Three words that best describe me are:

\* Smart \* Keen to  
learn \* Verbal

When I'm not at school I like to:

Play Sport

When I leave school I want to:

Go home \* Do a mechanics course

If I could share a meal with anyone in the world it would be:

All my old mates

And we would eat:

Burger king



## **Campbell**

Age: 14  
Ethnicity: Maori/ European  
Place of Birth: Onehunga  
Currently resides: Manurewa

Campbell has settled well into the school programme. He is capable of returning to mainstream education as he continues to improve in all areas of literacy and numeracy. He is a fluent reader and is able to comprehend most of what he reads. Campbell is capable of working out numeracy problems through using part-whole strategies. A goal that he set was to learn his timetables and try his best to complete his work in class. He enjoys participating in Technology, Art, Sport and Dance classes.

He is working on using "appropriate" language with his peers and teachers. He may swear mistakenly and apologise straight after. So it is good he is self-monitoring.

## Academy Personal Profile

Student : CLS Academy Otara

Three words that best describe me are:

- ACTIVE
- Sport
- eating

When I'm not at school I like to: SKATEING.

When I leave school I want to: Be a under water welder

If I could share a meal with anyone in the world it would be: MY FAMILY

And we would eat: KFC / Meal AT THE TOP OF THE  
161 tower



## James

Age: 16  
Ethnicity: European  
Place of Birth: Howick  
Currently resides: Takanini

James has gained confidence since attending this school. He has made good strides in his leadership role as class representative, despite his initial reluctance. He has great relationships with all class members and staff. He is learning to manage his anger, which has been a major issue contributing to his placement in our school. He wants to be a builder when he leaves school. He has produced some awesome work in technology – constructing a miniature marae. He was awarded our Top Student for Term 1 and 2 this year.

## Academy Personal Profile

Three words that best describe me are:

outgoing

fun

Jaffa

When I'm not at school I like to:

- horse riding
- watch mythbusters

When I leave school I want to:

join the army as a builder

And buy a Mazda Rx8 and do it  
up

If I could share a meal with anyone in the world it would be:

my best friend who is a chick

And we would eat:

true proper italian pizza at  
an italian restaurant.



## Dylan

Age: 12  
Ethnicity: Maori  
Place of birth: Pukekohe  
Currently resides: Takanini

For most of the time Dylan works well in class and participates in the school programme. He has moments when he seems to get into negative moods without any obvious sort of indicator, however he is improving with managing his behaviour overall. He has been playing rugby outside of school and this has made a great impact on his school-work. He loves working on the computer and enjoys the Math's Wizz programme. His two previous schools were in Auckland.

Academy Personal Profile

Three words that best describe me are: playing Rugby, math,  
Learning

When I'm not at school I like to: Watch tv

When I leave school I want to: Join navy

If I could share a meal with anyone in the world it would be: Carol

And we would eat: Healthy food



## Profiles of potential students for Thurston Place College

### John- NZ Maori aged 14

John's history is one of neglect, and physical and emotional abuse from an early age. His biological father has not featured in his life. John's mother who is sight impaired struggled financially and physically to raise her two children. They had few social supports and early school absences were often due to a lack of money for lunches.

At a young age John was exposed to the violence occurring between his mother and her partner. He regularly witnessed his mother being beaten. He was also the victim of his step father's abusive behaviour which was generally fuelled by alcohol. By the time he was 12, John was showing aggressive behaviour at home and school and was way beyond his mother's control.

Since 2009 John has been in seven different family homes. He continually absconded and returned to his mother. However she did not have the skills to manage him and he would return to care. John has never had a positive role model to influence his life. Despite wanting to return to his mother John responds well to the safe and structured environment he has experienced in care. She has shown he wants to change his life for the better by working co-operatively and using appropriate language at school. He has taken pride in picking up new skills fairly quickly.

**Darren- Pacific Islander aged 16 years**

Came to Youthlink aged 14. Has a history of poor parental control. Minor offending behaviour in the company of older siblings and relatives. Dysfunction within immediate family. Absenting from school and substance abuse. Has health issues- diabetes- which was largely out of control when he came into care.

**Mark- European aged 17**

Mark is from Northland has substantial behavioural issues and has had a pattern of minor offending.

