

Education Report: Consideration of Closure of Manning Intermediate School (3427)

Executive Summary

1. This report seeks your decision on the proposed closure of Manning Intermediate School under section 154 of the Education Act 1989.
2. On 13 September 2012, you announced the proposed closure of Manning Intermediate, effective from the beginning of 2015, as part of a number of changes to education provision in greater Christchurch. On 28 September 2012, you initiated formal consultation on the proposal.
3. The roll of Manning Intermediate was 154 as at July 2012. The original proposal to close Manning Intermediate is based on its low roll and the cost of repairing and strengthening buildings, estimated to be \$5.1 million. The proposal for the wider Halswell Learning Community Cluster of schools, of which Manning Intermediate is a part, is to close Manning Intermediate and recapitate three primary schools to accommodate Year 7 and 8 learners. Recapitation is also proposed for West Spreydon School, which is part of the neighbouring Cashmere Learning Community Cluster.
4. The Board of Trustees of Manning Intermediate, with the assistance of a facilitator, has undertaken consultation with its community about the proposal. The Board does not agree with the proposal to close the school, and instead proposes creating a "Centre of Learning, Achievement and Innovation" with Hillmorton High School. This is centred on retaining the Manning Intermediate site, in either a merger or shared governance arrangement.
5. The Ministry considers that the rationale to close Manning Intermediate remains, and the school should close. However, we consider that the Board submission highlights that further consultation could be undertaken about the provision of Year 7 and 8 in this community. Along with recapitation of primary provision, consultation could be undertaken about changing the class of Hillmorton High School to become a Year 7-13 secondary school. Consultation on both options will ensure future provision will best meet the needs of the learners in this community.
6. The Ministry considered the merger of Manning Intermediate and Hillmorton High School. This would, however, cause significant disruption for Hillmorton High School as in a merger all staff reapply for their jobs and the principal's position is advertised nationally. The Ministry believes that the same intent can be achieved through the closure of Manning Intermediate School and the possible change of class at Hillmorton High School to become a Year 7 - 13 school. The Ministry does not consider that a shared governance option would address either the issues of roll decline or property remediation costs that are the basis of the rationale, nor does the Ministry consider that shared governance would result in gains to learner achievement.

7. If after considering the information in this report you decide that Manning Intermediate School should be closed, and that Year 7-8 provision be provided through the recapitulation of four primary schools (alongside Year 1-8 provision that already exists at Oaklands and Halswell Schools):
- a letter to the Board of Trustees of Manning Intermediate School will be provided for your signature inviting it provide to you within 28 days of the date of your letter, with any further reasons why the school should remain open; and
 - letters to the Boards of Trustees of Hoon Hay School, Rowley Avenue School, Spreydon School, and West Spreydon School will be provided for your signature which will initiate formal consultation on the proposal to recapitate them to become Year 1-8.
8. If after considering the information in this report you agree that consultation should take place over the future provision of Year 7-8 schooling in the cluster including the change of class of Hillmorton High School:
- letters to the Boards of Trustees of the following schools will be provided to you, initiating that consultation:
 - Hillmorton High School
 - Hoon Hay School
 - Rowley Avenue School
 - Spreydon School
 - West Spreydon School
 - Manning Intermediate School
9. The consultation would be on the following two options:
- Option One
- Recapitulation of the following primary schools:
- Hoon Hay School
 - Rowley Avenue School
 - Spreydon School
 - West Spreydon School
- Or
- Option Two
- Change of class at Hillmorton High School to be a Year 7-13 secondary school.
10. If you choose this option, consideration of the decision to close Manning Intermediate School will be put on hold until decisions are made on the provision of Year 7-8 education. This is because the option to change the class of Hillmorton High School was not part of the original proposal. During the time of the new consultation, the Board of Manning Intermediate School would have the opportunity to comment and to provide any further information it considers relevant to your decision. If you subsequently decide that Manning Intermediate School should close, the Board would then receive a further 28 days in which to advise you of any reasons why the school should remain open.

11. Should you decide to recapitate the primary schools to accommodate Year 7-8 learners, it is proposed that Manning Intermediate would be closed on 27 January 2015. Only Year 8 learners would be enrolled in 2014. The two year timeframe for the closure of the intermediate is to prevent learners who have already left a primary school environment from having to transition twice within the space of two years. Should you decide to change the class of Hillmorton High School to a Year 7-13 school, it is proposed that Manning Intermediate should close on 27 January 2014.

Recommended Actions

We recommend that you:

- a. **note** the information provided about the responses to the consultation by the Board with its school community about the proposed closure of Manning Intermediate School;
- b. **note** that the Manning Intermediate Board does not agree with the proposal to close the school;
- c. **note** that the original proposal was to close Manning Intermediate School and to recapitate Hoon Hay School, Rowley Avenue School, Spreydon School and West Spreydon School to become Year 1-8 full primary schools;
- d. **note** that as a result of the communities feedback, the Ministry considers that an alternative option to recapitating the above primary schools, is that Hillmorton High School could change its class to become a Year 7-13 secondary school; and

Either

- e. **agree** that Manning Intermediate School should close under section 154 of the Education Act 1989;

AGREE / DISAGREE

- f. **agree** that you write to the Board of Manning Intermediate School, inviting it to provide to you within 28 days of the date of your letter, with any further reasons why the school should remain open;

AGREE / DISAGREE

- g. **agree** that formal consultation with the Boards of Trustees of Hoon Hay School, Rowley Avenue School, Spreydon School and West Spreydon School be undertaken on the recapitation of these schools;

AGREE / DISAGREE

- h. **agree** that this consultation takes place concurrently with the 28 day process by the Board of Manning Intermediate School; and

AGREE / DISAGREE

- i. **note** that if you agree to this option, the Ministry will provide letters for your signature to the Board advising it of the 28 day process, and letters for the Boards of the four primary schools initiating formal consultation on recapitation.

Or

- j. **agree** to a second round of consultation taking place with the Halswell Learning Community Cluster about the future provision of Year 7 and 8 education. The consultation will be on the following two options:

Option One

Recapitation of the following primary schools:

- Hoon Hay School
- Rowley Avenue School
- Spreydon School
- West Spreydon School.

OR

Option Two

Change of class at Hillmorton High School to become a Year 7-13 secondary school.

AGREE /DISAGREE

- k. **note** that this will be a six week consultation period which will begin on the 18 February 2013 and will end on 5 April 2013; *28 March*
- l. **note** that once this consultation has been completed, the Ministry will provide you with a report on the results of that consultation including the communities preferences for Year 7-8 education provision;
- m. **note** that the Board of Manning Intermediate School would be invited to make any further comment during the additional consultation prior to your consideration of the proposal to close. The Board would have until 5 April 2013; *28 March*
- n. **note** that once you have received the results of this consultation, you will be asked to make a decision on whether or not Manning Intermediate School should be closed. If you agree that the school should close, the Board will have a further 28 days in which to provide you with any further reasons why the school should remain open; and
- o. **note** that if you agree to this option, the Ministry will provide you with letters to the Boards of the relevant schools, including the Board of Manning Intermediate School, advising them of your decision and initiating the consultation process.

