

Tuesday 26<sup>th</sup> February 2019

Dear Parents / Whānau,

We are writing to you to inform you about the current review of Tomorrow's Schools or "Haque Report".

This is a very significant report that proposes radical changes to education in New Zealand and would have significant impacts on Glendowie College. It is long and detailed, including 32 recommendations for education in New Zealand.

Many of these recommendations make sense, such as improved provision of learning support in schools, and the Board and school support these.

At the same time the Board and school has concerns about key, radical recommendations, such as the creation of twenty 'Hubs' that would assume significant control of schools. This includes control of educational outcomes, zones and out-of-zone enrolments, finances, employment of staff including the Principal, and more.

To help you understand some of the key elements of the report, we have prepared a summary with our comments. We encourage you to read this and submit your opinions of the report to the government by Sunday 7<sup>th</sup> April 2019.

We have also provided links about how to make a submission, other online resources, and upcoming public meetings over the page. We have approached our local Member of Parliament, Simon O'Connor, to arrange a meeting for Glendowie College parents and whānau on Thursday 4<sup>th</sup> April 2019 at the college. This will be led by the Hon Nikki Kaye.

This report and its recommendations will have very significant and long-lasting effects on education in New Zealand.

Have your say and shape our future.

A handwritten signature in black ink, appearing to read "Steve", enclosed in a hand-drawn oval.

**Steve Collier**  
Board Chair  
Glendowie College

A handwritten signature in blue ink, appearing to read "Richard Dykes", with a stylized flourish at the end.

**Richard Dykes**  
Principal  
Glendowie College

**Glendowie College**

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## Making a Submission

### Online Survey:

- link: <https://consultation.education.govt.nz/tsr/survey2019/>
- closing date: *Sunday 31<sup>st</sup> March 2019*

### Written Submissions:

- email address: [tomorrows.schools@education.govt.nz](mailto:tomorrows.schools@education.govt.nz)
- closing date: *Sunday 7<sup>th</sup> April 2019*

### Oral Submissions:

- phone: 0800 FOR TSR (0800 367 877)
- closing date: *Sunday 7<sup>th</sup> April 2019*

## Online Resources

- website: <https://conversation.education.govt.nz/conversations/tomorrows-schools-review/>

## Public Meetings

- **Thursday 28<sup>th</sup> February** (4–6pm and 7–9pm) ... presentation by Taskgroup  
Bailey Rd School  
19 Bailey Rd, Mt Wellington  
Please register online:  
(<https://conversation.education.govt.nz/conversations/tomorrows-schools-review/have-your-say-today>)
- **Monday 4<sup>th</sup> March** (7pm) ... presentation by Hon Nikki Kaye  
One Tree Hill College  
421-451 Great South Rd, Penrose  
No registrations required.
- **Thursday 21<sup>st</sup> March** (7–9pm) ... presentation by Taskgroup  
Freemans Bay School  
95 Wellington St, Freemans Bay  
Please register online:  
(<https://conversation.education.govt.nz/conversations/tomorrows-schools-review/have-your-say-today>)
- **Thursday 4<sup>th</sup> April** (to be confirmed) ... presentation by Hon Nikki Kaye  
Glendowie College  
No registrations required.

# The Haque Report

Our Schooling Futures: Stronger Together

Whiria Ngā Kura Tūātitini



**Glendowie  
College**

## Background to Review

- In April 2018, the Tomorrow's Schools Review Independent Taskforce was appointed by the Minister of Education to carry out a review of the compulsory schooling sector. It was tasked to establish whether there was a case for change.
- The last such review, the Picot Report, was done in 1987 and led to the implementation of Tomorrow's Schools under which independent Boards of Trustees were established for each state school / kura throughout New Zealand.

