

Education Report: Consideration of Closure of Greenpark School (3358)

Executive Summary

1. This paper seeks your decision on the proposed closure of Greenpark School under section 154 of the Education Act 1989.
2. On 13 September 2012 you announced the proposed closure of Greenpark School, to take effect at the beginning of 2015, as part of a number of proposals for changes to schooling provision in greater Christchurch. On 28 September 2012 you initiated formal consultation on the proposal.
3. The roll of Greenpark School was 31 as at July 2012. The proposal to close Greenpark School was based on its historically low roll. If Greenpark School was to close, investment would be made in neighbouring schools to better cater for future growth in the Lincoln area.
4. The Board of Trustees of Greenpark School, with the assistance of a facilitator, has undertaken consultation with its community about the proposal.
5. The Ministry of Education has received a submission from the Board. The Board disagrees with the proposed closure of Greenpark School and proposes that the school remains open as New Zealand's first agricultural primary school.
6. The submission includes survey results indicating that the community opposes closure, and is supportive of its proposed new vision for the school. The Board's submission also includes letters of encouragement from six organisations and two community members in support of its proposal.
7. While the Ministry acknowledges the proposal put forward by the Board and the community's support for the school remaining open, its view is that the option of an agricultural primary school could be accommodated at another school within the cluster in the future, if this is the wish of the community. The Ministry therefore recommends that you continue with the closure of Greenpark School and that the date of closure should be 27 January 2014 rather than the end of 2014 as originally proposed.
8. If, after considering the information in this report, you agree to close Greenpark School, a letter will be developed to the Board of Trustees giving it 28 days to provide you with any additional reasons why the school should not close.

Recommended Actions

We recommend that you:


a. **note** the information provided about the responses to the consultation by the Board of Trustees of Greenpark School with its school community about the proposed closure of Greenpark School;

b. **note** that the Board disagrees with the proposal to close the school;

c. **agree** that Greenpark School should be closed under section 154 of the Education Act 1989;


AGREE / DISAGREE

d. **agree** that if Greenpark School closes, the date for the closure will be 27 January 2014;


AGREE / DISAGREE

e. **note** that a letter will be developed to the Board of Trustees of Greenpark School for your signature once your decision is known. If your decision is to close Greenpark School, this letter will give the Board details of the 28 day consultation process;

f. **note** that letters to the local Members of Parliament will be developed once your decision is known;

g. **note** that if you decide not to close Greenpark School, the Ministry will develop letters for your signature; and

h. **agree** that a copy of this report be released to the Board of Trustees of Greenpark School.


AGREE / DISAGREE


Katrina Casey
Deputy Secretary
Regional Operations

Encls



Hon Hekia Parata
Minister of Education

23/1/13

Education Report: Consideration of Closure of Greenpark School (3358)

Purpose

1. This paper seeks your decision on the proposed closure of Greenpark School under section 154 of the Education Act 1989 (the Act).

Background

2. Greenpark School is a decile 7, Year 1-8 full primary school in the Lincoln Learning Community Cluster, in the Selwyn electorate. A map of the area is attached as Appendix One. The July 2012 roll of the school was 31, and was comprised of 5 Māori and 26 New Zealand European learners.
3. On 13 September 2012 you announced a number of proposals for changes to schooling provision in greater Christchurch. This announcement included the proposal to close Greenpark School.
4. On 28 September 2012 you wrote to the Board of Trustees of Greenpark School and initiated consultation on the possible closure of Greenpark School. That consultation period ended on 7 December 2012.
5. The proposed date of closure of Greenpark School was the end of 2014.

Reasons for Considering Closure

6. Greenpark School has historically had a low roll, having had less than 50 learners enrolled since 1999. It is operating well below its capacity.
7. A number of learners residing in the catchment of Greenpark School already attend neighbouring schools such as Tai Tapu School and Springston School.
8. The buildings at the school were not significantly damaged during the earthquakes, but do require investment to bring them to modern learning environment standards and to earthquake strengthen. As of yet there have not been assessments made of them in relation to weather tightness. The cost of earthquake damage remediation is approximately \$0.2 million.
9. If Greenpark School was closed, operational and property funding would be invested in nearby schools where the majority of learners are likely to go.
10. Greenpark School borders the township of Lincoln which is growing with several large scale greenfield residential developments proposed. There are 1,000 additional households projected in this area by 2021 based on the *Greater Christchurch Household Scenarios 2011-2041*.