Mark first came to notice when he was 20 months old. His parents were both low functioning intellectually and Mark was suffering from neglect through a lack of stimulation and being left alone for significant periods. Both of Mark's parents suffered from mental illnesses. Mark and his sister have a history of exposure to family violence and physical abuse; sustaining unexplained injuries such as bruising, knife and burn marks. Both children are globally delayed as a result of their early childhood experiences.

Since, Mark was 12 he has had eight changes of caregivers which have contributed to significant disruption. His grandmother has been the most significant family member in Mark's life and he has been placed with her a number of times but age and health have impacted on her ability to care for him. In the absence of any appropriate family, Mark has been separated from his sister and placed with foster parents.



## Appendix C

# Consultation Themes

在处理任何国家土地之前，将考虑给予该地区现在或未来的教育需求。

在处理任何国家的土地时是必须通过出售程续。

出售的资本资产所得款项需计入年度工程计划。

资本资产的收益不能抵消运营成本。

Released under the Official Information Act 1982



### **学校 会不会有围墙？**

学校周边不会有围墙

校内庭院以及外面玩耍地方会有围墙，那是为了提供隔墙 以防公众或当地学生利用这所学校 进入鸽子山小学或巴克兰的海滩中校。

### **是否进行过与邻近学校风险评估？**

教育部长已要求 特斯顿学院校长与邻近学校的校长进行风险评估。

特斯顿校长的任命目前还在等待咨询工作结果。

### **为什么还没有咨询？**

校址被指定作为一个特殊的学校是多年前之事。

这意味着没有必要去进行公众咨询。

只有当新学校的建成会影响到邻近学校的招生才需咨询？但作为特斯顿学院的学生他们是从CYF护理家庭来的，他们不会收取从邻近的主流公立学校的学生。

### **一个一般学生需要多少费用如果需要专门帮助？**

平均成本为每年3万元 对一个8-13岁的学生

这不包括教育部对专门职员投入

教育部不提供此类帮助年龄超过13岁学生，所以不知它的成本是多少。

### **教育部考虑任何其他地点吗？**

在2010年8月，教育部提供了两个选址方案，以取代菲利克斯唐纳利学院。

另一幅土地是奥塔拉路就是原巴司Bairds中学校址。

教育部认为，特斯顿的土地是国家所拥有是较合适和可收用的。

### **可不可以卖掉特斯顿学院土地的收益，去支持主流学校所需的特殊服务？**

他们不是生活在看管机构。

### **他们中有没有人是收青少年司法看管？**

虽然一些学生可能过去曾经涉及过一些青少年司法系统，但那不是青少年司法看管设施。

那些曾经有过严重犯罪记录，持续不断的暴力冲突或正在暴力的学生，不属于该学校管理范围。

### **什么是排除标准？**

特斯顿学院不是作为急性看管，或青年司法设施。

它不是一所学校对有严重反社会行为的青少年，或那些有较高的心理健康问题年轻人。

学校不仅无法照顾那些有严重精神病，身体不适或那些对自己或他人构成严重危险，而且也未必把他们安置在学校是最好办法。

### **建立这所学校的总预算是多少？**

6. 335 百万

### **对交通的影响会是怎样？**

所有学生都会有小面包车，看护者的汽车或出租车每天将他们从大奥克兰地区送到学校

从奥克兰交通情况看他们到达学校的时间会在一段时间内不同

车辆繁忙度将取决于多少学生入学。

目前，大约30名学生。

### **为什么选特斯顿为校址？**

选特斯顿为特殊学校 校址已有很长时间

至前这里是瓦莫可亚Waimokoia地区的特殊学校。



韦恩- 顾问。

史蒂芬 -梅西大学教育心理学副教授

珀西 - Pakuranga健康学院的董事

吉尔- Otahuhu奥塔胡胡学院校长 ( 增选 )

### **学校作息时间 ？**

学校作息时间和其他学校一样：

周一至周五，上午8时30分至下午3时半。

### **典型的一天是什么样子？**

它和其他学校一样

每天会有不同课程这将根据不同学生的需求和新西兰课程要求。

教师们尚未任命，所以具体每天和每周的时间表还未确定。

### **学生们出勤率会是多少 ？**

可接受的出勤率将和任何其他学校相同。

预计学生们的出勤率会按照教育部”规定。

### **有多少学生入学这个学校？**

学校最多招收100名学生。

大约开始有30名学生。

现在不知道何时学生人数达到100。

### **这些学生是来自哪里？**

学生们是来自新西兰全国各地的家庭，目前居住在大奥克兰地区的固定家庭。

## Frequently asked questions- Thurston Place College

### 常见问题-特斯頓学院

#### **特斯頓学院是怎样一个学院？**

这个新的学校，暂时名为-特斯頓学院，它是一个专门为那些已经被儿童与青年家庭照顾组织接受的孩子，经过组织人员评估，这些孩子需要一个专门的教育环境去满足他们各自不同教育需求。

