

Education Report: Proposed Merger of Te Kura Kaupapa Māori o Te Whānau Tahī (1618) and Te Kura Kaupapa Māori o Waitaha (4212)

Executive Summary


1. This report seeks your decision on the proposed merger of Te Kura Kaupapa Māori o Te Whānau Tahī and Te Kura Kaupapa Māori o Waitaha under section 156(A) of the Education Act 1989.
2. On 13 September 2012, you announced the proposed merger as part of a number of proposed changes for education provision in greater Christchurch. On 28 September 2012 you initiated formal consultation on the proposal to merge the two kura on a site that is still to be determined.
3. The proposal was based on the low rolls at each kura (Te Kura Kaupapa Māori o Te Whānau Tahī had a roll of 72 learners in July 2012 and Te Kura Kaupapa Māori o Waitaha had a July 2012 roll of 81), surplus capacity, and the relatively high cost of remediation of buildings for weather tightness.
4. The Boards of Trustees and whānau of Te Kura Kaupapa Māori o Te Whānau Tahī and Te Kura Kaupapa Māori o Waitaha have undertaken consultation with their communities about the proposal.
5. The Ministry received submissions from the Board of each kura and their respective whānau and communities, as well as from the Māori medium community cluster in Christchurch and Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa. The submissions argued that the proposal did not consider the cultural significance and importance of each kura as separate entities and if the proposal were implemented it would inhibit and likely reverse efforts to revitalise and grow Māori language, culture and traditions in Christchurch.
6. Submissions also stated that the implementation of the proposal would result in negative impacts on the wellbeing of learners and whānau of both kura communities, as well as Māori across Christchurch. The submission from Te Kura Kaupapa Māori o Waitaha states that implementation of the proposal would be in breach of the Treaty of Waitangi principles and the United Nations Declaration on the Rights of Indigenous Peoples to merge the kura.
7. While the initial proposal stated the advantage of merging would enable better use of land and resourcing generated through a higher roll, after weighing the submissions, on balance the Ministry considers that other factors outweighed this in favour of not merging.

8. The Ministry recommends you agree that the proposed merger of Te Kura Kaupapa Māori o Te Whānau Tahī and Te Kura Kaupapa Māori o Waitaha does not proceed. It acknowledges the Boards' feedback and recognises that any proposed change to the Māori medium schooling network should be made within the context of a plan for effective Māori medium provision that supports te reo. It is also acknowledged that this planning includes a range of learning pathways and educational options across the city. This would be undertaken during 2013 with a report back to the Ministry by January 2014.
9. This planning process recognises the Waitangi Tribunal and the Courts findings that the active protection of the Māori language is a Government responsibility under the Treaty of Waitangi. This means that due care must be taken when a Minister exercises network powers which impact upon the provision of education in te reo Māori (for example closure or merger of a kura).
10. The Ministry recommends that it is agreed it asks the Waitaha Advisory Board to work with the kura communities and other key stakeholder groups to develop a comprehensive plan for all levels of Māori medium education provision across the greater Christchurch area. This was the recommendation of the Māori Medium Community Cluster and supports aspects of a number of other submissions that were received.
11. Within the context of considering a range of Māori medium provision the plan should include the relocation of one kura to another part of the city so that there is equitable access to this form of immersion education for learners in the greater Christchurch area.
12. It is considered that this consultation and planning process will ensure that there is support for te reo and the wellbeing of learners during any transition, with minimal risk to kura, whānau or communities becoming disenchanting or disengaged as a result of changes to the network.

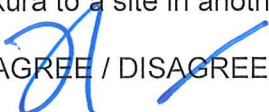
Recommended Actions

We recommend that you:

- a. **note** the information provided about the responses to the consultation by the Boards and whānau with their communities about the proposed merger of Te Kura Kaupapa Māori o Te Whānau Tahī and Te Kura Kaupapa Māori o Waitaha and that neither Board submission supports the proposal to merge;
- b. **agree** that Te Kura Kaupapa Māori o Te Whānau Tahī and Te Kura Kaupapa Māori o Waitaha will be retained as separate kura and not merge;


 AGREE / DISAGREE

- c. **agree** that the Ministry of Education will ask the Waitaha Advisory Board to work with the kura communities and other key stakeholder groups to develop a comprehensive plan for all levels of Māori medium education provision across the greater Christchurch area, and that this include the relocation of one of the kura to a site in another part of the city;


 AGREE / DISAGREE

- d. **note** that when your decision has been made the Ministry will develop letters for you to inform the Boards and whānau;
- e. **note** that following your decision, letters will also be developed for Te Rūnanga o Ngāi Tahu, Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa and the local Members of Parliament; and
- f. **agree** that a copy of this report be released to the Boards of Trustees and whānau of Te Kura Kaupapa Māori o Te Whānau Tahī and Te Kura Kaupapa Māori o Waitaha.

AGREE / DISAGREE


Katrina Casey
Deputy Secretary
Regional Operations

Encls


Hon Hekia Parata
Minister of Education

23/1/13

Education Report: Proposed Merger of Te Kura Kaupapa Māori o Te Whānau Tahī (1618) and Te Kura Kaupapa Māori o Waitaha (4212)

Purpose

1. This report provides you with information about the responses to the consultation by the Boards of Trustees and whānau of Te Kura Kaupapa Māori o Te Whānau Tahī and Te Kura Kaupapa Māori o Waitaha on the proposal to merge the two kura.
2. You are asked to indicate your decision on this proposal.

Background

3. Te Kura Kaupapa Māori o Te Whānau Tahī is a decile 3, Year 1-13 composite school in the Wigram electorate. The July 2012 roll was 72, 100% of whom were Māori.
4. Te Kura Kaupapa Māori o Waitaha is a decile 2, Year 1-13 composite school in the Port Hills electorate. The July 2012 roll was 81 learners, 100% of whom were Māori.
5. Both kura were established as Te Aho Matua kura under section 155 of the Education Act 1989 (the Act).
6. A map showing the geographic area around the two kura is attached as Appendix One.
7. On 13 September 2012 you announced the proposed merger as part of a number of proposed changes to education provision in greater Christchurch. This announcement included the proposal to merge Te Kura Kaupapa Māori o Te Whānau Tahī and Te Kura Kaupapa Māori o Waitaha.
8. On 28 September 2012 you wrote to the Boards of Trustees and whānau of Te Kura Kaupapa Māori o Te Whānau Tahī and Te Kura Kaupapa Māori o Waitaha and initiated consultation on the possible merger of the two kura on a yet to be determined site. That consultation period ended on 7 December 2012.

Reasons for Considering Merger

9. The aggregate roll for the two kura fell by over 50 learners between July 2010 and July 2012. Both kura have low property utilisation rates.
10. The proposal to merge Te Kura Kaupapa Māori o Te Whānau Tahī and Te Kura Kaupapa Māori o Waitaha reflects these relatively low rolls and low utilisation rates, as well as the high remediation costs for one of the sites. Merging the kura and relocating to one site would enable better use of land and the resourcing generated by the kura having a higher roll.

11. The indicative ten year property cost for Te Kura Kaupapa Māori o Te Whānau Tahī is \$1.5 million. For Te Kura Kaupapa Māori o Waitaha it is \$0.3 million. In both cases, these costs are predominantly related to weather tightness remediation works.
12. Because both kura are located in close proximity to each other in the south of Christchurch, access to full immersion te reo Māori provision is restricted geographically. It is proposed that as part of the planning for education renewal in greater Christchurch, the Ministry will ask the Waitaha Advisory Board to undertake consultation with kura whānau and other stakeholders to explore a wide range of options for enhancing Māori medium provision across the area. Options should include the relocation of one kura, the possibility of establishing additional kura, as well as reviewing current bilingual and immersion provision to ensure there is equitable access and a range of immersion and bilingual learning pathways for students in the greater Christchurch area.