11. Growth will be accommodated in Lincoln township. In anticipation of growth at Lincoln Primary School the enrolment scheme has been reduced to the edge of the township's urban limit and two-storey classroom blocks have been provided to allow for roll growth and make best use of the school site.
12. At this stage, it is unclear whether an additional primary school will be required in Lincoln to accommodate long term demand.

Learning Community Cluster Proposal

13. The proposal for the Lincoln Learning Community Cluster of schools is as follows:

School	Type	Proposal
Greenpark School	Yr 1-8	Close school
Ladbrooks School	Yr 1-8	Repair and retain
Lincoln School	Yr 1-8	Repair and retain
Springston School	Yr 1-8	Repair and retain

14. The Rationale for Change document for Greenpark School is attached as Appendix Two.

Consultation under Sections 154 and 157 of the Education Act 1989

15. 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.

Consultation with the Board of Greenpark School

16. On 13 September you called a meeting of all schools affected by the proposals around closure and mergers. You also wrote to the Boards of the schools on 28 September 2012, and you met with the Board of Greenpark School to discuss the proposal on 9 November 2012.
17. 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 a representative Board member and the Principal.
18. The Board appointed a facilitator to undertake consultation on its behalf. Its submission was presented to the Ministry by 7 December 2012 and you were provided with copies on 14 December.
19. In addition to the formal submission from the school's Board of Trustees, you also received one letter about Greenpark School from a member of the public.

20. The feedback from the Board of Trustees of Greenpark School is summarised as follows:
- a. The Board opposes the closure of Greenpark School.
 - b. Instead of closure, the Board recommends that Greenpark School becomes a pilot 'School of the Land' – New Zealand's first agricultural primary school. It would draw on its rural locality, and close proximity to resources at Lincoln University and to the ecologically and culturally important Lake Te Waihora.
 - c. The Board's view is that an agricultural career pathway should be a 'cradle to the job' journey, and that the school could become a hub for modern sustainable agriculture learning within the Lincoln cluster.
 - d. Partnering with Te Waihora related initiatives would enable learners to engage with their community and environment.
 - e. The Board proposes three structures to enable this to happen, with further development of an integrated agricultural / Lake focus as :
 - i. Option 1: Stand alone Primary School (status quo)
 - ii. Option 2: Satellite School of another school
 - iii. Option 3: Partner school (partially sponsored by stakeholder organisations).
21. The submission includes the results of the Board's consultation with the community. This includes survey results indicating support for the school and its proposed direction.
22. The submission also includes 'Key Stakeholder' letters of support from:
- a. the Greenpark Community Committee - which supports the school as a community hub
 - b. Ngāi Tahu - supporting the curriculum links with Te Waihora and the alignment with the values of Te Taumutu Rūnanga
 - c. Dairy New Zealand - supporting the initiative
 - d. Lincoln University - noting it intends a profound increase in its activity with schools
 - e. Waihora Ellesmere Trust – which is keen to work with the school to develop its proposal
 - f. the North Canterbury Rural Support Trust – supporting the 'School of the Land' proposal
 - g. two community members – one offering support for the school, and the other noting support and the responses to a letter sent to a number of Members of Parliament and newspapers.

23. The Board realises that it may not be successful in asking for the school to remain open, and has asked for consideration of three points. In summary, they are:
- a. To minimise the negative impact on learners from Greenpark School, the Board would like the recipient schools to be adequately resourced prior to the learners' arrival.
 - b. A decision to close would lead to rapid roll decline before the proposed date of implementation (end of 2014), leading to a reduction in staffing. The Board asks for staffing to be maintained at its current levels.
 - c. The Board would like to engage a Ministry-funded facilitator to lead it through the transition.
24. The Ministry can discuss these requests in further detail with the Board following your final decision. Support for an earlier closure date is outlined in the following section.

