

Education Report: Proposed Merger of Unlimited Paenga Tawhiti (483) and Discovery One (1635)

Executive Summary

1. This report seeks your decision on the proposed merger of Unlimited Paenga Tawhiti and Discovery One Schools under section 156A of the Education Act 1989 (the Act).
2. On 13 September 2012, you announced the proposed merger as part of a number of changes to education provision in greater Christchurch. On 28 September 2012 you initiated formal consultation on the proposal to merge Unlimited Paenga Tawhiti and Discovery One as a Year 1-13 school.
3. The roll of Unlimited Paenga Tawhiti was 309 as at July 2012 and the roll of Discovery One was 168 as at July 2012. The two schools are designated character schools established under section 156 of the Act and share a philosophy of democratic learning. They were located in leased premises within the Christchurch Central Business District (CBD) which was significantly damaged by the February earthquake. After the earthquakes, both schools have occupied temporary premises outside of the CBD.
4. Both Boards of Trustees, with the assistance of a facilitator, undertook consultation with their communities. The consultation indicated support for the proposal, however the communities would like time for the risks to be worked through to ensure robust systems and processes are established.
5. In principle, both Boards support the proposal; however concerns such as the timeframe, financial arrangements, the maximum roll and accommodating the needs of all learners within a wide age range were identified.
6. The submissions articulated a strong commitment to return to the CBD and a desire for the Ministry to accelerate this process, particularly if the merger occurs. The Ministry has been working through the process of identifying an appropriate site for both schools. While we acknowledge frustrations, we are becoming concerned that the issue of premises is distracting both schools from focusing on the attendance, engagement and achievement of their learners.
7. The two schools are both on a 1 - 2 year Education Review Office cycle and since November 2011 a limited statutory manager (LSM) has been in place at Discovery One. Following a review in July 2012 the powers of the LSM were increased and a new appointment made.
8. The Ministry recommends that the two schools be merged as a Year 1-13 designated character school on 27 January 2014 and that the continuing school be Unlimited Paenga Tawhiti. It is recommended that if the merger is approved, that the continuing school be given a Ministry appointed Board.

9. The Ministry recommends that if the merger is approved, that the newly merged school operate from a split site until it is re-established in the CBD on a new site. Timing of new site acquisition will depend on the Christchurch Central Development Unit receiving and approving outline development plans from central city land owners.
10. Once your decision is known, letters to the Boards will be developed for your signature.

Recommended Actions

We recommend that you:

- a. **note** the information provided about the responses to the consultation by the Boards with their school communities about a proposed merger of Unlimited Paenga Tawhiti and Discovery One School;
- b. **note** that the Boards of Unlimited Paenga Tawhiti and Discovery One School agree with the proposed merger;
- c. **agree** to the merger of the two schools under section 156A of the Education Act 1989 with Unlimited Paenga Tawhiti being the continuing school;
AGREE/ DISAGREE
- d. **agree** that your preferred date for the merger to take effect is 27 January 2014;
AGREE / DISAGREE
- e. **agree** that your preference is for the Board of the continuing school to initially be an appointed Board of Trustees (until the first elections 3 months after the merger);
AGREE / DISAGREE
- f. **note** that the school will operate from two sites until such time as a new site can be made suitable on which to re-establish the school in the CBD;
- g. **note** that the Ministry will work with the schools to determine a new maximum roll for the combined rolls at the newly merged school;
- h. **note** that once your decision is known the Ministry will develop letters to the Boards of Trustees of Unlimited Paenga Tawhiti and Discovery One Schools to advise them of your decision;

- i. **note** that letters to the local Members of Parliament will be developed once your decision is known; and
- j. **agree** that a copy of this report be released to the Boards of Trustees of Unlimited Paenga Tawhiti and Discovery One.

AGREE / DISAGREE



Katrina Casey
Deputy Secretary
Regional Operations

Encls



Hon Hekia Parata
Minister of Education

23/1/13

Education Report: Proposed Merger of Unlimited Paenga Tawhiti (483) and Discovery One (1635)

Purpose

1. This report provides you with information about the responses to the consultation by the Boards of Trustees of Unlimited Paenga Tawhiti and Discovery One on the proposal to merge the two schools. The site for the proposed merged school has yet to be determined.

