

Education Report: Consideration of Closure of Duvauchelle School (3332) and Okains Bay School (3452)

Executive Summary

1. This report seeks your decision on the proposed closure of Duvauchelle School and Okains Bay School in Akaroa, greater Christchurch, under section 154 of the Education Act 1989.
2. On 13 September 2012, you announced the proposed closure of both Duvauchelle and Okains Bay Schools. On 28 September 2012 you initiated formal consultation on the proposal to close the two schools from the beginning of 2014.
3. The roll of Duvauchelle School was 23 as at July 2012 and the roll of Okains Bay School was 18 as at July 2012. The proposal for the Akaroa Learning Community Cluster of schools is to close both Duvauchelle School and Okains Bay School, but to continue education provision at these sites under the governance of Akaroa Area School. Le Bons Bay School in Akaroa (Year 1-8) will close on 27 January 2013, as a result of voluntary closure. Little River School (Year 1-8) would remain as the only stand-alone school in the area.
4. The Boards of Trustees of both Duvauchelle and Okains Bay Schools, with the assistance of facilitators, have undertaken consultation with their communities about the proposal. Both Boards have reported strong opposition to the proposal and advocated for the retention of the schools as separate entities.
5. The Board of Akaroa Area School was also consulted and reported opposition to the proposal, advocating instead for the retention of both Duvauchelle and Okains Bay Schools as individual stand-alone schools.
6. The Ministry of Education recommends that you agree to Duvauchelle School and Okains Bay School remaining open as individual entities, but that work is undertaken to investigate other suitable alternative governance arrangements (for example a combined board with Akaroa Area School) across all three schools. This reflects a suggestion already discussed within the community. While the Ministry will encourage the Boards to move toward this governance option, this is a decision which is made by Boards of Trustees, not the Ministry. If you agree to this alternative, the original rationale of better coverage and access to education services for learners in this area may be more readily achieved, without having to implement a major reorganisation process.
7. When you have considered this report and made your final decision, letters will be developed for you to inform the Boards of it. If you decide to continue with the closure process, these letters will provide details to the Boards of the 28 day period of consultation (until 22 March) for them to provide you with any additional comments before you make your final decision.

Recommended actions

We recommend that you:

- a. **note** the information provided about the responses from the Boards of Duvauchelle School and Okains Bay School after consultation with their school communities about the proposed closure of Duvauchelle School and Okains Bay School;
- b. **note** that the Boards of Duvauchelle School and Okains Bay School both disagree with the proposed closure of the schools;
- c. **agree** that Duvauchelle School and Okains Bay School should remain open;
AGREE / DISAGREE
- d. **note** that if you agree to the schools remaining open, work investigating alternative governance arrangements for Akaroa Area School, Duvauchelle School and Okains Bay School will be progressed and the Ministry will provide you with a report on the possibility of changing governance arrangements later in 2013;
- e. **note** that when your final decision is known, letters will be developed for your signature so you can inform the Boards and local Members of Parliament of your decision; and
- f. **agree** that a copy of this report be released to the Boards of Trustees of Duvauchelle School, Okains Bay School and Akaroa Area School.

AGREE / DISAGREE


Katrina Casey
Deputy Secretary
Regional Operations

Encl



Hon Hekia Parata
Minister of Education

23/1/13

Education Report: Consideration of Closure of Duvauchelle School (3332) and Okains Bay School (3452)

Purpose

1. This report seeks your decision on the proposed closure of both Duvauchelle School and Okains Bay School under section 154 of the Education Act 1989 (the Act).

Background

2. Both Duvauchelle and Okains Bay Schools are in the Akaroa Learning Community Cluster, in the Selwyn electorate. A map of the area is attached as Appendix One.
3. Duvauchelle School is a decile 9, Year 1-6 contributing primary school with a July 2012 roll of 23 including two Māori, one Pasifika, 16 New Zealand European, two Asian and two learners of other nationalities.
4. Okains Bay School is a decile 3, Year 1-8 full primary school with a July 2012 roll of 18 comprising eight Māori and ten New Zealand European learners.
5. On 13 September 2012 you announced a number of proposals for changes to education provision in greater Christchurch. This announcement included the proposal to close both Duvauchelle and Okains Bay Schools, but to retain the sites as hubs of Akaroa Area School, to provide better coverage and access to education services for learners.
6. On 28 September 2012 you wrote to the Boards of Trustees of Duvauchelle and Okains Bay Schools and initiated consultation on the possible closure of both schools. That consultation period ended on 7 December 2012.
7. The closures are proposed to take effect at the end of 2013.

Akaroa Learning Community Cluster Proposal

8. At the time of your announcements on proposals for schooling in greater Christchurch, the Akaroa Learning Community Cluster comprised the following:

School	Type	Roll (2012)
Akaroa Area School	Yr 1-15	147
Duvauchelle School	Yr 1-6	23
Le Bons Bay School	Yr 1-8	4
Little River School	Yr 1-8	85
Okains Bay School	Yr 1-8	18

9. The Board of Trustees of Le Bons Bay School requested the voluntary closure of that school and on 19 November 2012 you agreed to that request. The school is to be closed on 27 January 2013.

10. The Akaroa Learning Community Cluster consists of a number of isolated communities which have been serviced by small schools, each of which provides education to a discreet community of learners. The proposal for this cluster is to close Duvauchelle and Okains Bay Schools, but to retain the sites as campuses of Akaroa Area School. This would provide better coverage, access to education provision for learners, and support the sustainability of the network.
11. Akaroa Area School, the only secondary provider in the cluster, would be retained, repaired and expanded to support the additional campuses. Little River School would be retained.
12. The Rationale for Change documents for Duvauchelle and Okains Bay Schools are attached as Appendix Two.

Consultation under Sections 154 and 157 of the Education Act 1989

13. Before making a decision about closing a school, the Minister must consult with the Board of the school concerned and with the Boards of state schools whose rolls may be affected. Sections 154 and 157 of the Act require this consultation.
14. On 13 September you called a meeting of all schools affected by the proposals around closures and mergers. You also wrote to the Boards of the schools on 28 September 2012, and you met with the Boards of the schools to discuss the proposal on 9 November 2012.
15. The Ministry also held three information workshops on the consultation process for Board Chairs and facilitators for the schools engaged to undertake the consultation. It was made clear to the Boards at these meetings that no decision about closure had been predetermined. Regular contact has been maintained with representative Board members and the Principals.
16. Each Board appointed a facilitator to undertake consultation on its behalf. The Boards' responses were submitted to the Ministry by 7 December 2012 and you were provided with copies on 14 December 2012.
17. In addition to the formal submission by the Board of Okains Bay School, you also received one letter from a member of the public in relation to the proposal to close the Okains Bay School site.

Consultation with the Board of Duvauchelle School

18. The Board of Duvauchelle School is opposed to the closure of the school and retention of the site as a campus of Akaroa Area School. The Board wants the school to continue as a separate entity, under local governance and management, with the potential to recapitate as a Year 1-8 full primary.
19. The submission describes the quality of education provided at the school, as well as its sustainable economic management and use of resources. It also notes that the roll is set to increase in 2013, and the increase to 39 is expected to be maintained for some years. Strategic local council planning in the area and the proposed relocation of the Banks Peninsula Plunket Pre-School to the school site are seen as ways of ensuring ongoing viability.

20. Preserving the current high standard of education and achievement of learners in a sustainable way is stated as the primary goal of the Board. The Board does not accept that this can be replicated through the proposal to close and consolidate education through Akaroa Area School.
21. The submission also acknowledges that the proposal has encouraged the Board to consider additional ways to maximize the use of existing cluster resources in the future.

