

Education Report: Outcomes of consultation on proposed school closures and mergers in greater Christchurch

Executive Summary

1. On 13 September 2012, you announced investment of \$1 billion over the next ten years to develop greater Christchurch as a leading education community in New Zealand. Alongside this announcement, you proposed a series of closures and mergers of 38 schools in greater Christchurch:
 - thirteen schools were proposed for closure, with their young people being accommodated elsewhere in the network
 - eighteen schools were proposed for merger with one other school
 - five schools in Aranui were proposed for closure, to be replaced by a Year 1-13 campus
 - two schools in Akaroa were proposed to close and become part of Akaroa Area School, while continuing to operate on their existing sites.
2. Two schools (Hammersley Park and Le Bons Bay Schools) had applied for voluntary closure. They underwent a shorter consultation period, and closed on 27 January 2013. Because of the complexity of the proposal in Aranui, the five schools there were given an extension to the consultation period. The Boards of these schools provided their feedback on the proposal to the Ministry by 7 March 2013.
3. The Boards of the remaining 31 schools provided their feedback on the proposals to the Ministry by 7 December 2012.
4. In February, you announced that of the 13 schools which were originally proposed for closure, seven should proceed. Of the nine proposed mergers, you announced that six should proceed. For these 19 schools there has been a further period of consultation.
5. The Boards of 12 schools responded and agreed with your interim decisions. On 27 March, you made final decisions that:
 - Bromley, Burnham, Burnside Primary, Duvauchelle, Gilberthorpe, Linwood Avenue, Okains Bay, Ouruhia Model, Shirley Intermediate and Yaldhurst Model Schools would remain open as separate institutions in the schooling network; and
 - Discovery One and Unlimited Paenga Tawhiti Schools would merge, effective 27 January 2014 on their current sites until the school can be relocated into the central city.
6. This paper provides the Ministry's advice and recommendations on the remaining 19 schools.

7. We recommend that you proceed with the closures of the seven schools which you made interim decisions to close. They are:
- **Glenmoor School** – the Board of Glenmoor School disagreed with the interim decision, saying it was based on faulty data and stating that the school would be needed to cope with future population growth in the cluster. We are confident that our indicative costs for property work are robust. The population growth would be in the Highfield Park development, which has not yet been approved and could take up to 20 years to have a significant impact on the school-age population. We see no reason to change your interim decision.
 - **Greenpark School** – the Board of Greenpark School did not support your interim decision, and claimed it was inconsistent to the way that other similar schools have been treated. The Ministry’s education report on the second consultation period sets out in detail the differences between Greenpark School’s situation and that of the other schools. In particular, Greenpark School’s roll, now just 28 children, is significantly lower than some of the other schools which have remained open, and there is adequate provision in the local network to accommodate Greenpark School’s children. We see no reason to change your interim decision.
 - **Kendal School** – the Board of Kendal School put forward an alternative proposal involving the merger of Roydvale and Kendal Schools, and Harewood and Isleworth Schools on what they suggested were ‘sites of choice’ for the community, and also raised the possibility of closing Breens Intermediate School. After careful analysis, we do not think there is a sound education rationale for this alternative proposal, as it would cause much more disruption in the network than the closure of Kendal School and the education benefit in terms of raising student achievement is very uncertain. We see no reason to change your interim decision.
 - **Richmond School** – the Board of Richmond School has said that it has “no argument in favour of the school remaining open or further information to add to its initial submission that was provided as feedback”. It has accepted your interim decision that the school should close.
 - **Branston Intermediate School** – the Board of Branston Intermediate School proposed that the school should merge with South Hornby School. As explained later in this report, we think there are significant educational advantages for Year 7 and 8 children to be accommodated at Hornby High School. We recommend proceeding with the closure, but in January 2015.
 - **Linwood Intermediate School** – the Board of Linwood Intermediate School submitted that the Ministry has failed to properly analyse all the options for local provision, and claims closing Linwood Intermediate School would be detrimental to their students’ education. The Ministry’s education report on the second consultation period provides you with a detailed account of our work to consider the factors set out by the Board, as well as the steps we will take to ensure that the existing specialist provision is not lost. We therefore continue to recommend that the school should close, but in January 2015.

- **Manning Intermediate School** – the Board of Manning Intermediate rejects the interim decision, and submits that there would not be the capacity to provide access to ‘learning opportunities and support’ if Manning Intermediate School were to close. We recognise that more time may be needed to secure the best educational opportunities for students as a result of the changes, so we recommend that the school should close, but in January 2015.
8. We continue to recommend that the four primary school closures take place in 2014 to provide greater certainty for young people, parents, staff and the wider community, as well as preventing roll decline and the possibility that some staff may choose to move to other schools.
 9. We recommend that if you close the intermediate schools, Year 7 and 8 education is provided at the local secondary school. This requires a change of class at Hornby High School, Hillmorton High School and Linwood College, so that they will provide education for students from Years 7-13. We also considered the possibility of recapitulating the local primary schools, but consider extending provision at the secondary schools will provide more educational opportunities, including enhancing access to specialist resources and provision. It offers the secondary schools the opportunity to develop an integrated model of curriculum delivery and support for students, including considering junior and senior secondary provision.
 10. In order to secure an effective transition to this new model, we propose delaying the closures of the intermediate schools until January 2015 (instead of 27 January 2014 for a change of class to secondary schools as per your interim decision). This longer lead-in time allows the Boards of the secondary schools more time to plan for the changes, including engaging with their new community about class and year level organisation. It also allows Year 7 students who started at the schools in January to complete their two years in the intermediate schools.
 11. Of the five remaining interim decisions to merge, we recommend that you proceed with three mergers. They are:
 - **Burwood and Windsor Schools** – both Boards accepted the merger in principle. We considered the request from the Board of Windsor School for the merged school to be accommodated solely on the Windsor School site from January 2014. However, our analysis shows it is not possible to extend the capacity of the Windsor School site sufficiently to provide high-quality facilities for all children who would attend whilst also addressing the future site property works. Therefore, we recommend that this merger take place from January 2014 on the current two sites. The merged school will be accommodated on one site once the roll has fallen sufficiently, Marshlands School is relocated to Prestons Road and the property works are completed, which we expect to happen by January 2016.

- **Lyttelton Main and Lyttelton West Schools** – the Board of Lyttelton Main School was supportive of the decision, but the Board of Lyttelton West School said its community opposed the merger. Both Boards expressed concerns about managing the merged school over three sites. Lyttelton Main School is currently operating on two sites: the original school site and the former St. Joseph's School site, which is nearby. If your final decision is to proceed with the merger, we will begin formal negotiations to use the St Joseph's School site as a temporary site to accommodate children from Lyttelton Main School. The merger would occur on 5 May 2014 (at the start of Term 2), and the school would initially operate on two sites (St. Joseph's and the current Lyttelton West School site). This has the additional benefit of leaving the original Lyttelton Main School site free for building the new school, minimising the impact on children. These new buildings will be ready in July 2015.
 - **Phillipstown and Woolston Schools** – the Board of Woolston School accepted the interim decision, but the Board of Phillipstown did not. Phillipstown's concerns were mainly about access to the new school for their existing families, and the impact of the merger on a community which has been badly affected by the earthquakes. Our additional analysis shows that children will still have a good choice of local, easily-accessible provision after the merger. We acknowledge that these decisions will be difficult for some communities, and have developed a comprehensive plan to ensure that appropriate wellbeing support is in place to ease the transition to new schools. This merger will take place in January 2014, with all children accommodated on the current Woolston site from the outset. The technology centre will remain at the Phillipstown site until longer term options for provision have been determined.
12. We recommend that your final decision should be to not proceed with the merger of **South New Brighton** and **Central New Brighton Schools**. We are persuaded by arguments from both Boards that few children who currently attend Central New Brighton School are likely to attend the merged school, and accept the concerns of the Board of South New Brighton that there is no need to put their children, staff and community through a potentially disruptive merger process.
13. We are presenting three options to consider for **Central New Brighton, North New Brighton** and **Freeville Schools**. These are to:
- not proceed with the merger of North New Brighton and Freeville Schools, and to consult on a three-way merger of Central New Brighton, Freeville and North New Brighton Schools. This merger has been proposed by some of the affected schools and would take place in at the start of Term 2, 2014 on two sites, with all children being accommodated on the current North New Brighton site from January 2016;
 - proceed with the merge of Freeville and North New Brighton Schools; and consult on the closure of Central New Brighton School. In this scenario, the merger and closure would take place at the start of term 2 2014, with children being accommodated on both the Freeville and North New Brighton Schools sites. All children would be accommodated in redeveloped buildings on the current North New Brighton School site from January 2016. Children from Central New Brighton could attend a range of schools, including some at South New Brighton School;