Māori Medium Education Proposals

13. As at March 2012 Māori medium education in immersion and bilingual classes across the greater Christchurch region is as follows:

School	Type	Provision	Total learners in MME ¹	Initial Proposal
Te Kura Kaupapa Māori o Te Whānau Tahī	Yr 1-13	Immersion School	73	Merge with Te Kura Kaupapa Māori o Waitaha
Te Kura Kaupapa Māori o Waitaha	Yr 1-13	Immersion School	78	Merge with Te Kura Kaupapa Māori o Te Whānau Tahī
Halswell Residential College	Special	Bilingual classes	8	Change to co-ed and retain
Branston Intermediate	Yr 7-8	Bilingual Classes	17	Close
Freeville School	Yr 1-8	Bilingual Classes	18	Merge with North New Brighton
Hornby Primary School	Yr 1-6	Bilingual Classes	33	Retain
Manning Intermediate	Yr 7-8	Bilingual Classes	24	Close
Rowley Avenue School	Yr 1-6	Bilingual Classes	24	Retain
Shirley Intermediate	Yr 7-8	Immersion Classes	20	Close
St Albans School	Yr 1-6	Immersion Classes	30	Retain
Tuahiwi School	Yr 1-8	Bilingual School	127	Retain
Woolston School	Yr 1-8	Immersion and Bilingual Classes	42	Merge with Phillipstown

¹ MME includes provision at Level 1-4.

14. The Rationale for Change documents for Te Kura Kaupapa Māori o Te Whānau Tahī and Te Kura Kaupapa Māori o Waitaha are attached as Appendix Two.

Consultation under Sections 156 and 157 of the Education Act 1989

15. Before making a decision about merging schools, the Minister must consult with the Board of the schools concerned and with the Boards of state schools whose rolls may be affected.

Consultation with the Boards of Te Kura Kaupapa Māori o Te Whānau Tahī and Te Kura Kaupapa Māori o Waitaha

16. On 13 September 2012 you called a meeting of all schools affected by the proposals for possible closure and merger. You also wrote to the Boards of the kura on 28 September 2012.
17. The Ministry had individual, combined and cluster meetings with the Board of Trustees and whānau of Te Kura Kaupapa Māori o Te Whānau Tahī and Te Kura Kaupapa Māori o Waitaha Boards of Trustees and whānau from 13 September to 12 October 2012 to discuss possible merger proposal.
18. The Ministry also held three information workshops on the consultation process for Board Chairs and the facilitator the schools engaged to undertake the consultation. It was made clear to the Board and whānau at these meetings that no decision about merger had been predetermined. Regular contact has been maintained with representative Board members and the Principals of both kura.
19. The Boards and whānau undertook to consult with their communities and other key stakeholder groups. The final date for submissions was 7 December 2012. On 14 December 2012 you were provided with the complete submissions from the Boards of both kura.
20. You also received an Official Information Act request in relation to the proposed merger of the two kura.
21. The feedback from the Boards and whānau of Te Kura Kaupapa Māori o Te Whānau Tahī and Te Kura Kaupapa Māori o Waitaha is summarised as follows:
 - Both kura oppose the proposal to merge and seek to continue as individual kura with distinct kaupapa.
 - Both kura consider that the kaupapa or ideology and cultural significance of its kura for its whānau was not considered in the rationale, as its focus was the provision of education within the context of changes to the land, buildings and people.
 - The submissions propose that a merger would inhibit and likely reverse efforts to revitalise and grow Māori language, culture and traditions in Christchurch. It would negatively impact on the well-being of learners and whānau of both kura communities, as well as Māori across Christchurch.
 - The Board of Te Kura Kaupapa Māori o Waitaha states that a merger would be in breach of the Treaty of Waitangi principles and the United Nations Declaration on the Rights of Indigenous Peoples.

22. Submissions from both kura propose to strengthen the use of Māori language and its revitalisation by promoting the benefits of kura kaupapa Māori in kōhanga reo and the wider Christchurch community. This includes investigating opportunities to provide support for learners and whānau moving into total immersion education, and strengthening the links with kōhanga reo by establishing kōhanga reo on the same site as kura.
23. Te Kura Kaupapa Māori o Te Whānau Tahī outlined its proposal to deliver culturally grounded, 21st century education. Its “five models of innovation” to support Māori learner achievement and success in education include student study support, a Ngāi Tahu cultural learning programme, a gifted and talented programme, e-learning and a transition class for new Māori medium learners.

Consultation with the Boards of schools whose rolls might be affected

24. On your behalf, the Ministry undertook consultation with the Boards of Somerfield School, Cashmere High School, Christchurch South Intermediate, Hillmorton High School, Manning Intermediate, Rowley Avenue School and Woolston School.
25. The only response received was from the Board of Somerfield School. It did not anticipate that there would be a significant impact on its school as a result of the proposed merger of the two kura. The Board believes that its school has the capacity to accommodate the learners from Te Kura Kaupapa Māori o Te Whānau Tahī residing within its zone if this became necessary.

Consultation with local iwi via the Waitaha Advisory Board

26. The feedback received from the Waitaha Advisory Board was as follows:
 - The Advisory Board strongly supports the enhanced provision of quality teaching in te reo Māori, at all levels, and opposes any decrease in current provision
 - It supports a situation where whānau have the right of access to, and choice of, local full immersion te reo Māori education
 - It supports a model of education provision where there is the least number of transition points for learners moving from early childhood services to compulsory schooling or between schools, in order to mitigate the risk of student disengagement from learning
 - It supports the need for 21st century learning environments that include teaching and learning, and physical site environments, that are responsive to Māori and the culture of the kura.

Additional Consultation

Consultation with the Māori Medium Community Cluster

27. Given that there are likely to be changes to Māori medium provision in Christchurch in the future, the Ministry offered the opportunity for the Māori Medium Community Cluster to make a specific submission about the future of this provision in Christchurch.
28. Feedback from meetings of the Māori Medium Community Cluster and a survey completed by 370 respondents showed five overarching themes:
 - the need for multiple access points into Māori medium education of various forms and of varying levels across the city
 - that quality Māori medium education is defined in line with a kaupapa Māori framework
 - the strong focus on the protection of te reo Māori and revitalisation efforts in Christchurch
 - the requirement for meaningful consultation with the Māori medium community to inform decisions that impact on learners and may result in the reduction in the amount of provision
 - the demand for high quality teaching and learning, and resources from both the Ministry and Ngāi Tahu, both for current provision and additional future options.
29. This submission also included a recommendation to develop a longer term plan for revitalisation of Māori medium education in Christchurch that acknowledges current bilingual and immersion schooling and new different types of Māori medium provision.

Consultation with Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa

30. Te Kura Kaupapa Māori o Te Whānau Tahī and Te Kura Kaupapa Māori o Waitaha were established under section 155 of the Education Act and provide immersion education within the philosophy of Te Aho Matua. Because of this the Ministry has a responsibility to consult and work with Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa (Te Rūnanga Nui) in relation to matters that may impact on the content of Te Aho Matua.
31. Representatives from Te Rūnanga Nui attended meetings with the kura communities in Christchurch. Te Rūnanga Nui also prepared its own submission to the Ministry regarding the proposal to merge the two kura. Te Rūnanga Nui noted that “controversy, anger, sadness and bewilderment dominated each whānau” following the announcement of the proposal to merge the two kura.
32. In its submission, Te Rūnanga Nui recommends that the two kura should remain independent and that they should be allowed to continue to grow, and should receive support and advocacy. Consequently Te Rūnanga Nui has proposed that it work with the Ministry, the Te Kōhanga Reo National Trust and the Waitaha Education Advisory Board to grow and strengthen the provision of kaupapa Māori education in Christchurch. It considers that Te Rūnanga Nui and other key stakeholder groups should “collectively strategise to move forward”.