Consultation with the Board of Okains Bay School

22. The Board of Okains Bay School is opposed to the closure of the school and retention of the site as a campus of Akaroa Area School. After consulting with its community, the Board rejects the idea that a satellite classroom of Akaroa Area School in Okains Bay will improve education outcomes for its learners.
23. The submission considers the operational difficulties that a campus would face, the loss of local autonomy through self-governance and management, as well as the risks needed to provide effective pastoral care for the school and its community. The Board expresses concern around isolation and travel safety should the site eventually be closed. Overall the Board considers that closing the school would have a negative effect on the wider community and economy.
24. The Board outlines unique aspects of its teaching and learning programme, including ICT integration with the Okains Bay Māori and Colonial Museum. It considers that further opportunities could be explored to strengthen education in the area, such as early childhood provision on site, and an extended cultural exchange programme with schools in the greater Christchurch region.
25. The Board also notes the concern of the community that the proposal would remove the mana whenua from Te Rūnanga o Koukourārata and transpose this to Ōnuku rūnanga, which is affiliated with the Akaroa area.

Consultation with the Boards of schools whose rolls might be affected

26. On your behalf, the Ministry undertook consultation with the Board of Akaroa Area School.
27. The Board of Akaroa Area School supports the retention of Duvauchelle School and Okains Bay School as individual school entities.
28. The letter outlines Akaroa Area School's previous history as a split junior and senior school, and the eventual merger onto one site. The Board considers that governance and management of Akaroa Area School have grown since the two sites came together, with enhanced student learning opportunities and a unified student culture being created.
29. The Board considers that strong cluster collaborations have been developed with all schools in the Akaroa area, and the current cluster model the schools have formed in Akaroa is the best way to enhance educational opportunities and outcomes for all learners.

30. The Board is “strongly opposed” to the proposal which it believes could distract its school from its current strategic course, has no real prospect of sustainability and could potentially fragment the community. It notes that “the necessary resourcing would need to exceed, by far, the current levels to implement the proposal”.

Ministry Comment

Costings

31. The Duvauchelle School Board of Trustees has challenged the \$97,000 indicated by the Ministry to repair the library. All figures relating to property works are ‘indicative’. Costs could ultimately be higher or lower once in-depth investigations, reports and designs are carried out and the work then tendered.
32. The amount of \$97,000 is the indicative value attributed to remediating weather tightness issues, identified as part of a survey by the Ministry’s specialist consultants. The Ministry has also stated that a further \$27,000 is required to remediate other property related issues with the library: \$5,000 is required for structural strengthening and \$22,000 for maintenance.

Early Childhood Education

33. Both Boards included the provision of early childhood education in their submissions as a reason to continue with the current schooling structure. At this time, however, neither school has early childhood education provision on site.
34. The Ministry notes that there is no early childhood education capacity in the Akaroa cluster area, with just two services present. Akaroa is not a target area for participation as there are very few target families in the area, but the Ministry is working with the only all day early childhood service in the area to increase capacity.
35. An approval in principle for lease of land on the Duvauchelle School site has been given to Banks Peninsula Plunket Preschool for relocation from its current, very small, site. This will allow it to build a purpose-built facility and extend the number of spaces offered to ease wait times.

Educational Achievement

36. The Board of Duvauchelle School stated that it disagreed with the Ministry’s Rationale for Change and proposal to close it and retain the site as a campus of Akaroa Area School because the learners at the school achieve highly. While the Ministry acknowledges this, it does not consider that this is sufficient reasoning to negate the Rationale as all schools are expected to provide learners with the opportunity to achieve to their full potential. Should you decide to close Duvauchelle and Okains Bay Schools, learners can reasonably expect to receive high quality education as part of Akaroa Area School.

37. Both Duvauchelle School and Okains Bay School note the unique and individualised programmes that both schools currently deliver. The Ministry understands that this is the case, but again expects that all schools will provide high quality curriculum delivery and a variety of individualised programmes that address the learning areas of the New Zealand Curriculum or Te Marautanga o Aotearoa. The delivery of a high quality local curriculum is therefore not a sufficient reason to support an alternative to the original proposal, as it should be available to all learners at all state schools.
38. Both submissions also emphasised the many benefits their learners receive from being in a small school environment. These range from the inclusive learning community the school can foster, to higher achievement due to more effectively tailored curriculum programmes. The benefits of a small school outlined by the Board do not negate that many larger schools can achieve the same outcomes for their learners. It is the Ministry's expectation that all schools deliver tailored curriculum programmes to address the needs of learners.

Benefits to the Community

39. Both Duvauchelle School and Okains Bay School emphasised the role that each school plays as part of its community. The Ministry expects that all schools will meet the individual needs and aspirations of their learners and of their community, and so this in itself is not a sufficient reason to support the school remaining open. The Ministry acknowledges and has taken account of the depth of feeling within the community and is aware of the effects of change upon students.

Possible Recapitulation

40. The Duvauchelle School Board noted the potential for the school to recapitulate. This would need to be considered as a separate issue once your decision on education provision in this Learning Community Cluster is made. Further consultation would be required, and the risks considered. Recapitulation at Duvauchelle School could potentially reduce education opportunities for Year 7 and 8 learners if there were smaller numbers dispersed across more schools. This could negate any potential roll increase and benefit of recapitulation.

Cultural Significance

41. The Board of Okains Bay School has emphasised the cultural significance of the location and role of the local rūnanga as mana whenua of the rohe. It is envisaged that as a satellite or independent school this relationship and cultural respect could be maintained. The Ministry will ensure that both rūnanga are consulted as part of the implementation of any decision you make.

Updated Proposal

42. The Ministry considers that there is a strong rationale for the proposal to close Duvauchelle School and Okains Bay School, and retain both sites as hubs of Akaroa Area School. However, consultation has highlighted strong opposition to the proposal, not only from the two schools proposed to close, but also from the Board of Akaroa Area School. If this proposal is implemented with this level of opposition, there is a risk that the intent of the rationale may not be met. There is also a risk that the Akaroa Area School Board would move to close the satellite sites or use them on a part-time or piecemeal basis. There are no suitable mechanisms under the Education Act to direct a reluctant school Board to operate in the manner set out in the proposal. To be successful the concept needs the support of Akaroa Area School.
43. An alternative solution is therefore proposed. The Ministry supports the retention of both Duvauchelle School and Okains Bay School, but will encourage the schools to explore possibilities for an alternative governance model across the three schools (including Akaroa Area School). This would capture the intent of the original proposal's rationale, but without imposing major changes on the school structures or communities.
44. Under this new proposal discussions would be held with the Boards about the implementation of an alternative governance model involving all three schools (Akaroa Area School, Duvauchelle School, and Okains Bay School). This model would see each individual school retain its own identity in terms of leadership, management, resourcing, property occupation and local community support. They would also have the benefit of accessing the skills and expertise of Board members from across the Akaroa Learning Community Cluster area.
45. A governance model that involves each school in the cluster would allow for better collaboration as a cluster, strategic alignment of the Akaroa Learning Community Cluster of schools, and work towards a seamlessness of provision through to secondary level at Akaroa Area School. It could work to minimise the isolation of the schools, allow for greater sharing of knowledge and resources, and enable a shared future vision of education provision in the area.
46. A combined Board, as one possibility, could be formed under section 110 of the Education Act 1989. This would need to be progressed as a separate process, and would require consultation with the school communities. The decision to share governance is one made by Boards of Trustees and not the Ministry. However, the Ministry would assist the Boards to undertake this consultation, and if you agree to this proposal we will report back to you following this process. If agreed, it is anticipated that any new arrangement could be established for 2014.