学校的教育体系是综合提供一个高品质的照看和教育他们，以确保每个学生得到最好照看和教育，培育他们成为有用之才。

他们是7-13年级的学生。

教育部希望这所学校成为一个新型有效的管理能力，以充分发挥他们在教育与学习，引导与关怀的作用。

#### **特斯頓学院的人员编制？**

教师与学生的比例是 1:4，也就是说4个学生就有1 个教师

教 与学生的比例全国范 一般 100 名学生，配 26 全 教 ， 32 兼 教

学校也将会获得 \$453,040教师助手资金

教学人员也将得到适当的专科服务如果需要。

这些服务将随入学学生的具体需要而变动，它可以在任何时间动变

#### **谁是设立特斯頓学院的董事会？**

彼得（主席）- 他是Papatoetoe高中学校校长

马德琳-农场湾中校前任校长

本-太平洋岛屿族裔顾问行政人员



Consultation is required for the establishment of a new school with the boards of the schools whose rolls may be affected but as Thurston Place College is for students under the care of CYF, it will not take students from neighbouring mainstream state school, and so this was not required.

What are the costs to mainstream a student with special needs with wrap-around support?

The average cost of a wrap-around programme for a student aged 8-13 is \$30,000 per annum. This does not include the cost of the Ministry's specialist staff inputs.

The Ministry does not provide wrap-around support for students over 13yrs of age and the costs of providing such a service is unknown.

**Has the Ministry considered any alternative sites?**

In August 2010, the Ministry provided the Minister of Education with two site options for a new school to replace Felix Donnelly College. The alternative site to Thurston Place was an Otara Road site previously occupied by Bairds Intermediate School.

The Ministry considers the site at Thurston Place, owned by the Crown, is suitable and available.

**Could you sell the Thurston Place College site and use the proceeds to fund wrap-around services or special units in mainstream schools?**

Before disposing of any Crown land, consideration would be given to the educational needs of the area and if the land may be required in the future. The disposal of any Crown land is managed through the disposal service.

The proceeds from the disposal of capital assets are credited to the annual works programme. The proceeds cannot offset operational costs.

Not only would the school be unable to cater for students who are acutely psychiatrically or physically unwell or those who pose a serious or ongoing danger to themselves or others, but these individuals may not have their needs best met by placement at the school.

**What is total budget for establishing the school?**

New school budget	\$million
Site work costs (incl. 10% contingency)	1.116
New school build 1,577sqm @ \$2,400/sqm	3.785
New assessment centre 118sqm @ \$1500/sqm .	0.177
New school design and fees factor @ 5%	0.198
<b>Construction budget sub total</b>	<b>5.672</b>
Furniture and Equipment Allowance- appropriated	0.333
<b>Total capital cost</b>	<b>6.005</b>
Demolition costs- appropriated	0.330
<b>TOTAL COSTS</b>	<b>6.335</b>

**What will be the effect on traffic?**

All students will be driven to school and will arrive by minivan, caregivers' cars or taxi on a daily basis from the greater Auckland Region. The nature of Auckland traffic will mean that the arrival time is likely to be spread over a period of time. Vehicle movements will be determined by the roll. Currently this is approximately 30 students.

**Why the site at Thurston Place?**

The site has, for a long time, been designated and used as a special school site. Previously, the site was used for a residential school- Waimokoia Residential Special School.

**Will there be any perimeter fencing?**

There is no intention to fence the perimeter of the site. There will be fencing of courtyards and other outside play area which will provide separation from members of the public or local students who may use the school site to access Pigeon Mountain School or Buckland's Beach Intermediate.

**Has there been a risk assessment undertaken with neighbouring schools?**

The Minister of Education has requested the Principal of Thurston Place College to undertake a risk assessment with the Principals of the neighbouring schools. The appointment of the Principal for Thurston Place College is currently on hold pending the outcome of the consultation process.