Background

2. Unlimited Paenga Tawhiti is a Year 9-13 secondary school with a July 2012 roll of 379. This roll comprised of 309 New Zealand European, 51 Māori, two Pasifika, eight Asian, and 11 learners of other ethnicities.
3. Discovery One is a Year 1-8 full primary school with a July 2012 roll of 168. The roll comprised of 128 New Zealand European, 28 Māori, four Pasifika, three Asian, and five learners of other ethnicities. A map of the area is attached as Appendix One.
4. A limited statutory manager (LSM) is currently in place at Discovery One. This appointment has been in place since November 2011. Following a review in July 2012 the powers of the LSM were increased and a new appointment made. The LSM has been vested with the following functions, powers and duties of the Board:
 - as the employer (whether statutory or otherwise)
 - management of the financial operations of the school (whether statutory or otherwise)
 - management of communications (whether statutory or otherwise) relating to the areas of employment, finance and Board organisation and management
 - management of the curriculum and teaching and assessment practices (whether statutory or otherwise)
 - management of health and safety of students and staff (whether statutory or otherwise).
5. Both schools are decile 6, and were based in the Central Business District of Christchurch. After the earthquakes, both schools have temporarily relocated: Unlimited Paenga Tawhiti is on the University of Canterbury campus and Discovery One is on the Halswell Community College site.
6. Unlimited Paenga Tawhiti and Discovery One are both designated character schools established under section 156 of the Education Act 1989 (the Act). The special character of each school is based on the philosophy of democratic learning, formed and supported by the Discovery Learning Trust.
7. On 13 September 2012 you announced a number of proposals for change to education provision in greater Christchurch. This announcement included the proposal to merge the two schools.

8. On 28 September 2012 you wrote to the Boards of Trustees of Unlimited Paenga Tawhiti and Discovery One and initiated consultation on the possible merger of the two schools. No site or date of this proposed merger has been determined. That consultation period ended on 7 December 2012.

Reasons for Considering Merger

9. Discovery One School and Unlimited Paenga Tawhiti were located in Christchurch's Central Business District (CBD) which was significantly damaged by the February earthquake. Both schools operated out of leased premises.
10. The impact on buildings within the CBD has forced both these schools to relocate to the suburbs. Over time, as the new CBD is established, it is expected that apartment style living will become the norm for a large number of people including families. These families will require schooling in the city.
11. Because the CBD is likely to start from a central hub, and because it will take time for people to move back, we expect less demand initially for inner city education provision than before the earthquakes.
12. The Ministry is proposing to merge Discovery One and Unlimited Paenga Tawhiti which share the same designated character and re-establish the school as a single Year 1-13 school of the same designated character within the CBD.
13. The Board of Unlimited Paenga Tawhiti would be appointed as the Board of the continuing school. The LSM of Discovery One School would be retained in 2013 to complete identified tasks.
14. The two schools operate from two separate locations in 2013 and it will be a requirement of the new school to operate from a split site until such time as a suitable single CBD site can be found and made ready.

Learning Community Cluster proposal

15. The proposal for the Central Christchurch learning Community Cluster of schools is as follows:

School	Current Type	Proposal
Unlimited Paenga Tawhiti	Yr 9-13	Merge with Discovery One
Discovery One	Yr 1-8	Merge with Unlimited Paenga Tawhiti
Christchurch East School	Yr 1-8	Repair and continue
Hagley Community College	Yr 9-13	Repair and continue

16. The Rationale for Change documents for Unlimited Paenga Tawhiti and Discovery One are attached as Appendix Two.

The Merger Process

17. School mergers take place under section 156A of the Act. This section enables the Minister of Education to merge one or more state schools (merging schools) with another state school (the continuing school).
18. Where there are two separate Boards of Trustees, the Board of the continuing school usually stays in office while the Boards of the other schools are dissolved on the day the merger takes effect. Alternatively, the Minister may appoint a Board of Trustees for the continuing school.
19. When the two schools have a combined board of trustees before the merger, the Minister may agree that the combined board is the board of the continuing school or that an appointed board takes on this role. An appointed board would then govern the merger process and also take over the governance of both schools during the interim period (which is from the date that the appointed board takes office through to three months after the date of merger when the Education Act states that a new election must take place).
20. When two schools are merged, neither is legally closed, but one school is identified as the continuing school. All of the assets, debts and liabilities of the merging school become those of the continuing school.
21. Mergers (like school closures) generate Education Development Initiative (EDI) enhancements which will be specified in a Memorandum of Agreement negotiated with the Ministry of Education.