Alternative Schooling Options and Quality of Education Provision

47. The Education Review Office (ERO) last reviewed Duvauchelle School in May 2012. In its report, ERO stated that:

Students have positive and supportive relationships with each other and their teachers. Older students provide positive role models and support younger students in their learning.

The school reports that the majority of students are achieving at or above the appropriate National Standards in reading, writing and mathematics. Students who are below expected standards are provided with additional support. Student achievement targets focus on the needs of these students. Their progress and achievement is closely monitored and reported to the board.

The principal and teachers provide a bicultural environment for all students. Te reo and tikanga Māori are valued and well integrated into class programmes and school activities. Māori values are apparent, for example, in the way that older students support younger students in their learning and play. The principal has established useful links with the local marae and Māori community. Students take pride in learning about Māori language and culture.

48. ERO will review the school again in three years time.

49. ERO last reviewed Okains Bay School in December 2011. In its report, ERO stated that:

The school curriculum is extensive and provides students with learning opportunities beyond the classroom. This includes a focus on the environment, particularly sustainability and enterprise. Curriculum plans for learning areas reflect the special nature of the community. This includes the local museum and marae, local history, arts and farming.

Students are highly engaged in their learning. They experience positive caring relationships with one another and with teachers. Older children help the younger children with their reading and mathematics.

Teachers know their students well. ERO observed good quality teaching in both classrooms. Teachers have well understood routines and high expectations for students' behaviour and the quality of work.

The board and principal have responded well to meeting the learning needs of the increased number of junior students. They are employing extra staff to provide effective programmes to meet the needs of these students. Students with particular learning needs receive well-planned and monitored support.

Most students are at or above the expected National Standards levels in reading, writing and mathematics. Māori students are achieving at similar levels. The principal effectively monitors each student's progress over time.

50. If Duvauchelle and Okains Bay Schools close, education provision would be available at Little River School and Akaroa Area School. Under the proposal for the Akaroa cluster of schools, education provision would continue at both sites, but would be governed and managed through Akaroa Area School.

51. A summary of education provision at these alternative schools is attached as Appendix Three. These summaries show that learners in the Akaroa region can expect to receive high quality provision at any of the schools.

Priority Learners

52. Duvauchelle School had a July 2012 roll of 23, of whom 2 (8.7%) were Māori and 1 (4.3%) was Pasifika. The July 2012 roll of Okains Bay School of 18 learners, included 8 (44.4%) Māori learners.

53. In its most recent report on Duvauchelle School, ERO stated that:

The principal and teachers provide a bicultural environment for all students. Te reo and tikanga Māori are valued and well integrated into class programmes and school activities. Māori values are apparent, for example, in the way that older students support younger students in their learning and play. The principal has established useful links with the local marae and Māori community. Students take pride in learning about Māori language and culture.

54. In relation to Okains Bay School, ERO stated that:

The school has a plan for Māori development which has been reviewed this year. This plan identifies steps the school will undertake to encourage and promote te reo and tikanga Māori for all students. These include:

- *meetings with the Māori community every second year*
- *the reporting of Māori student achievement to the board*
- *extension programmes for students to access more in-depth Māori language programmes*
- *invitations to local resource people with skills in teaching Māori culture*
- *expectations that classroom teachers will incorporate te reo and tikanga Māori in all curriculum areas.*

The principal has positive relationships with parents of Māori students. Parents want their children to have increased awareness of their language and culture. The principal is focused on the provision of real contexts of learning for the students. A local person from the community is tutoring all students to perform as a kapa haka group.

Te reo and tikanga Māori are woven seamlessly into the curriculum. This has been supported by consultation with the Māori community and the development of a plan for the implementation of te reo and tikanga Māori in the classroom.

55. Neither school provides Māori medium education for learners. Akaroa Area School also does not provide Māori immersion education.

Ongoing Resourcing Scheme (ORS)

56. As at 1 July 2012, neither Duvauchelle School nor Okains Bay School had learners accessing Ongoing Resourcing Scheme (ORS) funding.

Staffing

57. Duvauchelle School had a July 2012 staffing entitlement of 2.3 Full Time Teacher Equivalents (FTTE). Okains Bay School had a July 2012 staffing entitlement of 1.3 FTTE.

Financial Implications

58. If Duvauchelle School and/or Okains Bay School closes they would generate Education Development Initiative (EDI) and Joint Schools Initiative Funding (JSIF), in line with the EDI policy.
59. The EDI funds are used for plans that support student achievement, psycho-social needs, transition and change management within and across schools and Learning Community Clusters.
60. There would be no EDI or JSIF funding generated if you agreed to the option of the schools remaining open.
61. If your decision is that Duvauchelle School and Okains Bay School should close, or you decide to proceed with further options for consultation on the future of the Akaroa cluster of schools, estimates of the savings to the Crown in operational funding will be prepared for your information.

Property Implications

62. The buildings on the Duvauchelle School site have suffered very minor earthquake damage. This was minor cracking to soffits. Repairs have been completed. At present no buildings have been identified as requiring structural strengthening. Buildings on site have been flagged for weather tightness remediation. Geotechnical considerations are unlikely to be a factor at this site.
63. The buildings on the Okains Bay School site have suffered some minor degree of earthquake damage. This was mainly minor cracking to ceiling and wall finishes. This remedial work has been completed. At present no buildings have been identified as requiring structural strengthening. No weather tightness issues were identified during the national survey and subsequent inspections. Geotechnical considerations are unlikely to be a factor at this site.

Revised indicative property costs – Minister's Proposal

Proposal	Cost	Details
Repairs to Duvauchelle School	\$0.27 million	Indicative repair cost to Duvauchelle
Repairs to Okains Bay School	\$0.17 million	Indicative repair cost to Okains Bay
Other costs	\$0.00 million	Nil
Total	\$0.44 million	
Combined Roll - 41		10 October 2012 roll of Duvauchelle School 25 and Okains Bay School 16
Cost per learner	\$10,732	

*Cost per learner is the cost of each proposal or alternative proposal divided by the number of affected learners.

Alternative Proposal 1 – Duvauchelle and Okains Bay School to remain as stand alone entities.

Proposal	Cost	Details
Repairs to Duvauchelle School	\$0.27 million	Indicative repair cost to Duvauchelle
Repairs to Okains Bay School	\$0.17 million	Indicative repair cost to Okains Bay
Other costs	\$0.00 million	Nil
Total	\$0.44 million	
Combined Roll - 41		10 October 2012 roll of Duvauchelle School 25 and Okains Bay School 16
Cost per learner	\$10,732	

64. If you agree to the Ministry's alternative proposal of retaining the schools as individual entities the indicative property costs would be the same.

Risks

65. If you agree to the original proposal of closure of Duvauchelle School and Okains Bay School under the governance of Akaroa Area School, there is a risk that the Akaroa Area School Board will seek to close the sites in the future. The Ministry could work alongside the Board to mitigate the risk, but ultimately the Board of Akaroa Area School would decide how the sites are used.
66. If Duvauchelle School and Okains Bay School close, the community may feel that their response has not been properly considered, and that you, or the Ministry, have followed a predetermined closure agenda. To mitigate this risk, we recommend that you release this report to the Boards of Duvaucelle and Okains Bay School.
67. There is a risk that the alternative governance proposals could be opposed by any of the Boards of Akaroa Area School, Duvauchelle School and Okains Bay School. As with the initial proposal for the reorganisation of schooling in the area, this change would be most successful if it is supported by the current Boards and school communities.
68. The Ministry acknowledges that collaboration between schools is challenging but it will also reinforce the benefits of the revised proposal, along with assuring each community that it would be well represented on the Board. An alternative constitution may be sought if considered in the best interests of this community.
69. There is a risk that if the schools are retained as individual entities they will experience roll decline and become no longer viable. If this did occur the Ministry would have discussions with the Board(s) about its future schooling options. This would be undertaken as the Ministry's usual business.