- defer your decision about the merger of Freeville and North New Brighton Schools; and consult on both the options of a three-way merger and the closure of Central New Brighton School simultaneously. The decision on either option would be implemented at the start of Term 2, 2014.

As well as responding to the concerns about children's access to school from the Board of Central New Brighton School and picking up elements of suggestions made by the Boards of Freeville, Central New Brighton and South New Brighton, all these options allow more children to access the modern learning environments that will be available at the merged school once the North New Brighton School site has been redeveloped.


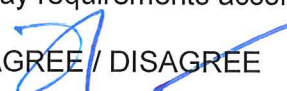
14. In February, you also announced your interim decision was that the merger of **TKKM o Waitaha** and **TKKM o Te Whanau Tahī** should not proceed, but that we should look at relocating one of the kura. This was in the context of seeking to strengthen Māori medium education and to provide children in the north and west of Christchurch greater access to Māori immersion provision in the short term, whilst work was done to develop a long-term area strategy and plan for Māori medium education. The Ministry had thought one of the kura would want to take the opportunity to provide greater access to Māori children and receive purpose-built new school buildings. The Ministry's view is the Boards have made strong arguments around the importance of the setting and context of each kura. This includes the fact that these kura were established by whānau and have grown within their current community setting. We now recommend that they both remain on their current sites. The work being done to develop a strategy for Māori medium provision (including kura kaupapa Māori) for greater Christchurch so that a long term investment and growth builds on current provision will be given a stronger sense of urgency.
15. If you accept the recommendations in this paper, it would mean that of the 31 schools for which you made an interim decision in February, 13 will remain open as separate institutions; seven will close; and eight will merge (note that includes Unlimited Paenga Tawhiti and Discovery One Schools). As a result of your consideration of the schools in New Brighton, two additional schools could merge and one close, or three additional schools could merge. The table below sets out the number of children who attend these schools: out of 71,832 children in greater Christchurch schools, 4,248 attend one of the 18 affected schools (5.9% of the total).

Children in greater Christchurch schools (July 2012 data)

	Children on roll
Total in greater Christchurch schools	71,832
38 schools with proposals in September	7,329
31 schools with interim decisions in February	5,452
Total in 18 affected schools	3,354
8 schools to merge	2,047
7 schools to close	667
Central New Brighton, Freeville and North New Brighton	640

Recommended Actions

We recommend that you:

- a. **note** the requirements for school closures and mergers set out in the Education Act 1989;
- b. **note** the Ministry's recommendations on the proposals, and that you are asked for decisions about which schools should close or merge in the individual education reports which accompany this report;
- c. **note** the Ministry's approach to securing high-quality language and technology provision following these changes, and the ongoing work to secure high-quality early childhood education and special education provision;
- d. **note** the revised timelines for some of the proposals, which take into account feedback from the Boards concerned;
- e. **note** the next steps for the implementation of the closures and mergers, and the support the Ministry will provide to children, parents, school staff and school Boards;
- f. **agree** that this education report should be released to affected schools and then published;

AGREE / DISAGREE
- g. **agree** that schools in clusters where mergers or closures are proceeding are offered the opportunity to close for instruction on one day and reduce their half-day requirements accordingly; and

AGREE / DISAGREE
- h. **finalise** the attached Cabinet paper for consideration the Cabinet Canterbury Earthquake Recovery Committee on 6 May.


Katrina Casey
Deputy Secretary
Regional Operations

Encls


Hon Hekia Parata
Minister of Education

6/5/13

To see on 15 May please.

Education Report: Outcomes of consultation on proposed school closures and mergers in greater Christchurch

Overview of report

1. This report sets out the Ministry's recommendations following the second period of consultation on proposed school closures and mergers in greater Christchurch. It provides:
 - the background to the proposals, and details of the process of statutory consultation under the Education Act 1989
 - our recommendations on the 7 schools with an interim decision to close, the 10 schools with an interim decision to merge, and the potential relocation of a kura
 - details of how we will ensure continued provision of bilingual and technology provision, and special education
 - a clear plan for how the Ministry will support schools, their children and staff through the process.

Background

2. The focus of our work in greater Christchurch is on raising children's achievement and to ensure that all children can access high quality education. While the necessary investment in infrastructure provides a platform for this, raising the quality of teaching and leadership is central to improving learner achievement. The work being done by Learning Community Clusters to develop and implement plans to maximise learner achievement is critical.
3. Prior to the earthquakes, the education system in Christchurch – as in New Zealand as a whole – performed well for many children. However, the system under-performed for Māori children and Pasifika children: in 2009, more than half of Māori children and nearly half of Pasifika children in greater Christchurch left school without NCEA Level 2. Children in special schools were often isolated from their peers, and the three special schools were not well located to meet the needs of the community. In 2010, there were around 5,000 more available places in schools than children.
4. The earthquakes of 2010-11 caused massive disruption and loss for the people of greater Christchurch. Schools played a crucial role in supporting their children, families and whānau and their wider communities through the immediate aftermath of the earthquakes. However, the extent of damage to land and buildings, and people movement in the wake of the earthquakes mean that the school network cannot be restored to the way it was in September 2010. Overall, there are around 4,300 fewer children in schools in greater Christchurch than before the earthquakes. This means we have a total of 9,300 more places in the network than we require. Large numbers of families have relocated as a result of the earthquakes, with the movement out of east Christchurch being particularly pronounced.

5. The physical damage to school land and buildings has been very significant, with the majority of schools suffering some damage. Prior to the earthquakes, many buildings were aged and not fully weathertight. Some do not support modern teaching and learning practices, and many are inaccessible to children with physical difficulties. Many school buildings do not fully comply with current seismic design codes.
6. On 13 September 2012, you announced investment of \$1 billion over the next ten years to develop greater Christchurch as the leading education community in New Zealand. A central part of our strategy is for schools to work together in Learning Community Clusters, in order to consider and better meet the needs of all the children in the area, leading to increased achievement. Each school is in one of 39 geographical clusters alongside local early childhood education (ECE) centres, and we have also established clusters to support specialist provision, including secondary, Māori medium, special education, intermediate and middle schooling and technology provision.
7. Alongside the announcement of the investment, you confirmed that over 170 of the 215 schools in greater Christchurch would be repaired and retained in the network. Some of these schools would relocate, and we would provide new schools in areas of population growth. You announced proposals to close or merge 38 of the 215 schools:
 - thirteen schools were proposed for closure, with their children being accommodated elsewhere in the network
 - eighteen schools were proposed for merger with one other school
 - five schools in Aranui were proposed for closure, to be replaced by a year 1-13 campus
 - two schools in Akaroa were proposed to close and become part of the Akaroa Area School, while continuing to operate on their existing sites.

