

1. What form of communication would you prefer from the school?

- Only most senior child per family gets holiday/book fliers etc.
- No fliers – emails only would be preferable!
- Class and sporting news on website which is kept up to date. Mr Ogilvie has done well at the sports news – pls keep it up on website as sporting commitments are large for children and parents! News on dates and results helpful.
- MS Outlook invites for events.
- Paper for general news (I'm a bit old-school).
- Proper working website.
- Keep the newsletter.
- Printed block timetable.
- Newsletter: paper and email and website.
- Curriculum evenings for parents.
- Teacher email and newsletter.
- Update website format.
- Open discussion on a regular basis. Topics presented in advance with detailed background papers so that informed discussion can take place.
- Emails to parents – paper has to go!
- Class blogs.
- Text message reminders before events e.g. 'Mufti day tomorrow'.
- Website updated at least weekly.
- Fortnightly paper newsletter.
- Let parents know that the website has been updated.
- Email/website is good
- Email would be great. I like the newsletters coming home from school – sometimes the kids forget to hand them over, but I eventually get them. Emails easier for me. Or the children could have pages at the back of their homework books – then parents

sign off that they have checked homework and read notices that are at the back of the book.

- Communication from Class coordinators – someone needs to tell them that if they take the job on that they need to cater for working parents. The morning teas and picnic lunches are all very well but I would really like to see some support for working parents who want to be included.

2. What sort of information would you like communicated and how often?

- The same as we now get:
 1. At beginning of year
 2. Each term
 3. Each month
 4. Weekly
- Class activities by email.
- Concerns or problems communicated early on before they become serious ones.
- Everything which the kids know/are told.
- Concerns immediately.
- Newsletter fortnightly.
- Reports $\frac{1}{2}$ yearly.
- Teacher availability as needed as at present.
- Dates and events on website and in newsletter.
- Online strategy for all communication – for daily, weekly, general info
- School closures – need to be communicated a lot earlier. Very difficult for parents who work to find last minute child care. One week is not enough time.
- Dates for sporting events – eg. swimming sports for year 4 – wrong day communicated in newsletters. Frustrating being given wrong dates as I place a lot of weight on getting to these events and will plan my work meetings accordingly. More accuracy is needed – and if mistakes are made, that it is communicated very quickly.

3. How can the school communicate better?

- Less daily – more weekly/monthly.
- Teachers remind the children to tell us.
- Communication needs to be two way and involve genuine listening.
- More emailing for each class.
- Student–class ‘email notice board’ for parents/teacher communication.
- Suggestion boxes.
- Communicate through the web – parents can then look at what is on each week by looking at the website.
- Continue with fortnightly newsletter (paper) though as this is well read.
- Upgrade website.
- No facebook.
- Curriculum evenings.
- More consultation and reporting.
- Send out whole year and term timetable.
- Consolidate information.
- Upgrade website – make it a working tool not just a static pamphlet.
- Use social media, Facebook etc.
- Live communication via the website would be great, ePortfolio etc. See what’s going on with student.
- It would be great to know when your child is getting a certificate because it is a big deal for them and not everyone gets the Citizenship Cup. A quick email or phone call would be great.
- Communication is a two way process. Parents need to feel that they can raise issues without fear of personal attacks or of the parent’s views affecting their child in a negative way.
- Clear notice of all dates for the year would help.

- Regular communication and forum for open discussion with clear process for feedback on actions etc.
- Communication needs to be improved.
- More emails from teachers, reminding people of what's happening in class or around the school, some of the notices don't get home.
- Need to update the website:
 - Maybe have a children's page with websites the children can access at home
 - What sort of activities are offered at lunchtime for the children.
- Generic emails would be good.
- At the beginning of the year I attended a meeting held in the school hall. Mr Ayson highlighted that there would be new classrooms built during 2012 and that the senior school field would be covered in pre-fabs for 9 months and the children would have to use the junior sports ground to play on. Also that we would be required to come up with another \$140,000 in fund raising. When questioned at last weeks meeting we were told that the pre-fabs would now go in the carpark, and that we did not need to come up with any extra money. Details like this need to be better communicated to the parents when the changes occur. Putting up notices on school notice boards is unsatisfactory, especially for working parents