Conclusion

70. The Ministry's recommendation is that Duvauchelle School and Okains Bay School remain open, but that the idea of an alternative governance structure across the cluster with Akaroa Area School is investigated. This recommendation has been made because:
- a. Concerns were noted by both the Duvauchelle School Board and Okains Bay School Board about the sustainability of the proposal to close these schools but retain the sites as satellites of Akaroa Area School.
 - b. The Akaroa Area School Board, consulted as a school whose roll could potentially be affected, expressed similar concerns. The Ministry considers that in light of these views, the intent behind the proposal may not be met.
 - c. The current resourcing policy has only minimal additional operational funding for satellite sites and no additional staffing is generated for schools operating over split sites. The Akaroa Area School Board has expressed concerns over its ability to implement successful satellites under current resourcing policy.
 - d. The Ministry has therefore proposed an option that would address the concerns raised by all three Boards and the wider communities. This would see Duvauchelle School and Okains Bay School retained as individual school entities, but with the investigation of an alternative governance option.
 - e. If retained as individual entities, the Ministry would work with the schools to investigate alternative governance models. This is considered to capture the intent of the original rationale, but without the major change of closure processes.
 - f. A new governance arrangement will allow for greater cluster collaboration and strategic alignment, and could work towards ensuring smoother transitions from both primary schools into the Area School.

Next Steps

71. Once your final decision is known the Ministry will develop letters for your signature. If you decide to continue the closure process the letters will give details of the 28 day consultation period which is required before a final decision is made.
72. If you agree to retain the Okains Bay and Duvauchelle Schools, and that the Ministry investigate the possibilities for an alternative governance arrangement for these two schools and Akaroa Area School, a further report that details suitable options will be provided for your consideration later in 2013.
73. Once your decision has been made, the Ministry recommends that a copy of this report be released to the Boards of Trustees of Duvauchelle and Okains Bay Schools.

Appendix One

Map of the Akaroa Cluster

Rationale for Change Document

Appendix Three

Education Provision at Alternative Schools

Akaroa Area School

The Education Review Office (ERO) last reviewed Akaroa Area School in May 2010. In its report, ERO stated that:

Students learn in a respectful and caring environment. The board, staff and students have developed a strong school culture that reflects their motto of kotahitanga - unity. Decisions are made collaboratively at all levels of the school. Senior students are caring and supportive of the younger students. Teachers have consistent expectations that all students will learn.

The board of trustees has demonstrated that it is governing the school in the interest of the students and the Crown. The board, together with the principal and school leaders, continues to focus on improving student learning: engagement, progress and achievement. ERO is likely to carry out the next review within three years.

NCEA results for 2011 show that, on participation based figures, 16 learners (100%) achieved level one NCEA, eight learners (100%) achieved level 2, and one learner (33%) achieved level 3.

Little River School

ERO last reviewed Little River School in May 2012. In its report, ERO stated that:

Students are well engaged in their learning. The school reports that most students are progressing and achieving very well against the National Standards, especially in mathematics. Teachers make effective use of analysed student achievement information to identify students who are not achieving at National Standards, set targets to improve their achievement, and plan programmes to encourage improvements. Higher achieving students are given opportunities to extend their learning through competitions, research activities and are taught in groups with students of similar interests and achievement levels.

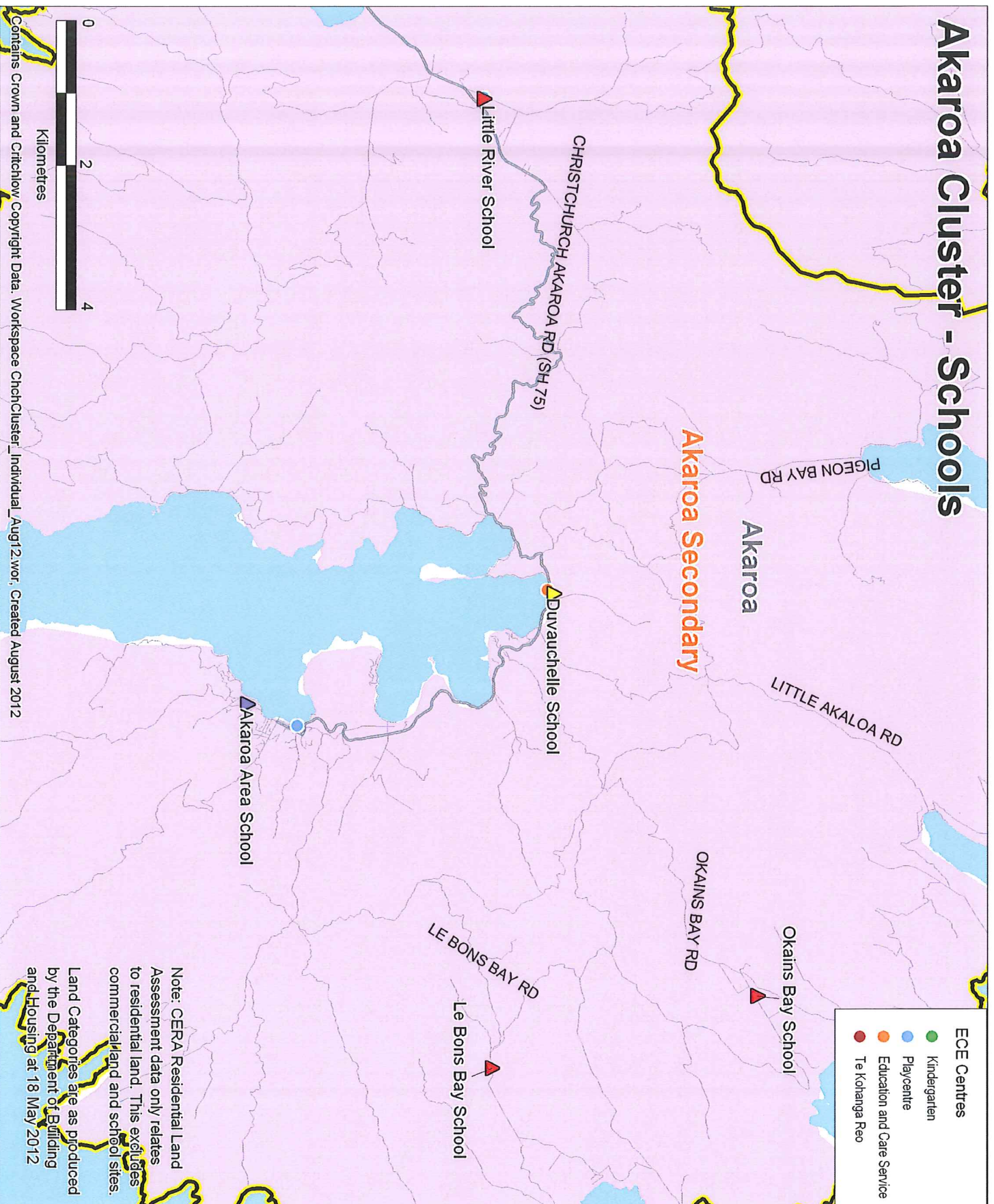
Māori students are highly engaged in their learning and achieve well academically. They have many opportunities to be actively involved in a wide range of activities across the curriculum, including the arts, sports, leadership roles and a buddy system for older students to support younger students. These activities give opportunities for students to succeed as Māori in pursuing the school's vision to Stand Tall.