The consultation process and interim decisions

8. The school closure and merger process is governed by sections 154, 156A and 157 of the Education Act 1989 (the Act). These sections require the Minister of Education to consult the Board of the school concerned and the Boards of any state schools where the roll might be affected before making an initial decision to close or merge a school. The Minister then gives the Board of the school proposed for closure 28 days in which to provide any further arguments in favour of the proposal for the school not being progressed. Although not legally required, you have decided that this process will also be followed for mergers. This report should be read in conjunction with METIS 742945, which set out the results of the first stage of consultation which closed on 7 December 2012.
9. On 18 February, you announced interim decisions for 31 schools. You agreed to proceed with seven closures to take effect on 27 January 2014:
 - **Glenmoor School**
 - **Greenpark School**
 - **Kendal School**
 - **Richmond School**
 - **Branston Intermediate School**

- **Linwood Intermediate School**
 - **Manning Intermediate School**
10. You announced that you did not intend to proceed with the proposed closures of Burnham School, Burnside School, Duvauchelle School, Okains Bay School, Ouruhia Model School and Shirley Intermediate School.
 11. Of the nine proposed mergers, your interim decision was to proceed with six, to take effect on 27 January 2014. They are:
 - **Burwood and Windsor Schools**
 - **Central New Brighton and South New Brighton Schools**
 - **Freeville and North New Brighton Schools**
 - **Lyttelton Main and Lyttelton West Schools**
 - **Phillipstown and Woolston Schools**
 - **Unlimited Paenga Tawhiti and Discovery One Schools**
 12. You announced that you did not intend to proceed with the proposed mergers of Linwood Avenue and Bromley Schools, and Gilberthorpe and Yaldhurst Schools. You also announced that you did not intend to proceed with the proposed merger of TKKM o Waitaha and TKKM o Te Whanau Tahi, but that there should be consultation on relocating one of the kura.
 13. Boards of schools had until 28 March to either accept the interim decision, or provide any additional information about why the proposal should not proceed.
 14. The Ministry again provided funding to the Board of each school so it could appoint an independent facilitator to run the consultation process and write the submission. Boards made their own decision whether any additional consultation with their communities was necessary and, if so, how that should take place. You also wrote to all the Boards with interim decisions offering to meet them to explain and discuss the decision. Twelve Boards accepted this offer.
 15. The Boards of the six schools where the interim decision was for them not to close responded early and agreed with the decision, as did the Boards of Linwood Avenue, Bromley, Gilberthorpe and Yaldhurst Schools. The Boards of Unlimited Paenga Tawhiti and Discovery One Schools also agreed that the merger should proceed in January 2014. You announced final decisions for these twelve schools on 27 March [METIS 756861 refers].
 16. The initial consultation period for the five schools in Aranui was extended. They provided their responses following consultation on 7 March, and you are currently considering the Ministry's recommendations [METIS 762668 refers].

The Ministry's process of analysis

17. Following the same process as for the consideration of the initial submissions in December, the Ministry established a cross-disciplinary team to thoroughly analyse all submissions. This team included staff members with substantial experience of working directly with schools in greater Christchurch. Additional expertise was brought in from the property, school network and early childhood education teams. A strong governance process was also established at an operational level on a daily basis and at senior management level. The Ministry's legal advisers have been involved throughout and have reviewed draft education reports about the individual proposals.
18. Every argument and proposal made in Boards' submissions was carefully considered by the Ministry's analysis team. Where necessary, additional data about demographics, the local school network, and property and financial information was commissioned to allow an informed consideration about all the options which had been raised.
19. Throughout the process, we have been particularly careful to assess the possible implications for children from our priority groups: Māori and Pasifika children, children with special needs and children from low socio-economic backgrounds. Experts from the relevant Ministry of Education teams have been involved in the analysis and discussions.

Our recommendations about school proposals

20. The Ministry is providing you with a separate education report for each proposal, which includes a detailed analysis of each Board's submission, together with appropriate recommendations. We also recommend that you release the education reports about individual proposals, so Boards and communities are fully informed about your decision-making.
21. Our full recommendations are set out as a table as Appendix 1. Maps showing provision before the earthquakes, the effects of the original proposals, and the effects of the revised proposals are included as Appendix 2.

Schools with proposals to close

22. We recommend that you proceed with all seven of the schools where you made an interim decision for closure. They are:
 - **Glenmoor School** – the Board of Glenmoor School disagreed with the interim decision, saying it was based on faulty data and stating that the school would be needed to cope with future population growth in the cluster. We are confident that our indicative costs for property work are robust. The population growth would be in the Highfield Park development, which has not yet been approved and could take up to 20 years to have a significant impact on the school-age population. We see no reason to change your interim decision.

- **Greenpark School** – the Board of Greenpark School did not support your interim decision, and claimed it was inconsistent to the way that other similar schools have been treated. The Ministry’s education report on the second consultation period sets out in detail the differences between Greenpark School’s situation and that of the other schools. In particular, Greenpark School’s roll, now just 28 children, is significantly lower than some of the other schools which have remained open, and there is adequate provision in the local network to accommodate Greenpark School’s children. We see no reason to change your interim decision.
- **Kendal School** – the Board of Kendal School put forward an alternative proposal involving the merger of Roydvale and Kendal Schools, and Harewood and Isleworth Schools on what they suggested were ‘sites of choice’ for the community, and also raised the possibility of closing Breens Intermediate School. After careful analysis, we do not think there is a sound education rationale for this alternative proposal, as it would cause much more disruption in the network than the closure of Kendal School and the education benefit in terms of raising student achievement is very uncertain. We see no reason to change your interim decision.
- **Richmond School** – the Board of Richmond School has said that it has “no argument in favour of the school remaining open or further information to add to its initial submission that was provided as feedback”. It has accepted your interim decision that the school should close.
- **Branston Intermediate School** – the Board of Branston Intermediate School proposed that the school should merge with South Hornby School. As explained later in this report, we think there are significant educational advantages for Year 7 and 8 children to be accommodated at Hornby High School. We recommend proceeding with the closure, but in January 2015.
- **Linwood Intermediate School** – the Board of Linwood Intermediate School submitted that the Ministry has failed to properly analyse all the options for local provision, and claims closing Linwood Intermediate School would be detrimental to their students’ education. The Ministry’s education report on the second consultation period provides you with a detailed account of our work to consider the factors set out by the Board, as well as the steps we will take to ensure that the existing specialist provision is not lost. We therefore continue to recommend that the school should close, but in January 2015.
- **Manning Intermediate School** – the Board of Manning Intermediate rejects the interim decision, and submits that there would not be the capacity to provide access to ‘learning opportunities and support’ if Manning Intermediate School were to close. We recognise that more time may be needed to secure the best educational opportunities for students as a result of the changes, so we recommend that the school should close, but in January 2015.

