

## **Education Report: Consideration of the Closure of Ouruhia Model School (3464)**

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### **Executive Summary**

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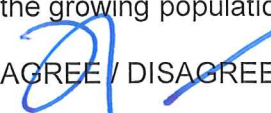
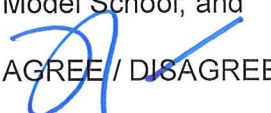
1. This report seeks your decision on the proposed closure of Ouruhia Model School under section 154 of the Education Act 1989.
2. On 13 September 2012, you announced the proposed closure of Ouruhia Model School on 27 January 2015 as part of a number of changes to education provision in greater Christchurch. On 28 September 2012 you initiated formal consultation on the proposal.
3. The roll of Ouruhia School was 112 as at July 2012. The proposal to close Ouruhia Model School was related to the Belfast Learning Community Cluster as a whole, which comprises Ouruhia Model School and Belfast School, both Year 1-8 full primary schools.
4. Belfast is an area of projected growth. Ouruhia Model School is a small, semi-rural school and its proximity to red-zoned land means that it is not well located in terms of future growth. It was proposed to address the growth in the wider area of Belfast by relocating Marshlands School to a site in the vicinity of the Prestons Road development, and possibly establishing a second campus of Belfast School.
5. The Board of Trustees of Ouruhia Model School, 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. It has provided reasons why it believes that the school should remain open, and proposals for how it considers that the school could grow its roll and support the other schools in its area to grow sustainably. The consultation process highlighted the very strong support of the school community for the school.
6. Following the consultation process the Ministry recommends that you agree to retain Ouruhia Model School, with a view to relocating the school to a site where it will better serve the growing population of Belfast. The Ministry considers that there is merit in retaining Ouruhia Model School at this time in order to ease the immediate pressure for schooling provision in Belfast. However, because Ouruhia Model School is not well placed in terms of future growth, the Ministry recommends that you propose that when the expected growth occurs in Belfast, Ouruhia Model School will be relocated to a site where it will better cater for this growth.
7. The relocation would take place at a time that allows the additional schooling capacity that Ouruhia Model School would provide on its new site, to offset the demand for new schooling provision that the population growth would otherwise create. It is expected that this relocation will not be required for at least the next five years. The cost of retaining Ouruhia Model School on its current site in the meantime is not significantly higher than the cost of accommodating the Ouruhia learners at Belfast School.

8. There is no specific legislative requirement to consult on the relocation of a school. However, the Ministry recommends that consultation should be undertaken with the Board of Ouruhia Model School before a final decision is made about the relocation of the school. Because it is anticipated that the relocation will not be required for at least the next five years, it is recommended that this consultation is deferred and undertaken at an appropriate time before the relocation would take place.
9. If you agree to retain the school and propose that it will be relocated in the future, the Ministry will continue to monitor population projections for the area and school rolls so that consultation about the relocation of the school is undertaken at a suitable time to allow any decisions to be implemented to meet the growing demand. The Ministry will remain in contact with the Board of Ouruhia Model School about the proposed relocation, so that the school is kept informed about the expected timing of relocation and the associated consultation.
10. Once your decision is known, the Ministry will develop a letter for your signature notifying the Board of Ouruhia Model School of your decision.

## Recommended actions

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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 Ouruhia Model School;
- b. **note** that the Board of Trustees of Ouruhia Model School does not agree with the proposal to close Ouruhia Model School;
- c. **agree** that Ouruhia Model School is retained on the basis that it is probable that it will be relocated in future to a new site in Belfast where it will better cater for the growing population;  
  
AGREE / DISAGREE
- d. **note** that the Ministry recommends that consultation is undertaken with the Board of Ouruhia Model School before a final decision is made on the proposed relocation;
- e. **note** that due to the long timeframes involved, the Ministry recommends that this consultation is deferred and undertaken at a suitable time to allow any decisions to be implemented, and that Ouruhia Model School should remain open on its current site in the meantime;
- f. **agree** that a copy of this report be released to the Board of Trustees of Ouruhia Model School; and  
  
AGREE / DISAGREE
- g. **note** that once your decision is known letters for your signature to the Board of Trustees of Ouruhia Model School, local Members of Parliament and sector organisations will be developed advising them of your decision.