Consultation with the Boards of schools whose rolls might be affected

25. On your behalf, the Ministry undertook consultation with the Boards of Springston School, Tai Tapu School and Lincoln School. The Ministry received feedback from two Boards as follows:
- a. Springston School
Springston School Board of Trustees believe that if Greenpark School is to close, there would be a relatively small increase in its roll, which can be accommodated within its predicted capacity.
 - b. Lincoln Primary School
Lincoln Primary School Board of Trustees is positive about the Ministry's proposal to close Greenpark School, but is concerned at the need for time to employ additional staff and to have additional building capacity on site for the anticipated school roll increase.

Ministry Comment

The 'school of the land' proposal

26. The recommendation from the Board of Greenpark School is that the school remains open and develops a local curriculum which is responsive to its community and utilises local resources to provide a vibrant, responsive and relevant education.
27. While the Ministry acknowledges this view, it also expects that all schools will provide for 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.
28. The delivery of a high quality local curriculum is therefore not a sufficient reason on its own to retain Greenpark School. The Ministry's view is that a high quality education should be available at all schools, and that the 'School of the Land' proposal could be further developed by other schools in the Lincoln Learning Community Cluster if this is supported by the community.

The three structures proposed by the Greenpark School Board of Trustees

29. All three of the structures outlined by the Board for the proposed 'School of the Land' concept would have the same property implications, at an estimated cost of approximately \$0.29 million.

Option 1: Stand alone Primary School

30. The first proposal is for the school to remain open and is thus the status quo. The Ministry does not support this for the reasons outlined in this report, which are primarily based on the roll at the school, and how the Ministry considers future growth is best met in the wider Lincoln area.

Option 2: Satellite School of another school

31. The second proposal (becoming a satellite site) would have significant cost implications for a host school. Current policy for schools with satellites (or second campuses) would not maintain the property, staffing or resourcing at the Greenpark School site at its present levels. The Ministry does not support this option.

Option 3: Partner School (partially sponsored by stakeholder organisations)

32. It is unclear whether this option is for the establishment of a Partnership School / Kura Hourua (previously known as a charter school), or for a more informal partnering arrangement between the school and another partner.
33. If it is for the Partnership School / Kura Hourua model, it is not likely to be supported as the school community does not include the priority learners which are targeted by the partnership schools concept as it currently exists.
34. If the partner school structure is less formal, and involves forming a closer relationship with a range of community partners, then it is a reiteration of the first proposal, and again would not be supported.

Proposed closure date of Greenpark School

35. Your original proposal was for Greenpark School to close at the end of 2014. The Board has expressed concern at the impact that the announcement of a decision would have on its roll for 2014.
36. The Ministry recommends that if you agree to closure, that the closure date be brought forward to 27 January 2014. The earlier closing date prevents slow roll decline and the possibility that staff may choose to move to other schools over this period. It would also allow time for one temporary classroom to be located at Tai Tapu School to accommodate learners from Greenpark School.

Alternative Schooling Options and Quality of Education Provision

37. The Education Review Office (ERO) last reviewed Greenpark School in February 2012. In that report, ERO stated that:

ERO observed students actively engaged in their learning. Overall students achieve well.

The school's achievement reports in 2010 show that student achievement is highest in reading, where the greatest numbers of students achieve at or above the National Standards. Almost all younger students make good progress in reading during their first two years at the school.

Students also achieve well in mathematics. Achievement in written language is lower. This is the area where the spread of achievement amongst students is greatest.

Most students made good progress towards reaching the annual achievement targets set in 2010 for writing, mathematics and reading.

Students show a positive attitude to learning and actively support their peers with their learning. Students spoken to by ERO said they enjoyed coming to school.

The principal and teachers make good use of achievement information to set useful annual improvement targets, modify class programmes and focus additional support for students.