23. If you decide to close any or all of the three intermediate schools, you also need to determine alternative provision for year 7 and 8 education in the area. The Ministry has consulted on potential options for this in each case: for both Linwood Intermediate and Manning Intermediate Schools, we consulted on whether there should be a change of class for the local secondary schools (Linwood College and Hillmorton High School respectively) so they could educate students from years 7 to 13, or whether we should recapitate local primary schools to accommodate children from years 1 to 8. For Branston Intermediate School, we consulted on a change of class for Hornby High School.
24. In all cases, the Ministry recommends that if you agree with the recommendation to close an intermediate school, year 7 and 8 education is provided at the local secondary school. We recognise that it is the case that year 7 and 8 education is currently successfully provided in a variety of structures across New Zealand. However, we consider that changing the class of the secondary schools rather than recapitating local primaries is more likely to strengthen children's education opportunities.
25. 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"¹. It should enhance access to specialist resources and provision, including to Māori and Pasifika languages. It offers the secondary schools the opportunity to develop an integrated model of curriculum delivery and support for students, an opportunity to consider junior and senior secondary provision and offers students more time at a secondary school before they take NCEA exams.
26. We recognise that the consultations demonstrated that there is some community concern about moving to what is an unfamiliar model, and that in some cases, the consultation showed support for recapitation of primary schools. We believe that these risks can be mitigated through careful management of the transition to year 7-13 education in the secondary schools and strong communication about the potential benefits. We accept the point – made most forcefully by the Board of Manning Intermediate School – that careful planning is needed to ensure that students get the greatest range of educational opportunities, and the support they need to take advantage of them.
27. We therefore recommend that the three intermediate schools close in January 2015, a year later than set out in your interim decision (27 January 2014 if there was to be a change of class to secondary schools). If you agree to this, the intermediate schools would enrol year 7s in 2014 and these students would transition to the new provision at the high school for year 8 in 2015. The three secondary schools have already indicated in their submissions to you that they have made progress in planning for the possibility of becoming year 7-13 composite secondary schools, however a longer lead-in time would allow the schools more time to engage with their new community about class and year level organisation, and to develop an integrated curriculum. It will also permit children who enrolled in the intermediates in January 2013 to complete their two years at the school.

¹ *Students in Years 7 and 8*; Education Review Office; 2000

28. The Ministry will provide a range of support to the three secondary schools where a change of class is being implemented. Officials will meet schools' leadership teams to co-construct the additional professional learning and development (PLD) programmes they need. This will focus on pedagogy for year 7 and 8 children and student achievement. We will develop tailored contracts with PLD providers to meet any identified needs, and provide additional teacher release time as required to enable observation and mentoring. We will also help the schools consider how the change of class will affect any staff recruitment over the next 18 months.
29. The Ministry will also engage experienced governance training providers under Tailored Training and Support to work with the three Boards to review their governance manual, policies and procedures, and strategic plan to align with the change of class, and to begin planning for how to incorporate year 7 and 8 students into the school charter. These providers will also link with the change managers of each of the three intermediate schools to ensure effective transitions for students.
30. We recommend that the remaining four schools close in January 2014, as set out in your interim decisions in February. We continue to believe that closing the schools in 2014 provides a greater degree of certainty for children, parents, staff and the wider community, as well as preventing slow roll decline and the possibility that some staff may choose to move to other schools. We recognise that this is a challenging timetable, and we will increase the support we provide to these schools to help ensure a smooth transition. This support is set out in more detail in paragraphs 56-80.

Schools with proposals to merge

31. Your interim decision was that six mergers should proceed. The Boards of Unlimited Paenga Tawhiti and Discovery One Schools accepted your decision, and the merger was gazetted on 4 April. Of the remaining five, we recommend you definitely go ahead with three, with a potential fourth depending on the option you select. They are:
 - **Burwood and Windsor Schools** – both Boards accepted the merger in principle. We considered the request from the Board of Windsor School for the merged school to be accommodated solely on the Windsor site from January. However, our analysis shows it is not possible to extend the capacity of Windsor sufficiently to provide high-quality facilities for all children who would attend whilst also addressing the future site property works. The merged school will be accommodated on one site once the roll has fallen sufficiently and the property works are completed.
 - **Lyttelton Main and Lyttelton West Schools** – the Board of Lyttelton Main School were supportive of the decision, but the Board of Lyttelton West School said their community opposed the merger. Both Boards expressed concerns about managing the merged school over three sites. Lyttelton Main is currently operating on two sites: the original school site and the former St. Joseph's Church site, which is nearby. If your final decision is to proceed with the merger, we will begin formal negotiations to use the St Joseph's Catholic Primary site as a temporary site to accommodate children from Lyttelton Main School. This would mean that the school would initially operate on two sites (St. Joseph's and the current Lyttelton West School site). This has the additional benefit of leaving the original Lyttelton Main site free for building the new school, minimising the impact on children.

- **Phillipstown and Woolston Schools** – the Board of Woolston School accepted the interim decision, but the Board of Phillipstown did not. Phillipstown’s concerns were mainly about access to the new school for their existing families, and the impact of the merger on a community which has been badly affected by the earthquakes. Our additional analysis shows that children will still have a good choice of local, easily-accessible provision after the merger. We acknowledge that these decisions will be difficult for some communities, and have developed a comprehensive plan to ensure that appropriate wellbeing support is in place to ease the transition to new schools. This merger will take place in January 2014, with all children accommodated on the current Woolston site from the outset. The technology centre will remain at the Phillipstown site until longer term options for provision have been determined.
32. We recommend that the mergers of Burwood and Windsor Schools and Phillipstown and Woolston Schools take place in January 2014, as set out in your interim decisions. This provides certainty for children, parents, staff and the wider community. It also allows the newly appointed Board of Trustees to start considering the needs of the whole school community. For the merger of Lyttelton Main and Lyttelton West Schools, we recommend delaying the merger by one term so the necessary property work for the school to operate on two sites can be done. The merger would therefore take place on 5 May 2014.
33. We recommend that your final decision should be not to proceed with the merger of **South New Brighton** and **Central New Brighton Schools**. We are persuaded by arguments from both Boards that less than half of the children who currently attend Central New Brighton School are likely to attend the merged school, and accept the concerns of the Board of South New Brighton that there is no need to put their children, staff and community through a potentially disruptive merger process.
34. We are presenting three options to consider for **Central New Brighton, North New Brighton and Freeville Schools**. These are to:
- not proceed with the merger of North New Brighton and Freeville Schools, and to consult on a three-way merger of Central New Brighton, Freeville and North New Brighton Schools. This merger has been proposed by some of the affected schools and would take place in at the start of Term 2, 2014 on two sites, with all children being accommodated on the current North New Brighton site from January 2016;
 - proceed with the merge of Freeville and North New Brighton Schools; and consult on the closure of Central New Brighton School. In this scenario, the merger and closure would take place at the start of term 2 2014, with children being accommodated on both the Freeville and North New Brighton Schools sites. All children would be accommodated in redeveloped buildings on the current North New Brighton School site from January 2016. Children from Central New Brighton would attend a range of schools, including some at South New Brighton School;
 - defer your decision about the merger of Freeville and North New Brighton Schools; and consult on both the options of a three-way merger and the closure of Central New Brighton School simultaneously. The decision on either option would be implemented at the start of Term 2, 2014.

As well as responding to the concerns about children’s access to school from the Board of Central New Brighton School and picking up elements of suggestions made by the Boards of Freeville, Central New Brighton and South New Brighton, all these options allow more children to access the modern learning environments that will be available at the merged school once the North New Brighton School site has been redeveloped.

35. In February, you also announced your interim decision was that the merger of **TKKM o Waitaha** and **TKKM o Te Whanau Tahī** should not proceed, but that we should look at relocating one of the kura. This was in the context of seeking to strengthen Māori medium education and to provide children in the north and west of Christchurch greater access to Māori immersion provision in the short term, whilst work was done to develop a long-term area strategy and plan for Māori medium education. The Ministry has thought one of the kura would want to take the opportunity to provide greater access to Māori children and receive purpose-built new school buildings. The Ministry’s view is the Boards have made strong arguments around the importance of the setting and context of each kura. This includes the fact that these kura were established by whānau and have grown within their current community setting. We now recommend that they both remain on their current sites. The work being done to develop a strategy for Māori medium provision (including kura kaupapa Māori) for greater Christchurch will be given a stronger sense of urgency. This will ensure that long term investment and growth builds on current provision.
36. The tables below show the impact of the recommendations on schools across the network in greater Christchurch. Overall, of the 71,832 young people attending schools in greater Christchurch, 4,248 attend one of the 18 affected schools (5.9% of the total).

