

Education Report: Consideration of Closure of Linwood Intermediate School (3414) and future provision of Year 7-8 education in Linwood: Feedback from the second consultation period

Executive Summary

1. This paper seeks your decision on the proposed closure of Linwood Intermediate School under section 154 of the Education Act 1989, and the future provision of Year 7-8 education in the Linwood Learning Community Cluster.
2. On 13 September 2012, you announced a number of proposals for changes to schooling in greater Christchurch including the proposal to close Linwood Intermediate School. The rationale for the possible closure of Linwood Intermediate School is based on the size of the rolls across all schools in the Linwood Learning Community Cluster, the cost to remediate these schools, and the opportunity these two issues present to provide enhanced education to students within the whole Cluster area.
3. In January 2013, the Ministry of Education reported to you on the results of the consultation undertaken by the Board of Linwood Intermediate School with its community about the proposal to close the school. This report (Metis 741585 – Appendix One) is attached for your information. The Ministry recommended that Linwood Intermediate School should be closed.
4. On 18 February 2013, you announced your interim decision that Linwood Intermediate School should close, and wrote to the Board of the school giving it until 28 March 2013 to advise you of any reasons why the school should remain open.
5. The Board of Trustees of Linwood Intermediate School has responded to your letter, stating that it continues to disagree with the rationale for the proposed closure of its school. The Board has undertaken its own review of education provision for Year 7-8 students in the Linwood Learning Community Cluster and compared the three options (full primary, intermediate, and composite schools). The Board submits that in all the areas of cost, quality education, Māori Medium, Samoan language programmes, student engagement in education and school, and the community and school relationship, Linwood Intermediate School is a better provider than the primary schools and secondary school in the Cluster.
6. The Board also submits the following reasons in favour of retaining the school: the school community remains opposed to closure, its positive Education Review Office report, the lack of choice for Year 7-8 education in the event of closure, the benefits of a small school, and the pragmatic nature of Linwood Intermediate School's vision.

7. The Board again submits its alternative proposal to retain Linwood Intermediate School and reclassify it as a Year 7-9 school. The Ministry's view remains that a Year 7-9 option would not be viable in this network and would undermine Year 7-8 provision.
8. You also agreed that consultation should take place over the future provision of Year 7-8 schooling in the Linwood Cluster. The consultation was on the following two options:
 - Option One - recapitation of Bromley, Linwood Avenue, and Linwood North Schools to become Year 1-8 full primary schools.
 - Option Two - change of class at Linwood College to become a Year 7-13 composite school.
9. The consultation took place concurrently with the second consultation process on the closure of Linwood Intermediate School. This report provides you with an analysis of the information gathered during the consultation that was undertaken regarding the provision of education for Year 7 and 8 students in the Linwood Learning Community Cluster. This information is integral to you considering a final decision for Linwood Intermediate School.
10. Feedback from the consultation process showed that all of the schools consulted were willing to provide for the education of Year 7-8 students. The schools' wider communities were surveyed and showed a general preference for Year 7-8 students to remain in a full primary school setting.
11. While the Ministry considers that recapitation of the primary schools would be the most cost effective option, as the schools already have the capacity to accommodate Year 7-8 students, and the option could consolidate the academic results for a further two years, the Ministry does not recommend this option.
12. The Ministry considers that a change of class of Linwood College to become a Year 7-13 school would allow for a critical mass of Year 7-8 students in one school and would maximise the use of specialist resources and provide greater flexibility for wider curriculum delivery. It may also result in greater access to bilingual or immersion provision, and allow more opportunities to offer Pasifika language options. Similarly, it is likely that this option will provide a stronger technology option should the technology centre at Phillipstown School be relocated to Linwood College. Linwood College will be rebuilt on its current lower fields and therefore it will offer the opportunity of modern learning environments for Year 7-13 students, including a stronger focus on digital literacy.
13. The Ministry recommends that you agree to a change of class of Linwood College to become a Year 7-13 school, and proposes that Linwood Intermediate School should close on 27 January 2015. Year 7 students would be able to enrol at Linwood Intermediate School for 2014 and then would transition to Linwood College in 2015 to begin Year 8. The change in timeframe from the interim decision (that a change of class would be implemented on 27 January 2014) is to allow time for the Board of Linwood College to develop its Year 7-8 curriculum and to consider / implement its preferred configuration for Year 7-8 students i.e. it may consider implementing a junior and senior school configuration.

14. If you agree that Linwood Intermediate School will close and Linwood College will become a Year 7-13 composite school, it is estimated that there would be operational costs to the Crown of \$213,645 in the first year, with estimated annual operational savings after that of \$273,690 per year. The net operating savings to the Crown in the first ten years after closure are estimated to be \$1,485,885. This includes the estimated additional costs of Linwood Intermediate School students attending other schools.
15. The Ministry recommends that you agree to close Linwood Intermediate School on 27 January 2015, and agree to a change of class at Linwood College to take effect on 27 January 2015.

Recommended Actions

We recommend that you:

- a. **note** the information provided about the second consultation period feedback and consider it alongside the original submission from the Board of Trustees of Linwood Intermediate School;

- b. **agree** to the closure of Linwood Intermediate School, effective 27 January 2015;

01 2014
AGREE / DISAGREE

Either

- c. Option One

agree that Bromley School, Linwood Avenue School and Linwood North School will be repurposed to become full primary schools;

AGREE / DISAGREE

Or

- d. Option Two (recommended)

agree that Linwood College will change its class from being a Year 9-13 secondary school to become a Year 7-13 composite school under the provisions of section 153 of the Education Act 1989;

AGREE / DISAGREE

- e. **note** that once your decision is known, the Ministry will provide letters for your signature to the Boards of Trustees of Linwood Intermediate School, Bromley School, Linwood Avenue School, Linwood North School and Linwood College, and to the local Members of Parliament, advising them of your decision;

- f. **note** that Gazette notices will also be provided for your signature; and

- g. **agree** that a copy of this report is released to the Boards of Trustees of Linwood Intermediate School, Bromley School, Linwood Avenue School, Linwood North School, and Linwood College.

AGREE / DISAGREE



Katrina Casey
Deputy Secretary
Regional Operations

Encls



Hon Hekia Parata
Minister of Education

20/5/13

Education Report: Consideration of Closure of Linwood Intermediate School (3414) and future provision of Year 7-8 education in Linwood: Feedback from the second consultation period

Purpose

1. This report seeks your decision on the proposed closure of Linwood Intermediate School under section 154 of the Education Act 1989 (the Act). It also seeks your decision about your preferred option for Year 7-8 schooling in the Linwood Learning Community Cluster.

Background

2. Linwood Intermediate School is a decile 2, Year 7-8 intermediate school in the Linwood Learning Community Cluster, in the Christchurch Central electorate. The July 2012 roll of the school was 123, which included 35 Māori, 29 Pasifika, 53 New Zealand European, four Asian, and two students of other ethnicities. The provisional 1 March 2013 roll was 131 students.
3. On 13 September 2012, you announced a number of proposed changes to schooling provision in greater Christchurch, and on 28 September 2012 you wrote to the Board of Trustees of Linwood Intermediate School formally initiating consultation on possible closure of the school. That consultation period ended on 7 December 2012.
4. The Linwood Learning Community Cluster comprises five schools with varying rolls and utilisation rates. The overall roll of the three primary schools in the cluster, and Linwood Intermediate School, fell by almost 200 young people between July 2010 and July 2012. This has resulted in an oversupply of primary places in the cluster.
5. All the schools in the Cluster have some earthquake-related damage and buildings that require earthquake strengthening. The total cost to remediate all the schools in the Cluster is estimated at \$25 million. The indicative costs for Linwood Intermediate School are \$3.2 million, related primarily to earthquake strengthening work. No weather-tightness issues were identified at the school.
6. Given the significant cost of remediation across the cluster as a whole, and the fewer student places required, there is an opportunity to enhance the quality of the infrastructure, while also supporting enhanced achievement and engagement.
7. In January 2013, the Ministry reported to you on the outcome of the consultation process and recommended that Linwood Intermediate School should be closed (Metis 741585 – Appendix One). The Ministry also recommended to you that you undertake formal consultation over the future provision of Year 7-8 schooling in the cluster. The consultation would be on the following two options:

Option One

Recapitation of the following primary schools:

- Bromley School
- Linwood Avenue School
- Linwood North School

Or

Option Two

Change of class at Linwood College to become a Year 7-13 composite school.

8. On 18 February 2013, you announced your interim decision that Linwood Intermediate School should close, and wrote to the Board of Trustees giving it until 28 March 2013 to let you know of any further reasons why Linwood Intermediate School should remain open.
9. You also agreed to formal consultation on the change of class and recapitation options and this has taken place concurrently with the second round of consultation undertaken by the Board of Linwood Intermediate School (METIS 741585 refers – Appendix One).

Response from the Board of Trustees of Linwood Intermediate School

10. On 7 March 2013, you met with the Chair of the Board and the Principal to hear their issues / feedback about the interim decision. This was your second visit to the school and a follow-up to your visit during the first stage of consultation
11. The Board responded to your letter on 28 March 2013 stating that it rejects your interim decision. The Board stated that the school community also remained strongly opposed to the proposed closure of Linwood Intermediate School.
12. The Board submitted that the Ministry has failed to properly analyse all the options for provision of Year 7-8 education in the Linwood Learning Community Cluster. The Board has therefore undertaken a comparative analysis of the Year 7-8 options, and submits the following:
 - *Costs:* the Board disputes the costs in the report on the basis that if the intermediate school is repaired, it should be repaired to the current roll, not to its capacity, as this would be the most effective option. The Board also submits that the Education Report (Appendix One) over-estimates the cost for Linwood Intermediate School continuing, and underestimates the cost for a change of class at Linwood College.
 - *Quality Education:* the Board disputes that students would receive high quality education provision at other schools in the cluster. It states that it believes Māori and Pasifika students receive better education at Linwood Intermediate School than they do at other schools in the Cluster.
 - *Māori Medium:* the Board states that it does not know if other schools in the Cluster offer Māori language programmes. Therefore, the Board views the other options as untested and risky.

- *Samoan language*: the Board submits that although other schools in the Linwood Learning Community Cluster have indicated that they wish to deliver Pasifika language programmes, none of them are currently doing so. Therefore, the Board considers the other options to be untested and risky.
 - *Student Engagement in Education and School*: Linwood Intermediate School has instituted an effective programme of Positive Behaviour for Learning (PB4L) to improve students' engagement in school and learning. The Board notes that the other schools in the Cluster do not appear to have any such programmes in place, and effort would be required to put an effective PB4L programme in place.
 - *Community/school relationship*: the Board submits that the Ministry has not proven that the other schools in the Linwood Cluster match the links that Linwood Intermediate School has between the school and the community.
13. The Board further submits that for the following reasons Linwood Intermediate School should be retained:
- the school's positive ERO Report
 - lack of choice for Year 7-8 education in the event of closure
 - benefits of a small school (the small effect)
 - pragmatic nature of Linwood Intermediate School's vision.

Ministry's Response to Board's submission around the closure of Linwood Intermediate School

Opposition to interim decision from school community

14. The Ministry acknowledges that members of the current Linwood Intermediate School community are against the closure of the school, but does not consider this to be the case for the future school community (i.e. the parents and families of children currently attending Years 1-6 schools in the Linwood Learning Community Cluster).
15. The Ministry engaged an independent facilitator to undertake consultation with the Linwood community regarding preferences for the future of Year 7-8 schooling in the cluster. Table 1 shows the results of the community survey.

Table 1: Results of the Survey of Five Linwood School Communities

School	Roll (prov) 1.3.13	Decile	Total responses	% of roll represented by responses	Prefer Year 1-8	Prefer Year 7-13	Prefer other Year 7-8 option
Linwood College	821	2	49	4	21 (43%)	25 (51%)	3 (6%)
Linwood Intermediate School	129	2	45	43	21 (47%)	14 (31%)	10 (22%)
Linwood Avenue School	275	2	109	No information provided	96 (90%)	11 (9%)	2 (1%)
Linwood North School	161	2	105	77	87 (85%)	12 (11%)	6 (5%)
Bromley School	247	2	107	55	96 (92%)	4 (4%)	7 (6%)
Totals	1633		415		321 (77%)	66 (16%)	28 (7%)

Failure to properly analyse all options

16. The Ministry does not agree with the Board's assertion that it did not properly analyse all the options for Year 7-8 education in the Linwood Learning Community Cluster. However, in response to the Board's arguments, the Ministry has provided further analysis as detailed below.

Costs

17. The Ministry does not agree that Linwood Intermediate School should be repaired to its current roll of 130 students. A small intermediate school would not be desirable in the network, nor would it be cost effective to provide facilities for such a low number of students. The indicative cost of \$3.2 million to repair Linwood Intermediate School would remain at this level regardless of the roll number, as over half of the cost is for structural strengthening. Furthermore, the indicative cost of a total rebuild of the school to cater for a roll of 150 would be \$9.5 million.
18. The Ministry also disagrees with the Board's submission that a change of class of Linwood College would cost \$1.5 million. Linwood College is proposed to be rebuilt on its current lower fields and the extra classrooms for the Year 7-8 students would be included in the rebuild at an additional indicative cost of \$1 million. Technology provision, administration, hall, library and resourcing spaces would be incorporated into the rebuild. The Ministry considers that out of the 130 students currently attending Linwood Intermediate School 85 would be likely to attend the Year 7-13 Linwood College. Therefore, the Ministry considers four teaching spaces would be sufficient to accommodate those students.
19. The Board has queried the provision of specialist space with regards to the option of recapitulating the primary schools in the Cluster. The primary schools in the Cluster have a current entitlement for their peak roll, which is higher than the proposed recapitated roll. The schools, therefore, already have the administration, hall, library and resourcing spaces available for a larger roll. The provision of technology in the Cluster is yet to be determined. However, in the short-term it is likely that technology will be delivered from the Phillipstown Technology Centre. In the long-term the Ministry will work with the Cluster to determine whether it would be best for technology provision to be delivered from the Phillipstown School site, Linwood College, or from another option.