Consultation under Sections 156 and 157 of the Education Act 1989

22. 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 Unlimited Paenga Tawhiti and Discovery One

23. On 13 September you called a meeting of all schools affected by the proposals around closures and mergers. You also wrote to the Boards of the schools on 28 September 2012, and you met with the Boards of Unlimited Paenga Tawhiti and Discovery One to discuss the proposal on 30 and 31 October 2012.
24. The Ministry also held three information workshops on the consultation process for Board Chairs and facilitators for the schools engaged to undertake the consultation. It was made clear to the Boards at these meetings that no decision about merger had been predetermined. Regular contact has been maintained with representative Board members and the Principals.
25. Each Board appointed a facilitator to undertake consultation on its behalf. These were submitted to the Ministry by 7 December 2012 and you were provided with copies on 14 December 2012.

26. The feedback from the Boards of Unlimited Paenga Tawhiti and Discovery One School is summarised as follows:

Stakeholder	Concern
Unlimited Paenga Tawhiti and Discovery One School Boards of Trustees	<p>In principle, both Boards support the merger proposal. They consider that to ensure a successful implementation the following needs to occur:</p> <ul style="list-style-type: none"> • a CBD site is located for the merged school as soon as possible • that the merger occur in 2013 and that funding arrangements are not adversely affected • that accommodation is planned for a roll of 1500 learners and the maximum roll cap is removed • that the two Boards have financial support to manage the transition and resource it appropriately.
Parents - Unlimited Paenga Tawhiti and Discovery One School	<p>Both communities cautiously support the proposal. The facilitator's report noted that each community wants to see the particulars of their special character / culture continue without being subsumed by the other. Particular concerns were raised regarding:</p> <ul style="list-style-type: none"> • mixing of age ranges (behaviour) • transition points for learners and families – process to ensure that the transition to secondary for learners and families is developed • difficulty in attracting learners and families to the secondary section of the proposed merged school.
Learners - Unlimited Paenga Tawhiti and Discovery One School	<p>The facilitator noted that overall Yr 2 – Yr 10 learners seem open to the merger.</p> <p>Of particular concern was the age range of learners at the merged school. These concerns centred on sharing of facilities (including toilets), resources and space.</p>

Consultation with the Boards of schools whose rolls might be affected

27. On your behalf, the Ministry undertook consultation with the Boards of schools whose rolls may be affected. As part of this process the Ministry received a response from Somerfield School, which did not have any concerns regarding the proposal.

Consultation with other parties

28. The Ministry undertook consultation on the proposed merger with the Post Primary Teachers Association which noted that it supports the proposal.
29. The Ministry also consulted with the LSM appointed to Discovery One School. The LSM noted that there is substantial work required to bring the school up to an acceptable standard of curriculum delivery, management and governance. He is of the view that the schools should not merge until this has been completed.

Ministry comment

30. The submission notes that the Boards seek removal of the maximum roll if the merger is to go ahead. The legislation states that a maximum roll must be applied to section 156 designated character schools. If you agree to the proposal the Ministry will work with the schools to develop a new maximum roll for the Year 1-13 school.

Education Provision at the Two Schools

Unlimited Paenga Tawhiti

31. The Education Review Office (ERO) last reviewed Unlimited Paenga Tawhiti in October 2012. In its confirmed report, ERO reported that:

The special character school has a strong focus on student-directed learning based on student interest and choice. The school's philosophy reinforces that the city is the classroom and that learning is not restricted by time or place. Because of this, students have a wide range of learning opportunities within and beyond the school.

Students who are motivated and able to direct their own learning make very good progress and often achieve highly. Senior leaders have identified that some groups of students are not engaging and are therefore at risk of not achieving. They are in the early stages of developing programmes to address the needs of these students.

ERO has identified that some aspects of the curriculum need to be improved in order to ensure that all students are able to develop their thinking, research and self-management skills to access the curriculum as independent learners.

The school's curriculum emphasises a personalised approach to meeting a wide range of students' interests and learning needs within and beyond the school. Students who develop the skills necessary to successfully manage their own learning can make use of a rich and varied curriculum.

32. ERO has indicated that it intends to carry out another review within one to two years. The Ministry is working with the Board to identify appropriate training and support.