Table 1: Schools affected by proposals

Status	Number
With proposals for closure of merger in September	38
Closed voluntarily in January 2013	2
Consultation period extended until March 2013	5
With interim decisions announced in February	31
Remain open as separate institutions	13
To close	7 or 8
To merge	8 or 10 or 11
Subject to further consultation	1 or 3

Table 2: Children in greater Christchurch schools (July 2012 data)

	Children on roll
Total in greater Christchurch schools	71,832
38 schools with proposals in September	7,329
31 schools with interim decisions in February	5,452
Total in 18 affected schools	3,354
8 schools to merge	2,047
7 schools to close	667
Central New Brighton, Freeville and North New Brighton Schools	640

Table 3: Full time teacher equivalent numbers in greater Christchurch schools (2013 data based on provisional total entitlement staffing; includes state and state integrated schools)

	FTTE
Total in greater Christchurch schools	4,364.1
38 schools with proposals in September	472.5
31 schools with interim decisions in February	364.7
Total in 18 affected schools	231.1
8 schools to merge	143.7
7 schools to close	50.5
3 Central New Brighton, Freeville and North New Brighton Schools	36.9

For the 7 schools proposed to close, there are 54 employees (33.1 full time equivalent support staff). For the 9 remaining schools (excluding Discovery, Unlimited and the Kura), there are 138 employees (98.5 full time equivalent support staff).

The effect of proposals on special education

37. Only one school which has satellite provision for children enrolled at a special school is affected by the proposals. This is Glenmoor School, which currently hosts seven children enrolled at Ferndale Special School. If you confirm your decision to close Glenmoor School, We will work with Ferndale Special School to ensure that these children, and any others who may join the provision at Glenmoor over the next year, continue to have suitable provision as part of a special school from January 2014. Each child will have a personalised transition plan to support them over the next year.
38. We are working to ensure better access to special education provision across greater Christchurch. Our goal is to ensure that children and young people with special education needs are engaged and achieving through being present all of the time, participating in and out of class with their peers; and learning, achieving and experiencing success. At the moment, there are three day special schools in Christchurch: Allenvale (with 127 children on roll), Ferndale (98 children), and Waitaha (39 children). The current distribution of provision (in terms of the three schools and the satellite provision) results in high travel times for some children, which can restrict their educational opportunities.
39. We will resolve this inequity as part of the renewal programme. In order to do this, the Ministry has carefully analysed access across greater Christchurch in discussion with the three existing special school Principals. We propose that greater Christchurch is divided into three geographic catchment areas, which take account of current and expected future student numbers and transport issues. Each catchment area would have a base school, serving the administrative and management functions of the school, as well providing classrooms for a small number of students. The base school would also be a resource centre or hub for itinerant staff and central to the school's 2-3 additional satellite provisions. We want to co-locate the base special schools with local schools which will provide better access to specialist teaching staff and resources, as well as offering an opportunity to share inclusive practices across the cluster.
40. Appendix 3 shows an indicative map of possible provision, with Ferndale School serving the central and eastern areas of the city; Allenvale serving the northern parts and Waimakariri; and Waitaha School the west of the city and Selwyn. We will continue to work closely with the Special Schools as a cluster, in collaboration with the Learning Community Clusters. Preliminary discussions with some clusters and potential 'host' schools have occurred. We anticipate providing you with our proposal for consideration by 1 September.
41. We recognise that we will need a planned and staged transition from where students currently live and attend school to the most local school or special school depending on parent preference. We will provide individual transition support to children and their parents, as well as providing additional training for Boards of Trustees to help them build inclusive schools. There are likely to be shifting roll numbers for a period of time as this occurs and 'grandparenting' of any current students is completed.

The effect of proposals on early childhood education provision

42. Just as with the compulsory sector, the earthquakes and their aftermath have had a significant effect on the ECE sector. There are currently 357 ECE services in greater Christchurch, including seven Māori medium services and five Pasifika language services. 22 services have closed since September 2011 with a loss of 880 spaces, but more than 500 new spaces have been created, mainly in the west of Christchurch and in the Selwyn district.
43. There are five ECE services which share a site with one of the schools which we are recommending should close or merge². Since you announced interim decisions, we have worked with providers to develop plans for future provision if the interim decisions are confirmed. The following table shows the provision, and our recommendation for the future of the centre:

School	ECE Service	School proposal	Proposal for the ECE service
North New Brighton	North Beach Community Preschool	Further consultation, but school provision to remain on current site	Remain on site at North New Brighton and be issued with a new permanent lease
Phillipstown	Te Hohepa Te Kohanga Reo	Merge on different site	Remain on site and be issued with a long-term building lease
Lyttelton West	Busy Cs	Merge on different site	Survey off and designate the land for the centre, if the site area permits
Glenmoor School	St Albans Playcentre	Close	Subdivide the site to allow the service to remain where it is
Kendal School	Kidsfirst Kendal Ave	Close	Centre has a temporary lease – we will discuss long-term options with the centre once there is a final decision about the school

44. Overall levels of participation in early childhood education in greater Christchurch remain above the national average, but Māori and Pasifika families are less likely to participate. The Ministry has developed a plan to support the ECE sector to meet demand in the short and long term; continue to value and support the identity, languages and cultures of learners; and encourage ECE participation by families from priority groups. We have begun work with the community in our three priority areas (Aranui, Hornby and Linwood).

The effect of proposals on language provision

45. One of the most important goals of the education renewal programme is to ensure that the identities, languages and cultures of all children continue to be valued and supported. We want to encourage many more students to participate in Māori medium education, so have been mindful of the potential impact of our proposals on existing language provision.

² A further three ECE services are on one of the five schools proposed for closure in Aranui.

46. Across greater Christchurch, just 459 children are enrolled in Level 1 or 2 provision (i.e. more than half of their curriculum is delivered in te reo Māori). This is less than 0.7% of children in greater Christchurch schools. Only eleven schools offer provision at this level. A further 29 schools offer provision at Level 4 (either 12-30% of the curriculum taught in te reo Māori or at least three hours of te reo Māori language teaching each week).
47. It is therefore particularly important that we ensure we preserve existing provision, as a foundation for future growth. Of the schools considered for closure of merger in this paper, four currently offer provision of Māori medium education³. Of these, Freeville and Woolston are involved in mergers. We believe that these proposals provide an opportunity to extend provision across the merged schools, as well as working with other local schools in order to consider how this provision can be grown across those schools' Learning Community Clusters. Change managers will work with the merging schools to ensure that this specialist provision is maintained and grown in the newly merged schools.
48. If you agree to the Ministry's recommendations, two schools which currently offer provision of Māori medium education will close: they are Branston and Manning Intermediate Schools. The Ministry has already begun work with schools in the local Learning Community Clusters to consider patterns of provision. For example, in the case of Branston, Hornby High School has some Māori medium provision, and the Board has already noted the 'greater opportunity' for language classes which is offered by a change of class. This offers the opportunity to extend provision throughout the secondary school. Manning Intermediate offers provision at Level 4a. Our recommendation is for its children to be accommodated at Hillmorton High School, which offers Level 4b provision. Linwood Intermediate only offers provision at Level 5.
49. Work is also underway with the Waitaha Advisory Board-Mātauraka Mahaanui, the Māori medium cluster and Māori medium providers to consider how to expand the quality and quantity of Māori medium education across greater Christchurch and to develop a greater Christchurch Māori medium strategy. This initial analysis has identified clusters where there are large numbers of Māori children, but very low levels of provision. These include Papanui, Roydvale, Burnside and Aranui clusters.
50. Two schools currently affected by proposals or interim decisions offer Pasifika language programmes. Linwood intermediate is recommended for closure, and the initial proposal for Aranui High School is also closure. Rowley Avenue School, which is in the Halswell Learning Community Cluster, offers Pasifika language provision at Year 7 and 8. If you agree to the closure of Manning and a change of class at Hillmorton High School, there is the opportunity for Rowley to work with Hillmorton High School to grow this provision across the cluster. It is anticipated that if the new Aranui campus proceeds it will include provision for Pasifika language teaching throughout its years.