20. The Ministry therefore considers that retaining Linwood Intermediate School as the least cost effective option for Year 7-8 provision in the Linwood Learning Community Cluster.

Quality Education

21. The Ministry acknowledges the quality of education that Linwood Intermediate School provides for its students. However, the Ministry also considers that achievement data across the Cluster schools cannot be compared in a meaningful way, due to the different age groups of young people attending the schools.
22. The Ministry expects that all schools in the Cluster should assist students to achieve to their full potential by identifying learning needs and planning and delivering high quality programmes that meet these needs. The Ministry has an expectation that all schools deliver programmes that address the learning areas of the New Zealand Curriculum, or Te Marautanga o Aotearoa, and ensure that every student succeeds.
23. The Ministry will work with the schools in the Cluster to ensure that students' needs are met and that the Year 7-8 students transition well into their changed network of schooling. Furthermore, the Ministry submits that students may benefit from a school with a larger roll, which will have more access to funding and resources to assist the high quality delivery of education provision.
24. Extracts from the ERO reports for the three primary schools and Linwood College are attached as part of Appendix One (METIS 741585).

Māori Medium and Samoan Language Programmes

25. The Ministry acknowledges the Māori and Samoan languages programmes that Linwood Intermediate School offers. However, the Ministry does not agree that this reason is sufficient of itself to retain the school. In the event of closure, the Ministry will work to support similar provision in the Cluster.
26. The Ministry disagrees with the Board's view that it would be risky to close Linwood Intermediate School and have these programmes run by other schools in the Cluster. The Boards of Linwood North School and Linwood College have already indicated that they wish to deliver specialist education for Māori and Pasifika students, and the Ministry will work with these schools to implement these programmes.
27. It should be noted too that there is currently a bilingual unit at Woolston School, which you have made an interim decision to merge with Phillipstown School on the Woolston School site. The site on which Linwood College is proposed to be rebuilt is across the road from Woolston School. The Ministry considers that bilingual provision and language programmes could be considered across the Cluster as a whole, and resources, such as this bilingual unit, could be shared.
28. Linwood Intermediate School has 123 students at Level 5 Māori Medium education. If the primary schools in the Cluster are recapitated, students would be able to access Level 5 which is currently provided at Bromley, Linwood Avenue and Linwood North Schools. If you agree to change of class, students would be able to access Level 4b which is currently offered at Linwood College.

Student Engagement in Education and School

29. While the Ministry acknowledges the use of the PB4L programme at Linwood Intermediate School and the value that the programme has provided to learning at the school, the Ministry does not agree with the Board that the other schools in the Cluster are less successful than Linwood Intermediate School in engaging young people in learning.
30. The Ministry notes that the PB4L programme is being used at Linwood College, and an external review of the initiative identified many strengths in the implementation of the programme and gave ideas for further development.¹ Students who previously attended Linwood Intermediate School can and are benefitting from the use of this programme at Linwood College.
31. While the PB4L programme is not currently in use in the three primary schools in the Cluster, the Ministry notes the following:
- *Bromley School*: ERO reports that “Students are well supported by a range of strategies to ensure they are present and engaged in learning. Behaviour management and food in schools programmes focus on supporting the well-being of students.... Learning support initiatives target students well and aim to accelerate their learning.”²
 - *Linwood Avenue School*: ERO reports that children are well engaged in learning, and there has been a focus on building student engagement.³
 - *Linwood North School*: ERO reports that most children are well engaged in learning, and that programmes are in place to support those children who need assistance with learning.⁴
32. If you agree to close Linwood Intermediate School, the Ministry expects that all schools in the Linwood Learning Community Cluster will continue to successfully engage students in learning. The Ministry will support the Cluster schools to implement PB4L or similar programmes if a need to do so is identified.

Community/School Relationship

33. As the Ministry stated in *Education Report: Consideration of Closure of Linwood Intermediate School* (METIS 741585) it does expect all schools to play an active and positive role in the community in which they are based. The Ministry again acknowledges the valued relationship Linwood Intermediate School has with its community.
34. However, the Ministry also submits that as young people attend a contributing primary school and secondary school for a longer period than intermediate school, the relationship between families and the school generally is stronger due to the opportunities presented by the longer timeframe. Often families will build a closer link to these schools as they may have more than one child attending the school at the same time, which happens more rarely at intermediate schools.

¹ Linwood College Education Review Report 04/10/2012

² Bromley School Education Review Report 18/10/2012

³ Linwood Avenue School Education Review Report 03/08/2012

⁴ Linwood North School Education Review Report 02/08/2012

35. In particular, the Ministry notes the submissions from the Boards of Bromley School and Linwood Avenue School regarding their proposed merger (which you decided against in March 2013). Both Boards emphasised the role that the schools play as part of their communities, and the strong and positive relationships they have developed in the communities. While these relationships alone were not the reason for retaining both of these schools, this does show that both of these primary schools are actively continuing to build strong relationships between the schools and their communities.
36. ERO reports the following for Linwood North School:
- "The board, principal and teachers are focused on maintaining supportive relationships with the community, promoting student well-being and supporting students in classrooms."*
- ERO further identifies that the school works with families and whānau, as well as welfare support services where appropriate, to ensure that children are engaged and ready for learning.
37. ERO reports the following for Linwood College:
- "Students benefit from the inclusive, positive and friendly school culture. A well organised and extensive pastoral network provides effective support for students' well-being and learning. School leaders and staff recognise and actively respond to welfare issues for students and other staff."*
38. If you agree to close Linwood Intermediate School, the Ministry is confident that students will be engaged in schools that have positive and active relationships with their communities.

ERO Report

39. The Ministry acknowledges the quality of the ERO report that Linwood Intermediate School received. However, the Ministry considers that the benefits and programmes could be transferred to the other schools in the Cluster to ensure the continued academic success of Year 7-8 students, and are thereby not exclusive to Linwood Intermediate School.

Lack of choice for Year 7-8 education

40. The Ministry acknowledges that there will be a change in choice of the type of school that Year 7-8 education is provided in. However, the Ministry considers students will in fact have a greater choice available to them in terms of curriculum provision if you agree to a change of class of Linwood College. The Ministry considers the benefits of the wider choice of activities within the curriculum that Linwood College can provide outweigh the fact there will be a change in choice as to what type of school students undertake Year 7-8 education in.

Small school communities

41. The Board of Linwood Intermediate School emphasises the many benefits their students receive from being in a small school environment, and submit research from the United States. The benefits of the small school community, outlined by the Board, do not negate the fact that many larger schools can achieve the same outcomes for their children. It is the Ministry's expectation that all schools deliver tailored curriculum programmes to address the needs of their young people.
42. Furthermore, the Board(s) of the school(s) in which Year 7-8 education is provided will have the opportunity to develop an understanding of the changes to the school's community as a result of the recapitation or change of class, and to plan for and then implement any strategies required to meet the needs of its community.

Pragmatic nature of Linwood Intermediate School's vision

43. While the Ministry acknowledges the Board's vision, again it reiterates that the provision the Board outlines in its submission is not dependent on the retention of the intermediate school. The Ministry also submits that the vision of the Board does not overcome the fundamental issues faced by the Cluster regarding low rolls and the cost to remediate all the schools.

Counter proposal from the Board of Linwood Intermediate School

44. The Board has resubmitted its counter proposal to reclassify Linwood Intermediate School as a Year 7-9 school. The Board considered the counter proposal remained valid and the following aspects would build on "our currently successful provision":
 - consolidate and build on the reading and mathematics gains with previously failing students with an extra year of the school's proven programmes
 - make fuller immersion programmes more likely through extra student enrolments (in Year 9)
 - continue to engage vulnerable students in education and school (provide them with an extra year of the PB4L programme and hence more likely "cement in" the current gains)
 - provide choice for students and parents in the Cluster where they received their Year 9 education
 - the first three points ensure access to quality education and the Board does not believe they are offered at Linwood College.

Ministry's Response to Board's counter proposal

45. The Board stated in its submission that "The Ministry briefly noted the school's counter proposal (to being closed) at para 31 in the *Report* without discussing the pros and cons of those suggestions." The Ministry notes the advantages and disadvantages of the school's proposal below.

46. The advantages of the proposal:
- consolidation of the educational outcomes for a third year
 - higher student numbers would attract more funding and programme choice.
47. The disadvantages of the proposal:
- even with the higher number of students (estimated to be between 210-260 students by the Board), the roll would not be of a size that the Ministry considers to be desirable and sustainable within the network of this Cluster
 - the retention of Year 9 students may adversely affect the viability of the Year 9 rolls at secondary schools in the area.
48. On balance, the Ministry does not consider that the advantages of the counter proposal outweigh the disadvantages. There is also no evidence that a Year 7-9 option would provide better educational outcomes for students than the Year 1-8 / Year 9-13 and Year 1-6 / Year 7-13 options. Furthermore, the Ministry considers that all the benefits offered by the scheme can be offered within the education provision in the network.
49. The Ministry also considers that there is choice in the network for Year 9 provision, with students currently choosing between Linwood College, Aranui High School, Avonside Girls' High School, and Shirley Boys' High School, depending on where the student resides. The Ministry has already noted Linwood College's ERO report and use of PB4L.

Consultation under section 157 of the Education Act 1989 around future provision of Year 7-8 education in Linwood Learning Community Cluster

50. The Ministry carried out consultation on both of the options for Year 7-8 education provision, as required under section 157 of the Act, with the Boards of all state schools whose rolls may be affected by recapitation of Bromley, Linwood Avenue and Linwood North Schools or a change of class at Linwood College.
51. An independent facilitator was contracted to undertake consultation with the Boards and communities on behalf of the Ministry. This occurred through individual meetings with the Boards, a survey of the school communities, and a public meeting to clarify and discuss the options. The facilitator's report, attached as Appendix Two, summarises the community consultation as follows:
- in a survey of the communities of Linwood College, Linwood Intermediate, Linwood North, Linwood Avenue, and Bromley Schools 77% of all respondents preferred the primary schools to become Year 1-8 full primary schools
 - survey results from the three primary schools' communities indicated that 89% of the respondents preferred Year 1-8 full primary schools
 - support for Linwood College being reclassified to become a Year 7-13 secondary school came from 16% of all respondents
 - there was insignificant support for any other Year 7-8 option
 - respondents who chose to comment were almost evenly divided on the question of whether the timeframes for change were too fast or acceptable.

52. The facilitator also reported on the meetings attended with each individual Board. The comments made in the meetings were reflected in the submissions sent by each of the Boards and are summarised below.

Responses from the Boards of Trustees potentially affected

Bromley School

53. The Board of Bromley School supports the recapitation of the school to become a full primary. A survey of their community indicated that 95% of parents were supportive of the recapitation. The Board indicated that it is prepared to provide for Year 7-8 students, both in terms of teaching experience and resources. It also highlighted its positive Education Review Office (ERO) report, opportunities and academic results.
54. At the meeting with the facilitator the Board Chair and Principal informed him that the roll is growing at an unexpected rate. There have been 50 new enrolments in 2013, and the Board expects the roll to be at 300 by the end of 2013.

Linwood Avenue School

55. The Board of Linwood Avenue School supports the recapitation of the school to become a full primary. A survey of its community in March 2013 indicated that 88% of parents were supportive of the recapitation. The Board highlights the ways in which it socialises their children with students at Linwood College, the positive ERO report, and opportunities the school provides its children.
56. The Board also submits concerns around Year 7-8 students attending a secondary school, primarily related to the potential social and peer influence leading to anti-social behaviour. It is also concerned about the relocation of Linwood College to the Woolston area.
57. At the meeting with the facilitator the Board and school leaders talked about the effect of the school closures in the area on Linwood Avenue School, and the potential for roll growth. The Board submitted its view that decisions should be consistent, such as if the merged Phillipstown and Woolston School is to be a full primary, then all primary schools should be Year 1-8.

Linwood North School

58. The Board of Linwood North School supports the recapitation of the school to become a full primary. A survey of its community indicated that 95% of parents were supportive of the recapitation. The Board stated that recapitation would provide the opportunity to build on the current success the school provides for its children.
59. The Board submits that parents have voiced concerns about the safety and social influence of Year 7-8 students in a composite school. Many families also choose a secondary school other than Linwood College, and do not wish for this choice to be removed from them by providing Year 7-8 education at Linwood College. The school community is also concerned about the relocation of Linwood College to Woolston.

60. At the meeting with the facilitator the Board and Principal highlighted the fact that the school community have wished the school to be a full primary for several years, and that the reduction of transitions is a priority.

Linwood College

61. The Board of Linwood College is generally supportive of the proposal for a change of class, with some reservations about the timeframe. It was concerned that the short timeframe would not provide enough time to ensure effective implementation of education provision for Year 7-8 students.
62. The Board highlighted the issues around transitions, and provided comment around Year 7 being the ideal age to move into a secondary setting.
63. At the meeting with the facilitator the short timeframe was highlighted again. The Board also raised the concern that the community cannot see models of Year 7-13 schools in the area and therefore expected the contributing primary schools to become Year 1-8 schools.

Ministry Comment to Boards' responses around future of Year 7-8 provision

64. The Ministry has considered the consultation responses and both options. It is noted that the community support favours the recapitulation of the primary schools in the Linwood Learning Community Cluster, and that every Board is supportive of the option relating to their schools regarding inclusion of Year 7-8 provision.
65. The Ministry also notes that only 7% of the responses to the facilitator indicated that they wished for a Year 7-8 education option such as an intermediate school. Many of these respondents indicated that their children would attend another intermediate school. Therefore, it can be considered that the community is not generally supportive of having an intermediate school in the Cluster.
66. The table below details the distribution of students by catchment to schools. As you are still deciding on whether to close Chisnallwood Intermediate School, the Ministry presumes that only the students currently attending Linwood Intermediate School and in the primary school catchments will be affected by the change in Year 7-8 provision. Therefore, 85 students are likely to be affected.