Katrina Casey  
Deputy Secretary  
Regional Operations

Encls



Hon Hekia Parata  
Minister of Education

23/1/13



## Education Report: Consideration of the Closure of Ouruhia Model School (3464)

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### Purpose

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

### Background

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2. Ouruhia Model School is a decile 8, Year 1-8 full primary school in the Belfast Learning Community Cluster of schools, in the Christchurch East electorate. A map of the area is attached as Appendix One. The July 2012 roll of the school was 112 which included 15 Māori, 4 Pasifika, and 93 New Zealand European learners.
3. On 13 September 2012 you announced a number of proposals for education renewal in greater Christchurch. This announcement included the proposal to close Ouruhia Model School.
4. On 28 September 2012 you wrote to the Board of Trustees of Ouruhia Model School and initiated consultation on the possible closure of Ouruhia Model School. That consultation period ended on 7 December 2012.
5. Your original proposal was for Ouruhia Model School to close at the end of 2014. The Ministry recommends that this is not progressed and that the school is retained on its current site until additional schooling is required in Belfast. When this occurs it is recommended that consultation about the proposed relocation of the school onto a new Belfast site is undertaken. It is expected that the relocation would not be required for at least five years from now.

### Reasons for Considering Closure

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6. Ouruhia Model School is a small semi-rural school north of Christchurch, on the outskirts of Belfast. The school's July 2012 roll was 112 learners. Of these learners, 54 were living in the Ouruhia Model School catchment. The school's proximity to red-zoned land means that its roll is unlikely to grow. The school's 1 July rolls for the past five years are provided in the table below:

2008	2009	2010	2011	2012
100	113	115	115	112

7. The wider Belfast area is expected to grow and it is currently proposed to address this future growth by expanding the schooling provision in Belfast, including relocating Marshlands School to the Prestons Road development.



## Learning Community Cluster Proposal

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8. The proposal for the Belfast Learning Community Cluster of schools was as follows:

School	Type	Proposal
Ouruhia Model School	Yr 1-8	Close school
Belfast Primary School	Yr 1-8	Continue
Additional primary schooling provision in Belfast	Yr 1-8	Possibly expand Belfast Primary School to have two sites.

9. The Rationale for Change document for Ouruhia Model School is attached as Appendix Two.

## Consultation under Sections 154 and 157 of the Education Act 1989

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10. 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 Ouruhia Model School

11. 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 for you on 28 September 2012 and you attended a meeting with the school to discuss the proposal on 7 November 2012.
12. 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.
13. The Ouruhia Model School Board appointed a facilitator to undertake consultation on its behalf. The final date for submissions on the proposal to close Ouruhia Model School was 7 December 2012. On 14 December 2012, you were provided with the complete submission from the Board of Trustees of Ouruhia Model School.
14. The Board consulted with the school's community through public meetings, interviews, conversations, online and door to door surveys, social media and a stakeholder workshop.

15. The Board of Ouruhia Model School opposes the proposal to close the school. Key reasons given for the Board's opposition to the proposal include:
- a) It is a high-performing school in terms of education provision.
  - b) The school has strong community involvement and support.
  - c) As a country model school it is a sought after school for student teacher placement.
  - d) The benefits associated with small schools. The Christchurch network should include some smaller schools, as these schools work better for some learners.
  - e) The Board considers that it is located in an "area for growth".
  - f) The Board considers that the property remediation costs that the Ministry has indicated for the school are "excessive".
  - g) The benefits of having a local school which learners can travel to independently.
16. In addition to the reasons given for opposing the closure, the Board provided the following proposals for supporting the growth and development of Ouruhia Model School:
- a) **Māori Medium Education:** The Board proposes that a te reo Māori bilingual unit could be built on the land that the Ministry purchased at its site prior to the earthquakes. The submission notes that there is currently no Māori Medium Education provision in the Belfast cluster. The programme would start at entry level with 30% immersion. The Board advises that the Principal of Tuahiwi School and a Resource Teacher of Māori at St Albans School were consulted and would support Ouruhia Model School to deliver Māori Medium Education.
  - b) **Early Childhood Education:** The Board proposes that an Early Childhood Education (ECE) centre could be located on the school's unused land. The Board considers that this would help support the growth of Ouruhia Model School through the transition of learners from ECE to primary. Through the survey of ECE centres in the Belfast cluster that was undertaken as part of the Board's consultation process, the Board considers that there is growing demand for ECE in the Ouruhia area. It has requested support for relocating the Brooklands Playcentre to Ouruhia Model School site.
  - c) **Special Education Satellite Unit:** The Board proposes that a special education satellite unit could be accommodated on its site. It considers that its small and inclusive nature would enable it to meet the learning needs of the learners who would attend the unit.
  - d) **Enlarging the zone of Ouruhia Model School:** The Board proposes that its zone is enlarged to encompass the east side of the Belfast Cluster, on the boundary of the Northern Arterial Motorway extension. The Board considers that this would enable the school to reduce pressure on Belfast School from the eastern side of the cluster, and will reduce the immediate pressure on Marshland School, which is proposed to relocate to the Prestons Road development. On the basis of a survey the Board undertook of households in the proposed new catchment, the Board expects that its roll would grow to 180 learners if the new zone was implemented.