Property Information

1. Indicative Ten Year Property Costs information - the figures may vary from amounts previously presented and may be subject to change as further infrastructure related costing information is obtained through detailed engineering evaluations.
2. For condition assessment – a physical site inspection was undertaken of every building to evaluate the anticipated maintenance requirements at each school for the next 10 years.
3. For assessing earthquake damage – the recording and quantifying of earthquake damage and indicative repair costs from all events was undertaken. These reports were reviewed by professional loss adjustors and are being used to support the Ministry's insurance claim.
4. For assessing structural strengthening – information gathered via a national desktop study and during site visits by project managers and engineers has informed indicative assessments around strengthening which have been, or are being, confirmed through the detailed engineering evaluation (DEE) process. All follow up site specific invasive investigations are being carried out by qualified engineers who interpret the findings and recommend further testing as appropriate.
5. For assessing weather tightness – cost estimates were developed as part of a national survey of all school buildings. Further detailed assessments were carried out on buildings identified through this exercise.
6. These indicative cost estimates are based upon information, data and research carried out by external parties. They are dependent on the information and assumptions included. While these results may vary as further information and/or assumptions are modified, these preliminary estimates will continue to provide the initial basis for costs of these projects.

Map of the Akaroa Cluster

Akaroa Cluster - Schools



- ECE Centres
 - Kindergarten
 - Playcentre
 - Education and Care Service
 - Te Kohanga Reo

- Road
- Main Road
- River - Line
- River - Region
- Sea
- UDS Residential Growth Area
- Secondary Clusters
- Primary Clusters
- CERA "Red Zone" Land Assessment at 16 August 2012
- CERA "White Zone" Land Assessment at 16 August 2012

- ### Schools
- Full Primary
 - Contributing Primary
 - Intermediate
 - Special School
 - Secondary (Y7-15)
 - Composite
 - Secondary (Y9-15)
 - Teen Parent Unit
 - Kura Teina

- Technical Category 3
- Technical Category 2
- Technical Category 1
- Urban Non-Residential Land
- Rural
- Port Hills and Banks Peninsula

Note: CERA Residential Land Assessment data only relates to residential land. This excludes commercial land and school sites.

Land Categories are as produced by the Department of Building and Housing at 18 May 2012



Rationale for Change Document

Duvauchelle School – Rationale for change

This document has been prepared to assist discussions with parents and communities about proposals for education renewal for greater Christchurch.

Why is change needed?

A strong education network is vital for the renewal of greater Christchurch.

The extent of damage and ongoing impact of people movement in the wake of the 2010 and 2011 earthquakes mean it cannot be restored to the way it was.

We need to accept in areas that have been depopulated we will have to do things differently, which will inevitably mean some rationalization of services. The viability of existing individual schools and increased demand for new schools are a key consideration going forward.

The earthquakes, while devastating, have provided an opportunity beyond simply replacing what was there, to restore, consolidate and rejuvenate to provide new and improved facilities that will reshape education, improve the options and outcomes for learners, and support greater diversity and choice.

Education renewal for greater Christchurch is about meeting the needs and aspirations of children and young people. We want to ensure the approach addresses inequities and improves outcomes while prioritising action that will have a positive impact on learners in greatest need of assistance.

With the cost of renewal considerable, the ideal will be tempered by a sense of what is pragmatic and realistic. Key considerations are the practicalities of existing sites and buildings, the shifts in population distribution and concentration, the development of new communities and a changing urban infrastructure.

Innovative, cost effective, and sustainable options for organising and funding educational opportunities must be explored to provide for diversity and choice in an economically viable way.

Discussions with schools, communities and providers within learning community clusters have and will continue to be key to informing decisions around the overall future shape of each education community. Ways to enhance infrastructure and address existing property issues, improve education outcomes, and consider future governance will form part of these discussions which are running in parallel to consultation around formal proposals.

“We have a chance to set up something really good here so we need to do our best to get it right” – submission to Directions for Education Renewal across greater Christchurch.

Why is it proposed my school close?

People movement and land and or building damage as a result of the earthquakes are the catalysts for change across the network across greater Christchurch.

Many school buildings suffered significant damage, school sites have been compromised and there were 4,311 fewer student enrolments across greater Christchurch at July 2012 compared to July 2010¹.

Even before the earthquake there were around 5,000 spaces already under-utilised in the network.

The Akaroa cluster consists of a number of isolated communities which are serviced by small schools, each of which is important as it provides education to a discrete community of learners. Closing Duvauchelle School and Okains Bay School but retaining the sites as hubs of Akaroa Area School would provide better coverage and access to education services for learners.

Akaroa Area School, which is the only secondary provision directly available to these communities, would be retained, repaired and expanded to support the hubs

Land

While geotechnical considerations are unlikely to be a factor at this site, further investigation may be required if further development is undertaken on this site.

Buildings

The buildings on the Duvauchelle Primary School site have suffered very minor earthquake damage. This was minor cracking to soffits. Repairs have been completed.

At present no buildings have been identified as requiring structural strengthening.

Detailed Engineering Evaluations (DEE's) are scheduled for completion for the end of 2013 and will confirm the scale of any work, if required.

Buildings on site have been flagged for weather tightness remediation

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for Duvauchelle School	\$0.3 Million
<i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are complete.</i>	

The above costs are predominately condition assessment and weather tightness remediation works.

**These preliminary cost estimates are based upon information, data and research carried out by external parties. They are dependent on the information and assumptions included. While these results may vary as further information and/or assumptions are modified, these preliminary estimates will continue to provide the initial basis for costs of these projects.*

¹ This figure includes international fee-paying students.

Cost estimate information

For condition assessment – a physical site inspection was undertaken of every building to evaluate the anticipated maintenance requirements at each school for the next 10 years.

For assessing earthquake damage – the recording and quantifying of earthquake damage and indicative repair costs from all events was undertaken. These reports were reviewed by professional loss adjustors and are being used to support the Ministry's insurance claim.

For assessing structural strengthening – Information gathered via a national desktop study and during site visits by project managers and engineers has informed indicative assessments around strengthening which have been, or are being confirmed through the Detailed Engineering Evaluation (DEE) process. All follow up site specific invasive investigations are being carried out by qualified engineers who interpret the findings and recommend further testing as appropriate.

For assessing weather tightness – cost estimates were developed as part of a national survey of school buildings. Further detailed assessments were carried out on buildings identified through this exercise.

People

Duvauchelle School had a July 2012 roll of 23 which is substantially below that of 2008.

Rolls of schools in the cluster: July rolls 2008, 2010, 2012²

School Name	Type	Authority	2008	2010	2012
Akaroa Area School	Composite (Year 1-15)	State	125	128	147
Duvauchelle School	Contributing (Year 1-6)	State	35	23	23
Le Bons Bay School	Full Primary (Year 1-8)	State	13	12	4
Little River School	Full Primary (Year 1-8)	State	75	86	85
Okains Bay School	Full Primary (Year 1-8)	State	22	13	18
Total			270	262	277

Akaroa Area School year 1-8 Rolls: July rolls 2008, 2010, 2012³

School Name	Type	Authority	2008	2010	2012
Akaroa Area School	Composite (Year 1-15)	State	80	70	92

While the rolls have declined at Le Bons Bay, Duvauchelle, and Okains Bay School from 2008 to 2012, Akaroa Area and Little River Schools have experienced roll growth.

² July School Rolls are total July rolls, excluding international fee paying students.

³ July School Rolls are total July rolls, excluding international fee paying students.

Student Distribution patterns⁴

Due to the isolated nature of the Akaroa cluster, few students travel in to or out of the cluster to attend school.

Of the 175 year 1-8 July 2012 student address records within the Akaroa cluster, 70 students (40%) resided within 1 km⁵ of a state provider of education at their year level⁶, and 136 (78%) reside within 5 km of an appropriate education provider.