And

- p. **note** that once your decision is known, the Ministry will prepare the appropriate letters for your signature to the Boards of Trustees concerned, and to local Members of Parliament advising them of your decision; and
- q. **agree** that once your decision is known a copy of this report be released to the Board of Trustees of Manning Intermediate School.

AGREE / DISAGREE

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Katrina Casey
Deputy Secretary
Regional Operations

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Hon Hekia Parata
Minister of Education

1/2/13

Education Report: Consideration of Closure of Manning Intermediate School (3427)

Purpose

1. This report seeks a decision on the proposed closure of Manning Intermediate School under section 154 of the Education Act 1989 (the Act).
2. You are also asked to make a decision on whether:
 - Manning Intermediate School should be closed, and formal consultation is initiated with the Boards of four primary schools proposed to be recapitated; or
 - A second round of consultation is undertaken with the Halswell Learning Community Cluster on two options for the provision of Year 7-8 education: the recapitation of four primary schools or the change of class at Hillmorton High School before you make your initial decision on the proposal to close Manning Intermediate School.
3. If you decide that a second round of consultation is undertaken with the Halswell Learning Community Cluster on Year 7-8 provision, you will not be in a position to make a decision on whether Manning Intermediate School should be closed until you have considered the results of the consultation.

Background

4. Manning Intermediate School is a decile 4, Year 7-8 intermediate school in the Halswell Learning Community Cluster, in the Wigram electorate. A map of the area is attached as Appendix One. The July 2012 roll of the school was 154 which included 38 Māori learners, 14 Pasifika learners, 78 New Zealand European learners, 16 Asian learners and seven learners of other ethnicities. The roll included one international student.
5. 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 Manning Intermediate School.
6. On 28 September 2012 you wrote to the Board of Trustees of Manning Intermediate School and initiated consultation on the possible closure of the school. That consultation period ended on 7 December 2012.
7. The proposal for the Halswell Learning Community Cluster also involved the recapitation of four primary schools to provide for Year 7-8 education. However, no formal consultation was undertaken on recapitating these schools.

Reasons for Considering Closure

8. Manning Intermediate School has earthquake damage and a number of the school buildings will require earthquake strengthening and remediation, at an overall estimated cost of \$5.1 million.

9. Preliminary assessments of the land surrounding the school suggest geotechnical considerations are likely to be a factor when undertaking development at this site.
10. Manning Intermediate School has a low roll for an intermediate school. The roll has been declining over the last ten years as follows:

2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
298	285	284	267	252	240	201	187	179	154

11. The cost of remediation, the under utilisation of the school's property, and the proposal to provide Year 7-8 provision elsewhere within the Learning Community Cluster, are the basis for the proposal to close Manning Intermediate School.

Learning Community Cluster Proposal

12. The original proposal for the Halswell Learning Community Cluster was to close Manning Intermediate School, and to recapitate three of the neighbouring primary schools to become Year 1-8 full primary schools.
13. West Spreydon School, which is in close proximity to Manning Intermediate School, is also proposed to be recapitated to a Year 1-8 school. West Spreydon is part of the Cashmere Learning Community Cluster.
14. Year 1-8 provision already exists in the Halswell Learning Community Cluster at Oaklands and Halswell Schools. There are significant numbers of learners who attend these primary schools for Year 7-8.
15. The proposal that was announced for the Halswell Learning Community Cluster is as follows:

School	Type	Proposal
Halswell School	Yr 1-8	Repair and continue
Hoon Hay School	Yr 1-6	Repair and recapitate to Yr 1-8
Manning Intermediate School	Yr 7-8	Close
Oaklands School	Yr 1-8	Repair and continue
Rowley Avenue School	Yr 1-6	Repair and recapitate to Yr 1-8
Spreydon School	Yr 1-6	Repair and recapitate to Yr 1-8

16. The Rationale for Change document for Manning Intermediate School is attached as Appendix Two.

Consultation under Sections 154 and 157 of the Education Act 1989

17. 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 Manning Intermediate School

18. On 13 September 2012 you called a meeting at the Lincoln Event Centre of all schools in greater Christchurch and those affected by the proposals around closure and merger. The Ministry delivered letters initiating consultation on 28 September 2012 and you attended a meeting with the school to discuss the proposal on 7 November 2012.
19. The Ministry also held three information workshops on the consultation process for Board Chairs and the facilitator the school engaged to undertake the consultation. It was made clear to the Board at these meetings that no decision about closure had been predetermined.
20. The Board appointed a facilitator to assist with consultation. The Board's submission was received by 7 December 2012, and you were provided with the full submission on 14 December 2012.
21. In addition to the formal submission from the Board, you also received two letters from members of the public, and one Official Information Act request, about the proposal to close Manning Intermediate School.
22. The Board of Manning Intermediate School opposes the closure of the School. The Board considers that the closure of Manning Intermediate and recapitulation of Hoon Hay School, Rowley Avenue School, Spreydon School and West Spreydon School is "false economy based on incomplete data" and, in conjunction with the proposed closure of Branston Intermediate School, will remove opportunities for learners on the west side of Christchurch to access specialist middle school education.
23. The Board instead proposes that a collaborative "Centre of Learning, Achievement and Innovation" on the Hillmorton High School and Manning Intermediate School sites would more effectively "utilise and share specialist teachers, subjects and age appropriate support and guidance."
24. As part of consultation, the Board identified strong community support for access to bilingual education in the middle years of school. The school currently has a bilingual tikanga class, and offers a "culturally diverse curriculum". The submission reports that the Manning Māori and Pasifika community, and the wider Pasifika Community of West Christchurch, preferred a merge with Hillmorton High School rather than sending middle school learners back to recapitated primary schools. This was seen as particularly disadvantageous to Māori and Pasifika learners.
25. The Board noted that the decapitation of Halswell School and Oaklands School may also support this alternative proposal.

Consultation with the Boards of schools whose rolls might be affected

26. On your behalf, the Ministry undertook consultation with the Boards of Hoon Hay School, Oaklands School, Rowley Avenue School, Somerfield School, Spreydon School, West Spreydon School and Te Kura Kaupapa Māori o Te Whānau Tahī.