³ At Level 4 or above

The effect of proposals on technology provision

51. As set out in the January education report [METIS 742945 refers], we have asked all schools in greater Christchurch to work with each other and other education providers in their Learning Community Clusters to develop provision that better meets the needs of all the children in the area. This includes ensuring they provide a rich and engaging curriculum, an important part of which is technology provision. It may be that rather than continue with traditional patterns of provision, some clusters may wish to consider how technology can be better integrated across the curriculum, or to work more closely with local secondary schools. However, we recognise that parents need certainty that provision can continue in the short term whilst clusters develop their longer term plans.
52. Currently, 26 schools in greater Christchurch provide technology provision for year 7 and 8 children, four of which are affected by the current proposals for closures and mergers: Phillipstown, Branston Intermediate, Linwood Intermediate and Manning Intermediate Schools, all of which host provision from other schools. We propose that:
- the extensive existing provision on the Phillipstown site (which caters for more than 1,300 children) is maintained on the Phillipstown site until Learning Community Clusters have developed and implemented other plans. This will mean that provision will be managed by the Board and Principal of the newly merged Phillipstown / Woolston School: there is already a successful example of a Board of Trustees in Canterbury governing off-site technology provision. The Boards of both Linwood College and Woolston School have already expressed interest in managing the technology provision in the longer term.
 - if Branston Intermediate closes at the beginning of 2015, technology provision is maintained on the Branston site until Learning Community Clusters have developed and implemented other plans. This will mean that provision (which caters for over 500 children) will be managed by Hornby High School.
 - if Manning Intermediate closes at the beginning of 2015, technology provision for the 200 children it serves could move to Hillmorton High School until Learning Community Clusters have developed and implemented other plans or confirmed ongoing provision at Hillmorton High School.
 - if Linwood Intermediate closes at the beginning of 2015, technology provision could move to Linwood College until Learning Community Clusters have developed and implemented other plans or confirmed ongoing provision at Linwood College.
53. As set out in the January education report [METIS 742945 refers], all schools in greater Christchurch are developing plans within their Learning Community Clusters that focus on needs of all children in the cluster area and ensuring that they provide a rich and engaging curriculum. An important part of this is technology provision.

54. Appendix 4 identifies the current pattern of provision of technology across greater Christchurch, and clearly shows the distances which some students are travelling to access technology. The map highlights the need for technology provision to be reviewed across greater Christchurch rather than on an individual basis. This is the process which Learning Community Clusters will be undertaking over the next 12 months. They will consider a range of patterns of provision, including whether technology should continue to be provided in separate facilities, or whether there is an opportunity to consider integration into the broader curriculum or for greater collaboration with secondary schools.
55. In June, following your announcement of final decisions the Learning Community Clusters will meet, with the support of Ministry officials, to progress their plans for future technology provision across their geographical cluster. The greater Christchurch Intermediate and Middle Schooling Cluster will also meet in July to progress future technology provision planning and assist in ensuring that there is a coherent plan which considers all Learning Community Cluster Plans for the greater Christchurch area.

Implementation of the decisions

56. We acknowledge that these changes will be difficult for school communities, and are committed to providing extensive additional support to ensure the successful implementation of the decisions and a smooth transition to new or merged schools for children, their families, and staff.
57. Since the first earthquake, schools and ECE centres have played an important role in supporting parents and children's wellbeing. We acknowledge that many children are still affected by the earthquakes and subsequent disruption, and that the third year post-disaster is likely to bring additional strain. Sir Peter Gluckman's May 2011 briefing paper⁴ highlights the importance of effective recovery programs that support the majority of the population using community-led interventions, and ensure efficient referral to specialist care services are available and accessible for those with more significant needs.
58. The Ministry has followed this principle throughout our work on education recovery and renewal in Christchurch. Our Education Wellbeing Response team continues to work collaboratively with school staff and Boards to identify children and staff's strengths and needs. A key part of our focus on implementing these decisions is to ensure that we properly support the wellbeing of children and staff through the transition to new or merged schools.
59. To effect the implementation of the decisions for schools the Ministry has established a project team and is in the process of appointing a Principal as the project manager to lead this team. The Principal will be responsible for ensuring that the Ministry works closely with the school to develop and deliver an effective change management plan for the schools and their communities. This will involve co-ordinating the work of the Board, school staff, change managers, governance facilitators and residual agents so that children and parents are well supported through transition.

⁴ *The psychosocial consequences of the Canterbury earthquakes: a briefing paper*; Sir Peter Gluckman; 2011

60. The project manager provides the leadership for the delivery of Ministry services with a priority focus on transition and implementation support for governance, parents and children and staff. The role is supported by experienced programme planning and implementation staff dedicated specifically to the project.
61. A change manager for each closing and merging school will be appointed following your final decisions, and will work with the Ministry, the Board and school staff to implement the effective closure or merger of the school, with a focus on supporting the wellbeing of children and staff through the transition to new or merged schools. The same change manager will be employed at both the merging and continuing schools in the case of mergers, so as to give a consistent approach, and to assist the two Boards to focus on building an effective relationship.
62. In the case of closures, the residual agent is responsible for the winding up of the school as a financial entity, tracking the disposal of assets, and preparing the final accounts for the school. For mergers, the residual agent assesses the financial position of both schools, arranges the transfer of assets to the continuing school, and winds up the accounts of the merging school.
63. For all schools involved in a merger, a governance facilitator will be appointed to each appointed Board. The governance facilitator assists the appointed Board to create a vision for the merged school, develop and implement policies and procedures, and prepare a strategic plan.

Governance

64. The Ministry will monitor affected schools to check whether they still have sufficient valid nominations to form a legally constituted Board prior to the election on 30 May. NZSTA will support schools to promote to their communities the importance of voting in the election (if a voting election is required). Voting allows the community to express their support for the individuals they wish to govern them through the closure or merger process.
65. Members of the newly elected Boards of schools involved in a merger will be asked to submit an expression of interest to be recommended for the appointed Board. The Ministry will work with the Boards of both the continuing and merging schools to encourage expressions of interest, so that there are sufficient nominees to appoint a Board with a variety of relevant skills and backgrounds. The Ministry's project manager and her team will evaluate the expressions of interest and recommendations will be made to you of proposed appointees for each Board by 5 July.
66. The Ministry will also recommend an individual to be appointed to each Board as an independent chairperson. The Ministry has compiled a list of highly-skilled and experienced candidates to act in these roles.