Note: Students often do not attend the closest school.

Of the 92 year 9-15 July 2012 student address records within the Akaroa cluster, 12 students (13%) resided within 1 km of a state provider of education at their year level (Akaroa Area School), and 22 (24%) reside within 5 km of an appropriate education provider.

Analysis of July 2012 student address data shows around 99% (173) of the 175 year 1-8 students living in the Akaroa cluster catchment attended a state school, no students were enrolled at state integrated schools and 1% (2) were enrolled at private schools.

Schools with the highest number of enrolments of year 1-8 students living in the Akaroa cluster catchment.

School	Authority	# students⁷	%⁸
Little River School	State	71	41%
Akaroa Area School	State	68	39%
Duvauchelle School	State	18	10%
Okains Bay School	State	10	6%
Tai Tapu School	State	5	3%
Medbury Preparatory School	Private	1	<1%
Rangi Ruru Girls' School	Private	1	<1%
Lincoln Primary School	State	1	<1%

Analysis of July 2012 student address data shows around 93%(86) of the 92 year 9-15 students living in the Akaroa cluster catchment attended a state school. No students were enrolled at state integrated schools. Seven percent (6) were enrolled at private schools.

Schools with the highest number of enrolments of year 9-15 students living in the Akaroa cluster catchment

School	Authority	# students⁹	%¹⁰
Akaroa Area School	State	41	44.6%
Lincoln High School	State	35	37.6%
Unlimited Paenga Tawhiti	State	4	4.3%

⁴ Analysis includes all crown 'funded' students only, i.e. regular, regular adult, returning adult & extramural. It reflects the student's home address – which bears no relationship to the school they were enrolled at. Not all student records were address matched.

⁵ Distances are "as the crow flies", in a radius around the school.

⁶ Taking into account the current contributing (Year 1-6) status of Duvauchelle School.

⁷ Number of all year 1-8 students in the cluster that attend a given school

⁸ Percentage of all year 1-8 students in the cluster that attend a given school

⁹ Number of all year 9-15 students in the cluster that attend a given school

¹⁰ Percentage of all year 9-15 students in the cluster that attend a given school

School	Authority	# students ⁹	% ¹⁰
Christchurch Girls' High School	State	3	3.2%
Christ's College	Private: Fully Reg.	3	3.2%
Hagley Community College	State	2	2.2%
St Andrew's College (Christchurch)	Private: Fully Reg.	2	2.2%
Linwood College	State	1	1.1%
St Margaret's College	Private: Fully Reg.	1	1.1%

Secondary students are more likely to attend a private school than their primary age counterparts.

Population change¹¹

At March 2010, 160 year 1-8 student records¹² and 91 year 9-15 student records were matched to addresses within the Akaroa cluster.

At March 2012, 177 year 1-8 student records and 98 year 9-15 student records were matched to addresses within the Akaroa cluster.

While this may suggest the local school age population has increased slightly, this change is not considered significant.

There are no areas of CERA 'Red Zone' land within the cluster and no proposed greenfield residential developments.

On this basis the scale of household change in the schools catchment is expected to have little impact on future demand for schooling provision in the Akaroa cluster.

The Ministry will continue to work with agencies such as the Christchurch City Council and CERA on projected population change.

¹¹ March data has been used for the comparison across the period 2010 to 2012, as no relevant historical July student address data exists.

¹² Student address records are geocoded (address matched) records from the respective school roll returns. Not all records were address matched.

What would closure mean for the school and its community?

Of the 175 year 1-8 July 2012 student address records within the Akaroa cluster, 70 students (40%) resided within 1 km¹³ of a state provider of education at their year level¹⁴, and 136 (78%) reside within 5 km of an appropriate education provider.

Note: Students often do not attend the closest school.

Of the 92 year 9-15 July 2012 student address records within the Akaroa cluster, 12 students (13%) resided within 1 km of a state provider of education at their year level (Akaroa Area School), and 22 (24%) reside within 5 km of an appropriate education provider.

Under the proposed changes, including the closure of Le Bons Bay School, and the retention of Okains Bay and Duvauchelle Schools as hubs of Akaroa Area School;

Of the 175 year 1-8 July 2012 student address records within the Akaroa cluster, 67 students (38%) will reside within 1 km of a state provider of education at their year level, and 140 (80%) will reside within 5 km of an appropriate education provider.

Closing Duvauchelle School would enable funding to be invested in the nearby schools where the majority of the learners would most likely go, and into the network generally to provide modern learning environments for a larger number of students.

Safe and inspiring learning environments are key to meeting the New Zealand Property vision for greater Christchurch schools, which means:

- Ensuring any health and safety and infrastructural issues are addressed
- Taking into account whole of life cost considerations, to allow cost over the life of the asset, rather than initial capital cost to drive repair or replacement decisions
- Enabling all entitlement teaching spaces to be upgraded to meet the 'Sheerin' Core modern learning environment standard – which has a strong focus on heating lighting, acoustics, ventilation and ICT infrastructure upgrades.

This will include the provision of appropriate shared facilities across schools within a cluster that can be used by both schools and the community and other agencies as appropriate.

The Ministry will ensure appropriate provision for learners within this cluster to support any changes that may result from consultation.

The Ministry will provide information around enrolment options to families and provide required support.

There is a school transport policy for students and provision will be available as appropriate.

The provisions of the respective employment agreements will apply for staff.

¹³ Distances are "as the crow flies", in a radius around the school.

¹⁴ Taking into account the current contributing (Year 1-6) status of Duvauchelle School.

How would the proposed closure of my school fit into the overall plan for my learning community cluster?

Renewal focuses on the cluster of provision within an education community and the collective impact of people movement and land and building damage across the entire provision within the cluster.

The future of your learners should continue to feature in the wider cluster discussion.

In the first instance this is because the cluster may have thoughts it wishes to contribute during consultation around alternative options that will meet the overarching needs of this cluster to not only revitalise infrastructure but also enhance educational outcomes across this education community.

The cluster will also need to consider how learners might be accommodated in the future should a decision be made to close the school. The cluster would want to consider how enhanced provision that might be required to support moving student populations might look.

Facts and Figures

School Rolls are confirmed total 1 July rolls, excluding international fee paying students.

Student Distribution data is drawn primarily from the address matched July 2012 School roll return dataset (excluding international fee paying students). Where March 2010 and March 2012 student address data has been used, the use of these datasets is indicated.

Individual student records have been cleaned of all sensitive data and address matched (geocoded) to street addresses. Not all student records were address matched, as some records were not able to be geocoded, and student records identified with a privacy risk indicator have been excluded from the data. Across all schools in greater Christchurch, approximately 95% of records were address matched.

Where a school has an enrolment scheme, this is legally defined in a written description and is available from the relevant school. School enrolment scheme "home zones" or "school zones" are legally defined in the written description, and the display of any enrolment zone in a map is only a visual representation of the written description. School enrolment schemes, enrolment zones, and associated maps are reviewed periodically

Land and infrastructure information has been drawn from a variety of sources as outlined above.

Utilisation: The amount of student space being used (peak roll) as a percentage of the total student spaces available. Total student space has been based on the number of classrooms as at February 2012.

Peak rolls used: Primary – the October 2011 roll

 Secondary and Intermediate – the March 2012 roll return

Relevant reports and documentation will be provided.

Contact us

Email us shapingeducation@minedu.govt.nz

Okains Bay School – Rationale for change

This document has been prepared to assist discussions with parents and communities about proposals for education renewal for greater Christchurch.

Why is change needed?

A strong education network is vital for the renewal of greater Christchurch.