33. The submission from Te Rūnanga Nui stated that the rationale for the merger was unclear and questioned the basis of the rationale which it stated was based on property issues and low utilisation. Te Rūnanga Nui is of the view that the rationale did not adequately consider or understand the kaupapa of the two kura, noting also that a merger of this nature had never been done before.
34. The submission reports that Te Rūnanga Nui considers the rationale did not make clear what the benefits and advantages of a merger would be. According to Te Rūnanga Nui, it would be a massive challenge and burden to create a new environment at a location that is not yet known, and in a manner not yet disclosed.
35. Te Rūnanga Nui outlines the following cultural considerations in response to the proposed merger:
- the cultural framework on which the two kura were established and developed has an inherent spirituality based on a Māori world view, therefore the merger may result in “eliminating, trampling and abusing the spiritual essence of each whānau”
 - the success or demise of a kura is dependent on the strength of its whānau and community which in turn is determined by the quality of the bonds and relationships between the whānau
 - proceeding with a merger would mean multiple, complex relationships would have to be reconstituted in terms of mana, mana whakahaere, rangatiratanga, tikanga and kawa, risking the loss of two good kura in exchange for a new one that may have a higher degree of uncertainty.
36. Te Rūnanga Nui dismisses concerns about low utilisation of the kura property. It states that since the earthquakes, roll numbers at Te Kura Kaupapa Māori o Te Whānau Tahī have remained stable while Te Kura Kaupapa Māori o Waitaha has gradually increased its roll numbers to 75. Following discussions between Te Rūnanga Nui, Te Kōhanga Reo National Trust Board and local kōhanga reo, it estimates that over the next two years 50 kōhanga reo graduates will enrol at Te Kura Kaupapa Māori o Waitaha and a further 35 will enrol at Te Kura Kaupapa Māori o Te Whānau Tahī.
37. With respect to the property issues in the Rationale document, Te Rūnanga Nui states the significant faults with the buildings at both kura existed before the earthquakes as a result of poor design and construction, and therefore the remediation costs should be met by the architect and the builders rather than used as a reason for the proposed merger of the kura.
38. The submission makes the distinction between kaupapa Māori education and Māori medium education. It cites kōhanga reo, kura kaupapa Māori and wānanga as examples of kaupapa Māori education where the predominant use of te reo Māori, and the governance structures and environments, are key distinguishing features.

39. Te Rūnanga Nui considers that the inequity of provision of kaupapa Māori education in Christchurch prior to the earthquakes is a reason the two kura must not be merged. It proposes that a proportion of the overall education renewal budget be set aside to implement a strategic plan that will support the growth of Te Aho Matua kura kaupapa Māori in Christchurch through:
- support in developing Te Aho Matua curriculum
 - strengthening of te reo Māori in each of the wharekura
 - nurturing current teachers and increasing the number of teachers
 - developing capacity for successful whānau governance.

Ministry Comment

40. The proposal to merge the two kura provides an opportunity to better utilise their land and resources as they would have a higher roll. After weighing up the arguments presented in the submissions the Ministry considers that other factors outweigh these gains and recommends the merger proposal is not progressed further.
41. It is recognised that any change to the Māori medium network would be most effectively undertaken within the context of a plan for Māori medium provision across the city since this would ensure that te reo, as well as learners, kura and whānau are supported throughout the transition.

Waitangi Tribunal

42. The Waitangi Tribunal and the Courts have found that active protection of the Māori language is a Government responsibility under the Treaty of Waitangi. This means that due care must be taken to when a Minister exercises network powers which impact upon the provision of education in te reo Māori (eg closure or merger of a kura).
43. The Ministry recognises the views of those consulted that a merger could result in negative impacts on the wellbeing of learners and inhibit efforts to revitalise and grow Māori language, culture and traditions in Christchurch. It also acknowledges that the Rationale documents were focused on land, buildings and people and did not include information about the wider issues of active protection of the Māori language nor how access and provision of Māori medium education could be strengthened and improved across Christchurch.

Ministry View

44. Merging two English medium schools generally combines the majority of learners from both communities (most of whom still attend a local school). In the case of the kura, enrolment is often based on the desire to support Māori language and culture within a particular kaupapa, rather than being linked to a particular location.

45. In the current situation, where the depth and spread of Māori medium education provision in Christchurch is in need of review, there is a risk of disengagement by whānau and movement of learners to other schools, particularly if a merger of the schools is perceived negatively. There is also a risk that a merger would distract the community from engaging in work to enhance the quality of, and access points to, Māori medium education across the greater Christchurch area.
46. The Ministry is supportive of the proposal to develop the future of Māori medium provision in the greater Christchurch area by developing a comprehensive plan. This was presented in several submissions. It is considered that the Waitaha Advisory Board would be the best group to lead this work and that it could complete it during 2013 and report back to the Ministry with its plan in January 2014.
47. A decision to retain both kura provides the opportunity:
- to include changes to the kura (relocation) within discussions and with a process that is focussed on planning for the future of the Māori medium provision within all interested parties in the community.
 - for them to build on current successful initiatives and nurture the unique kaupapa of the respective kura, and seek innovation that will result in improved achievement for Māori learners and whānau of each kura.
48. The Ministry's view is that if a merger was to proceed, in-depth work would be needed to inform and support dialogue between the kura communities, Te Rūnanga Nui and the Crown. Ideally this would be part of a comprehensive review of, and plan for, Māori medium education in the greater Christchurch area.
49. The Ministry recommends that work is undertaken to develop a comprehensive vision and plan to enhance the quality of, and access to, Māori medium education across the greater Christchurch area through community engagement and consultation. It is considered that the best group to lead this work is the Waitaha Advisory Board and that it include the relocation of one of the kura to provide better access to kaupapa Māori provision for learners living in different parts of the city.

Education Provision at the two Kura

50. The Education Review Office (ERO) last reviewed Te Kura Kaupapa Māori o Te Whānau Tahī in June 2009. In that report, ERO stated that:

The aspiration for students to nurture their individual talents is clearly reflected in the kura vision statement: Poipoia ō tātou nei pūmanawa. This is underpinned by the key values defined in the charter that engender respect, care and generosity.

Staff and whānau provide many opportunities for students to learn about who they are. Planned noho marae and haerenga coincide with kura-wide kaupapa. Previous kaupapa included Wai Māori, Tangata Rongonui, and other significant events such as Matariki, Waitangi Day and ANZAC Day. Student's awareness of tūrangawaewae, Te Whānau Tahitanga and Kai Tahutaka is increasing as whanaungatanga is enhanced.

Kaiako and kaimahi model personal characteristics that promote caring and respectful interactions with others. During the day, they actively participate in karakia alongside students, praise and affirm positive behaviour, and acknowledge students' achievements and successes. These successes are also shared with the wider kura whānau through their pānui, and their rewards systems Toa o te Wiki and Ngā Taumata o Te Rangitūhāhā.

Students' sense of identity is reinforced through learning their pepeha, relevant whakataukī and tauparapara. This is reflected in students' written and visual work displayed in classrooms and documented electronically. Over time, students, staff and whānau members have established their own tikanga, or ways of doing things, that reflect Te Whānau Tahitanga. An example of this is how karakia is conducted each morning. Daily karakia provides leadership opportunities for all students and affirms their confidence and self-esteem.

Student's confidence is fostered through the wide range of activities provided within and outside the kura. There are high levels of student participation and success in sports competitions and tournaments. Wharekura students also participate in physical activities including abseiling, rock climbing, kayaking, tramping and orienteering.

Whānau members participate in some of the kura activities and state children enjoy these activities. They have observed the positive outcomes in terms of their relationships with others. Whānau members also see students developing confidence and positive self-esteem during activities that require them to stand before their own peers and members of the wider community. These activities have included the Manu Kōrero ā-Kura, regional speech and kapa haka competitions and the Wearable Arts evening. Pō Whakanui Tamariki are held regularly throughout the year to showcase students' learning and achievements.

51. ERO last reviewed Te Kura Kaupapa Māori o Waitaha in May 2010 when it returned to conduct a supplementary review. ERO reported the following:

Whānau and kaiako have adopted a strategic approach to support them to address specific areas in Te Ira Tangata, Te Reo and Āhuatanga Ako. They have worked hard to develop and implement clear systems to improve school wide practices that have included:

- establishing guidelines and expectations to foster positive relationships among students and strengthening tuakana, teina roles and responsibilities with a particular focus in Wharekura*
- identifying strategies to supporting individual kaiako with specific te reo Māori language developmental needs*
- implementing a school wide literacy plan to increase kaiako understanding and clarity to integrate good practice in classroom programmes*
- providing kaiako with guidelines and expectations to fulfil their professional responsibilities to improve the quality of teaching and learning school wide.*

ERO has also identified next steps for whānau and kaiako that are focussed on improving the overall quality of te reo Māori and teaching and learning to improve learning outcomes for students.

ERO is likely to carry out the next review within three years.