Table 1: Student Distribution of Year 7&8 students in Linwood at July 2012

Catchments	Linwood Intermediate Students	Chisnallwood Intermediate Students	Students attending other state Year 7&8 providers	All Year 7&8 Students attending State Schools	All Year 7&8 Students
Linwood North	20	46	41	107	125
Linwood Ave	50	29	51	130	154
Bromley	15	27	26	68	79
Total	85	102	118	305	358

Recapitation of primary schools

67. The Ministry notes the support in the community for the recapitation of the primary schools. The independent facilitator also noted that parents and whānau of younger children were clearly in support of the full primary option, particularly those with children currently attending Years 1-3.
68. Recapitation of the primary schools would be the most cost effective option as all the primary schools currently have capacity for Year 7-8 students, and therefore no extra property provision would be required.
69. In the event of recapitation of the three primary schools, technology provision will need to be considered within the Cluster, as it would not be cost effective for it to be provided on each school's site. The Ministry considers that technology could be provided at the Phillipstown Technology Centre, and then potentially could move to Linwood College. If Year 7-8 students from the full primary schools attended technology provision at Linwood College, this would assist with transitions to the secondary school at Year 9.

Change of class at Linwood College

70. The Ministry notes that the rate of response from the intermediate and secondary schools communities were low, and many of the responses were from staff members.
71. The Ministry considers that having a critical mass of Year 7-8 students allows for a greater flexibility of resources and potential access to specialist subjects and teachers. It is considered that in this Cluster a greater critical mass is likely to be achieved at Linwood College, than at three full primary schools. It may also result in greater access to bilingual or immersion provision, and allow for more opportunities to offer other Pasifika language options.
72. There is existing New Zealand-based research suggesting that Year 7 and 8 students are more effectively provided for in larger settings, with the Education Review Office (ERO) finding that "Both the total number of students at the school and the size of the cohort of Years 7 and 8 students appear to influence the effectiveness of schools in catering for Years 7 and 8 students"⁵.
73. The Ministry considers that the Year 7-13 option would allow for a more cohesive and consistent network, not only within this Cluster of schools, but across wider Christchurch renewal. It would potentially remove transition points in the schooling system, which is when young people often disengage with education, particularly those living in lower decile areas. While there is no conclusive evidence to show that the quality of education, student achievement or students' attitudes to school during the middle schooling years is associated with school type, reducing the number of transitions may minimise this risk.
74. The Year 7-13 option would also achieve the same benefits of Year 7-8 students moving on from a primary setting, which some parents and the intermediate school have raised.

⁵ *Students in Years 7 and 8*, Education Review Office, 2000

75. Many parents have raised concerns about the influence of older students on Year 7-8 students. The Ministry believes that this risk could be mitigated by creating a separate area in the college site dedicated to the provision of the intermediate-aged students.
76. As the area that Linwood College draws on for Year 9-13 students is much wider than the area it would draw on for Year 7-8 students, the school would have two large intake years (Years 7 and 9). The Ministry would work with the school to help it manage this process.

Conclusion

77. On balance, the Ministry considers that the benefits of a Year 7-13 school outweigh the benefits of three full primary schools in the Linwood Learning Community Cluster, and therefore recommends that you agree to a change of class of Linwood College.
78. The Ministry recommends that the date of closure of Linwood Intermediate School and the change of class of Linwood College is 27 January 2015. The change in implementation date acknowledges the concerns around the timeframe raised by the Board of Linwood College. It allows time for the Board of Linwood College to prepare for the Year 7-8 students both in terms of curriculum and pastorally. It also allows for consideration of how the Board would configure its year groupings, such as utilising a junior and senior school arrangement.
79. The Ministry also considers that the negative attitudes that exist in some parts of the Linwood community toward the Year 7-13 Linwood College will dissipate over time, and that delaying the closure of the intermediate school and the change of class until the beginning of 2015 will help to build further community support for the Year 7-13 Linwood College. Increasing the time between announcing your final decisions on the future of Linwood Intermediate School and Linwood College, and the implementation of these decisions, could enable more people in the community to engage constructively in the planning for the composite school.

Access to other schools

80. If you decide that Linwood Intermediate School will be closed, education provision will be available either at the Bromley, Linwood Avenue and Linwood North Schools in the Cluster (should you agree to recapitate these schools to Year 1-8) or Linwood College, which is the Ministry's recommended option (should you agree to its change of class). The Ministry's report to you in January 2013, appended to this report as Appendix One, provided you with a summary of the most recent reports by the Education Review Office on Bromley, Linwood Avenue and Linwood North Schools and Linwood College. The reports show that students from Linwood Intermediate School can be expected to receive a good quality of education provision at all these schools.

81. The Ministry is currently working with the schools which would be affected if your final decision is to close Linwood Intermediate School. None of the schools in the Linwood Cluster have a zone, and therefore if closure of the intermediate school proceeds then students will be able to access Year 7-8 provision regardless of whether your decision is to recapitate the primary schools or to change the class of Linwood College.⁶

Technology Education

82. Linwood Intermediate School is a provider of offsite technology education for 103 students from other schools⁷, in addition to its own 127 students. If your final decision is to close Linwood Intermediate School and recapitate the primary schools, the Ministry will provide technology at Phillipstown School. If your final decision is to close Linwood Intermediate and change the class of Linwood College to Year 7-13, as the Ministry recommends, then technology can be provided at the College once it has been rebuilt, and may at that time involve the relocation of the Technology Centre currently based at Phillipstown School.
83. Teachers at technology centres could be covered by either the secondary or primary teachers' collective agreements. The collective agreements have some different options and entitlements. If your final decision is that Linwood Intermediate School should close, the Board and change manager for the school will need to be well briefed to manage the disestablishment of staff.

Staffing

84. The 2013 confirmed staffing for Linwood Intermediate School is 7.9 FTEs and it also has 4.63 FTE support staff (8 employees). If you agree to recapitate the primary schools the FTEs will be as follows: Bromley School – 13.6, Linwood Avenue School – 16.7, and Linwood North School – 8.5. If you agree to a change of class at Linwood College the staffing will be 57.0 FTEs.
85. The Ministry recognises that the closure process is difficult for staff, and will work with Board to ensure that adequate and appropriate support for staff is in place throughout the process.
86. The Ministry is available to support the Board to identify needs across the whole school (Board, staff and students) and to develop a plan to support them during the transition. This may include direct support from Ministry resources and from other agencies.
87. The Union representatives and the Ministry have developed a plan for supporting staff which offers provision for developing CVs etc. should that be requested.

⁶ More details around the indicative enrolment schemes can be found in the report: *Outcomes of Consultation on Proposed School Closures and Mergers in Greater Christchurch* (Metis 770370).

⁷ Heathcote Valley School (61 students), Parkview School (42 students),

Support during the transition

88. The Ministry's Education Wellbeing Response team is available to work collaboratively with the school and its Board to identify strengths and needs across Board of Trustees, staff and students. The team can work with the school management and Board to problem-solve issues related to wellbeing and develop a plan for ongoing support. This may include direct support from Ministry resources, as well as facilitating engagement with a wide range of activities and agencies. Specific student and teacher programmes are also available as part of a school plan e.g. FRIENDS.⁸

Priority Groups

Special Education

89. Provision of all aspects of Special Education has been considered by the Ministry. Individual students who currently receive a specialist service have been identified and, should you decide to close the school, transition planning will occur with the goal of minimal, if any, disruption to these specialist services as schools transition through the merger process.
90. The Ministry's goal is for all schools to demonstrate inclusive practices. Where necessary, schools will be assisted to meet the individual needs of all students who attend regardless of their level of special education need.
91. Any additional services or supports provided to schools, for example Social Workers in Schools, PB4L and RTLb, have been identified. The Ministry will work with the school and providers to minimise any disruption.

Financial Implications

92. If you agree to the closure of Linwood Intermediate School, the cost to the Crown of the Education Development Initiative (EDI) enhancement would be \$594,000 based on the EDI policy. Joint Schools Initiative Funding (JSIF) would be \$169,680. This funding is only generated if the closure is implemented.
93. If Linwood Intermediate School closes and the primary schools in the Cluster are recapitated, it is estimated that there would be operational costs to the Crown of \$1,016,053 in the first year, with estimated annual operational savings after that of \$595,631 per year. The net operating savings to the Crown in the first ten years after closure are estimated to be \$3,580,947.
94. If Linwood Intermediate School closes and Linwood College becomes a Year 7-13 composite secondary school, it is estimated that there would be operational costs to the Crown of \$213,645 in the first year, with estimated annual operational savings after that of \$273,690 per year. The net operating savings to the Crown in the first ten years after closure are estimated to be \$1,485,885.

⁸ This is a programme that helps children build resilience during times of transition. More details can be found in the report: *Outcomes of Consultation on Proposed School Closures and Mergers in Greater Christchurch* (Metis 770370).

Property

95. If Linwood Intermediate School is closed, the site would be disposed of according to the government policy requirements applying to the disposal of surplus Crown-owned land unless there was a need to keep utilising this land for education provision of some sort in the network.
96. Indicative costs for the options consulted on are summarised below:

Option One – recapitulation of three primary schools

Proposal	Cost	Details
Closure of Linwood Intermediate School	\$0.0 million	Closure of school - no repairs or remediation required
Other Costs – recapitating Bromley, Linwood Avenue and Linwood North Schools	\$0.0 million	Nil, no additional teaching spaces required as the Linwood Intermediate students can be accommodated into the current network
Total	\$0.0 million	
Re-distributed roll from Linwood Intermediate - 131		March 2013 roll of Linwood Intermediate School to be distributed across nearby schools
Cost per student	\$0	

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

Option Two – change of class at Linwood College

Proposal	Cost	Details
Closure of Linwood Intermediate School	\$0.0 million	Closure of school – no repairs or remediation required.
Other costs – change of class at Linwood College	\$1.0 million	Four additional classroom spaces to be provided for the 85 students who will attend Linwood College
Total	\$1.0 million	
Current roll at Linwood Intermediate – 131		March 2013 roll of Linwood Intermediate School. 85 students to attend Linwood College, 46 students to attend other schools in their communities.
Cost per student	\$7,634	

Conclusion

97. The Ministry's view remains that you should proceed with the proposal to close Linwood Intermediate School. The Ministry also recommends that you agree to change the class of Linwood College to become a Year 7-13 school. The date of closure and change of class will be 27 January 2015.

98. The reason for this recommendation is the oversupply of primary places and the size of rolls in the Linwood Learning Community Cluster, the cost to remediate these schools, and the opportunity these two issues present to provide enhanced education to the cluster as a whole. The Ministry also does not consider that any of the points raised by the Board of Linwood Intermediate School should prevent a merger from taking place.

Next steps

99. Once your decision on the future of Linwood Intermediate School is known, the Ministry will prepare letters to the Board of Trustees, and local Members of Parliament, advising them of your decision.
100. If you agree that Bromley School, Linwood Avenue School and Linwood North School should be recapitated, the Ministry will prepare letters to the Boards of Trustees, and local Members of Parliament.
101. If you agree that Linwood College should change its class from being a Year 9-13 secondary school to become a Year 7-13 composite school, as the Ministry recommends, the Ministry will prepare letters to the Boards of Trustees and local Members of Parliament.
102. Appropriate gazette notices will also be developed for your signature.

Implementation

103. If the decision is to close the school, the Ministry will meet with the Board and begin the implementation process which includes the appointment of a change manager to support the Board in its operational role and a residual agent to oversee the Board's finances up to the date of closure and wind up its accounts following the closure.⁹

⁹ More details about the implementation process can be found in the report: *Outcomes of Consultation on Proposed School Closures and Mergers in Greater Christchurch* (Metis 770370).

List of Appendices

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| Appendix One | Education Report: Proposed Closure of Linwood Intermediate School (3414) |
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Appendix One

Education Report: Proposed Closure of Linwood Intermediate School (3414)

Education Report: Consideration of the Closure of Linwood Intermediate School (3414)

Executive Summary

1. This report seeks your decision on the proposed closure of Linwood Intermediate School under section 154 of the Education Act 1989.
2. On 13 September 2012, you announced the proposed closure of Linwood Intermediate School as part of a number of proposed changes to education provision in greater Christchurch. On 28 September 2012 you initiated formal consultation on the proposal to close Linwood Intermediate School.
3. The roll of Linwood Intermediate School was 123 as at July 2012. The proposal to close Linwood Intermediate School is based on the size of the rolls across all schools in the Linwood Learning Community cluster, the cost to remediate these schools, and the opportunity these two issues present to provide enhanced education to the cluster as a whole. The proposal for the Linwood Cluster also includes:
 - a. Relocation of Linwood College to the Linwood College lower fields site.
 - b. Merger of Bromley School and Linwood Avenue School on the current Bromley School site.
 - c. Merger of Woolston Primary School and Phillipstown School as a Year 1-8 school on the current Linwood College site.
4. The Board of Trustees of Linwood Intermediate School, with the assistance of a facilitator, has undertaken consultation with its community about the proposal. The Board does not agree with the proposal to close the school and has submitted that Linwood Intermediate School has a change of class to provide for Year 7-9 education. The Ministry's view is that a Year 7-9 option would not be viable in this network, and would undermine Year 7-8 provision.
5. The Board submitted a number of reasons for why it did not agree that its school should close. These included highlighting the strengths Linwood Intermediate has in its curriculum delivery, its positive Education Review Office reports, the potential loss of middle school options in East Christchurch, its concerns that Year 7-8 in a primary context is not suitable for learners, and the provision in the school for Māori and Samoan languages.
6. The Ministry considers that the rationale to close Linwood Intermediate School remains and that the school should close for the following reasons:
 - a. There is an oversupply of primary places in the Linwood Learning Community Cluster.
 - b. Linwood Intermediate School has a low roll and is utilising only 36% of its capacity.
 - c. Linwood College has proposed offering specialised education programmes for Year 7-8 learners.