27. The Hoon Hay School Board of Trustees had no specific comments to make about the proposed closure of Manning Intermediate. It was noted that historically only 25% of its Year 6 learners go on to attend Manning Intermediate School, with a significant portion currently going on to Christchurch South Intermediate School. The Board understood that a decision to recapitate Hoon Hay School would not be made as part of the Manning Intermediate proposed closure decision. However, it did comment that the earthquakes, a growing roll, and a limited site were creating challenges for the Board, and recapitation would add additional challenges and risks, which could impact on the quality of education provision at the school.
28. The Oaklands School Board of Trustees supported the proposed closure of Manning Intermediate. The Board's letter outlined the benefits of being a full primary school, and noted that the community would wish to retain this local option for its Year 7 and 8 learners.
29. The Somerville School Board of Trustees considered that the school was unlikely to be impacted if Manning Intermediate School was to close, as most of its Year 6 learners go on to Christchurch South Intermediate School.
30. The Spreydon School Board of Trustees stated that it understood the rationale for closing Manning Intermediate School, and believed recapitation of Spreydon School is the best future-based alternative.
31. No official response was received from West Spreydon School, Rowley Avenue School or Te Kura Kaupapa Māori o Te Whānau Tahī.
32. Although it was not directly consulted with about the proposal to close Manning Intermediate School, the Board of Christchurch South Intermediate School has written a submission that comments generally on proposals in Christchurch. The Board expresses concern at the proposed recapitation of primary schools within its catchment, of which the Year 6 learners have traditionally fed into Christchurch South Intermediate School. This includes West Spreydon School and Hoon Hay School. The submission also comments on the number of intermediate schools proposed to close, and the perceived Ministry "antipathy to intermediate schooling."
33. A report from the Canterbury Branch of New Zealand Association of Intermediate and Middle Schools (CAIMS), titled "Education Renewal Proposals for Christchurch" was also included as an appendix to the Manning Intermediate submission. This report generally outlines concern for the process of renewal, the projected change to the number of intermediate schools in the city and the consequential negative impact on middle schooling education. The report outlines the pedagogical rationale of intermediate or middle schooling, and makes recommendations for the retention of this type of education across the city.

Ministry Comment

Data provided

34. The Manning Intermediate School Board of Trustees highlighted concerns with the data provided around the proposal. This was expressed in general and specific terms.

35. There was a general concern that the centralised and rationalised quantitative data approach did not provide an accurate or comprehensive understanding of this school's particular circumstances. Instead the Board felt that this submission should be the starting point for continued dialogue and kotahitanga. The Ministry disagrees with this concern and has discussed the methodology behind formulating the proposals with the Board during the consultation process.
36. There were specific concerns about the calculation of school capacity and property estimates. The Board has asserted that the capacity calculation of the school was incorrectly calculated, and has suggested that its utilisation is 60-80%, based on the current roll. Capacity calculations are based on the number of teaching spaces funded at the school, the roll by year level, and the size of the site. The number of learners receiving On-going Resourcing Scheme (ORS) funding, and the number of external learners accessing technology at the school are also factors in determining school capacity. Specialist technology spaces are not excluded from this calculation, and are included in the teaching space count. Using the October 2012 roll of 153, Manning Intermediate's utilisation capacity was 49%, based on 16 teaching spaces and an overall capacity of 311 learners.
37. The accuracy of the property data has been challenged throughout the consultation process. The Ministry initially did have two errors in the data produced, in relation to the number of buildings at the school. This resulted in the cost for structural strengthening being inflated. This error has been rectified and the Board acknowledged receipt of the updated and accurate data. The errors were not material to the basis for the original proposal.
38. The indicative ten year cost to repair and maintain Manning Intermediate School is \$5.1 million. The Board acknowledges that it cannot accurately forecast the cost, but is confident the actual cost will be significantly less than this because the Ministry will not "rebuild to the same size". The Ministry is confident that the forecasted costs are accurate.

Milns Road site

39. The Board's submission also suggests that the Milns Road site, purchased by the Ministry for future education provision, is no longer appropriate. The Ministry continues to monitor proposed residential growth, and significant numbers of additional households are still projected for the Oaklands School and Rowley Avenue School catchments. The Milns Road site is on the edge of planned residential development, south of Rowley Avenue School and east of Oaklands School thus the Ministry considers that the site remains appropriate.

Year 7 and 8 provision

40. The Board and its community have carefully considered where the most appropriate place for Year 7 and 8 learners should be. While an alternative proposal has been put forward for a "Centre of Learning, Achievement and Innovation" on the Hillmorton High School and Manning Intermediate School sites, it is not clear from the submission how this would be structured under the Education Act 1989, as there are references to the proposal being a merger or shared governance.

41. The submission gives weight to the view that intermediate or middle schools are more appropriate for emergent adolescents and any renewal proposals by the Ministry should have access to this specialist form of education. However, a review of literature around teaching and learning in middle schooling commissioned by the Ministry and published in 2009¹, found that overall, research around middle schooling has been inconclusive:

From their review of the literature, Dinham and Rowe consider that 'what matters most' is: 'Certainly not student compositional characteristics such as 'learning difficulties', 'educational disadvantage', 'disruptive student behaviours', nor school 'structural arrangements' ... but 'quality teaching' and 'learning provision', supported by 'teaching standards' and ongoing teacher professional learning.

The reviewers reiterated that while many intended functions and features of middle schooling can be identified, 'many of which have prima facie appeal and have been confirmed as efficacious through general research into effective schooling and quality teaching', there is 'a persistent question arising from the literature' to do with 'the uniqueness and "special case" of the middle years.'

The reviewers conclude that 'the one area where the research evidence is unequivocal' is that of 'the critical importance of the quality of classroom teaching'.

Teacher quality, and teachers' professional learning supported by educational leadership are key to enhancing achievement for all students: 'Teachers can and do make a substantial difference — underscoring the fundamental importance of evidence-based teaching practices for the provision of quality teaching and learning standards.'

42. The Ministry agrees with the Manning proposal and considers that there are good educational reasons to further explore the concept of having a Year 7-13 school, rather than the proposed recapitulation of primary schools. Having a critical mass of Year 7 and 8 learners in one school would maximise the use of specialist resources, and will provide greater flexibility for wider curriculum delivery. It may also result in greater access to bilingual or immersion provision, and allow more opportunities to offer other Pasifika language options. The Manning Intermediate School Board's submission clearly articulates the community support behind this.
43. It is noted that there were some discussions with the Board of Hillmorton High School about the proposal, however the outcome of these discussions were not reported. The Board of Hillmorton High School was not specifically consulted with under section 157, as the Ministry's proposal related to Year 1-8 provision, and as a Year 9-13 school, the roll of Hillmorton High School was not likely to have been affected. Therefore no submission from that Board has been received.

¹ Ministry of Education, "Teaching and Learning in Middle Schools: A Review of the Literature" March 2009, <http://www.educationcounts.govt.nz/publications/schooling/33825/7>

Alternative proposals

44. Recent media articles on the proposal to close Manning Intermediate have reported that two alternative options were put forward to the Ministry. These were for a merger with Hillmorton High School, or a shared governance model, under which Manning Intermediate and Hillmorton High School would continue, but with one combined board. The Ministry view is that a shared governance model would not address the issues behind the rationale to close Manning Intermediate School. It was noted that material released under the Official Information Act 1982 showed that the Ministry had not previously considered these alternatives.
45. Since receiving the submission the Ministry has investigated these two options and considers that the educational benefits of either alternative may be effectively achieved through changing the class of Hillmorton High School, to a Year 7-13 option, under section 153(1A), of the Education Act 1989. This would avoid the more disruptive merger process, but ultimately achieve an equivalent schooling structure with the benefits Manning Intermediate has raised. As an example of the additional disruption of a merger, one consequence of a merger between Manning Intermediate and Hillmorton High School is that all staff at the secondary school would need to reapply for their positions and the principal's position for the merged Year 7-13 school would be advertised nationally. The Ministry does recognise that this would be one benefit to Manning Intermediate staff instead of closing the school.
46. The option of changing the class of Hillmorton High School is discussed further below in this report in the section "*Options for a Second Round of Consultation*".
47. The Ministry considers that the rationale for closing Manning Intermediate School remains, as the roll is low for an intermediate, the property is significantly under-utilised, and a number of buildings require earthquake strengthening and weather-tightness remediation, at an estimated indicative cost of \$5.1 million.
48. While the Ministry acknowledges the important role that Manning Intermediate School sees itself as having in providing for the educational and pastoral requirements of Year 7-8 learners, there is no evidence to show that these needs can only be met in an intermediate school environment rather than in other educational settings. If it is agreed that the school will close, the Ministry will work with the Halswell Learning Community Cluster to ensure that the individualised learning and pastoral needs of the school's learners are met at their receiving school.

