



## **Review of School Campus Concept**

**“More than one type of school on one site or under one administration”**



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## A) Executive Summary

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“Campus model” schools are schools with a number of levels and types of education under the umbrella of one administration and board. Although “Tomorrows schools” encourage competition in rural areas Campus schools provide an alternative model where the advantage of “economies of scale” and seamless education outweigh the advantages of a simple competitive model.

The “Campus model” provides a seamless education and collaboration system which together produces better outcomes for students, parents and the community. Competition is not so much between schools but rather against globally defined standards (ie key competencies). High performance is about self improvement and a continued focus on the schools own data in reference to national or international bench marks.

Although “Tomorrows Schools” provide for a decentralised model with less central administration, in some areas schools have struggled to provide quality learning with the self managed model. There is a view that the Ministry of Education in New Zealand could clarify the “Campus Model” with more appropriate legislation and funding structures. Currently the experimental nature of these schools is limited by dated legislation and administration structures. It is also possible that partnerships with local government may provide a more effective administrative model with better learning outcomes for young people.

“Campus model” schools in Australia and New Zealand are implementing a seamless curriculum to promote excellence and student achievement. The Campus Education model provides for:

- Corporate funding models and focus (economies of scale) and specific verifiable direction for Ministry of Education funding to promote national goals for Maori and Pasifika students.
- High impact on student outcomes through: an analysis and implementation of the new curriculum across a variety of ages curriculum leaders identified to promote learning across a variety of student year levels (eg literacy), and teachers teaching at more than one level or site.
- Corporate focus for school administration across a number of school types

“It takes a village to raise a child<sup>1</sup>.” Campus education provides a learning village which aims to advantage all its participants.

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<sup>1</sup> Old African proverb

## **B Purpose (as in the proposal)**

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Review of school Campus concept.

“More than one type of school, on one site or under one administration”.

### **Inquiry Questions**

“Is the Campus model appropriate for Rural education?”

“What are the benefits and disadvantages of the Campus Model?”

“Are there other alternatives?”

“If appropriate, what could be the process for change?”

Review of Campus learning in Australia

- Upper Coomera State College
- North Lakes State College

Both these schools are operating from the equivalent of Year 1 to 13 Campus model.

In New Zealand

- Southern Cross Campus
- Sir Edmund Hillary College

These schools have operated from NE – year 13 and one has a Kura. The presence of a Kura in a campus will be of possible interest to the Maori community.

## C Background

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### **Description of North Lakes State College (Queensland)**

North Lakes State College is a coeducation school from P to 12 (Year 1 to 13 in New Zealand) with around 2800 students. It is located on two separate campus sites; one for new entrants to year 10 and the urban site for years 11 and 12. The urban site is within a shopping centre and the facilities such as the library and gym are shared with the community. It has been set up to serve a new and growing community with the deliberate aim to challenge any drift to private schools. North State has the best results in the region with results of 93% of students gaining the appropriate educational certificate in comparison with the state wide results of 56%.<sup>2</sup>

#### **Meeting Dates**

- 24<sup>th</sup> June 2008 North Lakes School Visit
- 13th May 2009 North Lakes Upper School

### **Description of Upper Coomera State College (Queensland)**

Is a coeducation school from P to 12 (1 to 13 in New Zealand) with around 2926 students. P – 6 (NE – 7 NZ) 1300, 7- 9 (8- 10) 700, 10 – 12 (Yr 11 – 13 NZ) 800. It has been set up to serve a new and growing community. The staff estimate that 22% of students are Maori or Pasifika.

#### **Meeting Dates**

- 23<sup>rd</sup> June 2008 Upper Coomera State College
- 20<sup>th</sup> May 2009 Upper Coomera State College

### **Sir Edmund Hillary Collegiate School (New Zealand)**

Is a coeducation school from NE to 13 with around 1300 students. Junior (NE – 6 NZ) 474, Middle (yr 7- 9) 247, Senior (yr 10 – 13) 565.

#### **Meeting Dates**

- 18<sup>th</sup> June 2009 Sir Edmund Hillary Collegiate<sup>3</sup>

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<sup>2</sup> North Lakes State School, PO Box 335, North Lakes Q4509, Ph 07 3482 5555, Mobile 04 34644342, Fax 07 3482 5500 web site [www.northlakescollege.eq.edu.au](http://www.northlakescollege.eq.edu.au)

<sup>3</sup> Sir Edmund Hillary Collegiate, 2 Franklyne Road, PO Box 61 054 Otara, Manukau 2159 New Zealand 09 274 5782

## **Southern Cross Campus (New Zealand)**

Is an Area School (largest in New Zealand) coeducation school from NE to 13 (K to 13) with around 1800 students. Years NE – 6 with 500 students, Years 7- 9 with 500 students, Years 10 – 13 with 300. Kura Years NE – 13 with 300 students. Students are mainly from the Maori and Pasifika community.