## **Consultation with the Boards of schools whose rolls might be affected**

17. On your behalf, the Ministry undertook consultation with the Board of Belfast School. The Board of Belfast School does not state a view for or against the proposal to close Ouruhia Model School, but states that if Ouruhia Model School remains open, Belfast School would be prepared to honour the Zoning and Terms agreed in principle in 2010, subject to terms and conditions.
18. The agreement referred to in the letter from Belfast School was developed in 2010, when population growth was anticipated in the Brookland area. Due to the earthquakes, changes to the schools' enrolment schemes were not implemented, and therefore neither was the agreement. If changes to the school zones are to be implemented, the Ministry will work with the Boards of both schools to determine how this would best be managed.
19. No school in the network will be made marginal if Ouruhia Model School remains open.

## **Ministry Comment**

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### **Learner Achievement**

20. The Board of Ouruhia Model School cited the high quality of education provision at Ouruhia Model School as a reason why the school should not be closed. The Ministry does not consider that this is sufficient reasoning to negate the rationale as the Ministry expects all schools to provide learners with the opportunity to achieve to their full potential. Should you decide not to retain Ouruhia Model School, learners can reasonably expect to receive high quality education at neighbouring schools.

### **Role in the community**

21. The Board highlighted Ouruhia Model School's role as a country model school, which enables the University of Canterbury to place teacher education learners in a programme at a lower cost than outsourcing to other rural environments. While the Ministry acknowledges this role, it does not consider that, on its own, it is a reason for the school to remain open.

### **Small School Environment**

22. The Board emphasises the benefits it considers the school's learners receive from being in a small school environment. While the Ministry acknowledges that it does provide the diversity of choice for families that want schooling in a rural setting close to the urban area, the Ministry does not consider that the quality of education delivered at a school is dependent on the school's size. It is the Ministry's expectation that all schools should provide a positive learning environment and deliver tailored curriculum programmes to address the needs of learners.



### **Future Population Growth**

23. The Board states in its submission that the school is located in an “area for growth”. The submission notes that additional land was purchased at the Ouruhia site by the Ministry of Education in anticipation of growth in the area. However, this land (an additional 1.6ha) was purchased prior to the Canterbury earthquakes, when it was expected that there would be substantial growth in the Brooklands area. Following the earthquakes and the subsequent red-zoning of Brooklands, the forecast for growth in the area has changed significantly. While there is population growth projected for the Belfast area as a whole, this growth will all take place in the west of the cluster, not in the east where Ouruhia Model School is located. It is estimated there will ultimately be around 400 fewer households in the east of the Belfast cluster catchment compared with pre-earthquake 2011 household data.

### **Property Information**

24. The Board has queried the figure provided for the remediation of property at Ouruhia Model School, and states its belief that the figure is “excessive”. This is addressed under Property Implications.

### **Travelling Distances**

25. The Board raises concerns about the distance between Ouruhia Model School and Belfast School. However, most learners are already travelling to access education at Ouruhia Model School, with only 54 (48%) of its learners residing within the school’s catchment. Only 6 learners live within a 1km radius of Ouruhia Model School. If you do not retain Ouruhia Model School, school transport assistance will be provided for eligible learners within Ministry policy.

### **Māori Medium Education Provision**

26. Additional provision for Māori Medium Education will be considered within the context of the greater Christchurch education renewal. The Ministry does not consider Ouruhia Model School to be an ideal location for the provision of Māori Medium Education, as the numbers of learners that would be served by this provision would be low.

### **Early Childhood Education Provision**

27. All schools in Greater Christchurch will have a master property plan developed in 2013 which will reflect the Learning Community Cluster plan and required repairs and redevelopment. In a case where significant reconfiguration is required on a site, land for future ECE provision will be included if the site is suitable.
28. Establishment of ECE services on new or merged school sites will be supported where there is a demand for more ECE than is available.
29. Public Works Act land on school sites for the provision of ECE will be tendered to ensure that providers are selected who can best meet local community needs.
30. Financial assistance for the establishment of ECE services on new or merged school sites will be considered on a case by case basis, with a preference for sharing those costs with the provider or third parties.

### **Special Education Provision**

31. Any additional provision for the Special Education network in the North-East of Christchurch City will consider geographic and demographic data and will sit within the context of the greater Christchurch education renewal. Geographic and demographic data do not currently support Ouruhia Model School as an ideal location for a satellite provision of a special school.