33. The Ministry has also identified student attendance as an issue at Unlimited as identified in the table below.

Attendance rate for school¹

Year	Justified absences	Unjustified absences	Intermittent unjustified absences	Attendance rate
2009	8.4	4.0	7.3	80.3
2010	8.9	10.7	12.4	68.0
2011	11.3	20.2	14.9	53.6
2012 (Jan-June)	10.3	14.6	10.5	63.9

34. The Ministry has worked with the Board of Unlimited Paenga Tawhiti to address this, and the school is now developing more robust systems to monitor student attendance. The Board has also indicated that this year it has experienced difficulty in overseeing students across the two sites it has operated, which are 11.5 kilometres apart. In 2013 the school will be located at one site and this should assist the staff to more effectively monitor and manage student attendance.
35. If roll based figures are used, the numbers of learners leaving Unlimited Paenga Tawhiti with NCEA Level 2 or higher is low. In 2011, only 21 learners out of 72 (29.16%) achieved NCEA Level 2 or higher, and in 2010 that figure was 28 out of 90 (31.11%). Using participation rates for NCEA Assessment in 2011, the results for Unlimited Paenga Tawhiti compared to the national average are as follows:

	NCEA Level 1 in Yr 11	NCEA Level 2 in Yr 12	NCEA Level 3 in Yr 13
Unlimited Paenga Tawhiti	73% (22 learners)	68% (21 learners)	82% (21 learners)
National Average	77.4%	82%	75.7%

Discovery One School

36. ERO last reviewed Discovery One in October 2012. In its report, ERO stated that:

The special character of the school is most strongly expressed in its philosophy of holistic, self-directed learning and choice related to students' passions, interests and needs. The school makes extensive use of resources in the environment beyond the school to expand opportunities for inquiry-based learning. Active and ongoing parental involvement in learning programmes and activities is an essential part of the learning environment. This is also a feature of the school's special character.

For some students, the learning time available is not used effectively. The planning and student monitoring by some learning advisors is inconsistent. There is a lack of clear requirements and specific guidance regarding student use of learning time. This is not supporting students who are not yet able to manage their own learning in ways that are timely and productive.

¹ Attendance is measured in a rate per 100 learners enrolled at the school.

Leaders and learning advisors have not gathered sufficient school-wide achievement information to evaluate the progress and achievement of their students over time and validly assess them against the National Standards.

Based on the number of significant issues identified during this review, ERO cannot be confident that, at present, all students are receiving the quality of education that will enable them to progress and achieve well in their learning.

37. ERO intends to carry out another review within one to two years. The Acting Principal has contracted curriculum professional development for all staff. The LSM will engage an experienced local curriculum leader to mentor staff through curriculum development and change.

Priority Learners

38. Unlimited Paenga Tawhiti had a July 2012 roll of 379 learners, of whom 13.4% were Māori and 0.5% were Pasifika. Discovery One had a July 2012 roll of 168 learners, of whom 16.7% were Māori and 2.4% were Pasifika.

39. Unlimited Paenga Tawhiti provides for Māori medium education at levels 2 through to 4. In its most recent unconfirmed report, ERO stated the following:

The school has made significant progress in promoting educational success for Māori, as Māori. Since the last review, the school has benefited from its participation in a national initiative to improve outcomes for Māori learners.

40. In its most recent report for Discovery One, ERO noted the following:

The board and learning advisors value Māori culture and tikanga. The school has implemented initiatives to improve students' understanding of te reo and tikanga Māori. This includes a Māori language week and school-wide celebrations for matariki. They are exploring ways for their Māori students to experience success as Māori.

41. As at 1 July 2012, neither Unlimited Paenga Tawhiti nor Discovery One had learners accessing Ongoing Resourcing Scheme (ORS) funding.

Options for the Governance of the Merged School

42. We recommend that if you decide to merge the two schools, the merger would take effect on 27 January 2014. Unlimited Paenga Tawhiti would be the continuing school.
43. The Ministry recommends that you state a preference for a Ministerially appointed board of the continuing school during the interim period (the set period to the merger until the election three months after the merger).
44. It is recommended that the LSM currently in place at Discovery One be retained for 2013 in order to continue to make progress with their identified tasks. Should there be an ongoing requirement for the LSM to work with the merged school then options for continuing their involvement would be considered.