67. Once you have approved the members of the appointed Boards, these decisions will be Gazetted, the interim period will begin, and the appointed Boards will take office. The Ministry recommends that the interim period begins on 29 July, to coincide with the start of the third term. Governance facilitators will then be appointed, to initially assist the appointed Board to create a vision for the merged school. This vision will underpin the principal and senior management appointment process, which is likely to commence towards the end of August. In some cases, the Ministry may recommend that the change manager also takes on the role of governance facilitator, but this will be evaluated on a case-by-case basis.
68. Key tasks of each governance facilitator are:
- There is a vision developed for the merged school (note this is likely to include consultation with the local community / iwi and may result in a change of school name, motto, logo etc),
 - Specialist programmes from either the merging or continuing schools are protected and grown within the merged school. For example, the protection of the Level 2 bilingual programme currently offered by Freeville School.
 - There are processes in place for the Board to undertake effective governance of the continuing school
 - A set of key policies has been developed and there is a programme to responsiveness to national priorities, including the NZ Curriculum.
 - The Board meets with the Ministry to discuss the property plans for the location of the merged school (especially when it is on a split site). The Board keeps the community informed.
 - There is a financial management system, including budgeting, accounting and auditing policies and procedures, and draft budget.
 - The appointed board has the merged school in a good position to hand over to an elected Board (within 3 months of the date of merger)
69. Key tasks of each change manager are:
- Ensure that all significant matters are planned (including timelines) by or with the Boards such as identifying the role of each Board in the process and the tasks each Board needs to complete
 - Work with parents who need support with the transition of their children
 - Work with residual agent(s) of the school and the Board to ensure that each school's asset register is up to date
 - Work with Boards on the sale, disposal or transfer of assets.
 - Ensure that high value assets are stored securely and work with the residual agent to ensure that the transfer of them to another site / school is overseen.

Parents, children and whānau affected by the decisions

71. This work is currently being strengthened through the joint working approach being progressed with CPPA, NZSTA and NZEI on a menu of options for schools to access that would include information and chat sessions for parents on topics such as transitions, what you can expect in a different school, what support is available and ideas to support children through transition. The Ministry will put significant focus on the provision of succinct and timely information. The 0800 number will continue.
72. Key tasks of each governance facilitator are:
- Ensure the Board receives training in what an inclusive school looks like.
 - Assist with developing a vision, policies and procedures that reflect the inclusive approach of the appointed Board.
73. Key tasks of each change manager are:
- Support the Board to communicate with families/students by explaining processes, time-lines etc.
 - Work with the Boards to ensure the families of all students are aware of the schools that they can enrol at and have taken steps to be enrolled at them (this may be the merged school or in other schools).
 - Work with the Education Wellbeing Response team to implement agreed support plan and ensure that comprehensive support plans for each school community are implemented.
 - Liaise with NGO resources which are required to support families in the school community
 - Work with school / RTLB / special education to ensure transition plans are developed for students which are comprehensive and include all aspects of care for the child and their family.
 - Consider access to mental health services and other social services such as Right Services Right Time as necessary.
74. Additional Ministry staff have been trained to support teachers and other professionals to deliver the 'FRIENDS' programme. This is an evidence-based prevention and treatment programme designed to build resilience and reduce levels of anxiety and depression. The programme is flexible enough to be used for children aged 3 to 16 and to be delivered in small groups or as a universal programme. We have also piloted the Check and Connect Programme for vulnerable students in years 7-10 in greater Christchurch. We are working to make this programme available to support children transitioning to secondary schools as a result of intermediate school closures.

School staff affected by the decisions

75. The Ministry will make additional targeted EAP support available from the day of your announcements for staff to access as required.
76. Key tasks of each governance facilitator to support staff are:
- The staff appointments are made, particularly the principal and senior management team.
 - There is an induction process for new staff.
 - There is a shared understanding of the pedagogical approach amongst school leadership and staff.
 - There are performance management systems for principal and staff
77. Key tasks of each change manager to support staff are:
- Ensure the Boards have accurate and current employment documentation for their staff.
 - Work with the Board(s), NZSTA, NZEI, PPTA, and / or other relevant organisations to ensure all employment processes are properly followed and all deadlines met in order to minimise risk of employment-related disputes.
 - Where necessary identify and ensure appropriate surplus staffing options agree to each Collective Employment Agreement
 - Ensure documentation is made available on behalf of the employer to support employees' preferred surplus staffing options, where they do not win positions in the merged school (or in the case of closure).
 - Where there are surplus staffing positions ensure Resourcing Division of the Ministry is provided with evidence of the teachers and principal's preferred staffing option(s).
 - Ensure Ministry of Education's Education Service Payroll Unit is advised of any pending payroll costs prior to merger and within timelines set out in each Collective.

Additional Support

78. The Ministry has also developed a package of additional resourcing support for the appointed Boards of merging schools. This includes funding to allow the Boards to appoint a Principal designate for the term before the merger takes effect, and funding to recognise the additional work which senior management and Board members will undertake. It also includes support specifically for schools which will initially be merging on two sites.
79. However, additional resources may be required, for example, an increase in the Interim Response Fund (IRF) to support priority learners. The approach of the Ministry for children requiring additional support of transitioning through this process will be to plan for individuals and resourcing accordingly and reprioritise funds as required.

80. In September, you offered a teacher only day for schools in clusters with a proposal for a school to close or merge. Feedback from schools indicates that they found it useful in beginning to plan work across their cluster. We propose that schools in clusters where a proposal is proceeding are offered a teacher only day to be taken later this year. This would be particularly useful in supporting clusters' consideration of specialist provision (e.g. technology or Māori-medium education) across their local area. Schools would be offered the opportunity to close for instruction and reduce their half-day requirements accordingly (under section 65D(1) of the Education Act 1989). It would be up to each Board to decide whether they make use of the opportunity.

Developing new enrolment schemes for schools

81. Four of the seven proposed closures would require changes to the enrolment schemes of one or more of their surrounding schools:
- Glenmoor School
 - Kendal School
 - Richmond School
 - Greenpark School
82. The Ministry will implement special temporary enrolment schemes under the Canterbury Earthquake (Education Act) Order 2011 to give certainty to parents at the above schools about what their schooling options will be following the announcement of your final decisions. These schemes will operate from the day of your announcement.
83. These special temporary enrolment schemes are necessary when the normal enrolment scheme legislation does not provide the flexibility needed to meet the needs of the changing school network here in Christchurch. Students enrolled at one of the four schools listed above on the date of your announcement will be able to choose to attend any of the schools listed in the table on the following page as a neighbouring school to the closing school. This provision will also apply to the siblings of those students.
84. Five of the schools in the table do not have enrolment schemes, and students are therefore free to enrol in those schools. Of the schools that will receive special temporary enrolment schemes, five will have schemes that change the boundaries of their own scheme to cover some or all of the proxy catchment of the closing school.
85. The remaining two (Banks Avenue School and Lincoln Primary School) will retain their zone boundaries, but will have a special temporary enrolment scheme with the condition that current students at the closing school (and their siblings) can enrol in that school regardless of whether they live inside the school's home zone.

Closing School	Neighbouring schools	Type of enrolment scheme
Richmond School	Shirley School	Special temporary scheme
	Banks Ave School	Special temporary scheme
	Christchurch East School	No enrolment scheme
Kendal School	Roydvale School	Special temporary scheme
	Wairakei School	No enrolment scheme
	Isleworth School	No enrolment scheme
	Burnside Primary School	No enrolment scheme
Glenmoor School	Mairehau School	Special temporary scheme
	Papanui School	No enrolment scheme
Greenpark School	Springston School	Special temporary scheme
	Tai Tapu School	Special temporary scheme
	Lincoln Primary School	Special temporary scheme

86. If you agree to close the three intermediate schools and change the class at the three secondary schools, no changes to enrolment schemes are required because the three secondary schools do not have enrolment schemes, and therefore all year 7-8 students in the cluster will be able to access year 7-8 provision.
87. Three of the four proposed mergers currently have one or more schools with an enrolment scheme:
- Lyttelton Main and Lyttelton West Schools
 - Central New Brighton, North New Brighton and Freeville Schools
 - Burwood and Windsor Schools
88. For Lyttelton West and Main Schools, and Burwood and Windsor Schools, the Ministry will use special temporary enrolment schemes to allow the siblings of children enrolled at either of the merging schools on the date of the announcement to enrol in either school. This will give certainty to families of current students who are living outside the school's zone boundaries.
89. Neither Phillipstown nor Woolston Schools currently have an enrolment scheme and so families are already able to enrol siblings at either school.
90. The Ministry has prepared maps of proposed changes to enrolment schemes if you proceed with the mergers and closures outlined above. These are attached as Appendix 5.
91. Special temporary enrolment schemes will be replaced by a normal enrolment scheme during 2014. These normal enrolment schemes will be developed by the Board of Trustees which will consult with neighbouring schools and community about what the normal enrolment scheme home zone should be for enrolments from 2015 onwards.