**Why was there no consultation?**

This site has been designated for use as a special school site for some years. This means no public consultation is necessary for the establishment of a new special school on the site.



Wayne Blissett- Consultant.

Steven Little- Assoc Prof Educational Psychology, Massey University

Percy Reedy- Board of Trustees Pakuranga Health Camp, Ngati Porou Kaumatua

Gil Laurensen- Principal Otahuhu College (co-opted)

**When will the school operate?**

The school will be in operation during typical school hours:

Monday to Friday, 8.30am-3.30pm.

**What does a typical day look like?**

The day will no different to mainstream schools. The school day will be a structured one and include a range of programmes based on the individual student's needs and the New Zealand Curriculum.

The teachers have not yet been appointed so the daily and weekly timetables are yet to be developed.

**What will be the expected attendance rate?**

The acceptable attendance rate will be the same as any other school. It is expected students attend school every day as required by the Education Act.

**How many students will be enrolled?**

The school will cater for up to 100 students at any time. There are approximately 30 foundation students. It is not known when the roll will reach 100.

**Where will these students be coming from?**

The students are from families throughout New Zealand and currently residing in regular family homes in the greater Auckland Region. They are not living in secure facilities.

**Are any of the students under Youth Justice?**

While some of the students may have been involved in the Youth Justice system at some point in their past, this is not a Youth justice facility. Prospective students with a history of serious police involvement, ongoing violence or are currently violent, will fall within the exclusion criteria for the school.

**What are the exclusion criteria?**

The intention of Thurston Place College is not to function as an acute care facility, or as a youth justice facility. It is therefore not a school for young people with severe antisocial behaviour, or those who have high mental health needs and such young people would fall within the exclusion criteria.

## **Frequently asked questions- Thurston Place College**

### **What is Thurston Place College?**

The new school, temporarily called Thurston Place College, will cater for students under Child Youth and Family care and are assessed to be more likely to have their individual education needs met in a specialist environment.

The school is being structured to provide high quality integrated care and education assessment to ensure each student is given an education that will lead them to a positive and constructive future.

The students will be in years 7-13.

The Ministry intends this to be a new model of provision that will support effective management, teaching and learning, pastoral care and cultural leadership.

### **Why was Felix Donnelly closed?**

According to the Cognition Education report 2009, Felix Donnelly(FDC) had issues of leadership, professional development, pastoral care, effective teaching, discipline, and valuing diversity.

The decision to close FDC was made by the Minister of Education in August 2010.

In the transition period between closing FDC and opening TPC, Creative Learning Scheme (CLS) is the contracted education provider for the students that would otherwise be enrolled in FDC.

### **What is Creative Learning Scheme (CLS)?**

CLS was established in 1997 in response to the non-attendance of young people in mainstream schools. It now provides eight alternative education programmes, has a Youth Training division and educates youth who are resident in Youth Justice facilities. CLS is NZQA approved and accredited.

### **What is the proposed staffing for Thurston Place College?**

The teacher/pupil ratio is 1:4

The staffing generated for 2012 on a notional roll of 100 is 26 FTE and 32 units

The school will also be entitled to teacher aide funding of around \$453,040.

Teaching staff will be supported by appropriate specialist services. These services will vary with the specific needs of the students enrolled at any particular time

### **Who are the EBOT for Thurston Place College?**

Peter Gall (Chair)- Principal of Papatoetoe High School

Madeline East- former Principal of Farm Cove Intermediate

Ben Taufua- Chief Pasifika Advisor, NZTA

**Barbara- Maori aged 16 years.**

Barbara who is from Tauranga came into care with her siblings in 2004 due to neglect. Her mother is an alcoholic who has struggled to care for her children and exposed them to violent relationships and chronic neglect. Barbara has been between her mother's care and foster care over the past seven years, but when at home has had little parental care or oversight. Barbara has a pattern of absconding from home and alternative placements. These disruptions have contributed to significant gaps in her education.

Released under the Official Information Act 1982



**Mary- Indian aged 16**

Mary and her sister were placed in care in 2004 after her sister disclosed she had been sexually abused by their step brother. Mary's parents did not support the disclosure despite a criminal conviction and the brother receiving a custodial sentence for rape. Mary's sister was ostracized but Mary continued to have a relationship with her parents who sought to have her returned to them. Mary's parents continued to support her half brother to the point where his needs were prioritized over hers and they intend to have him back with them as soon as possible.