45. The Ministry will be working with both schools during 2013 regarding appropriate board support and training. This will also enable Unlimited Paenga Tawhiti to address the issues raised within its unconfirmed ERO report.

Staffing

46. Based on the confirmed staffing rolls for each school as at March 2012, if Unlimited Paenga Tawhiti and Discovery One merge, the FTTE for the newly merged school would be 38.2 FTTE. This figure is based on the assumption that all learners currently on the rolls of the two schools will go to the newly merged school.

Financial Implications

47. If Unlimited Paenga Tawhiti and Discovery One merge, the merger 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, psychosocial needs, transition and change management within and across schools and Learning Community Clusters. Funding is only generated if the merger is implemented.
49. If your decision is that the schools 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

50. Discovery One School and Unlimited Paenga Tawhiti were in leased buildings in the Christchurch CBD at the time of the February 2010 earthquakes. As the buildings were leased, the loss to the Ministry as a result of the earthquakes was approximately \$3.0 million being the Ministry owned fit-out of the building.
51. Both schools were re-established on temporary sites after the February 2010 earthquakes.
52. Unlimited Paenga Tawhiti is in the process of relocating for a second time, having initially been at Halswell Residential College. From the start of 2013 it will be established at the University of Canterbury. The move from Halswell Residential College was required because of the Special Education Residential review requirements for this site.
53. If you approve the proposal to merge the schools, the Ministry will work to find a suitable site for a Year 1-13 school within the CBD. The Ministry has identified matters such as availability, suitability and rental costs as concerns that may cause issues with the process to relocate the merged school.
54. The initial indicative costs for a design and build of a purpose built facility in the CBD is \$33.0 million. The indicative cost to lease a purpose built facility is \$3.30 million per annum. Both these values are subject to escalation.

55. Timing of site acquisition will depend on the Christchurch Central Development Unit receiving and approving outline development plans from central city land owners.