### **Meeting Dates**

19<sup>th</sup> June 2009 Southern Cross Campus<sup>4</sup>

## **D Activities undertaken (methodology)**

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Schools were chosen in Australia and New Zealand from a relative small total number of available state Campus type schools. An "Ethnographic"<sup>5</sup> approach was taken with the intention of taking a holistic approach to maximise the useful outcomes.

In depth interviews took place with Senior administration in the sample schools – two in New Zealand and two in Australia.

Notes and photographic record were kept of the visits with target question.

The following questions were addressed

"Is the Campus model appropriate for Rural education?"

"What are the benefits and disadvantages of the Campus Model?"

"Are there other alternatives?"

"If appropriate, what could be the process for change?"

There was a focus on the tension between individual sub school and integration of the whole school (individual versus cooperate approach; independence versus integration), accountability and trust, and ideas for improving rural schools in New Zealand.

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<sup>4</sup> Southern Cross Campus, 253 Buckland Road, Mangere, PO Box 43-242, Mangere Town Centre, Auckland, New Zealand Phone 09 255 0404 ext 700 Fax 09 255 0590 email [admin@southerncross.school.nz](mailto:admin@southerncross.school.nz), [www.southerncross.school.nz](http://www.southerncross.school.nz)

<sup>5</sup> **Ethnography** (Greek *ἔθνος* *ethnos* = people and *γράφειν* *graphein* = writing) is a genre of writing that uses fieldwork to provide a descriptive study of human societies. Ethnography presents the results of a holistic research method founded on the idea that a system's properties cannot necessarily be accurately understood independently of each other. The genre has both formal and historical connections to travel writing and colonial office reports. Several academic traditions, in particular the constructivist and relativist paradigms, employ ethnographic research as a crucial research method. Many cultural anthropologists consider ethnography the essence of the discipline.

## E Findings

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### North Lakes State College

North Lakes has a two campus site which is a challenge to integrating the curriculum and learning throughout the school. The administration of the school has a deliberate focus of integrating the learning within and throughout different age and ability levels by:

- There is an executive principal, three heads of school (Principal Early Phase, Principal Middle Phase, and Principal Senior Phase). The Executive Principal is responsible to the Sunshine Coast Region Education department. There are no Boards in state schools.
- Having a four period (session) day with each period having a length of 70 minutes. This reduces the number of transitions times within a day. There 20 periods in the week, each subject has an allocation of 3 periods. So there are six subjects and a period (session) of sport and access. (careers, goal setting etc)
- The structure of the day is as follows: Session 1(70 min), Tutor period, Session 2 (70 min), Lunch A (30 min), Session 3 (70 min), Lunch B (30 min), Session 4 (70 min)
- The school provides before and after school care.
- Tutoring is provided to students after school – this is voluntary for students but organised for teachers. This tutoring session is to off set the perceived loss of contact between staff and students which may have occurred normally at lunch in other schools. Young people sometimes find it hard to access their teachers. It is too difficult with short lunchtimes and with individual teachers function in more than one campus. (just recently, prior to exams, over 50 students turned up for a Math tutor session)
- A bus (at least 30 seats – one class) connects both campuses between sessions. The performing arts centre is located on the main campus not at the urban campus. So year 11 and 12 students with dance, music or drama are required to move from the urban campus to the main campus for those subjects. The bus costs \$30,000 annually (and this includes the driver). The school (equivalent of a Parent teachers association PTA or Parent and Friends association) is looking at the possibility of purchasing a bus.
- There is no Board and the parents and friends association could have the role of a reference group. In fact the school, through the Principal, runs parent forums to give the parents the opportunity to voice concerns, request and suggestions.
- Teachers each have a laptop and are encouraged to take these with them to their work at the various campuses. There is an intention to have staff teach at more than one campus and at more than one age group level. Teachers teaching at both campuses are given a play ground credit (ie they are not required to do interval or lunchtime duty) which off set against the time taken to travel between the various campuses
- Senior Administration work a minimum of one day per week in each of the campuses.