Priority Learners

Ongoing Resourcing Scheme (ORS)

52. As at 1 July 2012, neither of the two kura had learners accessing Ongoing Resourcing Scheme (ORS) funding.

Financial Implications

53. If Te Kura Kaupapa Māori o Te Whānau Tahī and Te Kura Kaupapa Māori o Waitaha merge it would generate Education Development Initiative (EDI) and Joint Schools Initiative Funding (JSIF) in line with the EDI policy.
54. These funds are used for projects that support student achievement, psycho-social needs, transition and change management within and across schools (EDI funding) and Learning Community Clusters (JSIF funding). This funding is only generated if the merger is implemented.
55. If your decision is that the kura should merge, or you decide to proceed with further options for consultation on the future of the schools, estimates of the savings to the Crown in operational funding will be prepared for your information.

Property Implications

Background Rationale

56. The buildings on the Te Kura Kaupapa Māori o Te Whānau Tahī site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes, to the need to replace concrete slabs of pathways. At present no buildings have been identified as potentially requiring structural strengthening. Buildings on site have been flagged for weather tightness remediation.
57. Surrounding land is predominately CERA technical category 2 (TC2). While geotechnical considerations are unlikely to be a significant factor at this site, preliminary assessments suggest further investigation will be required if further development is undertaken on this site.
58. The indicative cost to repair Te Kura Kaupapa Māori o Te Whānau Tahī is \$1.5 million.
59. The buildings on the Te Kura Kaupapa Māori o Waitaha site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes, to a need for re-leveling building floors. At present no buildings have been identified as potentially requiring structural strengthening. No weather tightness issues were identified during the national survey and subsequent inspections.
60. 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.

61. The indicative cost to repair Te Kura Kaupapa Māori o Waitaha is \$0.3 million.

Proposal Analysis

62. No queries about land and buildings were raised by the Board of either kura.

Property Entitlement

63. 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.

64. These sources are:

- the latest indicative property cost information
- current roll information (October 2012)
- network analysis of the estimated additional required teaching spaces required.

Minister's Proposal 1a – Merge both kura on Te Kura Kaupapa Māori o Te Whānau Tahī Site

Proposal	Cost	Details
Repairs to Te Kura Kaupapa Māori o Te Whānau Tahī	\$1.55 million	Indicative repair cost to Te Kura Kaupapa Māori o Te Whānau Tahī
Result of merger property entitlement	\$0.46 million	2 additional teaching spaces
Other costs	\$0.00 million	Nothing known at this stage
Total	\$2.01 million	
New combined Roll - 151		10 October 2012 combined roll of Te Kura Kaupapa Māori o Te Whānau Tahī (73) and Te Kura Kaupapa Māori o Waitaha (78)
Estimated cost per learner	\$13,311	

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

Ministers Proposal 1b – Merge both kura on Te Kura Kaupapa Māori o Waitaha Site

Proposal	Cost	Details
Repairs to Te Kura Kaupapa Māori o Waitaha	\$0.32 million	Indicative repair cost to Te Kura Kaupapa Māori o Waitaha
Result of merger property entitlement	\$0.23 million	1 additional teaching space
Other costs - relocation of Kōhanga Reo	\$0.01 million	Allowance for site services only
Total	\$0.56 million	
New combined Roll - 151		10 October 2012 combined roll of Te Kura Kaupapa Māori o Te Whānau Tahī (73) and Te Kura Kaupapa Māori o Waitaha Schools(78)
Estimated cost per learner	\$3,709	

Ministers Proposal 1c – Merge Both Kura – On New site (new site not known)

Proposal	Cost	Details
Rebuild A Kura on a new site	\$8.00 million	Based on the School Property Guide Calculator the indicative cost for a kura of 150 learners is \$7.0-8.0 million
Other costs	\$0.00 million	Nothing known at this stage. No allowance has been made for any land purchase if required.
Total	\$8.00 million	
New combined Roll - 151		10 October 2012 combined roll of Te Kura Kaupapa Māori o Te Whānau Tahī (73) and Te Kura Kaupapa Māori o Waitaha Schools(78)
Estimated cost per learner	\$52,980	

Alternative Proposal 1 – Both Kura to remain open

Proposal	Cost	Details
Repairs to Te Kura Kaupapa Māori o Te Whānau Tahī	\$1.55 million	Indicative repair cost to Te Kura Kaupapa Māori o Te Whānau Tahī
Repairs to Te Kura Kaupapa Māori o Waitaha	\$0.32 million	Indicative repair cost to Te Kura Kaupapa Māori o Waitaha
Total	\$1.87 million	
Combined Roll - 151		10 October 2012 combined roll of Te Kura Kaupapa Māori o Te Whānau Tahī (73) and Te Kura Kaupapa Māori o Waitaha (78)
Estimated cost per learner	\$12,384	

Alternative Proposal 2 – One Kura to relocate to alternative site (neither kura nominated)

Proposal	Cost	Details
Rebuild a Kura on a new site	\$6.00 million	Based on the School Property Guide Calculator the indicative cost for a kura of 75 learners is \$5.0-6.0 million ²
Other costs	\$0.00 million	Nothing known at this stage. No allowance has been made for any land purchase if required.
Total	\$6.00 million	
Roll - 75		Assuming a roll of 75 learners
Cost per learner	\$80,000	

² It is acknowledged that the Ministry would develop provision for more learners than this to allow the kura roll to grow. This does however allow comparison of costs.

Risks

65. If you decide to proceed with the merger of Te Kura Kaupapa Māori o Te Whānau Tahī and Te Kura Kaupapa Māori o Waitaha, the risks are:

Māori medium provision

- The provision of Māori medium education in Christchurch could be compromised by the reduction in the total number of immersion education settings, and the possibility of whānau and wider communities of both kura becoming disaffected and disengaged.
- If the merger proceeds the Ministry will work with the Boards and kura whānau to support them to continue providing quality educational provision and a positive environment as they work through the transition.

Waitangi Tribunal

- There is a risk that a claim to the Waitangi Tribunal could proceed, citing breaches to Articles One and Two of the Treaty of Waitangi.
- If this does proceed the Ministry will develop its response to the claim.

Planning of future Māori medium provision

- If you agree that as well as merging the kura the Ministry asks the Waitaha Advisory Board to develop a plan for the future of Māori medium provision in the greater Christchurch area, there is a risk that the merger process could distract communities from engaging in this.
- In order to mitigate this, the Ministry would present the two processes as both strengthening the provision of te reo Māori, but in different ways. Both aim to provide new and exciting opportunities for learners.

Iwi engagement

- The Ministry was initially advised that Ngāi Tahu requested that this report on the kura proposal was developed within a philosophy that considers the perspectives and aspirations of both kura kaupapa Māori and Ngāi Tahu. There is a risk that the Ministry may be perceived as not having taken this request seriously, and therefore not honouring its obligations.
- As part of its consultation the Ministry formally approached Te Runanga Nui and the Waitaha Advisory Board for their response to the merger proposal. Where submissions were presented in Te Reo Māori these were translated into English, so that all details of the responses were fully captured. In developing this report input has been provided from a range of staff with backgrounds in Māori medium provision in Christchurch and across the country.
- The Ministry will ensure that Ngāi Tahu, Te Runanga Nui and the Waitaha Advisory Board are made aware of the decisions for the kura and the wider schooling proposals (it is proposed that this is through an email or at meetings on 18 February 2013 and later, face to face).

66. If you decide not to proceed with the merger, the risks include:

The context of kura and te reo

- The perception by other schools and communities in Christchurch that the kura are being treated differently from mainstream English medium schools because they are being retained and not merged.
- The Ministry recognises that each proposal is unique because each school's situation is unique. Not all merger proposals in English medium schools are being progressed. The decision to retain the two kura as separate schools is within the context that the Waitaha Advisory Board leads the development of a plan for Māori medium provision for the greater Christchurch area. This should include the relocation of one of the kura to another part of the city. This relocation supports requests for greater equity of access to immersion provision for learners from across the city.