Conclusion and Next Steps

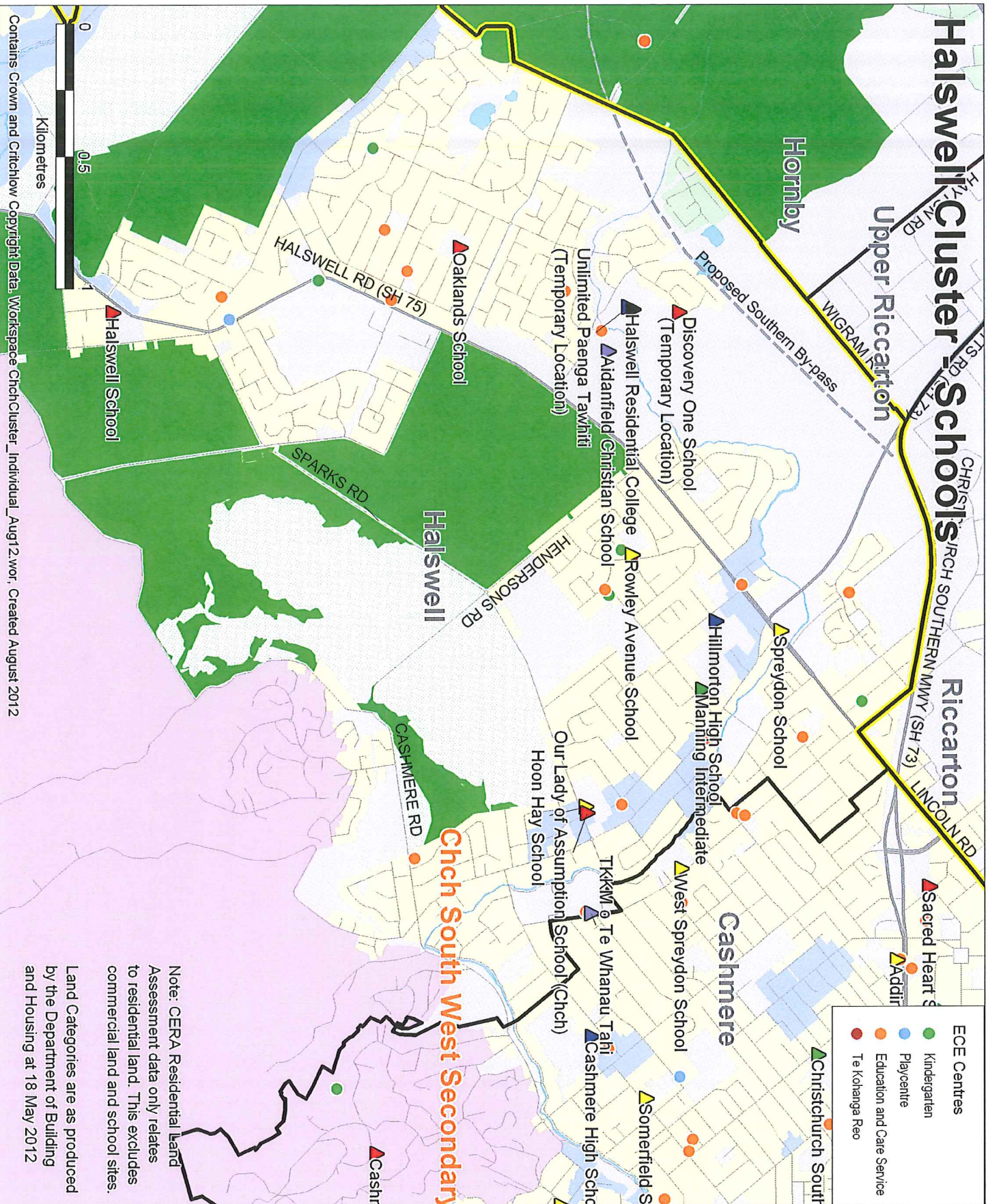
56. The proposal to merge Discovery One and Unlimited Paenga Tawhiti Schools is based on:
- the shared designated character of the two schools
 - their inner-city location prior to the earthquake
 - the intent to find new premises within the CBD but an acknowledgement that we expect less demand initially for inner city education provision than before the earthquakes.
57. The Ministry's view is that you should proceed with the merger of Unlimited Paenga Tawhiti and Discovery One Schools under section 156(A) of the Act. The Boards of the two schools are supportive of the proposal, they share a similar designated character and both wish for the "new" school to operate out of the CBD.
58. It is recommended that if approved, the merger is implemented for 27 January 2014. This will enable the LSM to complete his tasks at Discovery One in 2013 and ensure that both schools are in a strong position to implement the merger. The Ministry will continue to work with both schools to offer board training support.
59. Once your decision is known the Ministry will develop letters to the Boards for your signature. Both Boards agree to the merger, thus if you agree with the Ministry's recommendation it is not necessary to continue with the 28 day consultation process.
60. The Ministry will continue to work with both Boards towards implementing the merger, particularly concerning the provision of suitable property. Once a site has been identified and secured a report will be provided to you giving details of the costs of re-establishing the school in the CBD.
61. Once your decision has been made, the Ministry recommends that a copy of this report be released to the Boards of Trustees of Unlimited Paenga Tawhiti and Discovery One.

Map of the area

Rationale for Change Document

Map of the area

Halswell Cluster Schools



- ECE Centres
- Kindergarten
- Playcentre
- Education and Care Service
- Te Kohanga Reo
- ▲ Christchurch South
- ▲ Addir
- ▲ Sacred Heart S

- 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 (7-15)
 - Composite
 - Secondary (9-15)
 - Teen Parent Unit
 - Kura Teina

- Technical Category 3
 - Technical Category 2
 - Technical Category 1
 - Urban Non-Residential Land
 - Rural
 - Port Hills and Banks Peninsula
- Note: CERA Residential Land Assessment data only relates to residential land. This excludes commercial land and school sites.
- Land Categories are as produced by the Department of Building and Housing at 18 May 2012

Rationale for Change Document

Discovery One School – Rationale for change

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

Why is change needed?

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

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

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

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

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

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

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

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

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

Why is it proposed my school 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.

With existing capacity already under-utilised, and ongoing changes in demographics as families re-settle in new locations, the viability of existing individual schools and increased demand for new schools is a key consideration going forward.

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.

Discovery One School and Unlimited Paenga Tawhiti schools were located in Christchurch's Central Business District (CBD) which was significantly damaged by the February earthquake. Both schools operated from leased premises.

The impact on buildings within the CBD has forced both these schools to relocate to the suburbs.

Over time as the new CBD is established, as with other modern cities, apartment style living is expected to be the norm for a large number of people including families.