- Whole staff meetings occur twice per term (around 1 per month)
- Staff socials take a variety of forms but the current mode is family fun days to promote staff relationships. North Lakes has around 200 staff.
- Heads of Department are responsible for a whole school focus and are organised to be present and visible at both campuses
- Secondary teachers teach down to year 4 in specialist subjects and primary teachers teach in secondary areas particularly literacy. This promotes quality opportunities for gifted students in science, math, art, and music. Student learning is the focus and performance is monitored.
- Students are tested through national and school wide tests (NAPLAN in yrs3,5,7,9) Year 12 students data is nationally available.
- HOD and individual teacher discussions ("Fire Side Chats") jointly review the students data from the teacher's class. The purpose and direction of these meetings is mentoring to improve student performance.
- Integrated units of work provide for particular groups of students
- Staff moral and motivation is promoted through play ground duty roster credits, a staggered finish at the end of the year reducing the teaching load, and through quiet word of thanks from senior management.
- Stakeholders input and influence occurs through:
  - Parent forums held once a fortnight with the Principal – 6 parents are randomly selected from P-12 and invited to attend -
  - Teacher survey (sample of teachers) which is state wide (and required)- however only around 35% of returns are received – this could be a function of the length of the survey,
  - Student survey also is state wide and uses a sample format. The school also surveys all students using the same format, the data is then analysed.
- Communication and promotion
  - 8 page newsletter which is emailed to parents
  - The school has a communication officer and a Deputy Principal has responsibility for editing out going information
  - Local news media are invited to celebrations and high days
  - Local business community is well represented through the parents
  - Open and positive relationships with the community are achieved through: Open days, Expos, College fait, celebration weeks (one per term), Dear Dad (**D**rop **E**verything **A**nd **R**ead) was highly successful
- Tertiary Education (TAFTE? and University) connections are deliberately developed to promote student learning; 60 students are studying for level 3 certificates, a number of students travel a day a week to study at university (particularly in Italian – the school has a bilingual unit). It is the responsibility of the student to catch up sessions (periods) missed. This can be through the internet café, or the extra tutorial classes held after school.

Skills are back tracked through the school to maximise the seamless education and student performance. The QSA – Queensland Studies Authority has analysed 49 skills that are common curriculum elements (QSA web site) and the school is carrying out a review of their approach to ensure they “find the gaps and plug them”. This focus on the common curriculum elements will maximise teaching and learning for young people and teachers

## Upper Coomera State College

Upper Coomera State College has a one campus site. The administration of the school has a deliberate focus of integrating the learning within and throughout different age and ability levels by:

- Having a four period (session) day with each period having a length of 70 minutes. This structure is driven by the teacher’s employment awards.
- This reduces the number of transitions times within a day. There 20 periods in the week, each subject has an allocation of 3 periods. So there are six subjects and a period (session) of sport and access. (careers, goal setting etc)
- The sport and access periods are used for Pathways (career orientation) and period for Assembly (Parade)of 20 min and a personal programme of 40 minutes
- There is movement between the various schools of both students and staff. Middle school (yr 8 – 10 NZ) teachers teach in the senior school. Dance is an example and this is enthusiastically received by students. The teacher is qualified to teach senior dance. On the other hand senior teachers teach hard materials, arts, design, and hospitality in the middle school. In the future there is an intention to share the teaching of Math, Science and English across the school levels.
- An “honours programme” (acceleration and challenge programme) is run for students with the appropriate motivation and work ethic. This is to extend the young people who may find the usually programme unfulfilling. This may be extended to purely academic stream in the future.
- Meetings are organised within the hierarchy and across the school hierarchy. Whole staff meetings occur once per term for the around 200 staff. It is difficult to operate an effective interactive meeting. There are also meetings with the
  - Principals, Director and executive officer.
  - Principal and HODs of the relevant schools
  - all DPs
  - all HODs – this is a leadership team of 35 people
- Students are tested through national and school wide tests (NAPLAN in yrs 3,5,7,9) Year 12 students data is nationally available.

- teacher survey (sample of teachers) which is state wide (as required)- around 35% of returns are received – this could be a function of the length of the survey,
- Communication and promotion
  - newsletter which is emailed to parents every two weeks
  - Principals are restricted from talking to the media. They need the approval of the state Minister of Education
  - Emails are sent out to the staff by the director 3 or 5 times per week
  - Local business community is regularly contacted by the “Business Liaison Officer”
- Governance and Management: There is a School Director (executive principal), three heads of school (Principal Early Phase, Principal Middle Phase, and Principal Senior Phase). The Executive Principal is responsible to the Education Ministry.
- Technical and Further Education institutions (TAFE) connections are deliberately developed to promote student learning; 90 students are involved in training apprenticeships, and 135 are in TAFE courses.
- The QSA – Queensland Studies Authority has analysed 49 skills that are common curriculum elements (QSA web site) and the school is carrying out a review of their approach to ensure they “find the gaps and plug them”. This focus on the common curriculum elements are a focus for teacher preparation and learning for young people and teachers. They are somewhat limited in certain subjects
- New state curriculum is being developed and will be implemented in 2011
- Awards Cabinet visible in the waiting area
- Video promoting of the school running continually in the waiting area
- The school has employed at Tangatawhenua (Maori) counsellor to work with the Maori / Pasifika community
- Opportunities are provided for young people to take university courses at Griffith University (15 km away) from year 12. Students are expected to catch up on their regular courses. Currently 5 attend university engineering courses, 5 special Law courses (pre university)