Mary's father has longstanding alcohol issues and was convicted for drunk driving. Mary was unable to return home and remained in care. In the last two years her behaviour has become a problem. Once a high performing student, her behaviour at school and in the community has gradually deteriorated. She has endured numerous disappointments related to her family's inability to prioritise her safety to allow her to return home. Mary has substance abuse issues and has presented with suicidal ideas.

Proximity to  
BBI + PMP

Inappropriate  
position for a  
school like this

PROXIMITY OF  
COLLEGE AGE NEXT  
TO PRIMARY SCHOOL

Giving Land  
to other school  
1. use

PRIVATE  
INSURANCE  
ON PROP./BOATS  
ETC  
INCREASE

DISTANCE STUDENTS  
WOULD HAVE TO  
TRAVEL TO THE SCHOOL

1. 作为一个特殊学校, 选址不当。  
邻近 Pigeon Mountain primary school, BBI,  
考虑到了对邻近学校的影响。

Distance of  
Travel

Location

↓  
Linked again to  
Safety.

Size of  
Current Site  
Too small

by can't be another



Poor fore-  
thought  
in community  
dynamics "quick fix"

Assessment has  
been done a kids  
+ community.

Culture  
of fear

School ???  
vs  
correctional  
facility

IMPACT ON THE CHILDREN  
ATTENDING EXISTING  
SCHOOLS IN THE AREA  
- INFLUENCES / PEER PRESS.  
- SAFETY  
- SECURITY

Future  
change of  
Neighbourhood  
Community

PROPERTY VALUES  
DROPPING IN  
SURROUNDING  
AREA

Thurston kids  
wouldn't get  
local community  
involvement

Concerns with  
the effects on  
existing  
infrastructure  
& rates.

Change in  
Community  
NORMS

IF NO THREAT  
TO COMMUNITY  
'D SCHOOL NEEDED  
THE CHILDREN COULD  
ASSIMILATED INTO  
REGULAR SCHOOLS

Affecting our  
community in



Placing an  
experimental  
school / based  
model next to  
primary

Experimental school

Issue -

that the educational  
needs of the students  
are met appropriately

Educationally  
unsound to group  
so many dysfunctional  
children together.

Experimental  
model.



Impact to Residents

new model  
or the school -  
unknown outcomes

not in the students  
attending the  
school's best  
interest

Viability of  
Educational  
model

Wrong / poor  
education  
model

Is this the best  
way to look after  
'troubled' young  
person -

Who are they  
going to role  
model

former I  
aff says  
any - how will  
20 children be handled

2. 教育模式不合适.

将100名学生集中到一个学校的教育模式并不  
适合九年路小学. 美国有句都是失败的经验!



safety of our  
kids walking

Childrens  
& neighbour  
Safety.

Safety

safety

Community safety

kids  
Stay at home moms  
retirees

neighbourhood

Safety  
- Children  
- Community -

Safety  
Influx of  
Unwelcomes

Childrens  
Safety +  
community

Sa  
safety of  
schools when  
Thurston kids  
abscond

School  
Child / young  
Person / Adult  
Safety

坚决反对在我们社区建立  
这所学校，它会影响社区  
的安全和安宁。  
As a parent of two  
students of PMPS  
I am concerned about  
their safety. what



116  
Traffic +  
Parking Density

HAS PARKING  
BEING DELT  
WITH

traffic  
congestion

Traffic  
congestion

Traffic  
+  
Economy

TRAFFIC ISSUES /  
WALKWAYS / BUSH  
- EASY TO ABSCOND/  
HIDE, COMMIT CRIME

Traffic is  
going to  
get worse!

Traffic  
Congestion.

Increase  
in traffic.



no initial  
consultation

Restraint not  
allowed.

bureaucratic  
+  
lazyness

Designation  
is  
inappropriate

100 Track  
record.

Burglarly

Abusive beh.  
towards com.  
kids

① Not a proper democratic process  
in making this decision.

Who is  
Accountable?

Will the E/D  
commit to a policy  
of what type of  
CYP will be at  
Thurston

Are we wasting  
our time with  
these meetings?

Sell land +

Purchase other  
Site

misinformation:

or 100 kids?

criminal histories?

MOE says

Our way or

Process of  
Selecting  
the Site