### **Enlarging the zone of Ouruhia Model School**

32. In response to the proposal to close Ouruhia Model School, the Board has proposed that the school remain open and its zone is expanded to encompass the east side of the Belfast cluster, with the Northern Arterial Motorway extension (construction due to begin in 2014) to mark the western boundary of the new zone. This new zone would be an expansion of the enlarged zone that had been proposed for the school prior to the earthquakes, when it was expected that there would be significant population growth in the east of the Belfast area.
33. The Ministry has given consideration to this proposal, and has modelled the proposed new catchment for Ouruhia Model School. In the current Ouruhia Model School catchment, there are 118 learners, 54 (46%) of whom attend Ouruhia Model School. In the proposed new catchment for Ouruhia Model School there are 258 learners; however 95 of these learners live in the red zone area and no learners will be drawn from the red zone area once the land is abandoned. If 46% of the 163 non-red zone learners in the proposed new catchment attended Ouruhia Model School, then 75 in-catchment learners would attend Ouruhia Model School.
34. While the potential increase of 21 in-catchment learners (from 54 to 77) is not a very significant change from the school's current situation, the Ministry considers that the school's proposal that it stay open in order to enable the other schools in the area to grow in a sustainable manner warrants further consideration.

### **Update to Original Proposal**

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35. The Board of Ouruhia Model School has proposed in its submission that the school should remain open in order to reduce the pressure on Belfast School and the relocated Marshlands School. The Ministry sees merit in this view and therefore in retaining Ouruhia Model School and relocating it onto a new site in Belfast (probably in the Western Belfast area) when the population growth projections identify that additional schooling is required in that area. With the school in this location it would be better positioned to service the growing Belfast population.
36. The residential developments in the Western Belfast area will require additional schooling provision in the area. As these are new learners in this network the Ministry does not have information about enrolment patterns for them and so is not able to project which schools they are likely to attend. This makes it difficult to determine when additional schooling could be needed. Discussions with the Board of Belfast School indicate that it is supportive of growing its roll to approximately 600 students.



37. If it was agreed that Ouruhia Model School is relocated into this area it would be at a time that allows the additional schooling capacity it would provide as a larger school on the new site, to offset the additional demand for schooling that the school age population growth requires. It is expected that this will not be for at least five years from now.
38. Benefits of this proposal include that it would allow the school to grow and the strong support of its community and high quality of education would be available to a larger number of learners.
39. There is no specific legislative requirement to consult on the relocation of a school. However, the Ministry considers that consultation should be undertaken with the Board of Ouruhia Model School before a final decision is made about the relocation of the school. This consultation would ask the Board to identify its preferred option of either relocation or closure of the school. Because it is anticipated that the relocation will not be required for at least five years from now, it is recommended that this consultation is deferred.
40. If you agree to progress this option the Ministry will continue to monitor population projections for the area and school rolls so that consultation about the proposed relocation of the school is undertaken at a suitable time to allow it to be implemented to meet the growing demand. If changes to school home zones are to be implemented in the meantime, the Ministry will work with the affected Boards to determine how this is best managed.

## Quality of Education Provision

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41. The Education Review Office (ERO) last reviewed Ouruhia Model School in November 2007. In its report, ERO reported that:

*Ouruhia Model School is a high performing school. It is a four-teacher school set in a rural environment on the northern outskirts of Christchurch and provides education for students from Years 1 to 8. As a model school, it has a close association with the Christchurch College of Education and is a training centre for student teachers. The school operates an enrolment scheme to prevent overcrowding.*

*The school is well equipped and students have ready access to resources to support their learning inside and outside the classrooms.*

*Students are highly motivated and enthusiastic about their learning. Most students achieve above national expectations in literacy. In 2005, students were achieving a little below national expectations in numeracy. This led to the school setting targets to raise student achievement in numeracy in 2006. Teachers changed their approach to teaching through the numeracy project. Since then, assessment information shows that students have made significant gains and now compare well with their peers nationally. Student achievement is measured in all curriculum areas and shows that students are developing essential skills in the processes of learning. Students expressed their enthusiasm for and knowledge of learning.*



*The quality of teaching is high in all classrooms. Teachers provide students with an understanding of the processes of learning to help them become life-long learners. Through the school's values and virtues programme, teachers focus on teaching students good communication, relationship and social skills. Teachers plan well to meet the diverse abilities and interests of the students within their classrooms. They make learning fun, nurture students' enthusiasm and capture their interests. In some classes teachers could give students more information about their next learning steps. This would help students to take more responsibility for their learning.*

*ERO observed positive interactions and relationships between the staff and parents, among teachers and between students and teachers. The principal values the expertise of the teachers, encourages them to express their individuality and strengths, and supports their professional learning. Teachers respect students' expertise and competence and encourage them to share this with other students and parents.*

42. If Ouruhia Model School is closed, education provision would be available at Belfast School. A summary of education provision at this school is attached as Appendix Three.