Because the CBD is likely to start from a central hub, and because it will take time for people to move back, we expect less demand for inner city education provision than before the earthquakes.

The Ministry is therefore proposing to merge the two existing inner city schools to establish a single year 1-13 school within the CBD, provided a suitable site can be found.

Over time as the CBD expands and demand increases, the Ministry will consider additional options for inner city education provision.

Land and Buildings

Because Discovery One school was in a leased building these costs are not applicable, and there is no geotechnical information.

People

Discovery One school had a roll of 168 at July 2012, which is slightly less than in 2008 and 2010.

Unlimited Paenga Tawhiti had a roll of 381 at July 2012, which is similar to its roll in 2008.

¹ This figure includes international fee-paying students.

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

School Name	Type	Authority	2008	2010	2012
Discovery One School	Full Primary (Year 1-8)	State	180	179	168
Unlimited Paenga Tawhiti	Secondary (Year 9-15)	State	382	391	381
Total			562	570	549

Student Distribution Patterns³

Although both Discovery One School and Unlimited Paenga Tawhiti School were physically located within the central city prior to the Canterbury earthquakes, their special character draws students across the city.

An analysis of students residing in the Central City cluster is therefore not appropriate for these schools.

The central location of these schools provided equitable access for students across the city to attend these special character schools and the two schools have similar student distribution patterns.

Number of students residing near the pre-quake school locations⁴, July 2012 student address data:

Distance (Km)	Discovery One School	Unlimited PT
0-1	0	0
1-3	45	62
3-5	29	74
5-10	64	163
over 10	30	79
Total	168	378

Percentage of students residing near the pre quake school locations, July 2012 student address data:

Distance (Km)	Discovery One School	Unlimited PT
0-1	0	0
1-3	27%	16%
3-5	17%	20%
5-10	38%	43%

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

³ Analysis includes all crown 'funded' students only, i.e. regular, regular adult, returning adult & extramural. It reflects the student's home address – which bears no relationship to the school they were enrolled at. Not all student records were address matched.

⁴ Based on a centre point of the pre earthquake Discovery One School location. Pre-quake, Discovery One and Unlimited PT were located near to each other in the central city.

over 10	18%	21%
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No Discovery One or Unlimited PT students reside within 1 km of the schools' pre-quake locations.

The majority of Discovery One and Unlimited PT students reside some distance from the schools pre-quake locations, with 56% and 64% respectively residing more than 5 kms away.

Population change⁵

There are significant areas of CERA 'Red Zone' land within the catchment of Discovery One and Unlimited Paenga Tawhiti Schools. These schools draw students from across the entire greater Christchurch area.

Approximately 11% (18) of the 168 Discovery One School address matched student records at March 2010 lived within areas now classified as "Red Zone" land by CERA. At March 2012, only 4% (6) of the 142 address matched records remained in these areas.

Analysis of the March 2010 student address data⁶ shows that approximately 7% (28) of Unlimited Paenga Tawhiti students lived within areas now classified as "Red Zone"⁷ land by CERA. At March 2012, only 3% (12) of the 395 address matched records remained in these areas.

This shows that while the majority of students have left the red zone areas, a number still remain in these areas.

There is greenfield residential development proposed in Hornby and Marshland, where these schools draw some students. However, the net gain in households in these areas is offset by the retreat from red zone properties.

On this basis the scale of household change in the schools' catchment is not expected to significantly change demand for schooling provision at Discovery One and Unlimited Paenga Tawhiti.

Other factors, such as parents choosing education at a special character school over local providers, are likely to have a greater impact on roll change at these schools.

The Ministry will continue to work with agencies such as the 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 school and its community?

Merging Discovery One and Unlimited Paenga Tawhiti Schools would enable funding to be invested where 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
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How would the proposed merger of my school fit into the overall plan for the network as a whole?

The merger of Discovery One and Unlimited Paenga Tawhiti would support the retention of options for students to continue to enjoy the provision provided by special character schools.

Because the CBD is likely to start from a central hub, and because it will take time for people to move back, merging Discovery One and Unlimited Paenga Tawhiti would ensure the option for central city education provision can be retained, providing a suitable site can be found.

Over time as the CBD expands and demand increases, the Ministry may need to provide additional options for inner city education provision.

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.

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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

Unlimited Paenga Tawhiti School – Rationale for change

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

Why is change needed?