## **Sir Edmund Hillary Collegiate**

Sir Edmund Hillary Collegiate School has a one campus site.

- There are three separate schools in a wheel arrangement with a shared corporate administration. Sir Edmund Hillary Collegiate School is a purpose built campus developed 5 years ago with the intention of reaching maximum student population in eight years. The maximum of 1300 was reached in 3 years.
- Junior school (Yr 1 to Yr 6) has 474 students, Middle school (7 – 8) 247 students and Senior School (yr 9 -13) 565. The total school is around 1300 students

- There are shared buildings: library, gym, Technology, hall, health and administration centres. The grounds are also shared.
- There is a view that there is a need for a campus director which could be achieved by going to an Area school model such as Southern Cross Campus. (On the other hand Southern Cross is moving back to individual schools to maximise funding while keeping the model of a central administration and Campus Director)
- A recent ERO report expressed concerns about various aspects of the Collegiate and so there is a school intervention in place (Commissioner)
- The school has seven Samoan, one Maori class which are bicultural. There is an aim to have a Tongan class in the future.
- The school is developing a seamless education system aimed at aligning the teaching and learning in numeracy and literacy.
- Tests are moderated across the school
- There are around 60 students in year 6 and double that in year 7 with a student intake from outside the school. This presents integration issues between the primary and middle school
- Meetings occur with
  - the Commissioner, Principals, and executive officer every Friday
  - Within the schools at the choice of individual Principal
- The operations come in under each of the three schools as well as for the tagged areas such as STAR, Careers etc.
- The corporate section of the school handles over all finance, as well as property, caretaker, library, Health Centre and admin.
- There are six large cost centres in addition to corporate: e.g. Junior, Middle, senior, play group, RTLB (Resource Teacher of Learning and Behaviour)
- Currently there are three principals, with a rotating executive principal who chairs the admin meetings. All three principals are on the board when there is one and they alternately have speaking rights. The executive principal rotates every three years. The current executive principal is the head of the middle school
- Human relations (HR) appointments are made by each Principal within the appropriate allocation. The Executive officer now called the Business Manager is involved in the appointments. At this stage there is no written policy outlining the appointment procedure.
- The Staff Utilisation Expenditure (SUE) is monitored by the Business Manager.
- The coordination between the three schools is handled by each of the three Principals for instance "Day relief" is coordinated separately in each of the three schools by a staff member appointed by the Principal.
- The Business Manager is working with the schools to promote a improved computer network and the system is serviced by New ERA. Currently there is not LMS (learning management system).
- The campus is fenced and a new fence is being added to ensure the safety of the younger children passing the staff car park but

also to ensure that visitors have to come through the administration building into the school<sup>6</sup>.

- Currently there are around 30 security cameras around the school and further expansion of these is likely.
- Campus model provides the opportunity for a seamless education system and better utilisation of resources for learning.

## **Southern Cross Campus**

Southern Cross Campus is an Area school with one campus site. There is a primary, intermediate, secondary and Kura:

- Currently primary has 600 students, Yr 7 – 9 500 students, Yr 10 – 13 Secondary with 500 students and kura with 300
- Each section acts independently under the Principal although the resourcing of the area school is less than if each school was considered independently for staffing and property
- The school and Principal are moving toward a three school model under one Board on “one campus”. This would consist of a Primary Yr 1 to Yr 6, Yr 7 -13 (Form 1 to 7), and Kura.
- There is a concern that the legislation limits the development of a campus model.
- The new model would have three schools with three Principals as well as a Senior Principal / Director. The current leaders of the various sections of the Area school do not receive the pay and conditions of a Principal but are carrying out the duties of a Principal.
- Technology, as with many schools, is a difficult area to staff and resource. The new government has made a commitment to fund technology and links to work and tertiary training. The commitment is 6 million for a Trades Academy. The funding will provide new learning centres and pathways for students in the catchment area of the school
- The new three school structure will require some agreed corporate funding which will reduce the operations grant of each school but will bring savings to the individual schools by sharing the fixed cost requirements.
- The Senior Principal/ Director Position would be an additional cost to the individual schools but would result in improved:
  - learning opportunities for students
  - liaison between schools aimed at a seamless education
  - Accountability and economies of scale
  - Focus and energy
  - Relationships with parents and the community
- Finance is generated on a per student capita basis
- The size of the school promotes bilingual programmes such as
  - The Kura
  - Samoan year 1 – 13
  - In the future Tongan yr 11 – 12