- d. There would be fewer transition points in the schooling system, and reduction of risk that learners disengage during the transition point.
 - e. The high cost of remediation of Linwood Intermediate School.
7. The original proposal for the closure of Linwood Intermediate School included the proposal that Year 7-8 education would be provided for in recapitated primary schools in the area. The Ministry considers that the Board's submission highlights that further consultation should be undertaken about the provision of Year 7 and 8 education in this community. Along with recapitation of primary provision, consultation should be undertaken about changing the class of Linwood College to become a Year 7-13 secondary school. Consultation on both options will ensure future provision will best meet the needs of the learners in this community.
 8. The Ministry considered the merger of Linwood Intermediate and Linwood College. This would, however, cause significant disruption for Linwood College as in a merger all staff reapply for their jobs and the principal's position is advertised nationally. The Ministry believes that the same intent can be achieved through the closure of Linwood Intermediate and the possible change of class at Linwood College to become a Year 7-13 school.
 9. The proposals for schools in the Linwood cluster include a merger of Linwood Avenue and Bromley Schools, and the merger of Woolston and Phillipstown Schools as a Year 1-8 school. You are yet to make decisions on these two proposals.
 10. The Ministry is recommending that the merger of Linwood Avenue and Bromley Schools does not take place. If you agree with this recommendation, the Ministry recommendation is that consultation is initiated on recapitating these two schools under either option outlined below. It is also recommended that consultation on the recapitation of Linwood North School also is undertaken as part of either option outlined below. The year levels of the proposed merger of Woolston and Phillipstown Schools has been considered as part of the report on that proposal and is not recommended to be part of the consultation about options for Year 7-8 provision discussed below.
 11. If after considering the information in this report you decide that Linwood Intermediate School should be closed, and that Year 7-8 provision be provided through the recapitation of Linwood Avenue, Linwood North, and Bromley Schools (alongside the merged Woolston and Phillipstown Schools if that merger is approved):
 - a letter to the Board of Trustees of Linwood Intermediate School will be provided for your signature inviting it provide to you within 28 days of the date of your letter, with any further reasons why the school should remain open
 - letters to the Boards of Trustees of Linwood Avenue School, Linwood North School, and Bromley School will be provided for your signature which will initiate formal consultation on the proposal to recapitate them to become Year 1-8.

12. If after considering the information in this report you agree that consultation should take place over the future provision of Year 7-8 schooling in the cluster including the change of class of Linwood College:
- letters to the Boards of Trustees of the following schools will be provided to you, initiating that consultation.
 - Linwood Intermediate School
 - Bromley School
 - Linwood Avenue School
 - Linwood North School
 - Linwood College
13. The consultation would be on the following two options:
- Option One
Recapitulation of the following primary schools:
- Bromley School
 - Linwood Avenue School
 - Linwood North School
- Or
- Option Two
Change of class at Linwood College to be a Year 7-13 secondary school.
14. If you choose this option, consideration of the decision to close Linwood Intermediate will need to be put on hold until decisions are made on the provision of Year 7-8 education. This is because the option to change the class of Linwood College was not part of the original proposal.
15. During the time of the new consultation, the Board of Linwood Intermediate would have the opportunity to comment and to provide any further information it considers relevant to your decision. If you subsequently decide to close Linwood Intermediate, the Board of the school would then receive a further 28 days to provide you with any reasons why the school should remain open.
16. Dependant on the outcome of your decision, should you decide to recapitate primary schools to accommodate Year 7-8 learners, Linwood Intermediate is proposed to be closed on 27 January 2015. Only Year 8 learners would be enrolled in 2014. The two year timeframe for the closure of the intermediate is to avoid learners who have already left a primary school environment, from having to transition twice within the space of two years. Should you decide to change the class of Linwood College to a Year 7-13 school, it is proposed that Linwood Intermediate should close on 27 January 2014.

Recommended Actions

We recommend that you:

- a. **note** the information provided about the responses to the consultation by the Board with its school community about the proposed closure of Linwood Intermediate School;
- b. **note** that the Linwood Intermediate Board does not agree with the proposal to close the school;
- c. **note** that the original proposal was to close Linwood Intermediate School and to recapitate Linwood North School, and to recapitate a merged Bromley and Linwood Avenue School;
- d. **note** that the Ministry is recommending that the merger of Bromley and Linwood Avenue Schools does not take place but they be retained as separate schools;
- e. **note** that the Ministry is recommending that Woolston and Phillipstown Schools merge as a Year 1-8 school and that this consultation has already taken place;
- f. **note** that you are yet to make a decision on the two merger proposals above;
- g. **note** that as a result of the communities feedback, the Ministry considers that an alternative option to recapitating the above primary schools, that Linwood College could change its class to become a Year 7-13 secondary school; and

Either

- h. **agree** that Linwood Intermediate School should close under section 154 of the Education Act 1989 and to progress recapitation of the local primary schools;

~~AGREE / DISAGREE~~

*change of class at
linwood college*

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

~~AGREE / DISAGREE~~

14 days + 28 days

- j. **agree** that formal consultation be undertaken with the Boards of Trustees of Linwood North School, and with Bromley and Linwood Avenue Schools if you agree that they are retained and not merged;

~~AGREE / DISAGREE~~

- k. **agree** that this consultation takes place concurrently with the 28 day process by the Board of Linwood Intermediate School.

~~AGREE / DISAGREE~~

Or

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

Option One

Recapitation of the following primary schools:

- Linwood North School

And if you agree that Bromley and Linwood Avenue Schools should not be merged;

- Bromley School
- Linwood Avenue School

Or

Option Two

Change of class at Linwood College to become a Year 7-13 secondary school.

AGREE /DISAGREE

- 07* *six*
- m. **note** that this will be a *six* week consultation period which will begin on the 18 February 2013 and will end on 5 April 2013 *28 March* (~~this includes one week during Easter~~);
- n. **note** that once this consultation has been completed, the Ministry will provide you with a report on the results of that consultation including the communities preferences for Year 7-8 education provision;
- o. **note** that the Board of Linwood Intermediate School would be invited to make a further comment during the additional consultation prior to your consideration of the proposal to close the school as part of the consultation on Year 7-8 education in Linwood;
- p. **note** that once you have received the results of this consultation, you will be asked to make a decision on whether or not Linwood Intermediate School should be closed and the 28 day period will begin where the Board can provide you with any further reasons why it should remain open, and which option for year 7-8 education you wish to progress;

And

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

AGREE / DISAGREE



Katrina Casey
Deputy Secretary
Regional Operations

Encls



Hon Hekia Parata
Minister of Education

1 2 13

Education Report: Consideration of Closure of Linwood Intermediate (3414)

Purpose

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

Background

4. Linwood Intermediate is a decile 2, Year 7-8 school in the Linwood Learning Community Cluster, in the Christchurch Central electorate. A map of the area is attached as Appendix One. The July 2012 roll of the school was 123 which included 35 Māori, 29 Pasifika, 53 New Zealand European, four Asian, and two learners of other ethnicities.
5. On 13 September 2012 you announced a number of proposals for changes to education provision in greater Christchurch. This announcement included the proposal to close Linwood Intermediate School.
6. On 28 September 2012 you wrote to the Board of Trustees of Linwood Intermediate and initiated consultation on the possible closure of Linwood Intermediate. That consultation period ended on 7 December 2012.
7. The original proposal to close Linwood Intermediate School included the proposal to recapitate Linwood North School, to merge Linwood Avenue and Bromley Schools and recapitate the merged school, and to merge Phillipstown and Woolston Schools as a Year 1-8 school.

Reasons for Considering Closure

8. The Linwood Learning Community Cluster comprises five schools with varying rolls and utilisation rates. The overall roll of the three primary schools in the cluster, and Linwood Intermediate School, fell by almost 200 learners between July 2010 and July 2012. This has resulted in an oversupply of primary places in the cluster.

9. All the schools in the cluster have some earthquake related damage and buildings that require earthquake strengthening. The total cost to remediate all schools in the cluster is estimated at \$25 million. The estimate for Linwood Intermediate School is \$3.2 million, related primarily to earthquake strengthening work. No weather-tightness issues were identified at the school.
10. Given the significant cost of remediation across the cluster as a whole, and the fewer learner places required, there is an opportunity to enhance the quality of the infrastructure, while also supporting enhanced learner achievement and engagement.

Learning Community Cluster Proposal

11. The proposal for the Linwood Learning Community Cluster is as follows:

School	Current Type	Proposal
Linwood Intermediate	Yr 7-8	Close school
Linwood North School	Yr 1-6	Retain and recapitate
Linwood Avenue School	Yr 1-6	Merge with Bromley School on Bromley School site and recapitate
Bromley School	Yr 1-6	Merge with Linwood Avenue School on Bromley School site, and recapitate
Phillipstown School	Yr 1-8	Merge with Woolston School and relocate to Linwood College site
Woolston School	Yr 1-8	Merge with Phillipstown School and relocate to Linwood College site
Linwood College	Yr 9-13	Relocate to the Linwood College lower fields site

12. The Rationale for Change document for Linwood Intermediate is attached as Appendix Two.

Consultation under Sections 154 and 157 of the Education Act 1989

13. Before making a decision about closing a school, the Minister must consult with the Board of the school concerned and with the Boards of state schools whose rolls may be affected. Sections 154 and 157 of the Act require this consultation.

Consultation with the Board of Linwood Intermediate School

14. 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 schools on 28 September 2012, and you attended a meeting with the Board of Linwood Intermediate School to discuss the proposal on 30 October 2012.
2. The Ministry also held three information workshops on the consultation process for Board Chairs and the facilitator the school engaged to undertake the consultation. It was made clear to the Board at these meetings that no decision about closure had been predetermined. Regular contact has been maintained with a representative Board member and the Principal.

15. The Board appointed a facilitator to undertake consultation on its behalf. As part of this process the Board consulted with its parent community via an online survey and a consultation meeting, its learners via a focus group, teaching staff, and five Māori parents were consulted by telephone. The Board also liaised with the Hagley-Ferrymead Community Board, Mātauraka Mahāaanui-Waitaha Māori Advisory Board, and the New Zealand Association of Intermediate and Middle Schools (NZAIMS).
16. Following this consultation process the Board finalised its submission. It does not support the proposal for possible closure for the following reasons:
 - a. Linwood Intermediate's particular strengths include the curricular and extra-curricular programmes, its teaching staff, the expectation that every child can succeed, and the stability of the environment at the school for learners of low socio-economic background.
 - b. The Education Review Office has valued the range and quality of the programmes offered at the school.
 - c. Closure of Linwood Intermediate School would mean a loss of middle school options for parents in east Christchurch, presuming that Chisnallwood Intermediate also closes.
 - d. A middle school environment is the best option for providing for the learning needs of this age group, especially as intermediates have provision for specialised education, such as technology.
 - e. It would be inappropriate for Year 7-8 learners to attend a full primary as schools will not be able to devote the requisite attention to this age group to ensure their success. There is also a higher risk that learners will disengage from the schooling system during these years.
 - f. The school has a valued approach to Māori and Samoan languages. The school offers Te Reo classes and Kapa Haka. There is also provision for Samoan language classes for Samoan learners.
 - g. Linwood Intermediate has a good, valued relationship with its community that has been built up over years.
 - h. The school is located on a central site in the community and is easily accessible.
17. The final date for submissions on the proposal to close Linwood Intermediate School was 7 December 2012. On 14 December 2012, you were provided with the complete submission from the Board of Trustees of Linwood Intermediate School.
18. In addition to the formal submission from the Board, you also received one letter from a member of the public about the Linwood cluster as a whole, and one Official Information Act request in relation to Linwood Intermediate School.

Consultation with the Boards of schools whose rolls might be affected

19. On your behalf, the Ministry undertook consultation with the Boards of Bamford School, Linwood College, Linwood North School, the Māori and Pasifika communities, and the Linwood Learning Community Cluster Principals. A summary of the feedback that was received is as follows:

a. *Bamford Primary School*

The Principal wrote in support of the proposals for the Linwood and Woolston Learning Community Clusters.

b. *Linwood College*

The submission from Linwood College outlines the opportunity, created by the relocation of its main site to the lower school fields, to become the provider of specialised education, such as digital technology and ICT for the Year 7-8 learners in the Linwood Cluster. This would provide for a smoother transition between primary and secondary schooling.

Linwood College has also submitted a proposal for the establishment of a centre for gifted and talented learners that could serve the wider schooling network in Christchurch. The Board would like to explore the opportunities within this centre for placing a specific emphasis on Māori and Pasifika students who are gifted and talented learners.

c. *Linwood North School*

The Board and Principal have submitted that the school wishes to recapitate to become Year 1-8. The school has also submitted that it wishes to establish both Māori and Pasifika bilingual units.

d. *Pasifika Fono for East Christchurch*

The fono discussed how extending intermediates to include Year 9 learners may assist with the transition from primary to secondary schooling. The fono support the provision of Samoan language programmes at Linwood Intermediate and stated that this could be extended by expanding the school to include Year 9.

e. *Matauraka Mahaanui - Waitaha Māori Advisory Board*

The Board has made general comments regarding all schools which are relevant to the proposal for Linwood Intermediate. It supports the provision of Te Reo across all levels of schooling. It also supports the least number of transition points in schooling, as it is during these transition points that learners are likely to disengage with the schooling system.

f. *Linwood Learning Cluster Letter of Intent to the Minister of Education, Hon Hekia Parata*

The Cluster Principals have written to you indicating that they would like to explore a range of educational opportunities for schooling in their area. These include utilising educational experts, working with government and community support services and the expansion of ICT.

Ministry Comment

Roll

20. As at July 2012, Linwood Intermediate School had a roll of 123 learners. This is a decline from the roll of 197 in July 2008 and 185 in July 2010. The school is utilising 36% of its capacity according to the March 2012 roll (127 learners).