Alternative Schooling Options and Quality of Education Provision

49. The Education Review Office (ERO) last reviewed Manning Intermediate School in June 2009. ERO assisted the Board to develop an action plan, following an earlier review in 2008. It notes progress in 2009 as:
The board, principal and teachers have responded positively to these recommendations and made changes to school organisation and programmes to improve outcomes for students.

Teachers have made good progress responding to improving the quality of teaching and learning, and raising student achievement. They have implemented strategies that have improved student behaviour and engagement. Teachers work collaboratively to plan, assess and evaluate programmes. Senior managers have consolidated professional development initiatives to extend teachers' expertise particularly in numeracy and inquiry learning.

The board has addressed all issues related to health and safety and board operations. Trustees have increased their knowledge and confidence in their governance roles. An exit survey of staff has been carried out but the information has not yet been collated and analysed to identify the reasons for the high level of staff turn over.

50. If Manning Intermediate School were to be closed, under the original proposal education provision for Year 7-8 learners was proposed to be available at Oaklands School and Halswell School. If you decide to recapitate three further primary schools (Rowley Avenue School, Spreydon School and Hoon Hay School) as part of the Halswell Learning Community Cluster of schools, and West Spreydon School (as part of the Cashmere Learning Community Cluster of schools), additional Year 7-8 provision will also be available at these four schools.
51. Appendix Three of this report contains a summary of education provision at all six of the above mentioned primary schools.

Priority Learners

52. The July 2012 roll of Manning Intermediate School was 154, which includes 38 (24.7%) Māori learners and 14 (9.1%) Pasifika learners. The school is providing Māori immersion education at Level 4a, to 24 learners.
53. The Ministry notes that there is existing immersion provision at Rowley Avenue School. This school is a Year 1-6 contributing primary, but retains Year 7 and 8 students in the bilingual classes. The school has a bilingual Māori class and a bilingual Samoan class, both catering for Years 4-8 learners.
54. In its most recent review of Manning Intermediate School, ERO reported that:

Consultation and whānau involvement. *In 2008, the board met with the school's Māori community. From this meeting the board identified targets and goals for Māori students. This included setting up a whānau advisory group of parents and the establishment of a whānau classroom. The board appointed a teacher with experience in bicultural classes. This teacher has developed a partnership with the advisory group and is developing a learning environment for Māori and Pacific students that values te reo and tikanga Māori.*

Focus on raising Māori and Pacific student achievement. *The board receives a good analysis of Māori and Pacific student achievement information particularly in aspects of literacy and mathematics. The whānau class provides Māori and Pacific students with opportunities to learn te reo and tikanga Māori in a preferred manner. Students are provided with a range of leadership opportunities, such as kapa haka and the Pacific dance group. Teachers focus on values that support students in their learning environment.*

Ongoing Resourcing Scheme (ORS)

55. As at 1 July 2012, Manning Intermediate School had no learners accessing Ongoing Resourcing Scheme (ORS) funding.

Staffing

56. Manning Intermediate School had a July 2012 staffing entitlement of 9.9 Full Time Teacher Equivalent (FTTE). This included 1.66 FTTE for 1:120 technology staffing. The 1.66 FTTE was made up from the 153 Manning Intermediate learners, 38 Aidanfield Christian School learners and 8 Halswell Residential College learners.

Financial Implications

57. If Manning Intermediate School closes it would generate Education Development Initiative (EDI) funding and Joint Schools Initiative Funding (JSIF), in line with the EDI policy.
58. 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. This funding is only generated if the merger is implemented.
59. If your decision is that Manning Intermediate School should close, or you decide to proceed with further options for consultation on the future of the school, estimates of the savings to the Crown in operational funding will be prepared for your information.

Options for Second Round of Consultation

60. Feedback from the consultation about the proposal to close Manning Intermediate School suggests that further consultation on the provision of education for Year 7 and 8 learners in this community could be considered.
61. The original proposal to close Manning Intermediate School included the proposal to recapitate four primary schools. Along with full primary provision at Halswell School and Oaklands School this would ensure sufficient provision for Year 7 and 8 learners would be available in the primary network.
62. It is now proposed that the scope of a further consultation could be widened to include the option of changing the class of Hillmorton High School, to make it a Year 7-13 secondary option. It would also allow further consultation over the provision of bilingual or immersion education, and how these needs could be met in either a full primary or Year 7-13 secondary option.
63. Consultation undertaken so far has focused on the proposed closure of Manning Intermediate School with a flow on effect on primary schools but no identified effect on Hillmorton High School.

64. If you agree to further consultation about changing the class of Hillmorton High School, and this change is approved, Year 7-8 provision would then be available in a secondary setting. Student achievement results have improved at Hillmorton High School, but overall learners still achieve at levels below their peers in similar other schools. If a change of class at the school is implemented, the Ministry will work with the Board to address issues concerning the quality of education delivery. This could include support from the Student Achievement Function, and the use of EDI funds which can be specifically targeted at raising student achievement. A summary of education provision at Hillmorton High School is attached as part of Appendix three.

65. The Ministry also considered the option of decapitation of Oaklands School and Halswell School, however it was considered that this was not immediately necessary for the success of either a change of class at Hillmorton High School or the recapitation of other primary schools in the cluster. The Ministry does not recommend further consultation on this option at this time, but will monitor the rolls at Oaklands and Halswell Schools in the future as Year 7-8 options become clearer.

66. The Ministry recommends that this second round of consultation would be on the following two options:

Option One

Recapitation of the following primary schools:

- Hoon Hay School
- Rowley Avenue School
- Spreydon School
- West Spreydon School

OR

Option Two

Change of class at Hillmorton High School to be a Year 7-13 secondary school.

67. If the Boards want the assistance of one or more facilitators to undertake this consultation, the Ministry will provide the funds for them to do so.

68. If you decide to undertake a second round of consultation with the Halswell Learning Community Cluster on Year 7-8 provision, you will not be in a position to make a decision on whether Manning Intermediate School should be closed until you have considered the feedback from the consultation.

69. The Board of Manning Intermediate School could use this time to consider if it has any further points it wants to make before you consider the proposal to close the school.

70. If you do not agree that a second round of consultation on Year 7-13 provision takes place, but instead agree that the four primary schools will be recapitated, you can make a decision now on whether Manning Intermediate School should close.