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<sup>6</sup> Sir Edmund Hillary Collegiate

## Campus Education

- There are first language classes up to year 10 in Maori, Samoan and English
- The Board of Trustees mainly come from the Kura (Nga Tapuwae) although there is a tradition of promoting the school for all
- The school has students from four different zones
- The campus is a quiet place of learning and has a focus on restorative justice and this is promoted by a Director of Pastoral care
- There are strong links to the community with Nga Tapuwae community facilities and kitchen shared with the school
- A preschool is attached to the site and the Principal is the licensee.
- The Area school model is working positively to produce a seamless education. However there is a financial deficit cost with less staffing and resources. If there were three separate schools this could result in as many as 7 to 8 additional staff.

## F Implications

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### Positives and Negatives of a Campus arrangement

- The Australian schools have a focus of building positive healthy relationships while at the same time using data to drive a positive learning environment aimed at high student performance.<sup>7 8</sup>
- The Australian schools also have the goal of a seamless curriculum to promote excellence and student achievement<sup>9 10</sup>
- In New Zealand both the Campus schools see an opportunity to develop the campus Structure in both funding and staffing terms. Both schools have the view that the MOE should develop an independent Campus Model with the appropriate legislations and funding structure rather than adding or modifying current structures<sup>11</sup>
- The goal of a seamless curriculum to promote excellence and student achievement has been lost in the currently lack of clarity of a Campus model<sup>12</sup>
- Principals in Sir Edmund Hillary College believe that the lack of a clear leader has exacerbated the problems of the school although they believe the model of a campus school does and will provide improved learning outcomes for students.<sup>13</sup>
- Currently there is a Ministry intervention of a Commissioner. The school is in the process of change and development.<sup>14</sup>
- In Southern Cross Campus the integrated campus provides the opportunity for clear direction in terms of leadership and positive outcomes for students. Positive ERO reports<sup>15</sup>
- Goal of a seamless curriculum to promote excellence and student achievement<sup>16</sup>

### Involvement, Communication, Promotion of and to Stakeholders

#### Handling of tensions

##### ***High Accountability vs High Trust***

There is a tension between student performance and school wide philosophy of integration where sub optimal learning could take place with non specialist teachers. The counter to this is a alignment of learning

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<sup>7</sup> North Lakes State School

<sup>8</sup> Upper Coomera State College

<sup>9</sup> North Lakes State School

<sup>10</sup> Upper Coomera State College

<sup>11</sup> Sir Edmund Hillary Collegiate

<sup>12</sup> Sir Edmund Hillary Collegiate

<sup>13</sup> Sir Edmund Hillary Collegiate

<sup>14</sup> Sir Edmund Hillary Collegiate

<sup>15</sup> Southern Cross Campus

<sup>16</sup> Southern Cross Campus

goals through the various yearly levels within the school. This form of seamless education should result in higher student performance in future years in the senior school.

- In response to the question who is he accountable to? Firstly students and parents, then formally to the Queensland Authority for curriculum, Education Queensland for school performance through academic performance – league tables and immediately to the Director meeting formally twice a term to review targets<sup>17</sup>
- HOD's are monitored with evidence based meetings to mentor and review action plans developed at the beginning of the year in relation to the school wide action plan<sup>18</sup>
- Up to 10 Yr 12 (yr13 NZ) students are interviewed by the Principal for 15 min to review their goals and performance. The appointments are made by the Secretary. Students with attendance or performance issues are interviewed first,<sup>19</sup>

### ***Integration vs independence***

- In North Lakes and Upper Coomera there is a positive tension between integrations (working together for the benefit of student learning) and independence (the creative possibilities of the individual can become institutionalised – crushing innovation)
- In Sir Edmund Hillary, the independence of each of the schools has probably resulted in limited integration between the various age groups and the learning.<sup>20</sup> A move to a single campus director should improve this and the presence of a Commissioner is providing clear direction while the structural changes take place.<sup>21</sup>

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<sup>17</sup> Upper Coomera State College