Further consultation

- The two kura communities may disengage from the subsequent, positive conversations about education renewal in Christchurch if they believe the kura are both exempt from merger or closure.
- The consultation about the future of Māori medium provision is an exciting and challenging opportunity to have a say in the future of education in the Christchurch area. This planning is likely to provide opportunities for a range of new provision as well as ideas for strengthening current provision. The Ministry will ask the Waitaha Advisory Board to ensure it engages a range of organisations, including Te Runanga Nui and Ngāi Tahu and the Boards and the whānau from both kura.

Conclusion and Next Steps

67. The Ministry's recommendation is that Te Kura Kaupapa Māori o Te Whānau Tahī and Te Kura Kaupapa Māori o Waitaha should remain as separate kura and not merge, but that one of the kura should be considered for relocation. The Ministry does not have a view on which one and recommends the Waitaha Advisory Board consider this in the context of the wider review of provision of Māori medium education.

68. This recommendation takes into consideration:

- the submissions from the Boards of the kura which show that neither support the merger proposal
- the need to ensure that any change to the Māori medium network is made within a planned context which ensures the support of te reo
- the possibility that whānau could become disheartened and disengaged with supporting Māori medium education if the merger is progressed against the advice of the Boards' submissions
- the need to have a wider discussion about the Māori medium/bilingual language provision across all providers in greater Christchurch with a view to developing a strategy that aims to further develop and strengthen this provision.

69. Once your final decision is known, letters will be developed for you to inform the Boards of both kura.
70. Note that when your decision is known letters will also be developed for Te Rūnanga o Ngāi Tahu, Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa and the local Members of Parliament, advising them of your decision.
71. Once your decision has been made, the Ministry recommends that a copy of this report be released to the Boards of Trustees and whānau of Te Kura Kaupapa Māori o Te Whānau Tahī and Te Kura Kaupapa Māori o Waitaha.

Appendix One

Map of the area

Rationale for Change Document

Appendix Three

Property Information

1. Cost per learner is based on the cost of each proposal or alternative proposal divided by the number of effected learners.
2. 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.
3. 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.

4. Primary School – Teaching Space Allowance

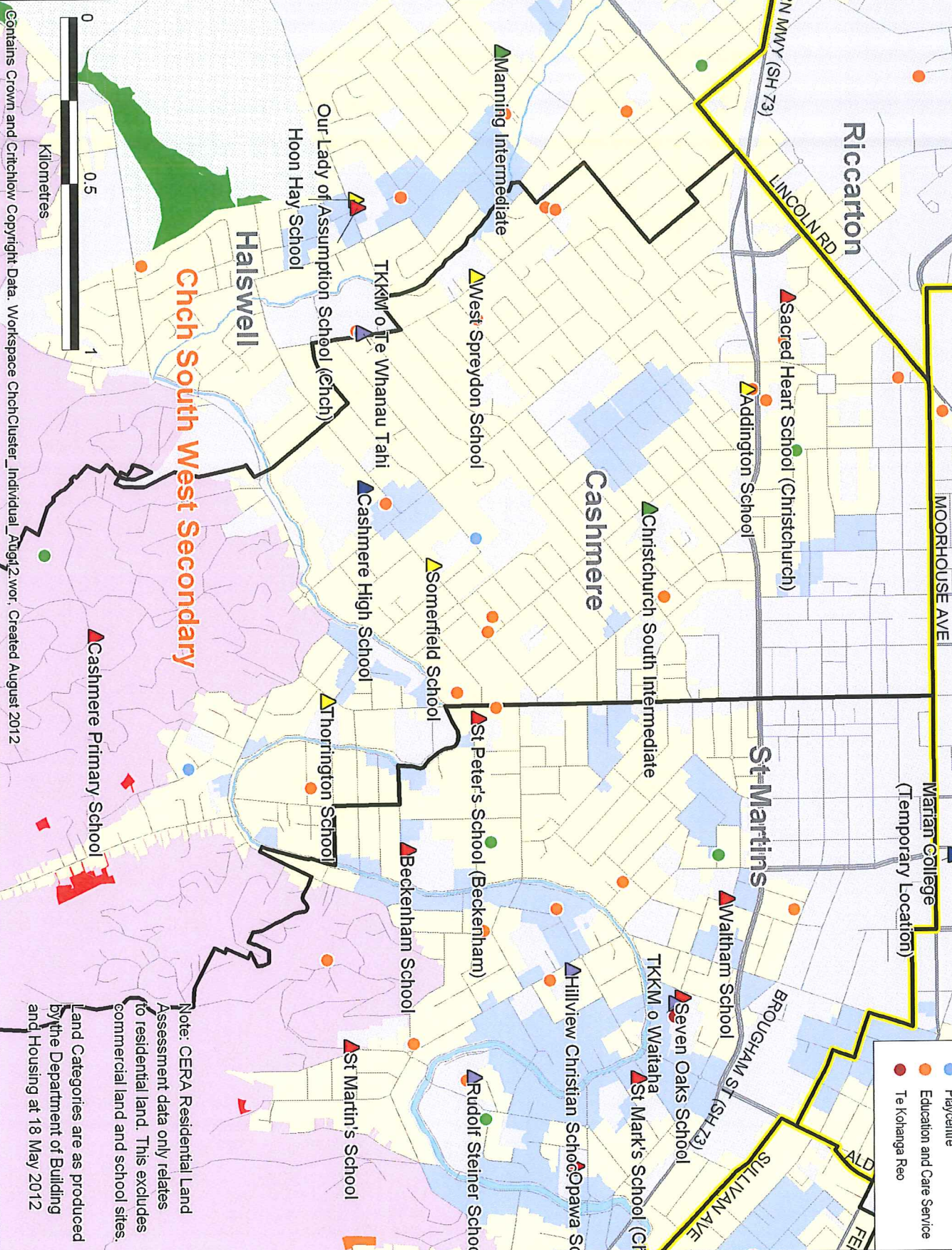
Standard allowance	\$197,520.00
Additional allowance for site specific conditions	\$32,480.00
Total allowance	\$230,000.00

5. Increases to non teaching spaces will be assessed at each site, but no allowance has been made in any of the above figures.
6. Indicative Ten Year Property Costs information – 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.
7. 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.
8. 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.
9. 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.
10. 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.
11. These indicative cost estimates are based upon information, data and research carried out by external parties. They are dependent on the information and assumptions included. While these results may vary as further information and/or assumptions are modified, these preliminary estimates will continue to provide the initial basis for costs of these projects.

Map of the area

Cashmere Cluster - Schools

Southern Regional Health School
 Community College



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

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

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

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

Contains Crown and Critchlow Copyright Data. Workspace ChchCluster_Individual_Aug12.wor. Created August 2012

Rationale for Change Document

Te Kura Kaupapa Māori o Te Whanau Tahī – 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 kura merge?

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

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

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

The aggregate roll for the two kura fell by over 50 learners between July 2010 and July 2012. Both kura have low utilisation rates.

The proposal to merge the two kura reflects these low rolls and low utilisation rates, as well as the high remediation costs for one of the sites. Merging the kura and relocating to one site will enable better use of land and funding.

Because both kura are located in close proximity to each other in the south of Christchurch, access to this provision is restricted. As part of the planning for renewal, the Ministry wants to work with the community to explore other options for enhancing Māori medium provision across greater Christchurch. This includes the possibility of establishing additional kura, as well as reviewing bilingual and immersion provision to ensure it is high-quality and easily accessible.

Land

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

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

Buildings

The buildings on the TKKM o Te Whanau Tahi site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to replacing concrete slabs of pathways.

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

Detailed Engineering Evaluations (DEE's) are yet to commence but are scheduled to be complete by mid 2013; these reports will confirm the exact scale of the structural strengthening, if required.

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

¹ This figure includes international fee-paying students.

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for TKKM o Te Whanau Tahī <i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed.</i>	\$1.5 million
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The above costs are predominately weather tightness remediation works

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

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

While the roll for TKKM o Te Whanau Tahī has remained relatively stable, the roll for TKKM o Waitaha has fallen in July 2012 compared to July 2010.

The aggregated July 2012 rolls for both kura have decreased by over 50 learners since July 2010.