71. Formal consultation on the proposal to recapitate the four primary schools must still take place as to date, consultation has focused on the proposal to close Manning Intermediate School. As part of the consultation that takes place under section 157 of the Act with schools whose rolls may be affected, the Board of Spreydon School indicated support for recapitation, whereas the Board of Hoon Hay School indicated that recapitation would add additional challenges and risks to the delivery of quality education to its learners. No response was received from the other two primary schools proposed to recapitate.
72. If you decide to initiate a second round of consultation on the provision of Year 7-8 education in the cluster, including the change of class at Hillmorton High School, the timeframe for this would be that you would initiate consultation on 18 February 2013. The Boards would have seven weeks to 5 April 2013 to provide submissions to the Ministry. This includes one week over the Easter period.
73. Your decision on the possible closure of Manning Intermediate School, and the future provision of Year 7-8 education, will then be able to be announced at the same time as your final decisions on other proposals for changes to education in greater Christchurch are made. If at this time you agree that Manning Intermediate School should close, the Board of that school will be invited to provide you with any further reasons why the school should remain open within 28 days of the date of your letter.

Property Implications

74. Revised indicative costs for the original proposal and options for further consultation alternatives have been prepared by the Ministry. These are based on the latest indicative property cost information, current roll (October 2012) information, and network analysis of the estimated additional required teaching spaces required. This also shows the estimated cost per learner.

75. The indicative property implications can be summarised as follows:

Revised indicative property costs – Minister’s Proposal

Proposal	Cost	Details
Closure of Manning Intermediate	\$0.0 million	Closure of school: no repairs or remediation required, normal disposal costs could be applicable
Additional teaching space allowance at Hoon Hay School	\$0.46 million	2 additional teaching spaces, based on network analysis
Additional teaching space allowance at Christchurch South Intermediate	\$0.23 million	1 additional teaching space, based on network analysis
Total	\$0.69 million	2 additional spaces at Hoon Hay and 1 additional space at Christchurch South Intermediate. Rowley Ave, Spreydon, West Spreydon and Oaklands have current capacity to accommodate the proposed re-distributed learners
Re-distributed roll from Manning Intermediate - 153		March 2012 roll return of Manning Intermediate distributed across nearby schools
Cost per learner*	\$4,510	

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

76. The property costings below are based on the alternative options that the Board of Manning Intermediate School put forward, as well as Ministry consideration as to whether or not the Manning Intermediate site would need to be retained under either alternative.

Alternative Proposal 1 - Manning Intermediate to merge with Hillmorton High School as a Year 7 – 13 on the Hillmorton High School site

Proposal	Cost	Details
Closure of Manning Intermediate	\$0.0 million	Closure of school no repairs or remediation required, normal disposal costs could be applicable
Additional teaching space allowance at Hillmorton High School	\$0.80 million (4 x \$200k) \$0.36million (1 x 360k)	5 additional teaching spaces, based on network analysis. We have assumed that 4 teaching spaces would be standard teaching spaces and 1 teaching spaces would be specialist teaching spaces
Total	\$1.16 million	
Current roll at Manning Intermediate – 153		10 October 2012 roll of Manning Intermediate
Cost per learner	\$7,582	

Alternative Proposal 2a (proposal from Manning Intermediate) - Manning Intermediate to merge with Hillmorton High School as a Year 7 – 13 retaining the facilities at Manning Intermediate and the decapitation of Halswell and Oaklands Schools.

Proposal	Cost	Details
Repairs to Manning Intermediate	\$5.06 million	These are the indicative costs to repair the school.
Decapitation of Halswell	-\$0.92 million	Halswell decapitation realises 9 surplus teaching spaces, we have assumed that 4 teaching spaces are not required, which allows 5 surplus for future predicted growth.
Decapitation of Oaklands	\$0.00 million	Oaklands decapitation realises 4 surplus teaching spaces which would remain at Oaklands for the predicted future growth
Additional teaching space allowance at Manning Intermediate	\$0.46 million	2 additional teaching spaces, based on network analysis.
Other costs	\$0.00 million	Nil
Total	\$4.60 million	
Current roll at Manning Intermediate – 362		10 October 2012 roll of Manning Intermediate (153), Halswell School (123) and Oaklands School (86). The number of Halswell and Oaklands students in the likely catchment of the proposed Manning / Hillmorton High School.
Cost per learner	\$12,707	

Alternative Proposal 2b - Manning Intermediate to merge with Hillmorton High School as a Year 7 – 13 retaining the facilities at Manning Intermediate (no decapitation of Halswell and Oaklands Primary Schools).

Proposal	Cost	Details
Repairs to Manning Intermediate	\$5.06 million	These are the indicative costs to repair the school.
Other costs	\$0.00 million	Nil
Total	\$5.06 million	
Current roll at Manning Intermediate - 153		10 October 2012 roll of Manning Intermediate
Cost per learner	\$33,072	

77. If Manning Intermediate School closes, the indicative property costs provided for the option of merging Hillmorton High School and Manning Intermediate School apply for the option of changing the class of Hillmorton High School to a Year 7-13, as both options would involve the disposal of the Manning site and the provision of Year 7-8 on the Hillmorton site.
78. The buildings on the Manning Intermediate School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes, to re-levelling floors. No potential weather tightness issues have been identified to date.

79. Surrounding land is a combination of CERA technical category 2 (TC2) and technical category 3 (TC3). Preliminary assessments suggest geotechnical considerations are likely to be a factor when undertaking development at this site. Significant foundation engineering is likely to be required.
80. The Ministry does not consider that the retention of the Manning Intermediate School site is necessary as part of a proposal to create a Year 7-13 option for the community. The Hillmorton High School site is 11.4 hectares, and the Manning Intermediate School site is 3.5 hectares. A combined site of 14.9 hectares is far more than what would be required for a secondary school. By way of comparison, Papanui High School is 9.8 hectares. The March 2012 roll of Papanui High School was 1,527 learners.
81. If Manning Intermediate School was to close and the site disposed of, there would be ongoing property maintenance savings of approximately \$70,000 per year.

Risks

82. The key risk if you agree that Manning Intermediate School should close, 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. This risk may also apply if further consultation is not undertaken on Year 7-8 provision, as the option of change of class/merger of Hillmorton High School was raised during the consultation process.
83. To mitigate this risk, we recommend that you release this report to the Board of Manning Intermediate School.

Conclusion

84. The Ministry's recommendation is that the rationale for closing Manning Intermediate School remains. As a result of the feedback received during consultation, the Ministry is proposing that a further round of consultation could be undertaken to determine how the delivery of Year 7 and 8 provision would best meet the needs of learners in this community.
85. The reason for the recommendation to close the school is that the roll of the school has been in decline for some years, resulting in excess capacity. In addition there is an estimated \$5.1 million for earthquake strengthening and weather tightness remediation required. It is difficult to justify this cost given the size of the roll and the ability to provide for Year 7-8 learners elsewhere in the network.
86. The submission from the Board of Manning Intermediate School reported support from its community for Year 7 and 8 education to be provided in a secondary context rather than in primary schools.
87. The Ministry agrees that the possibility of a Year 7-13 model should be explored, as this would enable Year 7-8 learners to be accommodated as one student body, rather than dispersed across a number of primary schools. The Ministry therefore recommends that you consider undertaking consultation on the community's preference for Year 7-8 schooling.