### Priority Learners

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43. The July 2012 roll of Ouruhia Model School of 112, included 15 Māori learners (13.4%) and 4 Pasifika learners (3.6%). The school does not provide Māori immersion education.
44. The school's most recent ERO report (2007) made the following statement in relation to Māori learner achievement:

*Provision for Māori students.*

*Māori student achievement is closely monitored and recorded. Teachers have guidelines and programmes in place for the teaching of te reo and tikanga Māori. The Māori perspective is integrated across the daily programme or within topics where appropriate. Programmes show progression over the years. Specialist support is available for Māori students who are at risk of not achieving. Māori students, identified as a specific group, are included in annual targets. Most Māori students are achieving comparably with their non-Māori peers*

### Ongoing Resourcing Scheme (ORS)

45. As at 1 July 2012, Ouruhia Model School had one high needs learner accessing Ongoing Resourcing Scheme (ORS) funding.

### Staffing

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46. Ouruhia Model School had a 2012 staffing entitlement of 4.9 Full Time Teacher Equivalent (FTTE).

### Financial Implications

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47. If Ouruhia Model School closes it would generate Education Development Initiative (EDI) funding and Joint Schools Initiative Funding (JSIF), in line with the EDI policy.

48. 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.
49. If your decision is that Ouruhia Model School should close, estimates of the savings to the Crown in operational funding will be prepared for your information.

## Property Implications

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50. The buildings on the Ouruhia 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 rooms. At present no buildings have been identified as requiring structural strengthening. Buildings on site have also been flagged for weather tightness remediation.
51. Surrounding land has not been assessed by CERA therefore there are no technical category rankings for the land. 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.
52. The indicative ten year cost to repair Ouruhia Model School is \$0.6 million.
53. The school's submission questioned the indicative property costs of \$0.6 million for the 10 year property remediation, considering this to be "excessive". The breakdown of this value is \$76k for general maintenance, \$114k for earthquake remediation, \$397k for weather tightness issues and nil cost for any structural strengthening. The majority of the weather tightness work is required in the library which based on current assessments would not be cost effective to repair, and would therefore need to be replaced as part of any development on the site. The combined indicative property costs for this school are some of the lowest in Christchurch.
54. If Ouruhia Model School is not retained, two additional learning spaces will need to be provided at Belfast School to accommodate the learners from Ouruhia Model School. The cost of providing these additional learning spaces would be \$0.46 million. Therefore, the property savings associated with closing Ouruhia Model School would be negligible.

## Property Entitlement

55. The Ministry uses a number of data sources to provide an estimated cost per learner for the original Minister's proposal and any alternative proposals put forward by the school. These sources are:
  - The latest indicative property cost information.
  - Current roll information (October 2012).
  - Network analysis of the estimated additional teaching spaces required.

## Revised indicative property costs – Minister’s Proposal

Proposal	Cost	Details
Closure of Ouruhia Model School	\$0.0 million	Closure of school no repairs or remediation required
Additional teaching space allowance at Belfast School	\$0.46 million	2 additional teaching spaces, based on network analysis
<b>Total</b>	<b>\$0.46 million</b>	<b>2 additional spaces at Belfast, remaining learners are accommodated into nearby schools which have current capacity.</b>
Redistributed roll from Ouruhia – 113		10 October 2012 roll of Ouruhia Model School to be distributed across nearby schools
<b>Cost per learner</b>	<b>\$4,071</b>	

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

## Alternative Proposal 1 – Ouruhia Model School to remain open with addition of ECE provision

Proposal	Cost	Details
Repairs to Ouruhia Model School	\$0.59 million	These are the indicative costs to repair the school
Other costs	\$0.01 million	Estimated at \$0.01 million for ECE infrastructure only no building costs
<b>Total</b>	<b>\$0.60 million</b>	
Current roll at Ouruhia Model School – 113		10 October 2012 roll of Ouruhia Model School
<b>Cost per learner</b>	<b>\$5,310</b>	

## Transport

56. If you decide not to retain Ouruhia Model School and instead to progress the closure, school transport assistance will be provided for eligible learners within Ministry policy.

## Risks

57. If you decide to retain Ouruhia Model School, other schools involved in closures at this time may believe they have not been given the same opportunities being proposed in this report.
58. The Ministry believes that these risks can be mitigated by releasing this report, in the first instance, to the Board of Trustees of Ouruhia Model School followed by the public release of this document on the Ministry’s website.



## Conclusion

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59. The Ministry's recommendation is that you agree to retain Ouruhia Model School and propose that it is relocated to a new site in Belfast when the growth in population in this area indicates that additional schooling is required.
60. This recommendation is made because:
  - a. While Ouruhia Model School is not essential to the proposed new schooling network for the Belfast Learning Community Cluster, it is anticipated that additional schooling provision will be required.
  - b. The property at Ouruhia Model School does not require significant investment. The indicative 10 year property cost for Ouruhia Model School is \$0.6 million. If Ouruhia Model School is not retained, accommodation will need to be provided for Ouruhia learners at Belfast School at a cost of \$0.46 million. Therefore, property savings associated with closing Ouruhia Model School would be negligible.
  - c. While Ouruhia Model School is not currently located close enough to the planned population growth in the western Belfast area to effectively provide for this growth, the future relocation of the school to an area where it can better service the growing population would allow its strong community support and high quality education to be provided to a wider number of learners.
61. The Ministry recommends that consultation about the proposed relocation would be undertaken once a decision is made about when additional schooling in the area is required.