Quality Education

21. The Board's submission identifies quality of teaching as one of the reasons that it does not support the proposal to close Linwood Intermediate School. The Ministry acknowledges that Linwood Intermediate School is valued for its teaching and non-teaching staff and the stable environment for its learners.
22. The Ministry also acknowledges, however, that teachers at all schools should assist learners to achieve to their full potential by identifying learning needs and planning and delivering high quality programmes that meet these needs. The Ministry has an expectation that all schools deliver programmes that address the learning areas of the New Zealand Curriculum, or Te Marautanga o Aotearoa, and ensure that every child succeeds.
23. The Ministry will work with the Learning Community Cluster to ensure that the current benefits are retained and that quality education is a priority in all schools.

Middle Schooling

24. The Board raises a concern about the loss of intermediate school options in east Christchurch if both it and Chisnallwood Intermediate School are closed. This view is focused on the specialised education programmes that intermediate schools provide. The Ministry does not see this as a reason not to close Linwood Intermediate. While Year 1-8 primary schools with limited intermediate aged learners may not have the resources to provide specialised programmes, the proposal from the Board of Linwood College to do so would enable learners in this cluster to have access to such programmes.
25. The Board refers to several pieces of research regarding middle schools which comment on the unique stage of life, being between childhood and adolescence, and that middle schools can provide a more specialised education for this stage. While the Ministry acknowledges the specialised environment that Linwood Intermediate offers its learners, research has shown that the quality of teacher relationships with learners in their care and quality of teaching have more impact on student achievement than the structure of the school network. A review of literature around teaching and learning in middle schooling commissioned by the Ministry and published in 2009¹, found that overall, research around middle schooling has been inconclusive:

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

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

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

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

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

26. Both the Board's consultation and the feedback from other community groups indicate that there is concern about retaining learners during transition periods. By removing the intermediate school option, there will only be one transition point in the normal schooling of learners in this cluster. Linwood College's proposal to provide for specialised education programmes for Year 7-8 learners will assist with ensuring that the transition from primary to secondary education is smooth.
27. The Ministry considers that there are good educational reasons to further explore the concept of having a Year 7-13 school, rather than the proposed recapitulation of primary schools. Having a critical mass of Year 7 and 8 learners in one school would maximise the use of specialist resources, and will provide greater flexibility for wider curriculum delivery. It may also result in greater access to bilingual or immersion provision, and allow more opportunities to offer other Pasifika language options.
28. Since receiving the submission the Ministry considers that educational benefits may be effectively achieved through changing the class of Linwood College, to a Year 7-13 option, under section 153(1A) of the Education Act 1989. This would avoid a more disruptive merger process (if Linwood Intermediate and Linwood College were to merge), but ultimately achieve an equivalent schooling structure with the benefits Linwood Intermediate has raised of Year 7-8 learners moving on from primary education settings. As an example of the additional disruption of a merger, one consequence of a merger between Linwood Intermediate and Linwood College is that all staff at the secondary school would need to reapply for their positions and the principal's position for the merged Year 7-13 school would be advertised nationally.

Māori and Pasifika Learners

29. The Board states that Linwood Intermediate School has made good provision for its Māori and Pasifika learners and this will no longer exist if Linwood Intermediate closes. If you agree to close Linwood Intermediate, the Ministry will work with the schools in the Linwood Learning Community Cluster to ensure that this provision is supported in a new format. The Boards of Linwood North School and Linwood College have indicated in their submissions that they wish to deliver specialist education for Māori and Pasifika learners. If both these schools developed immersion / bilingual programmes it would see this provision being available from Year 1-13.

School Community

30. The majority of the current learners at Linwood Intermediate would have attended one of the primary schools in the cluster and been part of the community surrounding those schools. It is therefore likely that there will be no community change issues for these learners. The Ministry acknowledges the valued relationship that Linwood Intermediate has with its community; however it expects that all schools play an active and positive role in the community in which they are based.

Counter proposal from the Board of Linwood Intermediate School

31. The Board's counter proposal is that a Year 7-9 school be established to consolidate the achievement gains made during enrolment at the Linwood Intermediate School for a third year, and to assist with the transition from intermediate to secondary schooling. As part of this proposal the Board wish to:
- a. develop and enhance the specialist teaching programmes
 - b. offer Māori and Samoan language education and community programmes
 - c. offer outreach programmes to adults
 - d. collaborate with various agencies for a community 'one-stop-shop'
 - e. repair and upgrade its facilities to 21st century classrooms
 - f. engage with secondary schools to enable smooth transitions.

Ministry Comment

32. In order for a schooling network to function efficiently it requires a coherent structure, and where possible recognised transitional levels. The counter proposal means that a Year 7-9 school would either compete with a Year 7-13 network for learners at all its year levels, or with a Year 1-8 / Year 9-13 network for its learners.
33. If a Year 7-9 or Year 7-10 schooling option was to be implemented, it would require a change of class for existing secondary schools to remove year level overlaps. The Ministry considers that the benefits that could be gained through this alternative proposal do not outweigh the considerable change required, and also consider that the benefits can be gained through other means.
34. The Ministry commends the vision that the Board of Linwood Intermediate has for the future, including programmes offered to the wider community. However, this provision is not dependent on Linwood Intermediate continuing, and could be developed further and implemented by other schools in the cluster.

Alternative Schooling Options and Quality of Education Provision

35. The Education Review Office (ERO) last reviewed Linwood Intermediate School in August 2012. In its report, ERO reported that:

***Engagement in school and learning.** The PB4L programme has motivated students to be at school and in class on time. Students can see that there are meaningful rewards for correct behaviours in class, in the playground and away from school, for example on sports trips. The programme provides a useful framework for teachers in setting clear expectations and providing guidance on correct social behaviours. Students are kept well informed of their progress towards specific rewards. Rewards are evaluated and changed, if necessary, to strengthen their appeal to students.*

Student progress and achievement. While the overall level of student achievement in the National Standards is not high, the school is able to demonstrate that generally students make very good progress in reading and mathematics. Information reported to the board at the end of 2011 indicated that for the Year 8 students who had been at the school for the full two years, their progress had moved from quite low compared to national expectations at the start of Year 7 to about the national expectations by the end of Year 8. The social science report indicates that the vast majority of students are achieving at the New Zealand curriculum levels that the school expects.

Use of achievement information. Teachers collect good-quality information about student achievement. Where appropriate, students are given extra specialist help with their reading. Teachers identified that low student achievement in writing in 2011 was a particular concern, but that testing results were not consistently reliable for meaningful comparisons. The school is now part of a special Ministry of Education programme to improve students' writing. New assessment approaches are being used in 2012.

36. Under the current cluster organisation, there is no alternative intermediate provision in Linwood. It was proposed that if Linwood Intermediate is closed, Year 7-8 education provision would be available at Bromley School, Linwood Avenue School and Linwood North School as well as the merged Phillipstown – Woolston School. Summaries of education provision at these schools are attached as Appendix Three. These summaries show that if the changes that are proposed are implemented, then learners from Linwood Intermediate can be expected to receive high quality provision at their receiving school.

Priority Learners

37. Linwood Intermediate had a July 2012 roll of 123, which included 28.5% Māori and 23.6% Pasifika learners.
38. There is currently no specific provision for these learners in either a Māori immersion or Pasifika unit; however ERO reported positively on Māori learner achievement at the school. In its recent report, ERO stated that:
The school is effective in promoting educational success for Māori students, who make up a third of the school roll. A Māori development plan is part of the school charter. Māori student achievement is similar to or slightly better than that of other groups of students in the school. The classrooms and wider school environment reflect the bi-cultural heritage of New Zealand with examples of te reo and Māori art displays. All students take part in regular timetabled te reo Māori lessons. A kapa haka tutor provides good-quality instruction and leadership of the student kapa haka group.
39. Linwood Intermediate also offers Samoan language classes for its Samoan learners. It is currently the only school in the Linwood cluster to offer this provision.

Ongoing Resourcing Scheme (ORS)

40. As at 1 July 2012, Linwood Intermediate had no learners accessing Ongoing Resourcing Scheme (ORS) funding.

Staffing

41. The staffing allocation for Linwood Intermediate for the 2012 year was 9.10 Full Time Teacher Equivalents (FTTE).

Financial Implications

42. If Linwood Intermediate closes it would generate Education Development Initiative (EDI) and Joint Schools Initiative Funding (JSIF), in line with the EDI policy.
43. These EDI funds are used for programmes that support learner achievement, psycho-social needs, transition and change management within and across schools and Learning Community Clusters.
44. EDI and JSIF funding is only available if the proposed closure of Linwood Intermediate School takes place.
45. If your decision is that Linwood Intermediate should close, estimates of the savings to the Crown in operational funding will be prepared for your information.

Options for Second Round of Consultation

46. Feedback from the consultation about the proposal to close Linwood Intermediate School suggests that further consultation on the provision of education for Year 7 and 8 learners in this community should be considered.
47. The original proposal to close Linwood Intermediate School included the proposal to recapitate Linwood North School, merge Linwood Avenue School and Bromley School and recapitate the merged school to Year 1-8, and merge Woolston and Phillipstown Schools as a Year 1-8 school.
48. The Ministry is recommending that the merger of Linwood Avenue School and Bromley School does not progress. No formal consultation has taken place on these schools being recapitated as stand alone schools.
49. The proposal for Phillipstown and Woolston School to merge as a Year 1-8 school was consulted on, and is not being considered as part of the proposal outlined in this report. The Ministry is recommending that this merger is progressed, and that it takes place on the Woolston School site.
50. You are yet to make decisions on the proposals to merge Bromley and Linwood Avenue Schools and Phillipstown and Woolston Schools.
51. It is now proposed that the scope of a further consultation could be widened to include the option of changing the class of Linwood College to make it a Year 7-13 secondary option. This would also allow further consultation over the provision of bilingual or immersion education, and how these needs could be met in either a full primary or a Year 7-13 option.
52. Consultation undertaken so far has focused on the proposed closure of Linwood Intermediate School with a flow on effect on primary schools but no identified effect on Linwood College.

53. If you agree to further consultation about changing the class of Linwood College, and this change is approved, Year 7-8 provision would then be available in a secondary setting. A summary of education provision at Linwood College is attached as part of Appendix three and shows that learners attending at Linwood College can expect a good quality of education provision.

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

Option One

Recapitulation of:

- Linwood North School

And if you agree that the merger of Bromley and Linwood Avenue Schools does not proceed, the recapitulation of:

- Bromley School
- Linwood Avenue School

Or

Option Two

Change of class at Linwood College to be a Year 7-13 secondary school.

55. If the Boards choose to have a facilitator or facilitators assist in this process, the Ministry will provide funding for this.
56. If you decide to undertake a second round of consultation with the Linwood Learning Community Cluster on Year 7-8 provision, you will not be in a position to make a decision on whether Linwood Intermediate School should be closed until you have considered the feedback from the consultation.
57. The Board of Linwood Intermediate School could use this time to consider if it has any further points it wants to make before you consider the proposal to close the school.
58. If you do not agree that a second round of consultation on Year 7-13 provision takes place, but instead agree that the primary school(s) in the area will be recapitated, you can make a decision now on whether Linwood Intermediate School should close.
59. Formal consultation on the proposal to recapitate the primary school(s) must still take place as to date, consultation has focused on the proposal to close Linwood Intermediate School. As part of the consultation that takes place under section 157 of the Act with schools whose rolls may be affected, the Board of Linwood North School has indicated that it supports the recapitulation of its school. In their submissions to you on the proposal to merge Bromley and Linwood Avenue Schools, both these Boards proposed that they be retained and recapitated.
60. If you decide to initiate a second round of consultation on the provision of Year 7-8 education in the cluster including the change of class at Linwood College, the timeframe for this would be that you would initiate consultation on the 18 February 2013. The Boards would have seven weeks to the 5 April 2013 to provide submissions to the Ministry. This includes one week over the Easter period.

61. Your decision on the possible closure of Linwood Intermediate School, and the future provision of Year 7-8 education, will then be able to be announced at the same time as your final decisions on other proposals for changes to education in greater Christchurch are made. If at this time you agree that Linwood Intermediate School should close, the Board of that school will be invited to provide you with any further reasons why the school should remain open within 28 days of the date of your letter.

Property Implications

Background Rationale

62. The buildings on the Linwood Intermediate 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. Some buildings will require earthquake strengthening. No weather tightness issues were identified during the national survey and subsequent inspections.
63. 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.
64. The indicative ten year cost to repair Linwood Intermediate is \$3.2 million.

Proposal Analysis

65. The Ministry considered the Board's proposal for Year 7-9 schooling and decided that it would be untenable in the schooling network. No analysis on it was progressed.

Property Entitlement

66. 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.
67. The Ministry has used a number of data sources to provide an estimated cost per learner for your original proposal and any alternative proposals put forward by the Board. These sources are:
- the latest indicative property cost information
 - current roll information (October 2012)
 - network analysis of the estimated additional required teaching spaces required.

Minister's Proposal - Revised indicative property costs

Proposal	Cost	Details
Closure of Linwood Intermediate	\$0.0 million	Closure of school no repairs or remediation required
Other Costs	\$0.00 million	Nil, no additional teaching spaces required as the Linwood Intermediate learners can be accommodated into the current network analysis see appendix 5
Total	\$0.00 million	
Re-distributed roll from Linwood Intermediate - 127		10 October 2012 roll of Linwood Intermediate to be distributed across nearby schools
Cost per learner	\$0	

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

Alternative Proposal – Revised indicative property costs for Linwood Intermediate to remain open

Proposal	Cost	Details
Repairs to Linwood Intermediate	\$3.20 million	These are the indicative costs to repair the school.
Other costs	\$0.00 million	Nil
Total	\$3.20 million	
Current roll at Linwood Intermediate – 127		10 October 2012 roll of Linwood Intermediate
Cost per learner	\$25,197	

68. An explanation of property information is contained in Appendix four.
69. The Ministry has not provided specified costs for a possible change of class of Linwood College. As a result of geo-technical considerations on the Linwood College site, it is expected that Linwood College will be relocated and rebuilt. In that event, the provision for Year 7-8 learners would be part of the overall property costs, and would add a possible \$1 million for the provision of four classrooms.
70. In the interim, if extra classroom space is required at the College site, relocatable classrooms can be provided.
71. If you decide to proceed with consultation on a change of class option, the Ministry will provide you with further property information in its report to you following consultation.