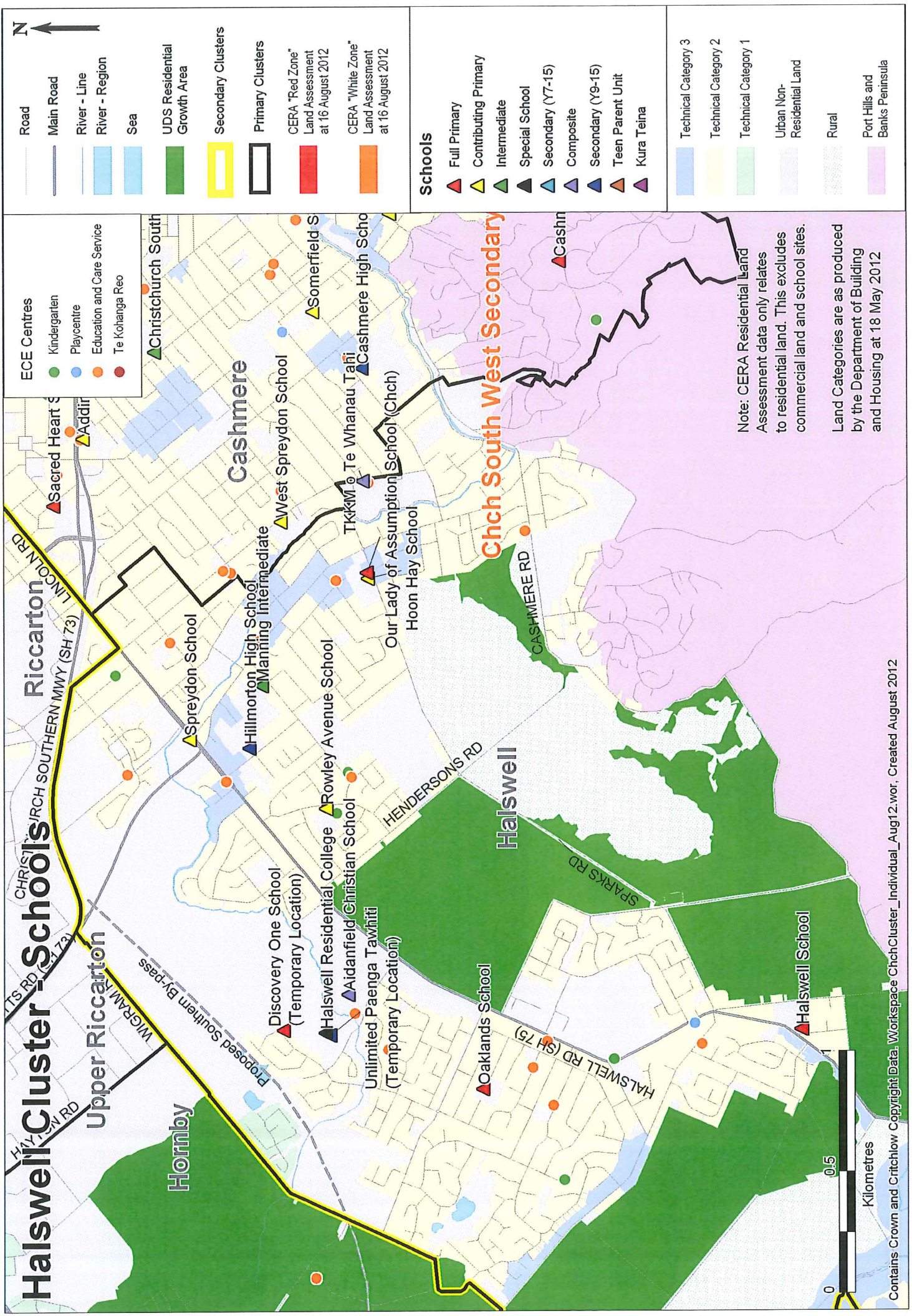
88. Dependant on the outcome of your decision, should you decide to recapitate primary schools to accommodate Year 7-8 learners, Manning Intermediate is proposed to be closed on 27 January 2015. Only Year 8 learners would be enrolled in 2014. The two year timeframe for the closure of the intermediate is to prevent learners, who have already left a primary school environment, from having to transition twice within the space of two years. Should you decide to change the class of Hillmorton High School to a Year 7-13 school, it is proposed that Manning Intermediate should close on 27 January 2014.

Next steps

89. If after considering the information in this report you decide that Manning Intermediate School should be closed, and that Year 7-8 provision be provided through the recapitation of four primary schools (alongside Year 1-8 provision that already exists at Oaklands and Halswell Schools):
- a letter to the Board of Trustees of Manning Intermediate School will be provided for your signature inviting it to provide to you, within 28 days of the date of your letter, with any further reasons why the school should remain open
 - letters to the Boards of Trustees of Hoon Hay School, Rowley Avenue School, Spreydon School, and West Spreydon School will be provided for your signature which will initiate formal consultation on the proposal to recapitate them to become Year 1-8.
90. If after considering the information in this report you agree that consultation should take place over the future provision of Year 7-8 schooling in the cluster including the change of class of Hillmorton High School:
- letters to the Boards of Trustees of the following schools will be provided to you, initiating that consultation.
 - Hillmorton High School
 - Hoon Hay School
 - Rowley Avenue School
 - Spreydon School
 - West Spreydon School
 - Manning Intermediate School
91. The consultation would be on the following two options:
- Option One
Recapitation of the following primary schools:
- Hoon Hay School
 - Rowley Avenue School
 - Spreydon School
 - West Spreydon School
- Or
- Option Two
Change of class at Hillmorton High School to be a Year 7-13 secondary school.

92. Once your decision has been made, the Ministry will prepare letters to the relevant Boards, and to Members of Parliament, advising them of your decision
93. It is recommended that once your decision is known, a copy of this report be released to the Manning Intermediate School Board of Trustees.

Map of the Halswell Cluster



- 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**

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

- 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

Manning Intermediate – 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.

Some of the schools in the Halswell cluster have low rates of utilisation which has led to an over supply of primary capacity. Manning Intermediate's roll has halved since 2001 and is now down to 153 learners.

Manning Intermediate also has earthquake damage and a number of the school's buildings will require earthquake strengthening and weathertightness remediation, at an overall estimated cost of \$5.1 million.

The high concentration of schools around Manning Intermediate means there is sufficient primary school capacity already in the cluster. Earthquake damage and remediation costs at the other primary schools are also relatively small.

None of the primary schools currently offer education to year 7 and 8 students. We are proposing the closure of Manning Intermediate School and for nearby contributing primary schools (Rowley Avenue, Spreydon School and Hoon Hay School) to recapitate into full primary schools. This will allow them to absorb learners from Manning Intermediate within the existing cluster.

Land

Surrounding land is a combination of CERA technical category 2 (TC2) and technical category 3 (TC3).

Preliminary assessments suggest geotechnical considerations are likely to be a factor when undertaking development at this site. Significant foundation engineering is likely to be required.

Buildings

The buildings on the Manning Intermediate School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to re-levelling floors.