## Next Steps

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62. Once your decision is known, the Ministry will develop letters for your signature notifying the Board of Ouruhia Model School, local Members of Parliament, and sector organisations of your decision.
63. If you agree to retain the school and propose that it will be relocated in the future, the Ministry will continue to monitor population projections for the area and school rolls so that consultation about the proposed relocation of the school is undertaken at a suitable time to allow it to be implemented to meet the growing demand. The Ministry will remain in contact with the Board of Ouruhia Model School about the proposed relocation, so that the school is kept informed about the expected timing of relocation and the associated consultation.
64. Once your decision has been made, the Ministry recommends that a copy of this report be released to the Ouruhia Model School Board of Trustees.

## Appendix One

### Map of the Belfast Cluster

Rationale for Change Document



## Education Provision at Alternative Schools

### Belfast Primary School

ERO last reviewed Belfast Primary School in November 2010. In its report, ERO reported that:

*The school's vision is an integral part of the school curriculum. Students are benefiting from learning in an environment where their individuality is recognised and valued. The school continues to provide regular opportunities for all students to have bicultural learning experiences. A school survey in 2010 showed that almost all students enjoy their learning and appreciate the supportive relationships they have with their teachers. Māori students reported they had good relationships with their teachers and were listened to.*

*The board, senior managers and teachers place a strong focus on identifying and responding to students' strengths, needs and interests. A small number of international students are well catered for in English language programmes.*

*Student achievement is monitored closely in the classroom and school wide. Students, including Māori students, are making good progress in literacy and numeracy and with a good proportion of students achieving at or above national norms in reading and writing.*

*In mathematics, some students are not yet working at levels the school is satisfied with.*

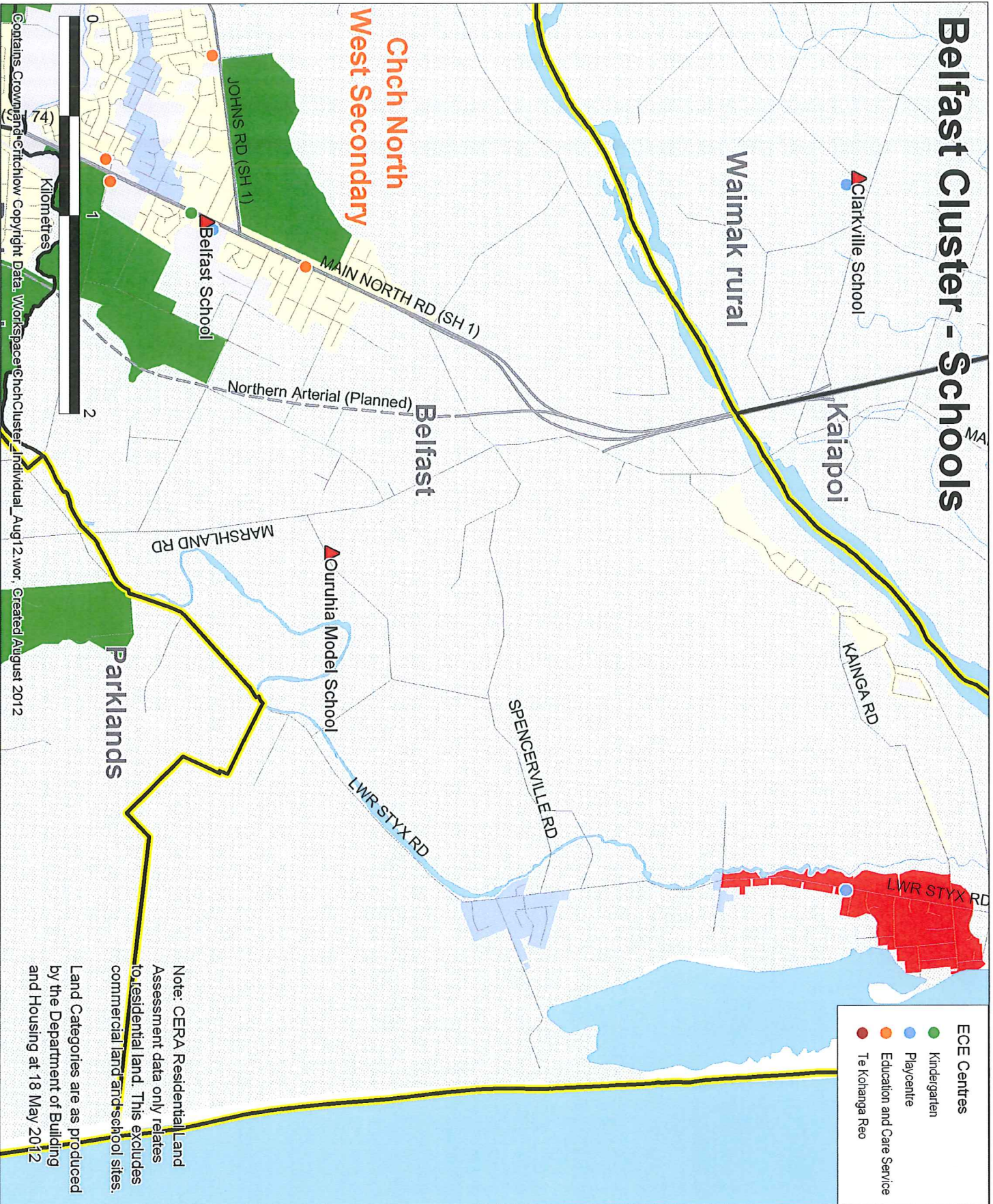
*Teachers have set targets to raise achievement levels in this area. At the time of this review, students were making good progress towards meeting these targets. The school is well placed to report student progress and achievement against National Standards by the end of the year.*