Risks

72. If Linwood Intermediate School is closed, there is a risk that Samoan language classes, which are unique to this school, will no longer be available. The Boards of two schools in the Linwood Learning Community Cluster have indicated they wish to deliver Pasifika language and specialised programmes for Pasifika learners. If the school does close the Ministry will work closely with the Boards of these schools and the wider cluster to ensure the future provision of these classes.

73. If you agree to undertake further consultation on Year 7-8 education provision, bilingual and immersion education, including Samoan language, would be considered as part of the consultation with the community.
74. If Linwood Intermediate closes it is likely that the community will feel that its response has not been properly considered, and that the decision for the future of the school has been predetermined. To mitigate this risk, we recommend that you agree to release this report to the Board of Linwood Intermediate School.

Conclusion

75. The Ministry's recommendation is that the rationale for closing Linwood Intermediate School remains. As a result of feedback received during consultation, the Ministry is proposing that a further round of consultation could be undertaken to determine how the delivery of Year 7 and 8 provision would best meet the needs of learners in this community.
76. The reasons for the recommendation to close the school is that there is an oversupply of primary and intermediate places in the Linwood Learning Community Cluster, the roll of Linwood Intermediate is low with only 39% utilisation, and the high cost of remediating school property.
77. The consultation process over the proposed closure of Linwood Intermediate has led the Ministry to the view that the community may support a Year 7-13 option and this could be consulted on as an alternative to recapitulation of primary schools. Discussion in the submissions included that student engagement is likely to be supported better in a Year 7-13 environment, and while Linwood College did not raise the option of a Year 7-13 option, it did comment on the possibilities of providing specialist education to Year 7-8 learners.
78. A Year 7-13 model would enable Year 7-8 learners to be accommodated as one student body, rather than being dispersed across a number of primary schools. The Ministry therefore recommends that you consider undertaking consultation on the community's preference for Year 7-8 schooling.

Next Steps

79. If after considering the information in this report you decide that Linwood Intermediate School should be closed, and that Year 7-8 provision be provided through the recapitulation of Linwood North School, and if you agree not to merge them, of Linwood Avenue School and Bromley School:
- a letter to the Board of Trustees of Linwood Intermediate School will be provided for your signature inviting it provide to you within 28 days of the date of your letter, with any further reasons why the school should remain open
 - letters to the Boards of Trustees of Linwood North, Linwood Avenue and Bromley Schools will be provided for your signature which will initiate formal consultation on the proposal to recapitate them to become Year 1-8.
80. If after considering the information in this report you agree that consultation should take place over the future provision of Year 7-8 schooling in the cluster including the change of class of Linwood College:

- letters to the Boards of Trustees of the following schools will be provided to you, initiating that consultation.
 - Linwood College
 - Linwood North School
 - Linwood Intermediate School
 - Linwood Avenue School
 - Bromley School

81. The consultation would be on the following two options:

Option One

Recapitulation of the following primary schools:

- Linwood North School

And if you agree that Bromley and Linwood Avenue Schools should not be merged;

- Bromley School
- Linwood Avenue School

Or

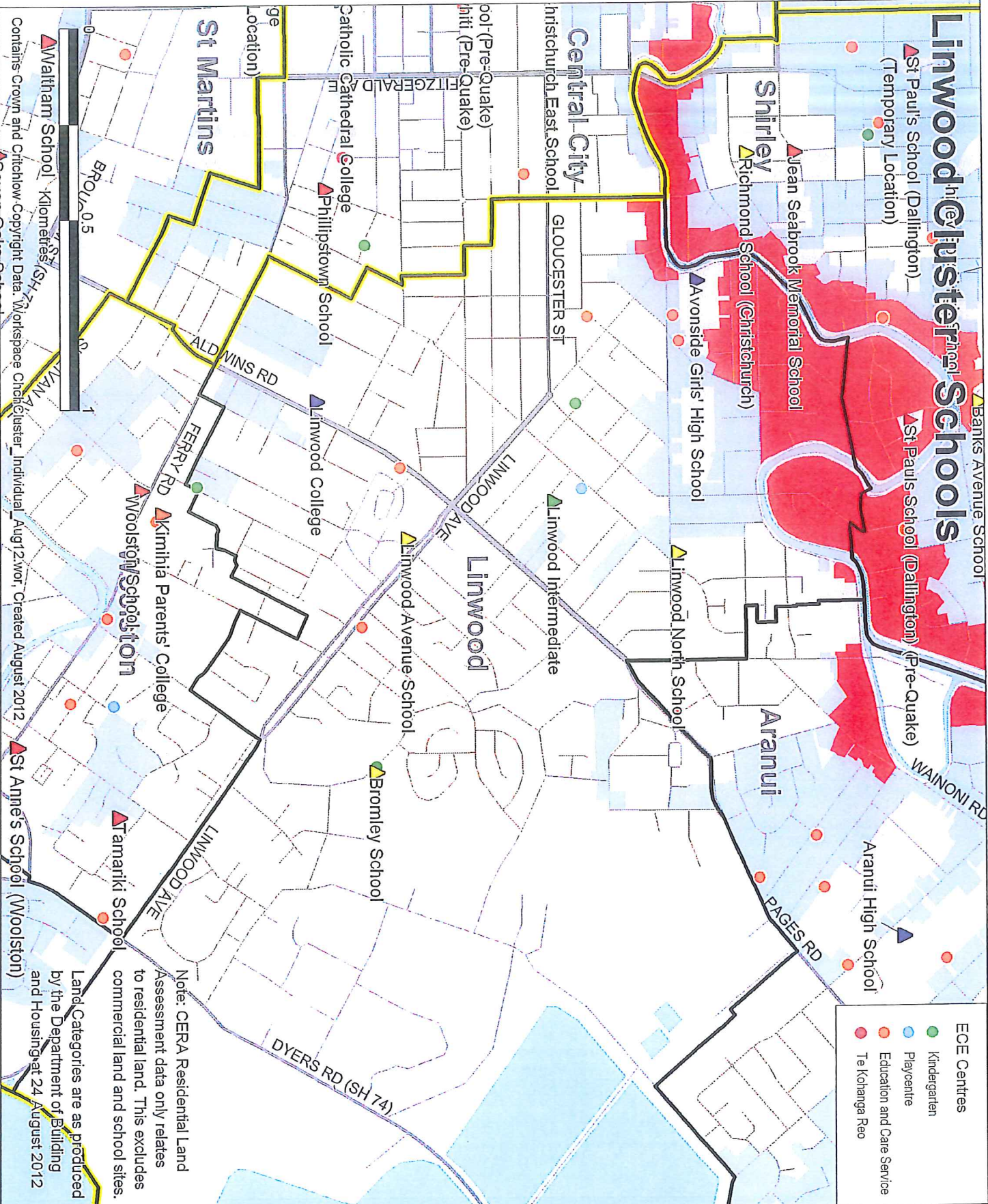
Option Two

Change of class at Linwood College to become a Year 7-13 secondary school.

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

Map of the Linwood Cluster

Appendix One



<p>Technical Category 3</p> <p>Technical Category 2</p> <p>Technical Category 1</p> <p>Urban Non-Residential Land</p> <p>Rural</p> <p>Port Hills and Banks Peninsula</p>	<p>Schools</p> <p>Full Primary</p> <p>Contributing Primary</p> <p>Intermediate</p> <p>Special School</p> <p>Secondary (Y7-15)</p> <p>Composite</p> <p>Secondary (Y9-15)</p> <p>Teen Parent Unit</p> <p>Kura Teina</p>	<p>Primary Clusters</p> <p>Secondary Clusters</p> <p>CERA Red Zone Land Assessment at 24 Aug 2012</p> <p>CERA White Zone Land Assessment at 24 Aug 2012</p> <p>UDS Residential Growth Area</p> <p>Sea</p> <p>River - Line</p> <p>River - Region</p> <p>Main Road</p> <p>Road</p>	<p>Legend</p> <p>Kindergarten</p> <p>Playcentre</p> <p>Education and Care Service</p> <p>Te Kohanga Reo</p>
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Rationale for Change Document

Appendix Two

Linwood Intermediate – Rationale for change

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

Why is change needed?

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

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

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

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

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

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

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

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

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

Why is it proposed my school 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 Linwood cluster comprises five schools (including Linwood College) with varying rolls and utilisation rates.

Overall, the aggregate roll for the three primaries in the Linwood cluster and Linwood Intermediate fell by almost 200 learners between July 2010 and July 2012. There is now an oversupply of primary places in the cluster.

There are also a number of issues with land and buildings in the Linwood cluster. All of the schools in the cluster have earthquake related damage and buildings requiring earthquake strengthening. With one exception these schools also have buildings with weather-tightness issues. Additionally, Linwood College is on a split site with the buildings and sports fields on separate sites which are over 1 km apart.

The total cost to remediate all schools within the cluster is estimated at \$25 million. Given the significant level of investment required to remediate all the existing schools there is an opportunity to not only enhance the quality of the infrastructure but also support enhanced learner achievement, engagement and participation in education.

The proposals have been designed with this in mind. We propose to:

- provide a new site for Linwood College, including its sports facilities and a technology hub;
- merge Bromley School and Linwood Avenue School on to the Bromley School site, and merge nearby Woolston Primary and Phillipstown School on to the Linwood College site. These changes will provide modern facilities for a larger number of learners; and
- close Linwood Intermediate School, which has a falling roll and would require substantial investment to remediate issues with its buildings.

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

¹ This figure includes international fee-paying students.

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

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

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for Linwood Intermediate <i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed.</i>	\$3.2 million
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The above costs are predominately structural strengthening remediation work.

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

Cost estimate information

For condition assessment – a physical site inspection was undertaken of every building to evaluate the anticipated maintenance requirements at each school for the next 10 years.

For assessing earthquake damage – the recording and quantifying of earthquake damage and indicative repair costs from all events was undertaken. These reports were reviewed by professional loss adjustors and are being used to support the Ministry's insurance claim.

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

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

People

Linwood Intermediate School had a roll of 123 at July 2012 which less than it was in 2008 and 2010. This is considered small roll for an intermediate school.

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

School Name	Type	Authority	2008	2010	2012
Bromley School	Contributing (Year 1-6)	State	289	291	253
Linwood Avenue School	Contributing (Year 1-6)	State	310	322	289
Linwood Intermediate	Intermediate (Year 7 and 8)	State	197	185	123
Linwood North School	Contributing (Year 1-6)	State	236	198	139
Total			1032	996	804

Rolls of schools not in the cluster but likely to be affected by proposed network reorganisation: Total July rolls 2008, 2010, 2012

School Name	Type	Authority	2008	2010	2012
Phillipstown School	Full Primary (Year 1-8)	State	146	152	155
Woolston School	Full Primary (Year 1-8)	State	230	197	241
Total			376	349	396

Student Distribution patterns³

Analysis of July 2012 address matched student address data shows that approximately 1,450 year 1-8 students reside in the Linwood cluster. Of these, 86% attend a state school, 14% attend a state integrated school, and less than 1% attend a private school.

Fifty five percent of year 1-8 students resident within the Linwood cluster attend one of the four state schools in the cluster.

Schools with the highest number of year 1-8 students living in the Linwood cluster catchment

School	Authority	# students ⁴	% ⁵
Linwood Avenue School	State	199	13.7%
Bromley School	State	192	13.2%
Linwood North School	State	94	6.5%

² July School Rolls are total July rolls, excluding foreign 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 Number of all year 1-8 students in the cluster that attend a given school

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

Chisnallwood Intermediate	State	87	6.0%
Linwood Intermediate	State	86	5.9%
Banks Avenue School	State	74	5.1%
Woolston School	State	74	5.1%
Christchurch East School	State	64	4.4%
Phillipstown School	State	63	4.3%
St Paul's School (Dallington)	State Integrated	50	3.5%

Approximately the same number of Linwood cluster resident year 7-8 students attend Chisnallwood Intermediate as attend Linwood Intermediate.

Schools with the highest number of year 1-8 students living in the Linwood cluster

School	Authority	# students ⁶	% ⁷
Linwood Avenue School	State	199	13.7%
Bromley School	State	192	13.2%
Linwood North School	State	94	6.5%
Chisnallwood Intermediate	State	87	6.0%
Linwood Intermediate	State	86	5.9%
Banks Avenue School	State	74	5.1%
Woolston School	State	74	5.1%
Christchurch East School	State	64	4.4%
Phillipstown School	State	63	4.3%
St Paul's School (Dallington)	State Integrated	50	3.5%

Given the proposed reorganisation of Aranui cluster schools includes the disestablishment of Chisnallwood Intermediate, these 87 students would be expected to attend their local providers of year 7-8 education.

Population change⁸

Percentage of March 2010 and March 2012 student address records⁹ in Red Zones¹⁰ within the cluster

At March 2010, approximately 9% (139) of the 1,584 year 1-8 students residing in the Linwood cluster lived within areas now classified as "Red Zone" land by CERA.

At March 2012, approximately 4% (50) of the 1,377 year 1-8 students residing in the Linwood cluster lived within these areas.

⁶ Number of all year 1-8 students in the cluster that attend a given school

⁷ Percentage of all year 1-8 students in the cluster that attend a given school

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

⁹ student address records are geocoded (address matched) records from the respective school roll returns. Not all records were address matched.