<sup>18</sup> Upper Coomera State College

<sup>19</sup> Upper Coomera State College

<sup>20</sup> Sir Edmund Hillary Collegiate

<sup>21</sup> Sir Edmund Hillary Collegiate

## **Ideas for improving Secondary Schools in New Zealand (particularly rural schools)**

Integration with other schools in the area which will allow students a great range of options

- Integrated timetables across schools <sup>22 23</sup> and a transport system to allow students to choose outside their own school <sup>24</sup>
- Before and after school day care <sup>25 26</sup>
- Tutorials for students to improve, catch up, after or before school <sup>27</sup>
- Teachers teaching at more than one site <sup>28 29</sup>
- Administrators working at more than one site and school <sup>30</sup>
- Analysis of common curriculum elements and “find the gaps and plug them” across K – 13 <sup>31 32</sup>
- Curriculum leaders identified in the community and promoting learning across a variety of schools <sup>33 34</sup>
- Extra Ministry of Education funding to compensate for urban school access to funds <sup>35</sup>
- Year 12 and 13 students to have option of university or polytechnic <sup>36</sup> courses
- University Courses from Year 13 <sup>37</sup>
- Polytechnic (TAFE) Courses from year 11 <sup>38</sup>
- A Corporate funding model and focus <sup>39</sup>
- Purpose built administration centre <sup>40</sup>
- A number of school types, each with a Principal and then an overall director to promote a seamless education and integration <sup>41</sup>
- Corporate focus on the health of students and across families <sup>42</sup>.

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<sup>22</sup> Upper Coomera State College

<sup>23</sup> North Lakes State School

<sup>24</sup> North Lakes State School

<sup>25</sup> North Lakes State School

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<sup>27</sup> North Lakes State School

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<sup>38</sup> Upper Coomera State College

<sup>39</sup> Sir Edmund Hillary Collegiate

<sup>40</sup> Sir Edmund Hillary Collegiate

<sup>41</sup> Sir Edmund Hillary Collegiate

- Unified promotion to parents<sup>43</sup>
- Music in the reception area<sup>44</sup>
- Sign in rip off stickers for visitors<sup>45</sup>
- Meeting rooms and reception areas with cultural dimension of the school visible on the walls<sup>46</sup>
- Library books by topic rather than age group to allow for the various reading level of students<sup>47</sup>
- Full age range including day care<sup>48</sup>
- Analysis and implementation of the new curriculum across a variety of ages<sup>49 50</sup>
- Curriculum leaders identified in the community and promoting learning across a variety of schools<sup>51 52</sup>
- Extra Ministry of Education funding to compensate for lower decile disadvantage and promote national goals for Maori and Pasifika students<sup>53 54</sup>
- Year 12 and 13 students to have option of Trades Academy<sup>55</sup>
- Improved student, teaching and administrative performance.<sup>56</sup>

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<sup>42</sup> Sir Edmund Hillary Collegiate

<sup>43</sup> Sir Edmund Hillary Collegiate

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<sup>45</sup> Sir Edmund Hillary Collegiate

<sup>46</sup> Sir Edmund Hillary Collegiate

<sup>47</sup> Sir Edmund Hillary Collegiate

<sup>48</sup> Southern Cross Campus

<sup>49</sup> Southern Cross Campus

<sup>50</sup> Sir Edmund Hillary Collegiate

<sup>51</sup> Southern Cross Campus

<sup>52</sup> Sir Edmund Hillary Collegiate

<sup>53</sup> Southern Cross Campus

<sup>54</sup> Sir Edmund Hillary Collegiate

<sup>55</sup> Southern Cross Campus

<sup>56</sup> Southern Cross Campus

## G Conclusions

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Rural schools unlike their urban counter parts have the challenge of isolation, integration of student learning and a wide diversity of student needs and parent aspirations. The community hopes and dreams can be met in learning communities under 1000 but a campus model is more likely to manage the diversity of aspirations.

A number of communities (towns) have more than one secondary in close proximity with the numbers of these schools going up and down inversely depending on the current parent perception at the time. It is possible that a campus model in which the schools join under one administration would outweigh the advantages of a competitive model. Competitive model thinking, although appropriate in the past, now is challenged by the need for learning that positions our young people on a global stage. The advantage of a seamless education and working together produces better outcomes for students, parents and the community. The competition is not so much between the runners but against the clock, not so much between schools but rather against globally defined standards (ie key competencies). High performance is about self improvement and continued focus on your own data in reference to national or international bench marks.