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

School Name	Type	Authority	2008	2010	2012
TKKM o Te Whanau Tahī	Composite (Year 1-15)	State	74	79	72
TKKM o Waitaha	Composite (Year 1-15)	State	110	129	81
Total			184	208	153

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

Other providers of Māori Medium Education

Several schools across greater Christchurch offer either Bilingual or Immersion classes. These are³:

Name	Type of Māori Medium Education School	Total Students in MME	Total School Roll March 2012	School Type
Halswell Residential College	Bilingual Classes	8	32	Special School
TKKM o Te Whanau Tahī	Immersion School	73	73	Composite (Year 1-15)
Branston Intermediate	Bilingual Classes	17	169	Intermediate
Freeville School	Bilingual Classes	18	284	Full Primary
Hornby Primary School	Bilingual Classes	33	130	Contributing
Manning Intermediate	Bilingual Classes	24	154	Intermediate
Rowley Avenue School	Bilingual Classes	24	102	Contributing
Shirley Intermediate	Immersion Classes	20	222	Intermediate
St Albans School	Immersion Classes	30	454	Contributing
Tuahiwi School	Bilingual School	127	127	Full Primary
Woolston School	Immersion & Bilingual Classes	42	220	Full Primary
TKKM o Waitaha	Immersion School	78	78	Composite (Year 1-15)

Manning Intermediate offers only Level 4 Māori Medium Education. This school is also proposed to close.

Tuahiwi School is located in the Waimakariri District, north of Kaiapoi.

Excluding the two kura and Halswell Residential College, three of the schools listed above are proposed to close and two are proposed to merge with another school.

The Ministry wants to work with the community to develop other options for enhancing Māori medium provision across greater Christchurch. This includes the possibility of establishing bilingual and immersion provision in other locations to ensure quality and ease of access.

Student Distribution patterns⁴

Students attending a local state school

In the July 2012 school roll returns, 8,620 students in greater Christchurch were identified as Māori or part Māori. Of these 88% (7,610) attend a state school, 10% (861) attend a state integrated school, and 2% (149) attend private schools.

³ From the Directory of Māori Medium Schools, September 2012, http://www.educationcounts.govt.nz/_data/assets/excel_doc/0008/63872/Directory-Maori-Medium-Current.xls

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

The following table shows the number of primary and secondary students attending state, state integrated, and private schools in greater Christchurch.

	Year 1-8		Year 9-15	
	#	%	#	%
Private	41	1%	108	3%
State Integrated	499	9%	362	12%
State	4,972	90%	2,638	85%
Grand Total	5,512	100%	3,108	100%

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

See **Appendix** for Māori Medium Education provider locations and Māori Student Distribution by Area Unit.

Population change⁵

Number of March 2010 and March 2012 student address records⁶ in red zones⁷.

There are significant areas of CERA 'Red Zone' land within the catchment of the two kura (Christchurch City).

At March 2010 only one TKKM o Te Whanau Tahi student lived within an area now classified as "Red Zone" land by CERA. No address matched TKKM o Waitaha student data is available for 2010.

At March 2012, no TKKM o Te Whanau Tahi or TKKM o Waitaha students lived within these areas.

There are significant areas of greenfield residential development proposed in the North and West of the city.

Given the two kura draw few students from these areas of red zone and the future greenfield growth, the scale of household change in the schools catchment is expected to have little impact on future demand for schooling provision at the kura.

Factors such as parental choice and a recent increase in birth rate are more likely to impact roll change at these schools.

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

⁵ March data has been used for the comparison across the period 2010 to 2012, as no relevant historical July student address data exists.

⁶ Student address records are geocoded (address matched) records from the respective school roll returns. Not all records were address matched.

⁷ CERA Red Zone data at 24 August 2012

What would proposed merger mean for the kura and its community?

Current Network Organisation

Under the current network composition, 11% (16) of the 150 July 2012 address matched student records for both schools are within 1 km of a kura. Forty seven percent of students reside more than 3 kms away from a kura.

Current Student Distribution in relation to current locations of both kura.

Distance (Km)	# students ⁸	% ⁹
0-1	16	11%
1-3	63	42%
3-5	23	15%
5-10	40	27%
over 10	8	5%
Total	150	100%

Proposed Network Change

No site has been identified in the proposal, but it is assumed that one of the current sites could be used.

Current Student Distribution in relation to the TKKM o Waitaha site:

Distance (Km)	Waitaha		Whanau Tahī		Total	
	#	%	#	%	#	%
0-1	7	9%	2	3%	9	6%
1-3	22	28%	21	30%	43	29%
3-5	16	20%	17	24%	33	22%
5-10	27	34%	26	37%	53	35%
over 10	8	10%	4	6%	12	8%
Total	80	100%	70	100%	150	100%

A similar number of students from both kura reside near TKKM o Waitaha.

Approximately 35% of students currently attending a kura reside within 3 kms of the TKKM o Waitaha site.

⁸ Number of all applicable students in the area of interest that attend a given school

⁹ Percentage of all applicable students in the area of interest that attend a given school

Current Student Distribution in relation to the TKKM o Te Whanau Tahi site:

Distance (Km)	Waitaha		Whanau Tahi		Total	
	#	%	#	%	#	%
0-1	0	0%	7	10%	7	5%
1-3	5	6%	32	46%	37	25%
3-5	15	19%	9	13%	24	16%
5-10	51	64%	20	29%	71	47%
over 10	9	11%	2	3%	11	7%
Total	80	100%	70	100%	150	100%

Six percent of TKKM o Waitaha students reside within 3 kms to the TKKM o Te Whanau Tahi site.

Approximately 30% of students currently attending a kura reside within 3 km of the TKKM Te Whanau Tahi site.

While more students reside close to the TKKM o Waitaha site than the TKKM Te Whanau Tahi site, other factors such as land, site size, property, and facilities available will play a greater role in determining which site is preferable in the event of a merger.

Merging the two kura would provide opportunities to explore options for provision outside of the south of Christchurch and for funding to be invested 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 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.

An effective merger brings together the strengths of both schools. The particular programmes which are run in the merged school are decisions made by the board of the continuing school, however, it is likely the successful programmes, culture etc which have been developed within either school would be continued in the merged school.

The Ministry would expect a merged school would want to work with all learners in its community.

If a merger is to proceed the move would not be piecemeal.

The board of the continuing school would discuss an implementation plan for the merger with the Ministry. This would then be implemented.

If a final decision to merge is made by the Minister, and gazetted, the board of the continuing school or a new board as appropriate, would oversee the process. This will include decisions around school name, uniform, branding etc.

There must be at least one full term between the gazetting and when the merger is implemented. In some cases, the Minister agrees to appoint a board for the continuing school. The appointed board can co-opt members as required.

Elections for a new board of trustees must be held within three months of the date of merger. At this time, the newly elected board will be representative of all families at the merged school.

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.

Staff, including support staff, will be able to apply for positions in the merged school. Alternatively redundancy may apply in respect to reduced or full loss of hours.

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

If a decision to merge is made the vacated school property site will go into a disposal process.

How would the proposed merger of my kura fit into the overall plan for my learning community cluster and the network as a whole?