¹⁰ CERA Red Zone data at 24 August 2012

This indicates that while a large number of students appear to have left the Red Zone, a commensurate number remain.

Given the significant areas of CERA 'red zone' land within the Linwood cluster and lack of proposed greenfield residential development the scale of household change in this area is expected to reduce demand for local primary schooling provision.

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

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

Currently 95% of year 1-6 students in the Linwood cluster reside within 1 km of a year 1-6 state education provider.

Under the proposed network changes¹¹, 89% of year 1-6 students living within the cluster would be within 1 km of a provider of year 1-6 education.

Currently 72% of year 7-8 students in the Linwood cluster reside within 1 km of a year 7-8 state education provider.

Under the proposed network changes, 92% of intermediate students living within the cluster would be within 1 km of a provider of year 7-8 education, as all local state primary schools would be full primary schools.

Under the proposed reorganisation:

- Bromley and Linwood Avenue Schools would merge on the Bromley site,
- Linwood Intermediate School would close, and
- Linwood North School and the merged Bromley/Linwood Avenue School would be recapitated to become full primary (year 1-8) schools

Linwood Intermediate

Forty six percent of current Linwood Intermediate students reside within 1 km of the current school site. Seventy-seven percent of current Linwood Intermediate students reside within 1 km of proposed new year 7-8 provision at Linwood North, Bromley School and the proposed merged Woolston/Phillipstown School sites.

While Linwood Intermediate draws students from across several clusters, 72% of Linwood Intermediate students reside within the Linwood cluster (July 2012 student address data).

Linwood North School

It is proposed Linwood North School re-capitate to take on year 7-8 state students currently residing in their enrolment scheme. This includes 53 Chisnallwood Intermediate and 18 Linwood Intermediate students.

¹¹ including the proposed merger of Woolston and Phillipstown onto the Linwood College site, but assuming the relocated Banks Ave school is further than 1km from the Linwood cluster boundary.

Approximately 475 year 1-8 state school students live within a 1 km radius of Linwood North School. Of these, 34% currently attend either Linwood North School, Chisnallwood Intermediate or Linwood Intermediate

Linwood Avenue / Bromley Schools

Of the current Linwood Avenue School students, 58% reside within 1 km of Linwood Avenue School. Twenty seven percent of Linwood Avenue School students reside within 1 km of the Bromley School site.

Closing Linwood Intermediate would enable funding to be invested in the nearby schools where the majority of learners would most likely go, and into the network generally to provide modern learning environments for a larger number of students.

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

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

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

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

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

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 close is made the school property will go into a disposal process

How would the proposed closure of my school fit into the overall plan for my learning community cluster?

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

The future of your learners should continue to feature in the wider cluster discussion.

In the first instance this is because the cluster may have thoughts it wishes to contribute during consultation around alternative options that will meet the overarching needs of this cluster to not only revitalise infrastructure but also enhance educational outcomes across this education community.

The cluster will also need to consider how learners might be accommodated in the future should a decision be made to close the school. The cluster would want to consider how enhanced provision that might be required to support moving student populations might look.

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

Under the proposed reorganisation,

- Bromley and Linwood Avenue Schools would merge on the Bromley site,
- Linwood Intermediate School would close, and
- Linwood North School and the merged Bromley/Linwood Avenue School would be recapitated to become full primary (year 1-8) schools

Recapitating the merged schools from contributing primary (year 1–6) to full primary (year 1–8) would support the provision of modern facilities for learners while managing over supply of primary aged capacity across the cluster. (Since new schools make better use of internal space and require fewer buildings, existing sites can be better utilised by a larger number of learners, without compromising the delivery of education.)

Under the renewal proposals Phillipstown School (in the Central City cluster) and Woolston School (in the Woolston cluster) would merge on a new campus to be built on the current Linwood College site (in the Linwood cluster). This merged school would naturally draw some students from the Linwood cluster, as well as from the Woolston and Central City clusters

Under the renewal proposals

Phillipstown School (in the Central City cluster) and Woolston School (in the Woolston cluster) would merge on a new campus proposed for the current Linwood College site (in the Linwood cluster).

This merged school would naturally draw some students from the Linwood cluster, as well as from the Woolston and Central City clusters

Facts and Figures

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

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

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

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

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

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

Peak rolls used: Primary – the October 2011 roll

Secondary and Intermediate – the March 2012 roll return

Relevant reports and documentation will be provided.

Contact us

Email us shapingeducation@minedu.govt.nz

Education Provision at Alternative Schools

Linwood North School

Linwood North School is currently a Year 1-6 contributing primary school but is proposed to be recapitated to Year 1-8. The Education Review Office (ERO) last reviewed Linwood North School in August 2012. In that report, ERO stated that:

The principal and staff realise that student well-being is a vital pre-requisite to engagement. They work hard to ensure that students are as ready for learning as possible. This involves working with students and their families/whānau and a range of welfare support services. Examples include the local community hub, the on-site after-school programme and significant wider community support and donations. There is a focus on improving students' attendance and punctuality as part of boosting student engagement and achievement.

When students first enter school, teachers effectively address their learning needs. In their first years at the school, students make very good progress in literacy and numeracy. In Years 4-6 student achievement is much the same as other similar schools.

Teachers collect and use student achievement information to design programmes to meet the learning needs of individuals and groups of students. End-of-year analysis of achievement against the National Standards helps leaders and trustees set student achievement targets for the following year.

Students who need assistance with their learning are well supported, for example through teacher aide assistance, second language support, or gifted and talented programmes.

Linwood North School has a Tongan preschool on its site. The Board has indicated they will seek to provide Pasifika language provision if Linwood Intermediate closes.

Bromley School

Bromley School is currently a Year 1-6 contributing primary school but is proposed to be merged with Linwood Avenue School, and the merged school be recapitated to provide Year 1-8 education. ERO last reviewed Bromley School in October 2012. In its report, ERO stated that:

Students are well supported by a range of strategies to ensure they are present and engaged in learning. Behaviour management and food in schools programmes focus on supporting the well-being of students. Since the June 2009 ERO review senior leaders and teachers have made good progress with strengthening assessment practices. Teachers use effective diagnostic assessments to identify learning needs and to plan programmes. Learning support initiatives target students well and aim to accelerate their learning. Support is strongly based within class programmes and students are closely monitored.

National Standards information shows that many students have made good progress in literacy and mathematics from 2011 to 2012. Information reported to the board in June 2012 shows that over 70% of students are achieving at or above their expected levels in reading, written language and numeracy. Increased levels of achievement are particularly evident in the junior school.

The school has identified that many boys are not making satisfactory progress, especially in Years 4 to 6. These boys are now being targeted through school-wide achievement targets and their progress is regularly monitored and reported. Māori and Pacific students achieve at levels similar to those of other students.

Linwood Avenue School

Linwood Avenue School is currently a Year 1-6 contributing primary school but is proposed to be merged with Bromley School, and the merged school be recapitulated to provide Year 1-8 education. ERO last reviewed Linwood Avenue School in August 2012. In its report, ERO stated that:

Building student engagement has been a focus for teachers' professional development. Teachers are expected to include detailed strategies to engage students in their unit planning. Teachers make good use of analysed student achievement information at class level to identify learning needs, and plan programmes to meet these needs.

Students ERO spoke to enjoy the challenge of learning. They indicated that the variety of teaching approaches used by teachers helped them in their learning. Students respond positively to the good range of leadership opportunities that are provided.

The reinforcement of school values is supporting improvements in overall levels of student engagement and supporting students' development of self-management skills.

There are good to high levels of student achievement. The school reports that over 55% of the whole-school population is achieving at or above the national standards in mathematics, reading and writing. Students identified as not meeting the standards are targeted for additional support, including English for speakers of other languages (ESOL), and learning support groups.

Senior leaders and trustees seek and use analysed achievement information to make informed decisions in planning for school improvement. Literacy and numeracy achievement is reported regularly to the board. This information is detailed and specific, and shared with the community.

Most students are making good learning progress. Teachers identify students who are not achieving at expected levels, and set targets for them. Teachers design learning programmes to accelerate progress of priority learners. In 2011, these students made very good progress in reading and writing.

Phillipstown School

Phillipstown School is currently a Year 1-8 primary school but is proposed to be merged with Woolston School. ERO last reviewed Phillipstown School in April 2010. In its report, ERO stated that:

Phillipstown School is a multicultural primary school providing education for Years 1 to 8 students in central Christchurch. Over half the students have Māori or Pacific heritage. The student roll changes frequently as families move in and out of the area. A specialist technology centre on the same site caters for Years 7 and 8 students from 30 schools throughout the city.

The school fosters close links with parents and the wider community to benefit students' learning. The board, senior managers and staff are focused on providing a positive learning environment that encourages students to engage in learning and experience success. Since the 2007 ERO review, the school has made significant improvements to make the school more attractive and welcoming for students, staff and parents.

Reports to the board show that most Years 4 to 8 students achieve at age appropriate levels in reading and at expected levels in numeracy. Māori students continue to achieve well, with many of them achieving at higher levels than their non-Māori peers in reading.

Extending teachers' use of a wider range of assessments, and more consistent assessment practices, would provide the board, senior managers and teachers with more accurate information with which to confirm their belief that students are achieving well and making good progress.

The strengths of the school's curriculum most evident during the review include:

- the sensitive, caring and respectful relationships staff have with students, parents and each other that contribute to a positive school culture;*
- the extensive and well-organised learning and behaviour support programme that is successfully improving student performance;*
- the range of learning experiences provided for students within and outside the school, including specialist music and drama lessons; and*
- the initiatives undertaken in the technology centre to enhance learning and teaching.*

Partnerships in learning with parents and the wider community are a strong feature of the school. Community volunteers provide valuable ongoing support for students in reading and other learning areas.

Woolstoun School

Woolston School is currently a Year 1-8 contributing primary school but is proposed to be merged with Phillipstown School. ERO last reviewed Woolston School in August 2012. In its report, ERO stated that:

Student-achievement information reported to the board for 2011 shows that:

- about three quarters of the students achieve at or above the National Standards in reading, writing and mathematics*
- Māori students are achieving about the same as non-Māori students in mathematics*
- Māori students are achieving better than non-Māori students in reading and writing*
- Pacific students are not achieving as well as other students in reading, writing and mathematics.*

Students are highly engaged in their learning. They can talk confidently about their learning, their goals for improvement, and what they need to do to achieve these goals. They know how the school's values help them develop a positive approach to learning so they can 'dream, believe and achieve' (the school's vision for learning) and succeed with their goals.

Students learn in an environment where high expectations for learning and behaviour ensure a positive learning focus.

Students told ERO, and ERO observed, that teachers make learning enjoyable and engaging for students. There are clear and effective guidelines for managing behaviour so that students can enjoy learning and support each other.

Teachers have a very good understanding of students and their needs so they can best support their learning and well-being. Senior leaders and teachers have worked effectively to promote and support high levels of engagement.

Teachers make good use of assessment information to provide detailed evidence of students' progress and achievement. Teachers make regular contact with whānau/parents, including the use of three-way conferences, to tell parents about how well their children are meeting their goals and what they need to do to achieve well against the National Standards.

Teachers use achievement information to provide extra support for students who are achieving below the expected level to help them make accelerated progress. This learning support is well planned to take place in the classroom with clear guidance for extra support staff. Teachers with experience and knowledge are used to support the students most in need. The achievement levels and rates of progress for students most at risk are well monitored and changes are made to their programme as the need arises.

Teachers identify at an early stage the significant number of students who enter school with low levels of early literacy and numeracy understandings. They quickly put in place programmes to help these students reach their expected levels at a faster rate.

Linwood College

ERO last reviewed Linwood College in October 2012. In this review, ERO stated that:

The school reports that students are well engaged in their learning. College information shows that overall students make good learning progress during Years 9 and 10. Achievement in the National Certificate of Educational Achievement (NCEA) is comparable to similar schools.

Year 9 students were assessed early in 2012 for literacy and numeracy to identify levels of achievement and learning needs. Teachers in all curriculum areas use this information to set appropriate expectations for students' learning and progress. For example, teachers identified significant weakness in junior student writing achievement, and implemented targeted teaching to address these needs. Subsequent testing showed that students made very good progress in their writing.

Overall student achievement in NCEA has improved significantly in the last three years. The achievement of Māori and Pacific students is similar to the national levels of achievement for these groups. Subject endorsements for merit and excellence are promoted and in 2011 showed achievement slightly better than similar schools, especially for Level 1. In order to raise achievement expectations, senior leadership now compare students' performance against all students nationally rather than against comparable schools.

A college wide focus on encouraging student engagement and positive behaviour is bringing about improvements. The college Years 9 and 10 mid-year learning review indicates that student engagement is improving and that pastoral support systems are operating effectively. An external review of the Positive Behaviour for Learning initiative identified many strengths in the implementation of the programme and gave ideas for further development.

Students are likely to benefit from teachers' increasing use of new data management and tracking systems. For example all teachers now have access to students' progress in accumulating NCEA credits. This information is regularly shared with students via a "credit card". Deans have immediate access to all data about their students via a recently introduced student information database system.

Property Information

1. Cost per learner is the cost of each proposal or alternative proposal divided by the number of affected learners.
2. Indicative Ten Year Property Costs information - The figures may vary from amounts previously presented and may be subject to further change as additional infrastructure related costing information is obtained through detailed engineering evaluations.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.

Appendix Two

Facilitator's Report regarding future provision of Year 7-8 education in the Linwood Learning Community Cluster

Report to: Gabrielle Wall, Ministry of Education

From: Michael Deaker, facilitator

The Preferences of the Linwood Community for Years 7 and 8 Education, if the Minister decides to close Linwood Intermediate School

Key Point Summary

- In a survey of the communities of Linwood College, Linwood Intermediate, Linwood North, Linwood Avenue, and Bromley Schools **77% of all respondents preferred the primary schools to become Years 1 – 8 full primaries.**
- Survey results from the three primary schools' communities indicated that **89% of the respondents preferred Years 1 – 8 full primaries.**
- Support for Linwood College being reclassified to become a Years 7 – 13 secondary school came from **16% of all respondents.**
- There was insignificant support for any other Years 7 and 8 option.
- Respondents who chose to comment were almost evenly divided on the question of whether the Minister's timeframes for change were too fast (32) or acceptable (29).