The extent of damage and ongoing impact of people movement in the wake of the 2010 and 2011 earthquakes mean it cannot be restored to the way it was.

We need to accept in areas that have been depopulated we will have to do things differently, which will inevitably mean some rationalization of services. The viability of existing individual schools and increased demand for new schools are a key consideration going forward.

The earthquakes, while devastating, have provided an opportunity beyond simply replacing what was there, to restore, consolidate and rejuvenate to provide new and improved facilities that will reshape education, improve the options and outcomes for learners, and support greater diversity and choice.

Education renewal for greater Christchurch is about meeting the needs and aspirations of children and young people. We want to ensure the approach addresses inequities and improves outcomes while prioritising action that will have a positive impact on learners in greatest need of assistance.

With the cost of renewal considerable, the ideal will be tempered by a sense of what is pragmatic and realistic. Key considerations are the practicalities of existing sites and buildings, the shifts in population distribution and concentration, the development of new communities and a changing urban infrastructure.

Innovative, cost effective, and sustainable options for organising and funding educational opportunities must be explored to provide for diversity and choice in an economically viable way.

Discussions with schools, communities and providers within learning community clusters have and will continue to be key to informing decisions around the overall future shape of each education community. Ways to enhance infrastructure and address existing property issues, improve education outcomes, and consider future governance will form part of these discussions which are running in parallel to consultation around formal proposals.

“We have a chance to set up something really good here so we need to do our best to get it right” – submission to Directions for Education Renewal across greater Christchurch.

Why is it proposed my school close?

People movement and land and or building damage as a result of the earthquakes are the catalysts for change across the network across greater Christchurch.

Many school buildings suffered significant damage, school sites have been compromised and there were 4,311 fewer student enrolments across greater Christchurch at July 2012 compared to July 2010¹.

Even before the earthquake there were around 5,000 spaces already under utilised in the network.

The Akaroa cluster consists of a number of isolated communities which are serviced by small schools, each of which is important as it provides education to a discrete community of learners. Closing Duvauchelle School and Okains Bay School but retaining the sites as hubs of Akaroa Area School will provide better coverage and access to education services for learners.

Akaroa Area School, which is the only secondary provision directly available to these communities, would be retained, repaired and expanded to support the hubs.

Land

While geotechnical considerations are unlikely to be a factor at this site, further investigation may be required if further development is undertaken on this site.

Buildings

The buildings on the Okains Bay School site have suffered some minor degree of earthquake damage. This was mainly minor cracking to ceiling and wall finishes. This work has been completed.

At present no buildings have been identified as requiring structural strengthening.

Detailed Engineering Evaluations (DEE's) are scheduled for completion for the end of 2013 and will confirm the scale of any work, if required.

No weather tightness issues were identified during the national survey and subsequent inspections.

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for Okains Bay School <i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed.</i>	\$0.2 Million
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The above costs are predominately condition assessment remediation works.

**These preliminary cost estimates are based upon information, data and research carried out by external parties. They are dependent on the information and assumptions included. While these results may vary as further information and/or assumptions are modified, these preliminary estimates will continue to provide the initial basis for costs of these projects.*

¹ This figure includes international fee-paying students.

Cost estimate information

For condition assessment – a physical site inspection was undertaken of every building to evaluate the anticipated maintenance requirements at each school for the next 10 years.

For assessing earthquake damage – the recording and quantifying of earthquake damage and indicative repair costs from all events was undertaken. These reports were reviewed by professional loss adjusters and are being used to support the Ministry's insurance claim.

For assessing structural strengthening – Information gathered via a national desktop study and during site visits by project managers and engineers has informed indicative assessments around strengthening which have been, or are being confirmed through the Detailed Engineering Evaluation (DEE) process. All follow up site specific invasive investigations are being carried out by qualified engineers who interpret the findings and recommend further testing as appropriate.

For assessing weather tightness – cost estimates were developed as part of a national survey of school buildings. Further detailed assessments were carried out on buildings identified through this exercise.

People

Okains Bay School had a July 2012 roll of 18 which is greater than it was in 2010, but slightly less than at 2008.

Rolls of schools in the cluster: July rolls 2008, 2010, 2012²

School Name	Type	Authority	2008	2010	2012
Akaroa Area School	Composite (Year 1-15)	State	125	128	147
Duvauchelle School	Contributing (Year 1-6)	State	35	23	23
Le Bons Bay School	Full Primary (Year 1-8)	State	13	12	4
Little River School	Full Primary (Year 1-8)	State	75	86	85
Okains Bay School	Full Primary (Year 1-8)	State	22	13	18
Total			270	262	277

Akaroa Area School Year 1-8 Rolls: July rolls 2008, 2010, 2012³

School Name	Type	Authority	2008	2010	2012
Akaroa Area School	Composite (Year 1-15)	State	80	70	92

While rolls have declined at Le Bons Bay School, Duvachelle School, and Okains Bay School from 2008 to 2012, Akaroa Area and Little River Schools have experienced roll growth.

² July School Rolls are total July rolls, excluding international fee paying students.

³ July School Rolls are total July rolls, excluding international fee paying students.

Current Student Distribution patterns⁴

Due to the isolated nature of the Akaroa cluster, few students travel in to or out of the cluster to attend school.

Of the 175 year 1-8 July 2012 student address records within the Akaroa cluster, 70 students (40%) resided within 1 km⁵ of a state provider of education at their year level⁶, and 136 (78%) reside within 5 km of an appropriate education provider.

Note: Students often do not attend the closest school.

Of the 92 year 9-15 July 2012 student address records within the Akaroa cluster, 12 students (13%) resided within 1 km of a state provider of education at their year level (Akaroa Area School), and 22 (24%) reside within 5 km of an appropriate education provider.

Analysis of July 2012 student address data shows around 99% (173) of the 175 year 1-8 students living in the Akaroa cluster catchment attended a state school. No students were enrolled at state integrated schools. One percent (2) were enrolled at private schools.

Schools with the highest number of enrolments of year 1-8 students living in the Akaroa cluster catchment

School	Authority	# students⁷	%⁸
Little River School	State	71	41%
Akaroa Area School	State	68	39%
Duvauchelle School	State	18	10%
Okains Bay School	State	10	6%
Tai Tapu School	State	5	3%
Medbury Preparatory School	Private	1	<1%
Rangi Ruru Girls' School	Private	1	<1%
Lincoln Primary School	State	1	<1%

Analysis of July 2012 student address data shows around 93% (86) of the 92 year 9-15 students living in the Akaroa cluster catchment attended a state school, no students were enrolled at state integrated schools and 7% (6) at private schools.

Schools with the highest number of enrolments of year 9-15 students living in the Akaroa cluster catchment

School	Authority	# students⁹	%¹⁰
Akaroa Area School	State	41	44.6%
Lincoln High School	State	35	37.6%
Unlimited Paenga Tawhiti	State	4	4.3%

⁴ Analysis includes all crown 'funded' students only, i.e. regular, regular adult, returning adult & extramural. It reflects the student's home address – which bears no relationship to the school they were enrolled at. Not all student records were address matched.

⁵ Distances are "as the crow flies", in a radius around the school.

⁶ Taking into account the current contributing (Year 1-6) status of Duvauchelle School.

⁷ Number of all year 1-8 students in the cluster that attend a given school

⁸ Percentage of all year 1-8 students in the cluster that attend a given school

⁹ Number of all year 9-15 students in the cluster that attend a given school

¹⁰ Percentage of all year 9-15 students in the cluster that attend a given school

School	Authority	# students ⁹	% ¹⁰
Christchurch Girls' High School	State	3	3.2%
Christ's College	Private: Fully Reg.	3	3.2%
Hagley Community College	State	2	2.2%
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Linwood College	State	1	1.1%
St Margaret's College	Private: Fully Reg.	1	1.1%

Secondary students are more likely to attend a private school than their primary age counterparts.