## Appendix One

### Map of the Belfast Cluster



# Belfast 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**
- Schools**
- Full Primary
  - Contributing Primary
  - Intermediate
  - Special School
  - Secondary (7-15)
  - Composite
  - Secondary (9-15)
  - Teen Parent Unit
  - Kura Teina
- CERA "Red Zone" Land Assessment at 16 August 2012**
- CERA "White Zone" Land Assessment at 16 August 2012**

- 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

0 1 2  
Kilometres

74

Contains: Crown copyright and other material. Copyright Data: WorkSpace@ChchCluster\_Individual\_Aug12.wor. Created: August 2012

**Rationale for Change Document**



# Ouruhia Model School – Rationale for change

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

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## 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.



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## 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 2010<sup>1</sup>.

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

Ouruhia Model School is a small semi-rural school with a July 2012 roll of 112 learners, a quarter of whom come from out of zone. Its proximity to red zoned land means its roll is unlikely to grow.

The school is located north of Christchurch on the outskirts of Belfast, with one other nearby school (Belfast Primary School). The wider area of Belfast is expected to grow: it is proposed to address this by expanding the capacity of Belfast School, a proposed second site in Belfast, and the option of a new school in the vicinity of the Prestons Road development.

### Land

Surrounding land has not been assessed by CERA therefore there are no technical category rankings for the land.

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 Ouruhia Primary 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 rooms.

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

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

Buildings on site have also been flagged for weather tightness remediation.

### Indicative Ten Year Property Costs\*

<b>Indicative Ten Year Property Costs for Ouruhia Model School</b>	<b>\$0.6 million</b>
<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 made up of works associated with weather tightness remediation.

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<sup>1</sup> This figure includes international fee-paying students.

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*\*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 adjusters and are being used to support the Ministry's insurance claim.

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

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

### **People**

Ouruhia Model School had a July 2012 roll of 112, which is about the same as in 2010.

*Rolls of schools in the cluster: Total July rolls 2008, 2010, 2012<sup>2</sup>*

School Name	Type	Authority	2008	2010	2012
Belfast School	Full Primary (Year 1-8)	State	375	442	453
Ouruhia Model School	Full Primary (Year 1-8)	State	100	115	112
<b>Total</b>			<b>475</b>	<b>557</b>	<b>565</b>

### **Student Distribution patterns<sup>3</sup>**

Analysis of July 2012 student address data shows around 77% of year 1-8 students living in the Belfast cluster catchment attended a state school, 18% were enrolled at state integrated schools and a further 5% at private schools.

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<sup>2</sup> July School Rolls are total July rolls, excluding international fee paying students.

<sup>3</sup> 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 records were address matched.

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

School	Authority	# students <sup>4</sup>	% <sup>5</sup>
Belfast School	State	371	36%
St Joseph's School (Papanui)	State Integrated	106	10%
Ouruhia Model School	State	82	8%
Casebrook Intermediate	State	50	5%
Harewood School	State	49	5%
Cotswold School	State	41	4%
Marshland School	State	40	4%
Redwood School (Christchurch)	State	33	3%
Middleton Grange School	State Integrated	22	2%
St Andrew's College (Christchurch)	Private	21	2%

Enrolments at the two local state schools equated to 44% of all year 1-8 students living in the Belfast cluster catchment. The remainder were spread across other schools.