Table 1: Results of the Survey of Five Linwood School Communities

	Roll (prov) 1.3.13	Decile	Total responses	% of roll represented by responses	Prefer Years 1 - 8	Prefer Years 7 - 13	Prefer other 7 – 8 option
Linwood College	821	2	49	4	21 (43%)	25 (51%)	3 (6%)
Linwood Intermediate School	129	2	45	43	21 (47%)	14 (31%)	10 (22%)
Linwood Avenue School	275	2	109	No info provided	96 (90%)	11 (9%)	2 (1%)
Linwood North School*	161	2	105	77	87 (85%)	12 (11%)	6 (5%)
Bromley School	247	2	107	55	96 (92%)	4 (4%)	7 (6%)
Totals	1633		415		321 (77%)	66 (16%)	28 (7%)

*Survey forms were also returned from 34 Years 5 and 6 pupils at Linwood North. Twenty (59%) preferred Year 1 – 8; eleven (32%) preferred Years 7 – 13; three preferred attending another school e.g. Cathedral Grammar, for Years 7 and 8.

Commentary on Aggregated results:

1. Preferences for Years 7 and 8

The parents and whanau of younger students, especially those in Years 1 – 6, were clearly in support of the full primary school option.

There was evidence that the parents of younger (Year 1 – 3) students were even more enthusiastic about their primary school extending to Year 8.

The rate of return of survey sheets from the intermediate and secondary schools was low and it was noted that of the 49 responses from the Linwood College community, 23 were from people who declared themselves to be staff members and 17 of them preferred the Years 7 – 13 secondary school option.

The boards of trustees of all three primary schools made their wish to see their school recapitated clear to the facilitator. (See attached meeting notes).

2. Other forms of 7/8 suggested

As table 1 above shows, only 6% of the returns chose to make any suggestion at all, and most of these were either asking for Linwood Intermediate School to remain open (9), or declaring that they wished their Year 7 students to go on to Chisnallwood Intermediate or some other school with Year 7 and 8 classes (6).

3. Timelines comments

Sixty-one of those who returned survey sheets (15% of the total) took the opportunity to comment on the timelines for the possible changes. These respondents were almost evenly split between those who wanted the changes to happen as indicated by the Minister in February 2013, and those who believed that schools needed more time to adapt to and prepare for the changes.

Table 2: Summary of Comments written into Survey Forms:

(Respondents were offered opportunity: to suggest some other form of Years 7 and 8 schooling; and to comment on the timeframes for the changes)

	Other forms of Years 7 – 8 suggested	Comment on the Minister's timeframes
Linwood College	Years 7 – 9 or Years 7 – 10 campus: 2	Agree with timeframes: 7 Changes are too quick: 7
Linwood Intermediate School	Keep Linwood Intermediate open: 4 Years 7 – 10 middle school: 1	Agree with timeframes: 2 Changes are too quick: 3
Linwood Avenue School	Preference for Chisnallwood or Cathedral Grammar: 2	Agree with timeframes: 6 Changes are too quick: 7

Linwood North School	Send Year 7 and 8 to Chisnallwood Intermediate: 2	Agree with timeframes: 5 Changes are too quick: 8
Bromley School	Keep Linwood Intermediate open: 5 Send Year 7 and 8 to Chisnallwood Intermediate: 2	Agree with timeframes: 9 Changes are too quick: 7

4. Survey return rate and who the returns came from

The five principals, when they met with the facilitator on 27 February, were all of the view that a short period between survey distribution and return was preferable to encourage a good response rate. Survey sheets were handed out by schools on 13 March and were required back seven or eight days later.

The return rate for the three primary schools was very satisfactory, but understandable given the longer term interests of these communities in the issue of where and by whom Years 7 and 8 schooling is provided. It is equally understandable that the communities of the intermediate and secondary college were less motivated to express a view, but the return of survey sheets from the Linwood College parent community was low.

Across the primary schools, there was a pattern of 89% of returns coming from those who identified themselves as parents; 11% from grandparents, community members, and school staff.

5. Major themes from survey returns, public meetings, BOT meetings, and schools' submissions

The clear theme that emerged across the survey was the support given by parents to the Years 1 – 8 full primary schools option. Nothing else of major significance emerged from the survey results.

A recurrent question at the public meeting (see attached notes below) and at board of trustees' meetings was the timeline and location for the rebuild of Linwood College. Questions were asked about whether the college would be re built on its current Aldwins Road site or on the lower school grounds in Ferry Road, Woolston. Ministry officials explained that decisions would be made once the geotechnical facts of each site were understood. There was disquiet amongst parents at large, and around Linwood North in particular, at the prospect of their Year 7 children having to travel a distance to a college site in Ferry Road.

Questions were often asked about where technology education would be provided if Linwood Intermediate School was closed. The answers included Phillipstown technology centre and Linwood College.

At meetings held with boards of trustees at all five schools the recurrent themes were:

- The wish of all three primaries to become Year 1 – 8 full primary schools
- Concerns about the nurture and security of 11-year-olds in a secondary school setting
- What was going to happen to Chisnallwood Intermediate School and the rest of the Aranui cluster.

The submissions (attached) from Bromley, Linwood Avenue and Linwood North schools all emphasised their “overwhelming” community support for re-capitation. They went on to outline the ways in which, through curriculum and professional development, they would provide quality programmes for Years 7 and 8.

In its submission, Linwood College said that research indicated that Year 7 was the ideal transition point for entry to secondary studies. However, trustees and staff had expressed “consternation over the expedient timeframe”.

“Without adequate planning and lead up time, we foresee that the risks of failure, and the stress on staff and students will increase dramatically”, they said. They also said they needed support, advice and resourcing to develop “an integrated Junior Secondary School model”.

Preferences and comments from early childhood centres, neighbouring schools and community groups

Survey forms were made available to the parents of children at Kidsfirst Kindergartens, of which there are four in the Linwood/Bromley area.

Twelve forms were returned. Ten of these showed preference for the Years 1 – 8 primary school option; none for Years 7 – 13. Two asked that Linwood Intermediate School be kept open.

Phillipstown School and Woolston School, nearby Years 1 – 8 full primary schools, were invited to comment but neither chose to respond.

Attachments:

1. Summary of methodology

The process with the **Linwood** schools began at a cluster meeting of all five principals who proposed a paper-based survey of all their parent communities, seeking their views on the Years 7 – 8 and Years 7 – 13 options, plus any other way of providing schooling they might prefer for their Years 7 and 8 children. The principals also agreed to an advertised public meeting to launch and explain the survey and clarify issues; and to the facilitator meeting with all their boards of trustees.

The survey document and community newspaper advertisements were developed through consultation with the principals and Ministry of Education project manager.

The public meeting on Tuesday 12 March was followed by the distribution of survey sheets from all five schools on the next day. The facilitator arranged for survey sheets to be made available to all Kidsfirst Kindergartens in the area, invited comment from the principals and boards of Woolston and Phillipstown Schools, and followed up with community groups suggested by principals and boards.

Translations of the survey document (eventually into Samoan, Tongan, Cook Island Maori, te re Maori, and Farsi) were arranged through the Ministry and distributed at public, board of trustee, and school-organised meetings, as well as by email to schools and early childhood centres.

All returned survey sheets reached the facilitator by 23 March for collation and analysis.

2. Notes from public meeting, principals' cluster meeting, and all BOT consultations

Linwood Community Meeting, 5.30pm, Tuesday 12 March

Representatives from:

Linwood Intermediate School
 Bromley School
 Linwood North School
 Linwood Avenue School
 Linwood College
 Other community members (about 50 in total)

Apologies: Gerard Direen, Principal, Linwood Avenue School

Greetings: Lee Walker, Principal Linwood intermediate School.

Opening prayer and address: Reverend Fitifiti

Michael Deaker: Welcome.

Explained the availability of survey forms for members of audience who would like a form in a Pacifica language or would not receive an English version form through their school on Wednesday.

Described format of meeting:

1. Explain survey
2. Opportunity for clarification of issues.
3. Describe survey process.

Powerpoint of survey and background information presented.

Questions and comments from floor:

- Hard to make a fully informed decision when future location of Linwood College is not known.
Confirmed it is not yet decided.
Principal, Linwood College explained that decision cannot be final until all information
- Travel costs and inconvenience for families
- Question to Michael: what do you want from tonight's meeting?
As wide a range of views as possible to help inform the Minister's final decision.
- How are we involving other community members?
Advertised in two community papers and leaflet drop. Advertised through schools.
- What will the impact be on other full primary schools if Linwood College becomes a composite school?
Parental choice.
Principal, Linwood College – in discussion with other schools.
- Are there examples of other primary schools that have recapitated?
Check Bluestone School in Timaru.
- Two primary schools in this area have recently applied to MoE to recapitate and have been declined.
Why are there both options (Y1-8 primary and intermediate schools) in some areas?
- Why is this being considered before the Aranui cluster decision?
- Comment from floor – experience in both intermediate and full primary – children have not suffered from being in a Y1-8 school.
- Minister's rationale is based on a demographic decline. Observing urban sprawl and growth. Need to fully explore what is happening in urban areas.
- What is timeframe for rebuild of Linwood College.
Principal, Linwood College – dependent on variables such as land, building, school make-up

decisions.

- Will Linwood College be a permanent school or made up of temporary prefabs and relocatables?
Principal, Linwood College- been assured it is a rebuild.
Michael – if schools recapitate and grow, MoE will ensure buildings available.
- Can Bromley accommodate Year 7's in 2014?
Principal, Bromley – yes, may need a new classroom.
Principal, Linwood North – yes.
MoE – minister has guaranteed that, regardless of decision, students will be housed in classrooms at least as good as current accommodation.
- What if kids don't want to go to Linwood College?
- Will there be a deposit in the Ops Grant to help schools with either option?
- Impossible to make a decision with so many unknowns.
- What will happen to the school buildings and the land?
- Can we get an extension on consultation time?
Michael – No.
Aranui did.

Meeting closed: 6:30 pm.

3. Principals' Cluster Meeting, Linwood College, 25.2.13, 1.30pm

Present: principals of Bromley, Linwood North, Linwood Avenue, Linwood College and Linwood Intermediate; Nick Harrall, MOE

Nick Harrall made these points:

- All cluster schools must be consulted on their preferences for the future of years 7 and 8, by 28 March.
- Report on this consultation, plus all original information, to go to Minister.

Will Linwood College be relocated to its lower fields? Unknown. The land there may be too compromised.

Where would technology education be provided if LIS closed? Phillipstown, possibly LIS, or Christchurch East, where there is space.

2014 will be "interim" given building planning, consenting and construction times.

Minister is clear about dates: wants certainty for parents and "not bleeding schools".

Distances are important in this area e.g. most Linwood North children go on to Chisnallwood Intermediate.

All principals agreed to:

- a survey of all schools' parent communities, asking for their preferences for years 7 and 8
- surveys to go out from schools on 13 March following public discussion meeting at LIS on 12 March at 5.30pm
- meeting to be advertised in community papers

4. Linwood North Primary; 25.2.13, 4.00pm

Present: full BOT and principal.

Parents have wanted the school to be Years 1 – 8 for several years, before this phase began. There are already full primaries in the area

Reducing transition points is important.

They don't want 11-year-olds going to a college, especially when they could be taking on leadership roles in a Years 1 – 8 primary school.

Parents don't know what Years 7 – 13 would look like and don't know where Linwood College will be. They certainly don't want their children to go down to Ferry Road at Year 7.

Still don't know what will be decided for the Aranui cluster, including Chisnallwood Intermediate, to which most Year 6 leavers go.

5. Bromley School; 6 March, 10 a.m.

Present: principal and BOT chair.

They have surveyed their parents and most want recapitation of Bromley School.

Bromley School is growing unexpectedly fast: 50 new enrolments already in 2013, many of them unexpected.

Roll is 245 and could go to 350. They expect to be at 300 by the end of 2013.

They were concerned about a report in The Press of Linwood College's proposal for a new college, and whether or not this was part of the current consultation process. It was to be seen as a separate but parallel process to this consultation.

6. Linwood College; 7 March, 5 p.m.

Present: full BOT and principal.

The principal said that the cluster was working well together e.g. on united approach to digital learning; her staff had been briefed and had always wanted to be a composite school.

Current roll is 760; would have to nurture and care for 10 year olds as well as secondary age but there are 103 composite schools in NZ already. There were recent successful models in Otago and Southland of 9 – 13 schools becoming 7 – 13.

Teachers wanted a longer time frame to explore and develop a full 7 – 13 curriculum at all learning levels. Hillmorton and Hornby High Schools have had a year longer to develop the 7 – 13 model.

Linwood College would have to have its assembly hall repaired and back in service.

BOT members aware that all primaries, and their parents, expect to be Years 1 – 8 schools, and can't see local models of 7 – 13 schools.

7. Linwood Avenue School; 11 March, 5.30 p.m.

Present: full BOT plus principal and deputy principal.

They strongly wish to be a Years 1 – 8 full primary.

They say their roll will grow with closures nearby and "in five years they want to be in continuous growth in size and quality through modern facilities"

The earthquakes were a minor setback to their "pre-2010 vision and plan".

They are concerned about the possibility of secondary education being taken out of the Linwood community, if Linwood College goes to Woolston.

They believe all the decisions should be consistent e.g. if Woolston and Phillipstown are to merge as a Years 1 – 8, then all primaries should be 1 – 8.

They, like other BOTs, were given the opportunity to provide a brief submission to go with the facilitator's report.

Attached to this report are submissions from:

- Bromley School
- Linwood Avenue School

- Linwood North School
- Linwood College.