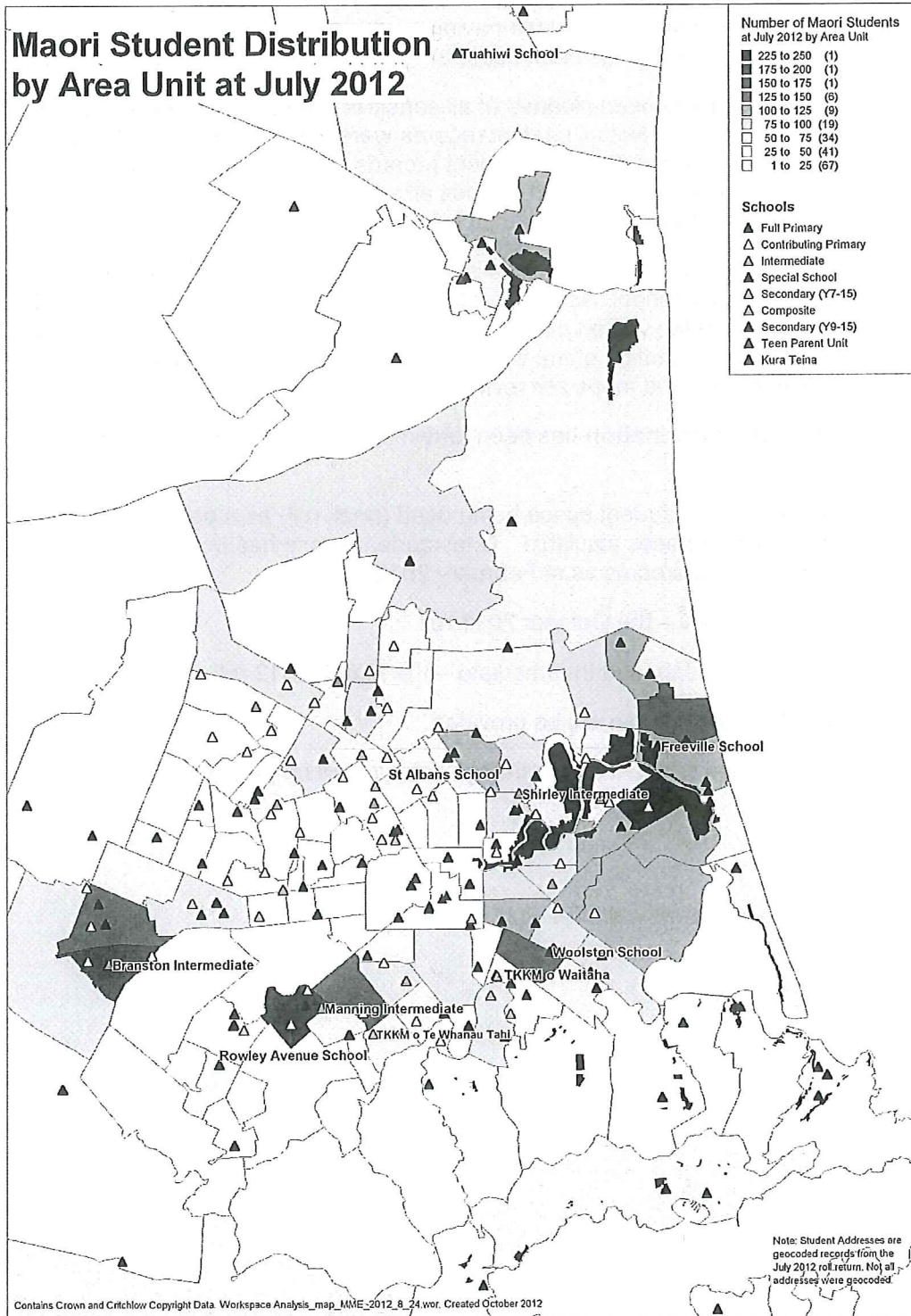
Renewal focuses on the cluster of provision within an education community and the collective impact of people movement and land and building damage across the entire provision within the cluster.

The future of your learners should continue to feature in the wider 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 merge TKKM o Te Whanau Tahi and TKKM o Waitaha. The cluster would want to consider how enhanced provision that might be required to support moving student populations might look and how the merger could support the wider idea for enhanced provision across the network.

Appendix: Māori Student Distribution by Area Unit, July 2012 Student Address Data



Te Kura Kaupapa o Waitaha – 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?

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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.

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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.

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Why is it proposed my kura merge?

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. (*This includes international fee paying students.*)

The aggregate roll for the two kura fell by over 50 learners between July 2010 and July 2012. Both kura have low utilisation rates.

The proposal to merge the two kura reflects these low rolls and low utilisation rates, as well as the high remediation costs for one of the sites. Merging the kura and relocating to one site will enable better use of land and funding.

Because both kura are located in close proximity to each other in the south of Christchurch, access to this provision is restricted. As part of the planning for renewal, the Ministry wants to work with the community to explore other options for enhancing Māori medium provision across greater Christchurch. This includes the possibility of establishing additional kura, as well as reviewing bilingual and immersion provision to ensure it is high-quality and easily accessible.

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 TKKM o Waitaha site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to re levelling building floors.

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

Detailed Engineering Evaluations (DEE's) are yet to commence but are scheduled to be complete by mid 2013; these reports will confirm the exact scale of any structural strengthening, if required.

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 TKKM o Waitaha <i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed.</i>	\$0.3 million
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The above costs are predominately works associated with condition assessment remediation works

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Cost estimate information

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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.

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While the roll for TKKM o Te Whanau Tahī has remained relatively stable, the roll for TKKM o Waitaha has fallen in July 2012 compared to July 2010.

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School Name	Type	Authority	2008	2010	2012
TKKM o Te Whanau Tahī	Composite (Year 1-15)	State	74	79	72
TKKM o Waitaha	Composite (Year 1-15)	State	110	129	81
Total			184	208	153

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

Other providers of Māori Medium Education

Several schools across greater Christchurch offer either Bilingual or Immersion classes. These are³:

Name	Type of Māori Medium Education School	Total Students in MME	Total School Roll March 2012	School Type
Halswell Residential College	Bilingual Classes	8	32	Special School
TKKM o Te Whanau Tahī	Immersion School	73	73	Composite (Year 1-15)
Branston Intermediate	Bilingual Classes	17	169	Intermediate
Freeville School	Bilingual Classes	18	284	Full Primary
Hornby Primary School	Bilingual Classes	33	130	Contributing
Manning Intermediate	Bilingual Classes	24	154	Intermediate
Rowley Avenue School	Bilingual Classes	24	102	Contributing
Shirley Intermediate	Immersion Classes	20	222	Intermediate
St Albans School	Immersion Classes	30	454	Contributing
Tuahiwi School	Bilingual School	127	127	Full Primary
Woolston School	Immersion & Bilingual Classes	42	220	Full Primary
TKKM o Waitaha	Immersion School	78	78	Composite (Year 1-15)

Manning Intermediate offers only Level 4 Māori Medium Education. This school is also proposed to close.

Tuahiwi School is located in the Waimakariri District, north of Kaiapoi.

Excluding the two kura and Halswell Residential College, three of the schools listed above are proposed to close and two are proposed to merge with another school.

The Ministry wants to work with the community to develop other options for enhancing Māori medium provision across greater Christchurch. This includes the possibility of establishing bilingual and immersion provision in other locations to ensure quality and ease of access.

Student Distribution patterns⁴

Students attending a local state school

In the July 2012 school roll returns, 8,620 students in greater Christchurch were identified as Māori or part Māori. Of these 88% (7,610) attend a state school, 10% (861) attend a state integrated school, and 2% (149) attend private schools.

³ From the Directory of Maori Medium Schools, September 2012, http://www.educationcounts.govt.nz/data/assets/excel_doc/0008/63872/Directory-Maori-Medium-Current.xls

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

The following table shows the number of primary and secondary students attending state, state integrated, and private schools in greater Christchurch.

	Year 1-8		Year 9-15	
	#	%	#	%
Private	41	1%	108	3%
State Integrated	499	9%	362	12%
State	4,972	90%	2,638	85%
Grand Total	5,512	100%	3,108	100%

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

See **Appendix** for a Map showing Māori Medium Education provider locations and Māori Student Distribution by Area Unit.

Population change⁵

Number of March 2010 and March 2012 student address records⁶ in red zones⁷.

There are significant areas of CERA 'Red Zone' land within the catchment of the two Kura (Christchurch City).

At March 2010 only one TKKM o Te Whanau Tahī student lived within an area now classified as "Red Zone" land by CERA. No address matched TKKM o Waitaha student data is available for 2010.

At March 2012, no TKKM o Te Whanau Tahī or TKKM o Waitaha students lived within these areas.

There are significant areas of greenfield residential development proposed in the North and West of the city.

Given the two kura draw few students from these areas of red zone and the future greenfield growth, the scale of household change in the schools catchment is expected to have little impact on future demand for schooling provision at the kura.

Factors such as parental choice and a recent increase in birth rate are more likely to impact roll change at these schools.

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

⁵ March data has been used for the comparison across the period 2010 to 2012, as no relevant historical July student address data exists.

⁶ Student address records are geocoded (address matched) records from the respective school roll returns. Not all records were address matched.

⁷ CERA Red Zone data at 24 August 2012

What would the proposed merger mean for the kura and its community?

Current Network Organisation

Under the current network composition, 11% (16) of the 150 July 2012 address matched student records for both kura are within 1 km of a kura. Forty seven percent of students reside more than 3 kms away from a kura.