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

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

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

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

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

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

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

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

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

Why is it proposed my school 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.

Unlimited Paenga Tawhiti and Discovery One were located in Christchurch's Central Business District (CBD) which was significantly damaged by the February earthquake. Both schools operated from leased premises.

The impact on buildings within the CBD has forced both these schools to relocate to the suburbs.

Over time as the new CBD is established, as with other modern cities, apartment style living is expected to be the norm for a large number of people including families.

Because the CBD is likely to start from a central hub, and because it will take time for people to move back, we expect less demand for inner city education provision than before the earthquakes.

The Ministry is therefore proposing to merge the two existing inner city schools to establish a single year 1-13 school within the CBD, provided a suitable site can be found.

Over time as the CBD expands and demand increases, the Ministry will consider additional options for inner city education provision.

Land and Buildings

Because Unlimited Paenga Tawhiti was in a leased building these costs are not applicable.

Neither is the need for geotechnical information.

People

Unlimited Paenga Tawhiti had a roll of 381 at July 2012, which similar to its roll in 2008.

Discovery One had a roll of 168 at July 2012, which is slightly less than in 2008 and 2010.

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

School Name	Type	Authority	2008	2010	2012
Discovery One School	Full Primary (Year 1-8)	State	180	179	168
Unlimited Paenga Tawhiti	Secondary (Year 9-15)	State	382	391	381
Total			562	570	549

¹ This figure includes international fee-paying students.

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

Student Distribution Patterns³

Although both Unlimited Paenga Tawhiti and Discovery One schools were physically located within the central city prior to the Canterbury earthquakes, their special character draws students across the city.

An analysis of students residing in the central city cluster is therefore not appropriate for these schools.

The central location of these schools provided equitable access for students across the city to attend these special character schools and the two schools have similar student distribution patterns.

Number of students residing near the pre quake school locations⁴ (July 2012 student address data):

Distance (Km)	Discovery One School	Unlimited PT
0-1	0	0
1-3	45	62
3-5	29	74
5-10	64	163
over 10	30	79
Total	168	378

Percentage of students residing near the pre quake school locations (July 2012 student address data):

Distance (Km)	Discovery One School	Unlimited PT
0-1	0	0
1-3	27%	16%
3-5	17%	20%
5-10	38%	43%
over 10	18%	21%

No Discovery One or Unlimited Paenga Tawhiti students reside within 1 km of the schools' pre-quake locations.

The majority of Unlimited Paenga Tawhiti and Discovery One students reside some distance from the schools pre-quake locations, with 64% and 56% respectively residing more than 5 kms away.

³ Analysis includes all crown 'funded' students only, i.e. regular, regular adult, returning adult & extramural. It reflects the student's home address – which bears no relationship to the school they were enrolled at. Not all student records were address matched.

⁴ Based on a centre point of the pre earthquake Discovery One School location. Pre-quake, Discovery One and Unlimited PT were located near to each other in the central city.

Population change⁵

There are significant areas of CERA 'Red Zone' land within the catchment of Unlimited Paenga Tawhiti and Discovery One Schools. These schools draw students from across greater Christchurch.

Analysis of the March 2010 student address data⁶ shows approximately 7% (28) of Unlimited Paenga Tawhiti students lived within areas now classified as "Red Zone"⁷ land by CERA at March 2010.

At March 2012, only 3% (12) of the 395 March 2010 address matched records remained in these areas.

This shows that while the majority of students have left their red zone residences, a significant number of families remain in these areas at this stage.

Approximately 11% (18) of the 168 Discovery One School address matched student records at March 2010 lived within areas now classified as "Red Zone" land by CERA. At March 2012, only 4% (6) of the 142 address matched records remained in these areas.

There is greenfield residential development proposed in Hornby and Marshland, from where these schools draw some students. However, the net gain in households in these areas is offset by the retreat from red zone properties.

On this basis the scale of household change in the schools' catchment is not expected to significantly change demand for schooling provision at Unlimited Paenga Tawhiti and Discovery One.

Other factors, such as parents choosing education at a special character school over local providers, are likely to have a greater impact on roll change at these schools.

The Ministry will continue to work with agencies such as the 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 school and its community?

Merging Discovery One and Unlimited Paenga Tawhiti Schools would enable funding to be invested where 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
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