The campus model in Australia is aimed at seamless curriculum to promote excellence and student achievement<sup>57 58</sup>. Their purpose is to build positive healthy relationships while at the same time use data to drive a positive learning environment aimed at high student performance.<sup>59 60</sup> Similarly in New Zealand the Campus schools seek to develop the school wide campus structure in both funding and staffing terms however, the Ministry of Education could clarify the independent Campus Model with the appropriate legislations and funding structures.<sup>61 62</sup>

Generally there is an alignment of learning goals through the various year levels within the school although there is the possibility of suboptimal learning with non-specialist teachers, teaching at higher levels if they are placed there just for the sake of integration.

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<sup>57</sup> North Lakes State School

<sup>58</sup> Upper Coomera State College

<sup>59</sup> North Lakes State School

<sup>60</sup> Upper Coomera State College

<sup>61</sup> Sir Edmund Hillary Collegiate

<sup>62</sup> Southern Cross Campus

Good personnel decision making and high accountability limits this. The advantage on the other hand is that campus seamless education results in effective alignment and higher student performance in the senior school.

Independence of the individual parts of schools and coordination of the whole is seen as a positive tension by campus administrative staff. The tension is between integrations (working together for the benefit of student learning) and independence (the creative possibilities of the individual can become institutionalised – crushing innovation).

The Campus Education model provides for corporate funding models and focus (economies of scale) and extra Ministry of Education funding options to promote national goals for Maori and Pasifika students and to compensate for lower decile disadvantages and rural isolation<sup>63 64 65</sup>.

The Campus Education model impacts on student outcomes through: an analysis and implementation of the new curriculum across a variety of ages<sup>66 67 68 69</sup>, curriculum leaders identified to promote learning across a variety of student year levels (eg literacy)<sup>70 71</sup>, teachers teaching at more than one level or site<sup>72 73</sup>, a wider range of subject options in the senior school<sup>74 75 76 77</sup>, before and after school day care<sup>78 79</sup>, tutorials for students to improve, catch up, after or before school<sup>80</sup>, Library books by topic rather than age group to allow for the various reading level of students<sup>81</sup>.

The Campus Educational model impact on school administration by having: a corporate focus, administrators working at more than one site and school<sup>82</sup>, an overall director to promote a seamless

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<sup>63</sup> Southern Cross Campus

<sup>64</sup> Sir Edmund Hillary Collegiate

<sup>65</sup> North Lakes State School

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<sup>67</sup> Sir Edmund Hillary Collegiate

<sup>68</sup> North Lakes State School

<sup>69</sup> Upper Coomera State College

<sup>70</sup> Southern Cross Campus

<sup>71</sup> Sir Edmund Hillary Collegiate

<sup>72</sup> North Lakes State School

<sup>73</sup> Upper Coomera State College

<sup>74</sup> Southern Cross Campus

<sup>75</sup> Sir Edmund Hillary Collegiate

<sup>76</sup> North Lakes State School

<sup>77</sup> Upper Coomera State College

<sup>78</sup> North Lakes State School

<sup>79</sup> Upper Coomera State College

<sup>80</sup> North Lakes State School

<sup>81</sup> Sir Edmund Hillary Collegiate

<sup>82</sup> North Lakes State School

education and integration<sup>83</sup>, Corporate focus on the health of students and across families<sup>84</sup>, unified promotion to parents<sup>85</sup>.

It takes a village to grow a child, campus education provides what is needed for a learning village. A campus model is a learning village which aims to advantage all.

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<sup>83</sup> Sir Edmund Hillary Collegiate

<sup>84</sup> Sir Edmund Hillary Collegiate

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## References (and Acknowledgements)

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### North Lakes

#### Contacts

- In 2008 Mark Campling<sup>86</sup>
- In 2008 and 2009 Katrina Larsen Senior School Principal North Lakes State College, PO Box 335, North Lakes Q4509, Ph 07 3482 5555, Mobile 04 34644342, Fax 07 3482 5500 email [klars9@eq.edu.au](mailto:klars9@eq.edu.au) , web site [www.northlakescollege.eq.edu.au](http://www.northlakescollege.eq.edu.au)<sup>87</sup>
- In 2009 Leanne Matheson Middle School Principal North Lakes State College<sup>88</sup>

Thanks to the staff and administration of North Lakes State School<sup>89</sup> Particularly, Katrina Larsen who willingly gave of her time when she was not well and also to Leanne Matheson and Mark Campling. Your enthusiasm for your learning and young people was a great encouragement and stimulation. Thank you.