38. If Greenpark School was to be closed, education provision would be available at Tai Tapu School, Ladbrooks School, Lincoln School, or Springston School. A summary of education provision at these schools is attached as Appendix Three. These summaries show that learners from Greenpark School can be expected to receive high quality provision at their receiving school.
39. If Greenpark School was to be closed, a recalculation of enrolment zones would be undertaken in the Lincoln Community Cluster schools to enable Greenpark learners to enrol at a local school. It is likely that any recalculation would restrict enrolments at Lincoln Primary School to the Lincoln township in order to accommodate predicted growth. It is anticipated that most Greenpark learners will enrol at the closest school, which is Tai Tapu School.

Priority Learners

40. Greenpark School's July 2012 roll of 31 learners included 16.1% who identify as Māori. There were no Pasifika learners on the roll.
41. In its most recent review of Greenpark School ERO reported that:
The school has few Māori students. Teachers are responsive to their strengths and needs. Aspects of Māori language and culture are integrated into the school's curriculum. The principal has established good links with members of the local Māori community and they provide her with helpful advice and support.
The next step for the board and principal is to clarify what counts as success for Māori as Māori in this school.
42. There is no Māori medium provision at the school.

Ongoing Resourcing Scheme (ORS)

43. As at 1 July 2012, Greenpark School had no learners accessing Ongoing Resourcing Scheme (ORS) funding.

Staffing

44. Greenpark School had a July 2012 staffing entitlement of 2.5 Full Time Teacher Equivalent (FTTE).

Financial Implications

45. If Greenpark School closes it would generate Education Development Initiative (EDI) funding and Joint Schools Initiative Funding (JSIF), in line with the EDI policy.
46. These funds are used for plans that support student achievement, psycho-social needs, transition and change management within and across schools and Learning Community Clusters.
47. EDI and JSIF funding is only available if the proposed closure of Greenpark School takes place.
48. If your decision is that Greenpark School should close, or you decide to proceed with further options for consultation on the future of the school, estimates of the costs / savings to the Crown in operational funding will be prepared for your information.

Property Implications

Background Rationale

49. The buildings on the Greenpark School site have suffered some degree of earthquake damage. This covers a wide spectrum from cracking to wall linings and ceilings, to re-levelling piles and bearers. Some buildings will require earthquake strengthening. Weather tightness assessments and condition assessments are yet to be undertaken at Greenpark School.
50. Surrounding land is predominately CERA technical category 2 (TC2). While geotechnical considerations are unlikely to be a significant factor at this site currently, preliminary assessments suggest further investigation will be required if future development is undertaken.
51. The indicative ten year cost to repair Greenpark School is \$0.2 million.

Proposal Analysis

52. The Greenpark School Board of Trustees submitted an alternative proposal for a 'School of the Land' in a stand-alone primary, a satellite, or a "partner" school. At present all of these options have the same property cost implications of approximately \$0.29 million.

Property Entitlement

53. The Ministry has used a number of data sources to provide an estimated cost per learner for your original proposal and any alternative proposals put forward by the Board. These sources are:
 - the latest indicative property cost information
 - current roll information (October 2012)
 - network analysis of the estimated additional required teaching spaces required.

54. An explanation of property information is contained in Appendix four.

Revised indicative property costs – Minister’s Proposal

Proposal	Cost	Details
Closure of Greenpark School	\$0.0 million	Closure of school. No repairs or remediation required, normal disposal costs could be applicable
Additional teaching space allowance at Tai Tapu School	\$0.23 million	1 additional teaching space, based on network analysis.
Total	\$0.23 million	
Re-distributed roll from Greenpark School - 34		10 October 2012 roll of Greenpark School to be distributed across nearby schools.
Cost per learner	\$6,765	

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

Alternative Proposal 1 - Greenpark School to remain open and operate as a ‘School of the Land’. (Costs are the same for Options 1, 2, or 3 as outlined)

Proposal	Cost	Property Requirement
Repairs to Greenpark School	\$0.23 million	These are the indicative costs to repair the school. Ten year maintenance and weather tightness costs are not included as they are yet to be assessed. We anticipate this figure will increase, but not significantly
Other costs	\$0.06 million	Estimated at \$60k for ten year maintenance costs
Total	\$0.29 million	
Current roll at Greenpark School - 34		10 October 2012 roll of Greenpark School.
Cost per learner	\$8,529	

Transport

55. Normal school transport assistance policy will apply to support learners who are eligible for it to attend their closest state school.