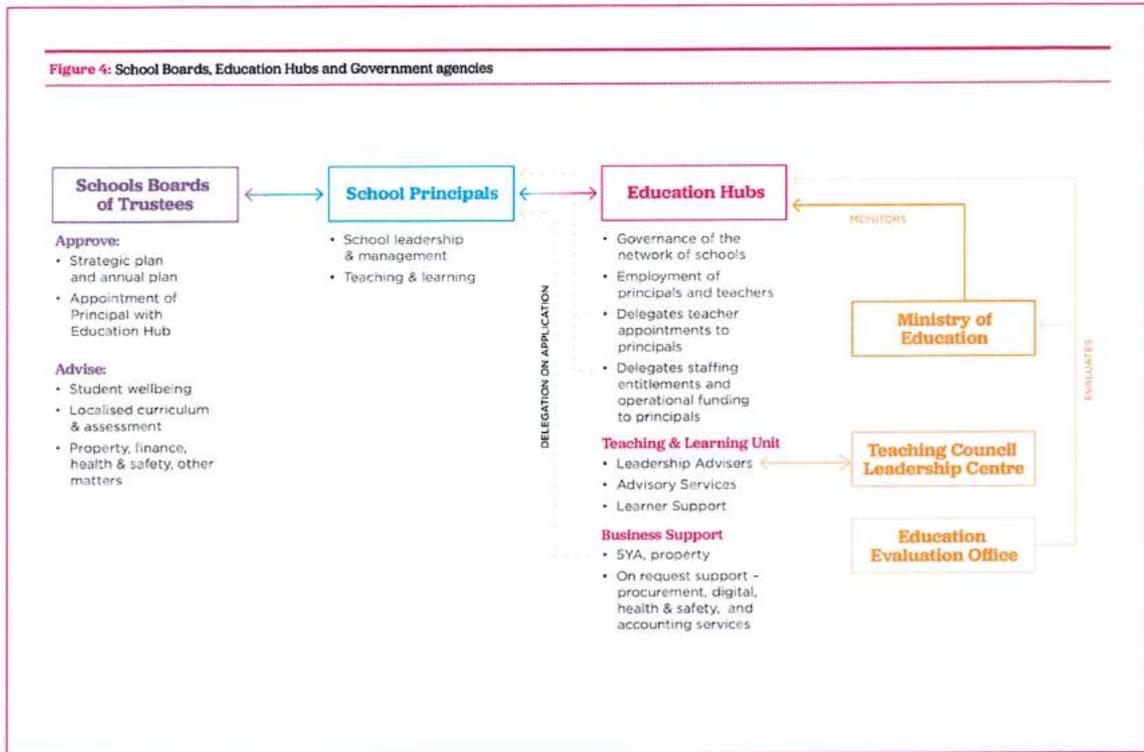
## Summary of Findings

- The report argues that:
  1. though many students do well at school on some outcome measures, the system is not working well enough for our most disadvantaged children and young people.
  2. the current self-governing schools model has not raised student achievement or improved equity in New Zealand ... in fact the performance of our students has plateaued and in some areas deteriorated.
  3. the gap between the best performing and worst performing students has widened. Children from disadvantaged homes, too many Māori and Pacific families, and those with significant additional learning needs remain those most poorly served by the system.
  4. parent choice and resulting competition has increased inequity / inequality in educational and other outcomes across New Zealand.
  5. Tomorrow's School is a *"failed experiment"*.
- The report argues that New Zealand must move away from a decentralised model of self-governing schools to a centralised one.

## Significant Recommendations

- The report makes 32 recommendations across 8 key issues. Many are specific and technical in their nature.
- The most radical recommendations are to:
  1. create twenty 'Hubs' across New Zealand and transfer all legal responsibilities and liabilities of schools / boards, and significant decision-making powers to them. Each Hub would manage approximately 125 schools.
  2. restrict parental choice through tight controls of schools and their funding
- A summary of the resulting structure of the New Zealand education system is overleaf.

Figure 4: School Boards, Education Hubs and Government agencies



## Commentary

- Justification for Change**

The report argues that radical changes to NZ education is needed due to increased inequality of educational outcomes between schools, and because many schools struggle to manage their operations, e.g. finances, staffing, property by themselves.

Our concern is that the proposed recommendations ignore that many schools are highly successful. Many schools do need (far) greater support from the Ministry of Education. We strongly support this, but believe this shouldn't limit the ability of successful schools to manage themselves.

- Centralisation**

Depending on how the report is implemented, the Hub will have expansive power over zones, funding, employment of teachers and principals, KPI's for schools and principals, building, curriculum, and more. It gives the Hub a very big blank cheque.



Our concern is that the proposed recommendations take the control of schools away from Boards and local communities. For example, the report suggests that the Hub may review and change zones annually. This is a radical shift from the status quo. We believe that the Ministry in its current or in a revised form, should do more to support schools who need help, but not at the expense of successful schools.

- **Parental Choice**

A key cause of some schools not thriving according to the report, is parental choice. The report identifies the consequences of parents choosing to send their children out of zone to another school and the negative impact of this flight on the schools they leave behind. This impact is real. The current funding model is based on student numbers. Fewer students means less funds, which means reduced flexibility to offer programmes for students. Once trapped in a cycle of poor community perception, it is hard for a school to reverse that.

Our concern is these proposals give significant control over zones and out-of-zone enrolments to the Hub. We believe that parents should fully consider the likely impact of this and whether they support it.

- **Resourcing and Quality of Hubs**

The cost of implementing the proposed changes, e.g. finding 20 new office spaces, will be immense. More importantly the proposed changes to equity funding, learner support, will require extra funds. It is difficult to see these materialising. There are also concerns about the likely quality of staff in the proposed Hubs.

Our concern is that, based on our past interactions with the Ministry of Education, cloning the current ministry into twenty smaller mini-Ministries with significant control over schools is unnecessary, expensive, and will not improve the level of service to schools and their students. We believe that the emphasis on any reforms must be on improving the level and quality of central support, not the quantity.

## **Summary**

The Glendowie College Board of Trustees does not believe that education in New Zealand is broken, or that Tomorrow's Schools is a failed experiment. It has worked very positively for many schools such as Glendowie College.

At the same time, there is clearly inequality in our society that is reflected in the educational outcomes of students across Auckland and New Zealand. There are also schools who struggle with the immensity of managing this school operations. This is especially so for smaller schools such as many rural schools.

There are many recommendations in the report that the Board supports, e.g. improved funding for learning support in schools.

However, we do not agree with the key recommendation around the creation of twenty independent Hubs that will assume the control of schools away from local communities. This is a one-size fits all solution that ignores the success of many New Zealand schools.

We believe that the critical gap in New Zealand education is in the central administration. We support a review of the work of the Ministry of Education. We believe that the Ministry, possibly through the existing regional offices, should be more focussed on serving schools and communities. The quality of its staff and service needs to rise significantly. We support increased funding for schools in low-income communities.

We believe that the tools to address the challenges within New Zealand education already exist, and urge the Government to use these rather than create a new and expensive layer of bureaucracy in the system.