Thirty six percent of the students were enrolled at Belfast School and 8% at Ouruhia Model School. Ten percent attend St Joseph's School (Papanui),

*Schools with the highest number of year 1-8 students living in the east of the Belfast cluster catchment (east of State Highway One and the proposed Northern by-pass)attend*

School	Authority	# students <sup>6</sup>	% <sup>7</sup>
Ouruhia Model School	State	77	29%
Belfast School	State	76	29%
Marshland School	State	33	12%
Casebrook Intermediate	State	14	5%
Middleton Grange School	State: integrated	6	2%
St Joseph's School (Papanui)	State: integrated	6	2%
Hillview Christian School	State: integrated	5	2%
St Patrick's School (Kaiapoi)	State: integrated	5	2%
Chisnallwood Intermediate	State	4	2%
Our Lady of Fatima School (Chch)	State: integrated	4	2%

Of the 1,039 year 1-8 students living in the Belfast cluster catchment, 266 or around a quarter (26%) live to the east of State Highway One and the proposed Northern bypass.

Of the students in this area, 77 or just under a third (29%) were enrolled at Ouruhia Model School. A similar proportion were enrolled at Belfast School, with the remainder attending other primary education providers in Christchurch or Kaiapoi.

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

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

<sup>6</sup> Number of all year 1-8 students in the area of interest that attend a given school

<sup>7</sup> Percentage of all year 1-8 students in the area of interest that attend a given school



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## **Population change<sup>8</sup>**

Approximately 95 (36%) of the 266 students living in the east of the Belfast cluster catchment reside in the CERA “Red zone” (again based on the July 2012 student address data).

Of the 95 students in the CERA “Red zone” 35 were enrolled at Belfast School with a further 16 enrolled at Ouruhia Model School.

Due to red zoning it is anticipated there will be fewer students living in the eastern part of the Belfast cluster in the future. No students will be drawn from the red zone area once the land is abandoned.

It is estimated there will ultimately be 400 fewer households in the east of the Belfast cluster catchment compared with pre-earthquake 2011 household data.

While there is large scale greenfield residential development proposed that is projected to result in around 1000 additional households by 2021<sup>9</sup> this growth is all in the west of the Belfast cluster catchment.

The Ministry proposes to address this by considering a new school in the vicinity of the Prestons Road development.

*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 Christchurch City Council and CERA on projected population change.

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

Based on current enrolment patterns, 22% (25) of students reside within a 1 km radius of a state primary school, including 5% (6 students) within a 1 km radius of Ouruhia Model School<sup>10</sup>.

Closure of Ouruhia Model School would mean students could enrol at Belfast School and funding could be invested in the nearby schools where the majority of the learners would most likely go, and into the network generally to provide modern learning environments for a larger number of students.

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

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

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<sup>8</sup> March data has been used for the comparison across the period 2010 to 2012, as no relevant historical July student address data exists.

<sup>9</sup> 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.

<sup>10</sup> Based on address matched July 2012 roll return data. Excludes international fee paying students.

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

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

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

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

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

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 closure of my school fit into the overall plan for the network as a whole?**

The proposed closure of Ouruhia Model School reflects the anticipated reduction in the number of students who will live in the east of the Belfast cluster.

The other proposed change for the Belfast cluster is to meet the expected growth in demand for primary schooling in and around Belfast.

To the south of Ouruhia Model School, there are two large greenfield developments.

Existing local schools will be expected to accommodate growth in demand for primary schooling, except in the case of the anticipated Prestons Road development where it is proposed Marshland School would relocate into the development and be expanded to meet demand as it occurs.

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## 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](mailto:shapingeducation@minedu.govt.nz)





## Education Provision at Alternative Schools

### Belfast Primary School

ERO last reviewed Belfast Primary School in November 2010. In its report, ERO reported that:

*The school's vision is an integral part of the school curriculum. Students are benefiting from learning in an environment where their individuality is recognised and valued. The school continues to provide regular opportunities for all students to have bicultural learning experiences. A school survey in 2010 showed that almost all students enjoy their learning and appreciate the supportive relationships they have with their teachers. Māori students reported they had good relationships with their teachers and were listened to.*

*The board, senior managers and teachers place a strong focus on identifying and responding to students' strengths, needs and interests. A small number of international students are well catered for in English language programmes.*

*Student achievement is monitored closely in the classroom and school wide. Students, including Māori students, are making good progress in literacy and numeracy and with a good proportion of students achieving at or above national norms in reading and writing.*

*In mathematics, some students are not yet working at levels the school is satisfied with.*

*Teachers have set targets to raise achievement levels in this area. At the time of this review, students were making good progress towards meeting these targets. The school is well placed to report student progress and achievement against National Standards by the end of the year.*