Risks

56. The key risk if Greenpark School closes is that the community will feel that its response has not been properly considered, and that you, or the Ministry, have followed a predetermined closure agenda.

57. To mitigate this risk, we recommend that you release this report to the Board of Greenpark School.

Conclusion

58. The Ministry's recommendation is that Greenpark School should close, as proposed in the information provided on 13 September, and the Rationale for Change.
59. The roll of the school has been historically low and the Ministry's view is that future potential growth in the wider Lincoln area is better accommodated through investment in other schools where learners are likely to enrol.
60. The Ministry does not support the proposal put forward by the Board of Greenpark School that the school should remain open and become a 'School of the Land' under one of three structures. If the community continues to support this type of education delivery, it could be implemented at another school within the cluster.
61. To address concerns raised by the Board in relation to roll decline, if you agree that Greenpark School should be closed, the Ministry recommends that the closure date be brought forward to 27 January 2014.

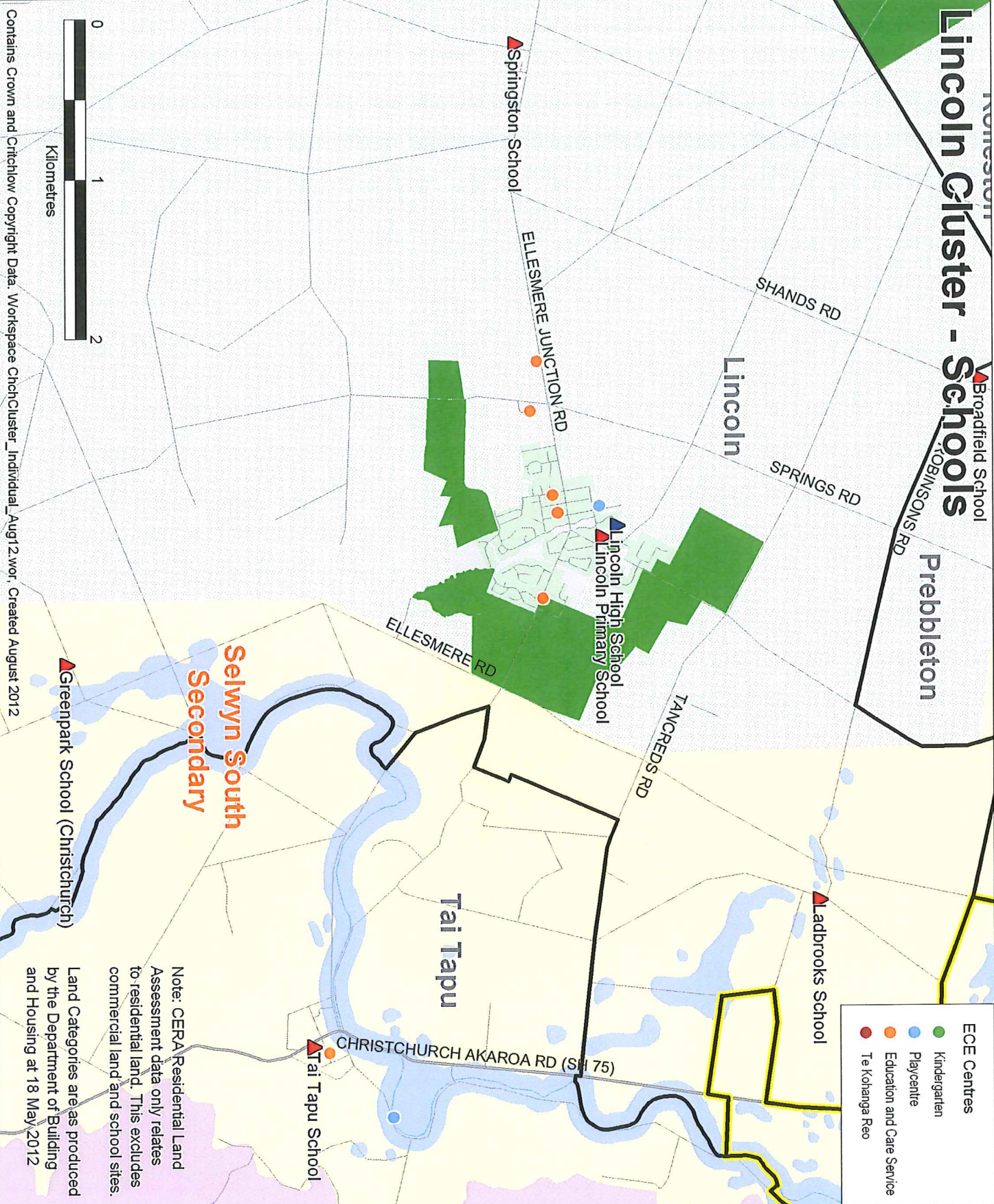
Next Steps

62. If after considering the information in this report you decide that Greenpark School should close, a letter to the Board of Trustees will be developed for your signature inviting it to provide to you, within 28 days of the date of the letter, with any further reasons why the school should remain open.
63. Letters to the local Members of Parliament will also be developed for your signature advising them of your decision.
64. If your decision is that Greenpark School should not close, or you wish to consider further options for its future, the Ministry will develop appropriate letters for your signature.
65. Once your decision has been made, the Ministry recommends that a copy of this report be released to the Greenpark School Board of Trustees.

Appendix One:

Map of the Lincoln Cluster

Lincoln 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

Appendix Two:

Rationale for Change Document

Greenpark 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 change to 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.