Population change¹¹

At March 2010, 160 year 1-8 student records¹² and 91 year 9-15 student records were matched to addresses within the Akaroa cluster.

At March 2012, 177 year 1-8 student records and 98 year 9-15 student records were matched to addresses within the Akaroa cluster.

While this may suggest the local school age population has increased slightly, this change is not considered significant.

There are no areas of CERA 'Red Zone' land within the cluster and no proposed Greenfield residential developments.

On this basis the scale of household change in the schools catchment is expected to have little impact on future demand for schooling provision in the Akaroa cluster.

The Ministry will continue to work with agencies such as the Christchurch City Council and CERA on projected population change.

What would closure mean for the school and its community?

Of the 175 year 1-8 July 2012 student address records within the Akaroa cluster, 70 (40%) resided within 1 km¹³ of a state provider of education at their year level¹⁴, and 136 (78%) reside within 5 km of an appropriate education provider.

Note: Students often do not attend the closest school.

Of the 92 year 9-15 July 2012 student address records within the Akaroa cluster, 12 (13%) resided within 1 km of a state provider of education at their year level (Akaroa Area School), and 22 (24%) reside within 5 km of an appropriate education provider.

Under the proposed changes, including the closure of Le Bons Bay School, and the retention of Okains Bay and Duvauchelle Schools as hubs of Akaroa Area School;

¹¹ March data has been used for the comparison across the period 2010 to 2012, as no relevant historical July student address data exists.

¹² Student address records are geocoded (address matched) records from the respective school roll returns. Not all records were address matched.

¹³ Distances are "as the crow flies", in a radius around the school.

¹⁴ Taking into account the current contributing (Year 1-6) status of Duvauchelle School.

Of the 175 year 1-8 July 2012 student address records within the Akaroa cluster, 67 (38%) will reside within 1 km of a state provider of education at their year level, and 140 (80%) will reside within 5 km of an appropriate education provider.

Closing Okains Bay School would enable funding to be invested in the nearby schools where the majority of the learners would most likely go, and into the network generally to provide modern learning environments for a larger number of students.

Safe and inspiring learning environments are key to meeting the New Zealand Property vision for greater Christchurch schools, which means:

- Ensuring any health and safety and infrastructural issues are addressed
- Taking into account whole of life cost considerations, to allow cost over the life of the asset, rather than initial capital cost to drive repair or replacement decisions
- Enabling all entitlement teaching spaces to be upgraded to meet the 'Sheerin' Core modern learning environment standard – which has a strong focus on heating lighting, acoustics, ventilation and ICT infrastructure upgrades.

This will include the provision of appropriate shared facilities across schools within a cluster that can be used by both schools and the community and other agencies as appropriate.

The Ministry will ensure appropriate provision for learners within this cluster to support any changes that may result from consultation.

The Ministry will provide information around enrolment options to families and provide required support.

The provisions of the respective employment agreements will apply for staff.

How would the closure of my school fit into the overall plan for my learning community cluster?

Renewal focuses on the cluster of provision within an education community and the collective impact of people movement and land and building damage across the entire provision within the cluster.

The future of your learners should continue to feature in the wider cluster discussion.

In the first instance this is because the cluster may have thoughts it wishes to contribute during consultation around alternative options that will meet the overarching needs of this cluster to not only revitalise infrastructure but also enhance educational outcomes across this education community.

The cluster will also need to consider how learners might be accommodated in the future should a decision be made to close the school. The cluster would want to consider how enhanced provision that might be required to support moving student populations might look.

Facts and Figures

School Rolls are confirmed total 1 July rolls, excluding international fee paying students.

Student Distribution data is drawn primarily from the address matched July 2012 school roll return dataset (excluding international fee paying students). Where March 2010 and March 2012 student address data has been used, the use of these datasets is indicated.

Individual student records have been cleaned of all sensitive data and address matched (geocoded) to street addresses. Not all student records were address matched, as some records were not able to be geocoded, and student records identified with a privacy risk indicator have been excluded from the data. Across all schools in greater Christchurch, approximately 95% of records were address matched.

Where a school has an enrolment scheme, this is legally defined in a written description and is available from the relevant school. School enrolment scheme “home zones” or “school zones” are legally defined in the written description, and the display of any enrolment zone in a map is only a visual representation of the written description. School enrolment schemes, enrolment zones, and associated maps are reviewed periodically

Land and infrastructure information has been drawn from a variety of sources as outlined above.

Utilisation: The amount of student space being used (peak roll) as a percentage of the total student spaces available. Total student space has been based on the number of classrooms as at February 2012.

Peak rolls used: Primary – the October 2011 roll

Secondary and Intermediate – the March 2012 roll return

Relevant reports and documentation will be provided.

Contact us

Email us shapingeducation@minedu.govt.nz

Appendix Three

Education Provision at Alternative Schools

Akaroa Area School

The Education Review Office (ERO) last reviewed Akaroa Area School in May 2010. In its report, ERO stated that:

Students learn in a respectful and caring environment. The board, staff and students have developed a strong school culture that reflects their motto of kotahitanga - unity. Decisions are made collaboratively at all levels of the school. Senior students are caring and supportive of the younger students. Teachers have consistent expectations that all students will learn.

The board of trustees has demonstrated that it is governing the school in the interest of the students and the Crown. The board, together with the principal and school leaders, continues to focus on improving student learning: engagement, progress and achievement. ERO is likely to carry out the next review within three years.

NCEA results for 2011 show that, on participation based figures, 16 learners (100%) achieved level one NCEA, eight learners (100%) achieved level 2, and one learner (33%) achieved level 3.

Little River School

ERO last reviewed Little River School in May 2012. In its report, ERO stated that:

Students are well engaged in their learning. The school reports that most students are progressing and achieving very well against the National Standards, especially in mathematics. Teachers make effective use of analysed student achievement information to identify students who are not achieving at National Standards, set targets to improve their achievement, and plan programmes to encourage improvements. Higher achieving students are given opportunities to extend their learning through competitions, research activities and are taught in groups with students of similar interests and achievement levels.

Māori students are highly engaged in their learning and achieve well academically. They have many opportunities to be actively involved in a wide range of activities across the curriculum, including the arts, sports, leadership roles and a buddy system for older students to support younger students. These activities give opportunities for students to succeed as Māori in pursuing the school's vision to Stand Tall.

Property Information

1. Indicative Ten Year Property Costs information - The figures may vary from amounts previously presented and may be subject to change as further infrastructure related costing information is obtained through detailed engineering evaluations.
2. For condition assessment – a physical site inspection was undertaken of every building to evaluate the anticipated maintenance requirements at each school for the next 10 years.
3. For assessing earthquake damage – the recording and quantifying of earthquake damage and indicative repair costs from all events was undertaken. These reports were reviewed by professional loss adjustors and are being used to support the Ministry’s insurance claim.
4. For assessing structural strengthening – Information gathered via a national desktop study and during site visits by project managers and engineers has informed indicative assessments around strengthening which have been, or are being confirmed through the detailed engineering evaluation (DEE) process. All follow up site specific invasive investigations are being carried out by qualified engineers who interpret the findings and recommend further testing as appropriate.
5. For assessing weather tightness – cost estimates were developed as part of a national survey of all school buildings. Further detailed assessments were carried out on buildings identified through this exercise.
6. These indicative cost estimates are based upon information, data and research carried out by external parties. They are dependent on the information and assumptions included. While these results may vary as further information and/or assumptions are modified, these preliminary estimates will continue to provide the initial basis for costs of these projects.