Some buildings will also require earthquake strengthening. Detailed Engineering Evaluations (DEE's) have commenced and are scheduled to be complete mid 2013; these reports will confirm the exact scale of this work.

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

¹ This figure includes international fee-paying students.

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for Manning Intermediate <i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed.</i>	\$5.1 million
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The above costs are predominately structural strengthening remediation work.

**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.*

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

Manning Intermediate had a July 2012 roll of 153 which is considered a small roll for an intermediate school. The July 2012 roll is less than the roll in 2010, and well below the 2008 level.

Given full primary provision is available in Halswell (Halswell and Oaklands School), very few students are enrolled in an intermediate option. This may reflect the distance between these communities and Manning Intermediate, as well as a preference for full primary schooling.

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

School Name	Type	Authority	2008	2010	2012
Our Lady of Assumption School (Chch)	Full Primary (Year 1-8)	State: Integrated	221	245	269
Halswell School	Full Primary (Year 1-8)	State	598	603	550

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

School Name	Type	Authority	2008	2010	2012
Hoon Hay School	Contributing (Year 1-6)	State	398	405	402
Oaklands School	Full Primary (Year 1-8)	State	467	476	514
Rowley Avenue School	Contributing (Year 1-6)	State	101	113	104
Spreydon School	Contributing (Year 1-6)	State	304	317	285
Primary Total			2,089	2,159	2,124
Manning Intermediate	Intermediate (year 7 and 8)	State	235	184	153
Intermediate Total			235	184	153
Hillmorton High School	Secondary (Year 9-15)	State	678	657	630
Secondary Total			678	657	630
Aidanfield Christian School	Composite (Year 1-15)	State: Integrated	144	169	195
Halswell Residential College	Special School	State	62	74	31
TKKM o Te Whanau Tahi	Composite (Year 1-15)	State	74	79	72

Student Distribution patterns³

Analysis of July 2012 student address data shows around 71% of year 7-8 students living in the Halswell cluster catchment attended a state school, 24% were enrolled at state integrated schools and a further 4% at private schools.

Schools with the highest number of enrolments of year 7-8 students living within the Halswell cluster, July 2012 student address data.

School	Authority	# students ⁴	% ⁵
Manning Intermediate	State	116	15%
Christchurch South Intermediate	State	102	13%
Halswell School	State	88	11%
Oaklands School	State	81	10%
Kirkwood Intermediate	State	49	6%
Our Lady of Assumption School (Chch)	State integrated	49	6%

³ Analysis includes all crown 'funded' students only ie 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 data was address matched.

⁴ Number of all year 7-8 students in the cluster that attend a given school

⁵ Percentage of all year 7-8 students in the cluster that attend a given school

School	Authority	# students ⁴	% ⁵
Middleton Grange School	State integrated	46	6%
Cashmere Primary School	State	33	4%
Aidanfield Christian School	State integrated	23	3%
Rowley Avenue School ⁶	State	22	3%

Of the year 7-8 students living in the Halswell cluster, 15% were enrolled at Manning Intermediate and approximately 13% were enrolled at Christchurch South Intermediate.

Number of year 7-8 students living within the Halswell School and Oaklands School zones

School	Authority	# students ⁷	% ⁸
Halswell School	State	85	22%
Oaklands School	State	75	20%
Kirkwood Intermediate	State	39	10%
Our Lady of Assumption School (Chch)	State integrated	24	6%
Middleton Grange School	State integrated	22	6%
Christchurch South Intermediate	State	17	4%
Aidanfield Christian School	State integrated	15	4%
St Thomas of Canterbury College	State integrated	13	3%
Manning Intermediate	State	13	3%
Villa Maria College	State integrated	7	2%

Analysis of year 7-8 students living in the enrolment zones of Halswell School and Oaklands School shows 42% of year 7-8 students were enrolled at Halswell or Oaklands School, 19% were enrolled at intermediate schools and 26% were enrolled at integrated schools. Of the year 7-8 students in the enrolment zones, 3% were enrolled at Manning Intermediate School.

Population change⁹

There are no CERA "Red Zones" in the Halswell cluster.

There are several large scale greenfield residential developments proposed that are projected to result in around 1900 additional households by 2021¹⁰.

Household numbers are projected to grow by a further 6000 by 2041.

Note that 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.

⁶ Note that Rowley Avenue School is a contributing primary school that retains Yr 7 & 8 students for bilingual education.

⁷ Number of all year 7-8 students in the area of interest that attend a given school

⁸ Percentage of all year 7-8 students in the area of interest that attend a given school

⁹ March data has been used for the comparison across the period 2010 to 2012, as no relevant historical July student address data exists.

¹⁰ 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.

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

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

Approximately 47% of Manning Intermediate students reside within a 1 km radius of Manning Intermediate, according to July 2012 student address data.

If Manning Intermediate were to close and the proposed recapitations occurred, 77% of Manning students would be within 1 km of a state full primary school in the Halswell cluster.

This would mean more students would live closer to year 7-8 education provision than currently.

Rolls of schools likely¹¹ to receive enrolments of Manning students if the school was to close: July rolls 2008, 2010, 2012

School Name	Type	Authority	2008	2010	2012
West Spreydon School	Contributing (Year 1-6)	State	175	187	198
Hoon Hay School	Contributing (Year 1-6)	State	398	405	402
Rowley Avenue School	Contributing (Year 1-6)	State	101	113	104
Spreydon School	Contributing (Year 1-6)	State	304	317	285
Total			978	1,022	989

Closing Manning Intermediate 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.

¹¹ Based on where students currently live

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 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.

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

Students that may have otherwise enrolled at Manning Intermediate would be accommodated within the remaining schools within the area.

Halswell is projected to experienced significant growth. The rebuild of Halswell School will position this school to accommodate current and future students in the area.

The Ministry already owns a site that could be utilised for future primary and early childhood education at Milns Road, in Halswell.

The Ministry continues to work with the Christchurch City Council and developers to ensure that future growth can be accommodated

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

Education Provision at Alternative Schools

Halswell School

The Education Review Office (ERO) last reviewed Halswell School in September 2008. In its report, ERO stated that:

Students enjoy a variety of learning opportunities such as individual and group tuition for music, drama, sport and education outside the classroom. The board provides specialist teachers for physical education and music.

Students benefit from a strong sense of identity and belonging within the learning community. Teachers know the students and their families well. They plan ways to strengthen the relationships and students' sense of belonging through:

- *leadership opportunities in the classroom and school wide;*
- *fostering buddy systems between senior and junior classes; and*
- *celebrating student achievement in the classrooms, assemblies and in newsletters.*

Students receive high quality teaching, particularly in numeracy. Since 2005, the impact of school-wide professional development in numeracy, information communication technologies (ICT) and inquiry learning has supported teachers to provide a variety of high quality learning experiences for students. Students benefit from consistent teaching practices such as:

- *goal setting and focussed written and oral feed-back;*
- *effective teacher questioning that encourages students to think and solve problems; and*
- *consistent planning to meet students' needs, abilities and interests.*

Students' diverse learning needs are well supported by a wide range of programmes. These programmes for gifted and talented students, those who do not have English as their first language and students with specific learning needs are well planned, and supported by competent and trained staff

Oaklands School

ERO last reviewed Oaklands School in February 2010. In its report ERO stated that:

Students achieve well overall. They are confident communicators who willingly support their peers. Nearly all students observed by ERO were engaged in their learning. Teachers plan activities and resources that are linked to what the students are currently working on. They give specific and helpful feedback that inform students of what they have achieved and what they need to learn next.