Greenpark School's roll is just 31 learners, and is operating at well below capacity. It is located in Selwyn in a rural area and has operated with a small roll for the last 20 years.

While the school was not significantly damaged by the earthquakes, it is 60 years old and will require significant investment to bring it to modern learning environment standard, on top of the cost for remediation work set out below. Based on the history of low rolls it will be hard to justify this investment.

Land

Surrounding land is predominately CERA technical category 2 (TC2).

While geotechnical considerations are unlikely to be a significant factor, preliminary assessments suggest further investigation will be required if further development is undertaken on this site.

Buildings

The buildings on the Greenpark School site have suffered some degree of earthquake damage. This covers a wide spectrum from cracking to wall linings and ceilings to re-leveling piles and bearers.

Some buildings will require earthquake strengthening. Detailed Engineering Evaluations (DEE's) are yet to commence, but are scheduled to be complete end 2013; these reports will confirm the exact scale of this work.

Weather tightness assessments are yet to be undertaken at Greenpark School.

Condition assessments have also yet to be undertaken.

Indicative Ten Year Property Costs

Indicative Ten Year Property Costs for Greenpark Primary School	\$0.2 million
<i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed.</i>	

The above costs are predominately earthquake damage remediation work.

Please note the above indicative costs do not include weather tightness and condition assessment remediation costs as this work has yet to be assessed.

¹ This figure includes international fee-paying students.

**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 design cost of these projects.*

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 all school buildings. Further detailed assessments were carried out on buildings identified through this exercise.

People

Greenpark School had a July 2012 roll of 31, which is around the same level as at July 2008 and July 2010.

Greenpark School has a small roll, which has grown recently in the wake of the earthquakes. It borders the growing township of Lincoln, and serves a small rural community in close proximity to Lincoln and other schools such as Springston, Lincoln and Tai Tapu.