5. What things stand out about Meadowbank School and why?

- Fantastic teachers.
- Grounds and classroom condition is first rate.
- Children seem friendly and eager.
- Community –
 - Friendly mums at the gate
 - Buddy classes with kids
 - Walking distance of housing.
- Range of activities on offer.
- Excellent education.
- Great parental support and interest in education.
- Motivated children.
- Forward thinking.
- The active involvement of the parents and sense of community.
- I've always been very impressed with the "environment" of Meadowbank – ie: gully and nature walk. I think it's great that we are an "enviro-school".
- Enviroschool.
- PE.
- Overall academic achievement.
- Commitment of parents.
- Academic achievement.
- Enrichment opportunities.
- Enviro programmes.
- Physical environment.
- Staff – friendly and helpful.
- Community support.
- Reflects community values.

- A very supportive parent community.
- School is very well organised with good systems in place.
- Broad curriculum incl. activities such as enviro-education and Garden to Table.
- Attractive physical environment.
- Academic achievement.
- Sporting achievement.
- All rounder in education.
- High expectations of students' learning and their moral growth.
- Grounds/gully are fantastic.
- Great culture → happy kids.
- Warm/friendly.
- To me the enviro programmes stand out, as well as the commitment of the teachers to do their best for our children. Meadowbank kids are proud to go to school here and they enjoy the many activities on offer inside and outside the classroom
- Definitely not over crowded by buildings. I was somewhat shocked at the weekend when I walked through the school and saw how un-kept it looked. Roofs with moss, loads of cobwebs, grounds not tidy, paint work looking shoddy, not alot of care for the facilities happening. Sand pits were uncovered and toys strewn everywhere – seems standards have dropped. Even the junior playground was disappointing – flying fox gone, swings gone....why? I asked my children how often they were taken into the gully this year for class. Neither had been taken. So why are we keeping the land and not using it? It seems that we had a few people who through hard work and dedication worked on that gully and they did a fantastic job – however, if it is not going to be kept up – then why keep it? Signs for the trees were gone, rubbish all through it, over grown...not a good look.

6. In what areas do you think the school could do things differently, and why?

- More diversity on the board. Think of different ways to encourage more Maori, Pasifika, Asian and female board members. Offer mentoring or other support to get them involved.
- Better consultation with parents resulting in a public list of action points that are being addressed with regular updates on progress.
- Only one top for school uniforms. Having 2 choices look messy. The red top fades terribly.
- Parent forums.
- Consolidating information and discussion between parties with same/similar issues.
- Languages.
- Awareness of other cultures.
- Community accepting of minority cultures.
- Space paramount – more sites?
- Change the zoning to a smaller zone as infill housing is set to rise (says the Herald!).
- Demand the Council look at space issues and the classroom spaces for the size of classes.
- Enable parents to actively participate in direction of school through regular consultation (like this).
- View parent input positively and encourage it.
- Share information eg – would love to see what the new building plans are going to look like.
- PTA should have more say and control over where and what the money raised is used for
- Sports and music seems to have taken a negative hit this year. Its a shame to see.
- Excellent Principal, interested Board, strong PTA.

8. Why do you choose to send your children to Meadowbank School?

- Educational.
- Sporting.
- All round growth.
- Space – concern.
- Good teachers generally and they do their best to listen to concerns.
- High expectations of students and parents.
- I choose to send my children to Meadowbank because I thought the school was a good well rounded school – covering not just academic but extra-curricular topics as well!
- I want my children to feel they belong to the local community.
- Because we live here. Because we want to be part of the larger community. Because we heard the academic record was good.
- A respected school. Good ERO reports. Good academic record. Good pre enrolment communication with principal and office staff. Close to work
- Well balanced kids. Well balanced parents. Good balance of:
 - Academic
 - Social
 - Sporting
 - Art
- Communication with parents does need to be improved.
- Theft – a real issue. This does need further addressing. Perhaps what the Principal is hearing is not what the parents are seeing. There is a problem that is getting worse.