Current Student Distribution in relation to current locations of both Kura.

Distance (Km)	# students ⁸	% ⁹
0-1	16	11%
1-3	63	42%
3-5	23	15%
5-10	40	27%
over 10	8	5%
Total	150	100%

Proposed Network Change

No site has been identified in the proposal, but it is assumed that one of the current sites could be used.

Current Student Distribution in relation to the TKKM o Waitaha site:

Distance (Km)	Waitaha		Whanau Tahī		Total	
	#	%	#	%	#	%
0-1	7	9%	2	3%	9	6%
1-3	22	28%	21	30%	43	29%
3-5	16	20%	17	24%	33	22%
5-10	27	34%	26	37%	53	35%
over 10	8	10%	4	6%	12	8%
Total	80	100%	70	100%	150	100%

A similar number of students from both kura reside near TKKM o Waitaha.

Approximately 35% of students currently attending a kura reside within 3 kms of the TKKM o Waitaha site.

⁸ Number of all applicable students in the area of interest that attend a given school

⁹ Percentage of all applicable students in the area of interest that attend a given school

Current Student Distribution in relation to the TKKM o Te Whanau Tahī site:

Distance (Km)	Waitaha		Whanau Tahī		Total	
	#	%	#	%	#	%
0-1	0	0%	7	10%	7	5%
1-3	5	6%	32	46%	37	25%
3-5	15	19%	9	13%	24	16%
5-10	51	64%	20	29%	71	47%
over 10	9	11%	2	3%	11	7%
Total	80	100%	70	100%	150	100%

Six percent of TKKM o Waitaha students reside within 3 km of TKKM o Te Whanau Tahī site.

Approximately 30% of students currently attending a kura reside within 3 kms of TKKM Te Whanau Tahī site.

While more students reside close to the TKKM o Waitaha site than TKKM Te Whanau Tahī site, other factors such as land, site size, property, and facilities available will play a greater role in determining which site is preferable in the event of a merger.

Merging the two kura would provide opportunities to explore options for provision outside of the south of Christchurch and for funding to be invested 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 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.

An effective merger brings together the strengths of both schools. The particular programmes which are run in the merged school are decisions made by the board of the continuing school, however, it is likely the successful programmes, culture etc which have been developed within either school would be continued in the merged school.

The Ministry would expect a merged school would want to work with all learners in its community.

If a merger is to proceed the move would not be piecemeal.

The board of the continuing school would discuss an implementation plan for the merger with the Ministry. This would then be implemented.

If a final decision to merge is made by the Minister, and gazetted, the board of the continuing school or a new board as appropriate, would oversee the process. This will include decisions around school name, uniform, branding etc.

There must be at least one full term between the gazetting and when the merger is implemented. In some cases, the Minister agrees to appoint a board for the continuing school. The appointed board can co-opt members as required.

Elections for a new board of trustees must be held within three months of the date of merger. At this time, the newly elected board will be representative of all families at the merged school.

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.

Staff, including support staff, will be able to apply for positions in the merged school. Alternatively redundancy may apply in respect to reduced or full loss of hours.

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

If a decision to merge is made the vacated school property site will go into a disposal process.

How would the proposed merger of my kura fit into the overall plan for my learning community cluster and the network as a whole?

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 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 merge TKKM o Te Whanau Tahī and TKKM o Waitaha schools. The cluster would want to consider how enhanced provision that might be required to support moving student populations might look and how the merger could support the wider idea for enhanced provision across the network.

Facts and Figures

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

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

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

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

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

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

Peak rolls used: Primary – the October 2011 roll

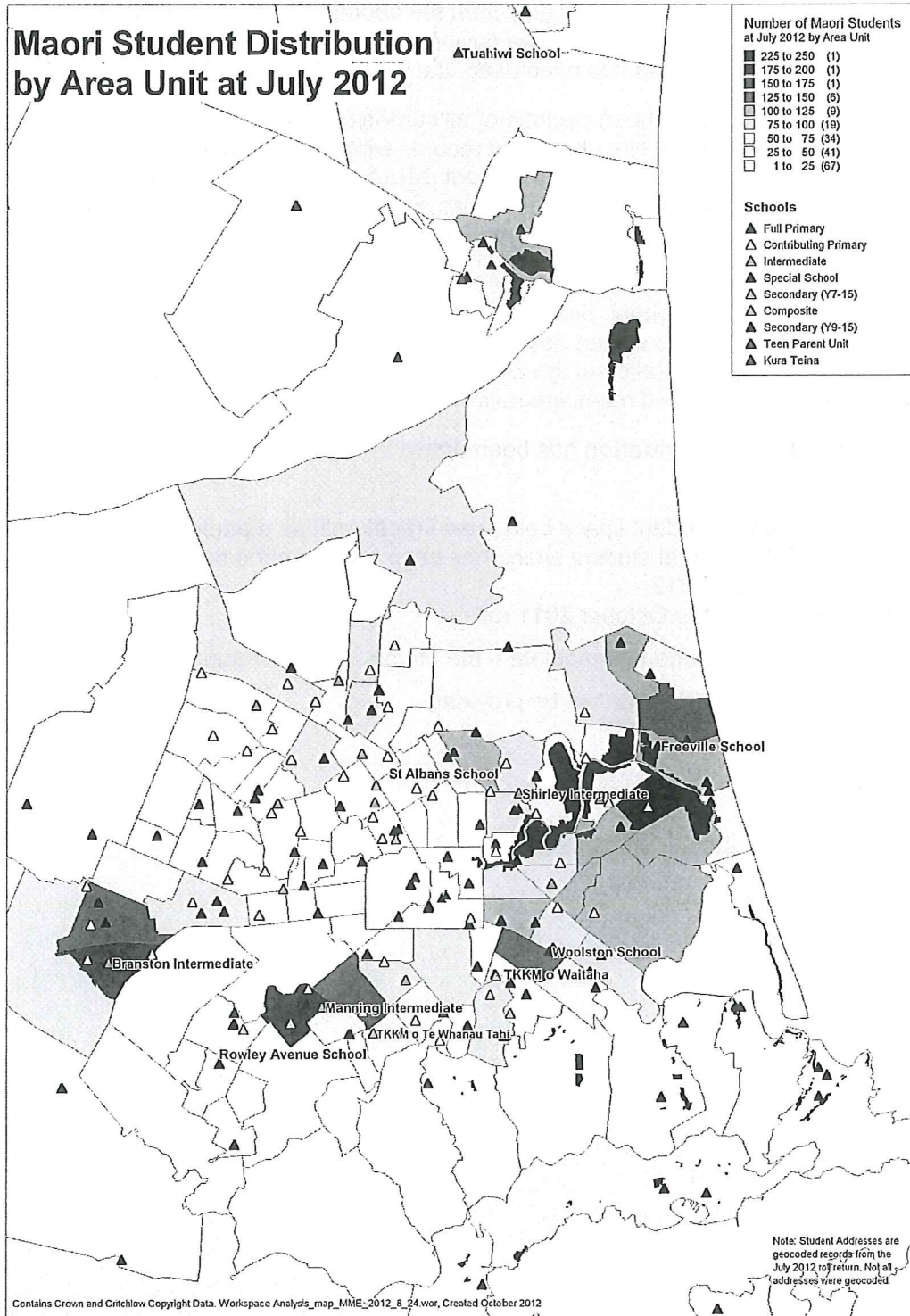
Secondary and Intermediate – the March 2012 roll return

Relevant reports and documentation will be provided.

Contact us

Email us shapingeducation@minedu.govt.nz

Appendix: Māori Student Distribution by Area Unit, July 2012 Student Address Data



Appendix Three

Property Information

1. Cost per learner is based on the cost of each proposal or alternative proposal divided by the number of effected learners.
2. 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.
3. 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.

4. Primary School – Teaching Space Allowance

Standard allowance	\$197,520.00
Additional allowance for site specific conditions	\$32,480.00
Total allowance	\$230,000.00

5. Increases to non teaching spaces will be assessed at each site, but no allowance has been made in any of the above figures.
6. Indicative Ten Year Property Costs information – 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.
7. 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.
8. 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.
9. 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.
10. 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.
11. 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