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

School Name	Type	Authority	2008	2010	2012
Greenpark School (Christchurch)	Full Primary (Year 1-8)	State	34	27	31
Ladbrooks School	Full Primary (Year 1-8)	State	81	105	102
Lincoln Primary School	Full Primary (Year 1-8)	State	416	427	391
Springston School	Full Primary (Year 1-8)	State	174	165	213
Primary total			705	724	737
School Name	Type	Authority	2008	2010	2012

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

Lincoln High School	Secondary (Year 9-15)	State	1,401	1,487	1,452
Secondary total			1,401	1,487	1,452

Student Distribution patterns³

Analysis of July 2012 student address data shows around 94% of year 1-8 students living in the Lincoln cluster catchment attended a state school, 4% were enrolled at state integrated schools and the remaining 2% at private schools.

Schools with the highest number of year 1-8 students living within the Lincoln cluster catchment

School	Authority	# students⁴	%⁵
Lincoln Primary School	State	329	44%
Springston School	State	149	20%
Ladbrooks School	State	59	8%
Tai Tapu School	State	31	4%
Kirkwood Intermediate	State	29	4%
Broadfield School	State	21	3%
Halswell School	State	15	2%
Greenpark School (Christchurch)	State	15	2%
Oaklands School	State	8	1%
Aidanfield Christian School	State Integrated	8	1%

Population change⁶

There are several large scale greenfield residential developments proposed in the Lincoln cluster catchment that are projected to result in around 1000 additional households by 2021⁷. These developments are centred for the most part around Lincoln township.

By 2041 it is projected there will be capacity for a further 2000 households.

Note: The timing of growth is influenced by a number of factors such as economic and social determinants many of which remain uncertain following the earthquakes.

The Ministry will continue to work with agencies such as Selwyn District and CERA on projected population change.

³ 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.

⁴ Number of all year 1-8 students in the cluster that attend a given school

⁵ Percentage of all year 1-8 students in the cluster that attend a given school

⁶ March data has been used for the comparison across the period 2010 to 2012, as no relevant historical July student address data exists.

⁷ Source: Greater Christchurch Household Scenarios 2011-2041, Prepared for the UDS Partners, March 2012. Figures quoted are based on the 'BAU Quick Scenario' household projections and are compared to pre-earthquake 2011 household data.

What would proposed closure mean for the school and its community?

Approximately 23%⁸ (6) of Greenpark School students reside within a 1 km radius of Greenpark School.

If Greenpark School was to close none of the current students would reside with a 1 km radius of an alternative school.

A number of students living in the Greenpark School catchment already attend neighbouring schools such as Tai Tapu and Springston Schools.

If Greenpark School was to close, enrolment schemes of neighbouring schools would be adjusted to support any change to the network of schools.

Rolls of schools likely⁹ to receive enrolments of Greenpark students if the school were to close: Total July rolls 2008, 2010, 2012

School Name	Type	Authority	2008	2010	2012
Lincoln Primary School	Full Primary (Year 1-8)	State	416	427	391
Springston School	Full Primary (Year 1-8)	State	174	165	213
Tai Tapu School	Full Primary (Year 1-8)	State	242	295	271
Total			832	887	875

Closing Greenpark School would enable funding to be invested in the nearby schools where the majority of 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.

⁸ Student address records are geocoded records from the respective school roll return. Not all records were address matched i.e. able to be placed on the map. Overall an average of around 90-95% of addresses are address matched. Note for Greenpark School around 84% of addresses were address matched due to the number of rural addresses.

⁹ Based on where students currently live

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.

If a decision to close is made the school property will go into a disposal process.

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 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 that it wishes to contribute during consultation.

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.

How would the proposed closure of my school fit into the overall plan for the network as a whole?

Additional primary provision is likely to be required in Lincoln township in the future which would further impact on the viability of Greenpark School.

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

Tai Tapu School

The Education Review Office last reviewed Tai Tapu School in June 2012. In its report, ERO stated that:

The school reports that 90% of the students are at or above the National Standards for mathematics and reading, with 80% of students writing at or above the National Standards in writing. Māori students achieve as well as and in some cases better than their peers. Learning targets are set for identified priority groups of students. These students are effectively tracked and monitored.

Students who are achieving below or well above school expectations are well catered for in learning support and specialist programmes.