The principal, senior managers and teachers have sustained the positive learning environment established in 2008. They have worked as a team to develop their school curriculum. The principal is an effective leader who uses the strengths of the staff to plan and provide learning opportunities for students. The school-wide professional learning and development is building more consistent teacher expectations and practices. Teachers are reflective and use professional learning conversations to share ideas and resources.

Hoon Hay School

ERO last reviewed Hoon Hay School in October 2009. In its report, ERO stated that:

Students spoken with by ERO said that they enjoyed learning activities that met their particular needs and interests. The teachers help them develop a range of strategies for learning how to learn. Other features of learning and teaching observed during this review included:

- *the shared commitment among teachers to encourage students in taking responsibility for their own learning;*
- *the effective learning partnership that exists among teachers, parents and children; and*
- *the way in which children from local early childhood centres make the transition to the school.*

Relationships among teachers and students are positive. School expectations for learning, achievement and behaviour are well articulated and clearly understood. Students said that the learning environment at the school was safe.

Teachers make effective use of a range of assessment tools, especially in literacy and numeracy, to identify learning needs and plan class programmes. The senior managers use this information to identify the progress of groups of students and set achievement targets. Students are involved to an increasing extent in monitoring and evaluating their own learning, skills and competencies. They take the lead in discussing their progress during parent interviews at the end of the year. Parents are well informed about school events and their children's progress.

Information reported to the board shows that students progress well as they move through the school. The proportion of students achieving above national expectations increases in the senior classes.

Rowley Avenue School

ERO last reviewed Rowley Avenue School in March 2011. In its review, ERO stated that:

The principal and teachers have continued to use professional learning and development (PLD) effectively in literacy to extend and improve their teaching practices. They have developed a more consistent approach to ensure that students understand the purpose of their learning. Students also benefit from regular written feedback from teachers to help them to know their next learning steps.

The principal and senior managers have improved their analysis and reporting of school-wide achievement information. The principal provides the board with regular information about literacy and numeracy. Teachers make good use of the information they gather to identify students' learning needs and set school-wide targets. The principal has identified that the student achievement targets need to be more specific. This will make the targets clearer about what is being focused on and make them easier to measure.

The board has formalised an effective self-review process that guides the review of school policies and procedures. Trustees have implemented a new policy framework that includes updated harassment and behaviour-management policies. The principal regularly provides the board with information about school-wide developments and student achievement. The board could make better use of the information it receives to evaluate the impact of specific programmes on students' learning.

Spreydon School

ERO last reviewed Spreydon School in March 2010. In its report, ERO stated that:

The school has developed clear values as the basis of its culture. Interactions among students and between staff and students are consistently friendly and respectful. Students learn and play in a positive and supportive environment. Students told ERO that they felt safe and enjoyed their time at school.

ERO observed consistently effective teaching practices. Students learn in settled classrooms. Teachers have undertaken training to improve learning and teaching through the use of Information and Communication Technologies (ICT). Teachers encourage students to be independent as learners, and to develop thinking skills. Learning programmes are designed to meet learning needs of students. There is a range of additional programmes and approaches in place to address the diverse range of needs.

The board receives regular reports on student achievement. These reports show that most students start school with low levels of literacy skills. Teachers have set achievement targets to help raise the achievement of these students. Information gathered by teachers shows that most of these students are making good progress. Most students in Years 4 to 6 are achieving at or below national expectations in literacy and numeracy. Māori and Pacific students' overall achievements in literacy and numeracy are below national expectations.

The school has made good progress since the last review. The principal and teachers have improved behaviour management practices. There is a clear, ongoing focus on improving learning and teaching. The school curriculum has been developed to give a local context to the revised New Zealand Curriculum. The community has been consulted as part of this process.

West Spreydon School

ERO last reviewed West Spreydon School in March 2010. In its report, ERO stated that:

The board and staff provide students with a safe, positive and supportive learning environment. They have worked together to introduce a new set of school values that provide a clear direction for learning and teaching at the school. Students told ERO that teachers show an interest in them and take the time to encourage them in their learning.

The information gathered shows that most students achieve at or above national expectations in reading and numeracy.

Significant features of the school include:

- *an extended period of professional development for teachers;*
- *increasing use of new technologies to extend learning opportunities;*
- *a clear vision for learning and an agreed set of school values;*
- *the increasing involvement of students in assessing their own learning; and*
- *the wide range of programmes offered to meet the diverse needs of students.*

All students are provided with regular opportunities to learn about New Zealand's unique cultural heritage, and to explore bicultural perspectives in their learning. Teachers use a school-wide programme that includes lessons in te reo and tikanga Māori. In addition, teachers include bicultural perspectives in their planning for integrated themes.

The board, principal and staff provide a variety of additional programmes to meet the diverse range of students' learning needs. This is based on a welcoming, inclusive school culture.

Hillmorton High School

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

Since the 2007 ERO review, some improvement in student results in the National Certificate of Educational Achievement (NCEA) has taken place, but overall students achieve at levels below students in similar schools. Māori students are mostly achieving levels at or below other students in the school. Pacific students are overall achieving at levels below other students in the school. Boys' achievement is on average lower than that of girls. The retention of students through to Year 13 is above that of similar schools and the proportion of school leavers with NCEA Level 2 and 3 qualifications have improved significantly in recent years.

Diversity is recognised, celebrated, and reflected within the school. Students told ERO that relationships with teachers are positive and respectful and that most teachers are passionate and committed.

The school has a strategic and planned approach to learning that involves the board, principal, staff and community. The approach promotes success for Māori and benefits all students... Teachers are using more effective ways to support Māori students. ... Māori student achievement has improved but not enough to satisfy the board, principal and staff.

The senior managers have decided that the next stages of school development should focus on:

- *the development of a middle leadership programme to ensure high quality curriculum design, teaching practice, interventions, professional development and performance appraisal;*
- *whole-school professional development and in-class support, critique and coaching to ensure that effective practice is used by all teachers to improve student outcomes; and*
- *the review and development of the performance management system to include an evidence based approach which demands reflective teaching as inquiry and works to improve outcomes for all students.*

ERO agrees with these priorities.

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 the 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.
5. Primary School – Teaching Space Allowance

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

6. Secondary School – Teaching Space Allowance

Standard allowance	\$178,800
Additional allowance for site specific conditions	\$21,200
Total allowance	\$200,000

7. Secondary School – Specialist teaching Space Allowance

Standard allowance	\$342,600
Additional allowance for site specific conditions	\$17,400
Total allowance	\$360,000

8. Increases to non teaching spaces will be assessed at each site, but no allowance has been made in any of the above figures,
9. 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.
10. 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.

11. 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.
12. 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.
13. 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.
14. 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.