7. What should Meadowbank School be known for?

- Primary school of choice in the area.
- Children who ultimately go on to succeed in life.
- Turning out well rounded – balanced children. With all the basic skills and education required.
- Children can read, write, math, sporting and artistic opportunities.
- Well rounded children.
- Community values.
- Being a community school that works with and listens to its stakeholders.
- Solid education producing grounded children who have reached their potential while at primary school in all aspects of the curriculum.
- The problem is that it does have a good reputation...too good....that's why a lot of people move into the area and send children there. Now we are over crowded. I am hearing a lot of negative lately about the school – teachers are not as good as they used to be, over crowded, poorly behaved children who do not get disciplined appropriately.....I don't like hearing this.
- I believe a child smashed a laptop and bit a teacher a few weeks ago, he was already on chances, and from experience the child has always been a problem and there seems to be no change in behaviour. (My kids have been subjected to him in their class a few times). When will this child get expelled? Seems he has issues that surpass what we can handle at our school.

9. Do we need an enrolment scheme to try to prevent over crowding?

- This is a very well run and popular school – hence the large role. A credit to the school, teachers, board and parents. However, I am strongly of the opinion that once a family moves out of zone, their children are no longer eligible to attend the school. It is becoming overcrowded. Live within the zone to send your children here.
- Never any mention at school of impact school roll has on traffic (including out of zone students).
- Traffic is a major issue at school.
- We need to control roll/out of zone issues as traffic congestion and chaos at school gate on Waiatarua Road/Kelvin Road is major issue and not manageable with existing 700 plus students.
- A plan to ease congestion:
 1. One way system for drop off
 2. 5 minute drop off zone
 3. Control/reduce zone to reduce roll to ease traffic congestion.
- No. We need more classes.
- We need to decide what is acceptable levels of overcrowding
 - children/sqm of playground
 - children/sqm of classroomThe create policies based upon our situation in relation to these parameters.
- Yes. I understand that we can only reduce our zone and roll numbers by another school agreeing to take our streets and children. It will not reduce class sizes.
- We are already overcrowded.
- Yes we do need enrolment scheme – I have seen school grow by at least 100 children (my estimate from memory) since 2005
- Big is not best – we have grown too big – overcrowded, class sizes large.
- I would like to see zone reduced.
- Would appreciate more information on enrolment scheme and options for reducing zone.
- Ongoing dialogue on enrolment.
- Overcrowding is a problem for this school. Not fair on teachers, children, resources. What does this scheme offer?
- We need to decide is there overcrowding, too large a roll, etc then decide based on facts what to do.

- It has a good name, good Principal, good community feel, not over crowded.

10. Our enrolment scheme allows: -

- **Everyone living in zone at the time of enrolment to enrol.**
- **A ballot in years where a decision is made to offer extra places.**

Do you feel these need to be changed? Why?

- No. Should be fair to all in the community.
- Enrolment is a key issue for the school – if you want useful and thoughtful feedback from parents they need detailed information on the issue. Just asking questions is not sufficient.
- If after analysis we decide overcrowding exists (and circumstantial evidence would suggest it is) then we need to use what tools we have available to limit future roll growth.
- Keep Koraha St!!
- No – although maybe could enforce the Auckland Grammar rule about moving out of zone. If had this rule would need to ensure there was a tolerance window e.g. ok to move if child in year 5/6 (due to parents needing to move to intermediate/high school)
- No ballot unless v. under numbers.
- If people move – children should move schools. Agree.
- No. If Meadowbank is the closest school, children should be able to attend. The parents will support the local community school and other organisations – sports clubs, Brownies, shops, businesses.
- No ballot. School is full to over capacity.
- I feel the school needs to proactively take steps to reduce size of zone (the excuse the Ministry controls it is not valid). The school can more actively support/promote and change this with parental support, ie. lobby.
- The school could also ensure that the roll that it receives are entitled to still be there ie haven't moved out of zone.
- Recognise that boards must act within the confines of the legislation. This does not mean that boards should not be proactive but expectations must be realistic.
- Yes! Proof of in-zone address should be required each year, not just at enrolment. Overcrowding is becoming a large problem at school, and new buildings are expensive.
- It is important to recognise that families may need to move out of Meadowbank zone as their children grow older.