A wide range of effective teaching practices engage and motivate students to learn and improve. Teachers provide students with many choices and encourage them to be self-managing learners. Students told ERO that they enjoy learning and the many opportunities they have to contribute to the school's vision, values and learning programme. They learn in attractive, well-resourced classrooms.

Teachers make good use of the National Standards. They are developing new processes, including working with other schools, to better moderate and define Overall Teacher Judgements (OTJs). They have a comprehensive and planned assessment programme on which to base their judgements. Collaboration and sharing by teachers is a strength of the school. Parents are involved in sharing knowledge and skills in the learning programme.

Teachers and students use ICT well to support learning in and out of the classroom. Recent professional development has had a significant impact on teaching and learning programmes.

Student leadership opportunities are linked to the school's values. The board and school leaders respond to students' ideas. This contributes to a positive and inclusive school culture. Student leaders are good role models for younger students

Lincoln School

ERO last reviewed Lincoln School in November 2010. In its report, ERO stated that:

The board, principal and teachers have made good progress in developing a new school curriculum. This curriculum reflects the history and values of the school community. It has a focus on improving student learning outcomes in literacy and numeracy, and developing students' understanding of school values. Professional development programmes support teachers to improve the quality of teaching and implement curriculum changes.

Students learn in a safe and supportive environment that reflects clearly identified and widely understood school values. ERO observed positive and respectful relationships between students and with their teachers. Older students are encouraged to support younger students. Students from different cultural backgrounds are welcomed and fully included in the school.

Most students achieve above national expectations in literacy and numeracy. Māori students achieve and progress at similar rates to other students at the school. The principal and teachers gather and analyse student achievement information in a purposeful way that provides a clear picture of student achievement and progress at classroom level. The analysed achievement information is now being reported to the board. This development should allow the board and senior leaders to set more realistic and challenging school-wide student achievement targets and expectations.

Students experience good to high quality teaching in most classrooms. Senior leaders are aware of where teaching practice needs to improve and are addressing this.

Springston School

ERO last reviewed Springston School in September 2010. In its report, ERO stated that:

Students are taking increasing responsibility for their own learning. Senior students have significant opportunities to develop leadership skills and provide support for younger students. There are positive and respectful relationships among students, and between students and staff.

In 2009, reports to the board showed that most Years 4 to 8 students achieved at and above national expectations in reading and measurement. The school does not yet have sufficient information to show how well students in Years 1 to 3 are achieving and progressing. Senior leaders are addressing this in 2010. The board has set targets in 2010 for raising the achievement of students at risk of underachieving.

The board and principal have begun to make improvements to the school's curriculum and the quality of teaching programmes. Many of these initiatives are in the early stages of development.

The principal, senior leaders and ERO have identified that the priorities for continuing to make improvements to programmes and practices include:

- completing the development of the school's curriculum to identify high quality learning and teaching expectations;*
- extending the scope of achievement information to provide an accurate picture of how well students are progressing and achieving over time; and*
- providing students with more bicultural learning experiences to more clearly reflect a school in Aotearoa/New Zealand.*

The board is aware that it needs to review and update the school's charter. It also needs to resume its consultation with the parents of Māori students to find out what their expectations are for their children's learning as Māori.

Appendix Four:

Property Information

1. Cost per learner is the cost of each proposal or alternative proposal divided by the number of affected learners.
2. The calculation for an Additional Teaching Space is based on Network analysis.
3. The calculation for Teaching Space Allowance is based on the Ministry's standard allowance for a roll growth classroom, and additional allowance for site specific conditions and infrastructure.
4. Additional allowance for site specific conditions and infrastructure will be assessed on a site by site basis at the time of project planning. This figure has been used to provide consistent indicative cost estimates.

Primary School – Teaching Space Allowance:

Standard allowance	\$197,520
Additional allowance for site specific conditions	\$32,480
Total allowance	\$230,000

5. Increases to non teaching spaces will be assessed at each site, but no allowance has been made in any of the above figures.
6. Indicative Ten Year Property Costs information 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.
7. 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.
8. 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.
9. 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.