### Upper Coomera State College

#### Contacts

- In 2008 and 2009 Ari Koskela Principal Fensham Senior School Upper Coomera State College, 137 Reserve Road, Ph 558075555, email [akosk2@eq.edu.au](mailto:akosk2@eq.edu.au) , web site<sup>90</sup>
- In 2009 Leanne Matheson Middle School Principal North Lakes State College<sup>91</sup>

Thanks to the staff and administration of Upper Coomera State College<sup>92</sup> Particularly Ari Koskela gave a great deal of his time to help in this paper. The lunch we had together was informative and encouraging. I also want to thank Sharon Schultz for her time and perspective.

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<sup>86</sup> North Lakes State School

<sup>87</sup> North Lakes State School

<sup>88</sup> North Lakes State School

<sup>89</sup> North Lakes State School

<sup>90</sup> Upper Coomera State College

<sup>91</sup> Upper Coomera State College

<sup>92</sup> Upper Coomera State College

## Contacts

- Karen Douglas, Principal Senior School, 2 Franklyne Road, PO Box 61 054 Otara, Manukau 2159 New Zealand 09 274 5782, ex 103 [kdouglas@sehc.school.nz](mailto:kdouglas@sehc.school.nz)<sup>93</sup>
- Kallie Kgakuru – Syder, Principal Middle School, 2 Franklyne Road, PO Box 61 054 Otara, Manukau 2159 New Zealand 09 274 5782, [principal.middle.school@sehc.school.nz](mailto:principal.middle.school@sehc.school.nz)<sup>94</sup>
- John Shearer, Principal Junior School, 2 Franklyne Road, PO Box 61 054 Otara, Manukau 2159 New Zealand 09 274 5782, [principal.junior.school@sehc.school.nz](mailto:principal.junior.school@sehc.school.nz)<sup>95</sup>
- Mike Stanghan, Executive Officer, 2 Franklyne Road, PO Box 61 054 Otara, Manukau 2159 New Zealand 09 274 5782 ex 107, [mstanghan@sehc.school.nz](mailto:mstanghan@sehc.school.nz)

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## Southern Cross Campus

### Acknowledgements

Thanks to the Principal Robin Staples of Southern Cross Campus<sup>97</sup>

### Contact

- Robin Staples Campus Director, 253 Buckland Road, Mangere, PO Box 43-242, Mangere Town Centre, Auckland, New Zealand Phone 09 255 0404 ext 700 Fax 09 255 0590 email [rstaples@southerncross.school.nz](mailto:rstaples@southerncross.school.nz), [www.southerncross.school.nz](http://www.southerncross.school.nz)

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<sup>93</sup> Sir Edmund Hillary Collegiate

<sup>94</sup> Sir Edmund Hillary Collegiate

<sup>95</sup> Sir Edmund Hillary Collegiate

<sup>96</sup> Sir Edmund Hillary Collegiate

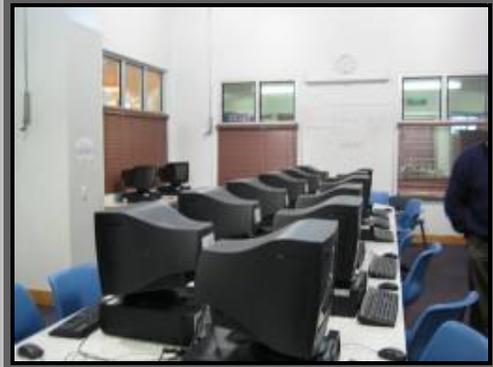
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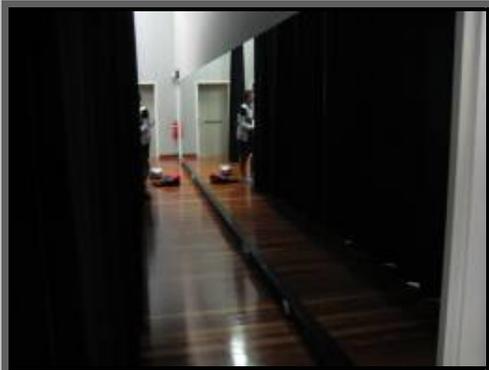
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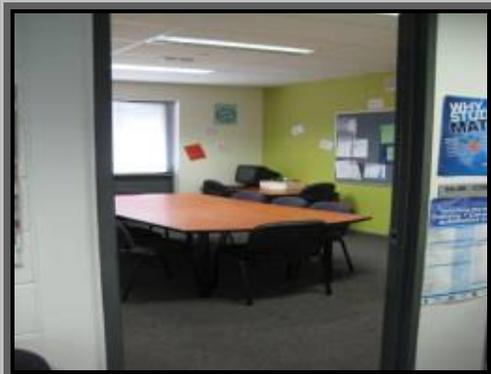
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