- I think that the school should be in discussions with other nearby schools to talk about reducing the (our) school zone? Might help with future roll numbers??
- Yes

4. What should the physical environment of Meadowbank School look like in 10 years time?

- No more classrooms. Keep green spaces green and value play spaces.
- Should still have green areas. More double height classrooms. Admin could be in housing next door!
- Lots of grass/open space.
- More open space to play in (seriously need to look at land acquisition if zone is not reduced).
- More use of gully (accepting H&S constraints).
- Increase size swimming pool if can't increase play area to compensate so it can be used all year round.
- Maximum green space created (especially fields). Maximum use of double story classroom blocks.
- Very important that the children have enough physical space – use it carefully and efficiently.
- Could maybe structure play/lunchtimes or year group prioritisation of space.
- More double storey buildings and more land space for play. More designated rooms:
 - Art rooms
 - Cookery/home economics room etc
- Need to consider redesigning entrance and exit to senior side to make more welcoming and ease congestion – 400 plus children exiting a narrow walkway/ramp alongside staffroom is chaos at 3pm.
- Keep green spaces – fields, gully.
- Enviro energy – wind, solar.
- Upgrade reception.
- Astro grass for all year round use.
- We should look at putting in a new playground on the senior side.

11. What other questions should have been asked, and what are the answers to these questions?

- How can we facilitate parents to talk to each other.
- School donations – could parents who want to volunteer, pay the donation fee of a less fortunate parent.
- PTA to have more control on what money raised is used for so that there is more ownership – nice to say for example that ‘a new playground’ was built through money raised by PTA in a certain year. PTA feel then they achieved something/parents contributed to a specific project.
- If the school can have a “no pee on the floor” meeting. Perhaps a “don’t steal” toys meeting is required. There is too much theft of sports/toys. It needs to be addressed.
- Is it possible to have more ‘booster’ teachers for years 3-6. Current ratios very low.
- More in school hour music teachers. Rooms to be available or after hours. Current M.Smol solution not working. Overworked. Bring back Lewis Eady as an option!
- What alternative strategies exist for overcrowding at schools, eg. more organised activities at playtimes or splitting the school into morning or afternoon.
- What factors are the board monitoring to determine if increase roll numbers are reducing the school experience, eg. no. of incidents of bullying.
- Documented policy on additional programmes available to children that are failing standards and process for seeking help.
- Extension programmes we have improved this year in relation to special needs children but the approach still seems fragmented. For G&T I am not clear what the policy is and what is available. This does not seem to be a priority at Meadowbank.
- Fundraising ideas: can the school become an “affiliate” and earn commissions like individuals? There is a lot of money to be made if they get into it. (For more info contact Grant ph. 021 711 271).
- Fundraising at the school needs to improve and the role of paid consultants should be clarified. What are we paying, to whom and for what benefit? The PTA should also be treated with more respect and clarity around their role and what they can offer.
- Topic: “Theft problem” at Meadowbank. Question: Why hasn’t the “solution” to the theft problem – that I offered one year ago been implemented into classrooms?
Solution: (used at Mairangi Bay School) toys brought to school are placed on table in “full view” of everyone and “signed” in and out at lunchtimes.

- Years 3, 4, 5 and 6 have quite large rolls, why is there only one Booster Teacher? Years 1 and 2 have one Booster Teacher. Do they work full time? Or are they teaching other things?
- Has the BOT satisfied themselves that there is a net benefit to the school from the ongoing and numerous visits to the school by outside parties (eg other schools, overseas visitors, 'experts' etc)? Appears to take up a lot of management time – effort may be better used elsewhere ie running the school/teaching kids.
- Teachers and staff at all levels of the school need to feel empowered to make decisions – at present there seems to be a top down management style in which all decision-making and control is concentrated at the top.
- If the senior school has year 3, 4, 5, 6 why do they only have one Booster Teacher?
- Why is there such a high turnover with staff? Many teachers unhappy and stressed in their positions.
- Teacher turnover is my biggest concern at Meadowbank. Why did 1/3 of our teachers leave last year? How does this compare with our cohort? What is the board doing about it?
- Why can't we keep teachers? I see that last year a huge amount of teachers left – various reasons, however, there were a large amount. I would like to see a massive reduction in turnover of staff.
- Zoning – out of zone issue needs to be addressed. Seems that the board need to fully understand the legal side of this. More investigation needs to be done by board.
- Fundraising – I would hope that all the new buildings are paid for by the government and that our fund raising efforts do not need to increase.

12. Club Meadowbank

- More activities for senior pupils.