92. It is likely that the implementation of some of these enrolment schemes will impact on surrounding networks. Under Section 11PA(1) of the Act the Board is required to review the enrolment scheme by 1 May of the year in which the review is due. The Ministry will ask all schools within greater Christchurch to complete the annual review of the enrolment scheme in 2014, and will work with the Boards of schools which suggest changes to their enrolment schemes.
93. Christchurch is still in a state of constant flux, as some families return to the city following the cessation of the earthquakes and others leave due to ongoing concerns resulting from the earthquakes, including the loss of the central city and ongoing housing difficulties. While some schools will require changes to their enrolment schemes as a result of changes to the network through mergers and closures, schools may also require changes in response to shifting demographics in their catchment area.
94. It is highly likely that any enrolment schemes put into place as a result of the reorganisation of the schooling network will require regular revision and adjustment as the city discovers what the “new normal” is.
95. As part of the consultation around proposed changes in response to schools’ reviews of their schemes, the Ministry will also consider future network projections and property planning at a cluster level, in order to inform future property planning, and to maximise the effectiveness of current property solutions.
96. It is also important to note that Cabinet has given no indication as to the fate of “Red Zone” land in Christchurch. At least one school has expressed an interest in expanding their enrolment zone to include more “Red Zone” land, as they believe that this land will return to housing over time. In all analyses, it has been assumed that Red Zone land will not be redeveloped as residential housing. Should this not be the case, enrolment schemes will need to be changed.

The Ministry’s work with Learning Community Clusters

97. As you know, we are working with all learning community clusters to develop comprehensive plans to raise achievement across their schools. The Ministry has appointed four members of staff to support clusters in developing these plans, and to help co-ordinate the Ministry’s work with the schools. We have met with 12 clusters to begin detailed work on analysing the needs across the cluster and consider collaborative activities to raise achievement. We will meet with the remaining clusters in the first two weeks of term 2, and expect to have detailed cluster plans by the end of June.
98. As well as the geographical clusters, we established clusters to support specialist provision. One of these clusters is considering secondary provision across greater Christchurch with all the secondary schools. The Canterbury West Coast Secondary Principals Association (CWCSIPA) chairperson Neil Wilkinson and Ministry officials have been regularly meeting with Principals and Board chairs and have since organised two full day meetings (one for students, and one for Principals and Board chairs) to explore and brainstorm possibilities for renewal and innovation across the secondary sector.

99. The meeting agreed to form working groups of executive members from CWCSPA, Principals, Board representatives and Ministry officials to develop options and opportunities in eight areas: Māori and Pasifika education; special education; the interface with secondary, tertiary education and business; governance; secondary provision in east Christchurch; network provision; a digital strategy; and international education. The Principals have agreed a joint vision for the work, which is that “Every secondary aged learner in greater Christchurch will be engaged in a purposeful, individualised pathway. The greater Christchurch secondary education network will be a professional learning community that recognises its collective responsibility to ensure all students, local and international, learn to their potential based on choice, equity and social justice.”
100. They have also agreed the following principles for their work:
- Excellence in teaching and learning and pastoral support based on the New Zealand Curriculum
 - Educational opportunities which affirm the Treaty of Waitangi and support each student's language, culture and identity
 - Personalised 21st century learning and specialisation through flexible, innovative and collaborative school and tertiary structures and the innovative use of technology
 - Equity of access to the nearest state or state integrated school, kura, co-educational school, or single sex school
 - Utilising the unique opportunities of their identity and community, and the peoples, land and businesses of the greater Christchurch community.

They acknowledge that “some legislative, policy and or practice changes will be required to enact this vision and principles”. The Ministry is committed to working with the Principals to determine how best we can support this.

101. The results of this work will be presented to a further meeting of Principals and Board Chairs, and presented to you in June. The Ministry will use these reports for the basis of our advice on options for the future of the network, which you will also receive in early June.

Communications

102. We will follow a similar process to the February announcement, to ensure that schools are informed as sensitively as possible about decisions about their future, and they have sufficient time to communicate this to their community before any wider announcements through the media. We also want to be as open and transparent as possible about the decision-making process and the factors which were considered, and recommend that schools are provided with a copy of the education report relating to their school and this education report. There will continue to be a focus on using communications to inform and support schools and communities as the decisions are implemented.

103. At a recent meeting with sector representatives, they requested that the announcement of the final decisions be made later in the day than the announcement in February. They asked that the visits to schools to relay decisions take place between noon and 2pm, with your announcement at 3pm. They consider the impact of final decisions will be more far-reaching and believe Principals would like the opportunity to close the school early on the day if necessary. The Ministry believes there is merit in considering this proposed approach further.

Property implications

104. In order to effect the recommended closures in 2014, we will provide a total of four relocatable classrooms on the Mairehau Primary, Tai Tapu and Roydvale School sites so they can accommodate children from the schools which are closing. We will also provide three relocatable classrooms and seven technology spaces at Hornby High School from January 2015 to accommodate children from Branston Intermediate School, and five additional teaching spaces at Hillmorton High School to accommodate children from Manning Intermediate due to the change of class at those schools. The costs of all of this work are included in the programme business case. This is set out in the table below:

School	Date of closure	Additional temporary accommodation required	Date when this accommodation will be available
Glenmoor	January 2014	2 relocatables at Mairehau Primary	January 2014
Greenpark	January 2014	1 relocatable at Tai Tapu	January 2014
Kendal	January 2014	1 relocatable at Roydvale	January 2014
Richmond	January 2014	2 relocatables at Shirley Primary	January 2014
Branston Intermediate	January 2015	3 relocatables at Hornby High	January 2015
Linwood Intermediate	January 2015	None	-
Manning Intermediate	January 2015	5 additional teaching spaces at Hillmorton High	January 2015

105. For the mergers, we will provide five additional classrooms at Woolston to accommodate children from Phillipstown from January 2014. If you confirm your decision for Burwood and Windsor Schools to merge, we will appoint a master planner to work with the interim board to develop site layouts for the redevelopment on the Windsor site. The design will be completed by June 2014, and the building will be completed by January 2016 (at which point the old Burwood School site will close). Similarly, if you confirm the merger of Lyttelton Main and Lyttelton West Schools, we will appoint a master planner there. We expect the design can be completed by April 2014, and the new buildings will open in July 2015. The costs of all of this work is included in the programme business case.

106. The timeline for property work in New Brighton depends on your preferred option. If you decide that Central New Brighton should close, and North New Brighton and Freeville Schools should merge, then we will appoint master planners to work at both the North New Brighton and the South New Brighton sites. Design will be completed by January 2014, and the new buildings will be open by January 2015. If you decide to proceed with the proposal for a three-way merger, then the additional consultation will delay the start of masterplanning. As a consequence, completion of the redevelopment will be delayed by a year until January 2016.

School	Date of merger	Additional temporary accommodation required	Permanent property requirement	Date for new buildings
Phillipstown / Woolston	Jan 2014	5 new relocatables on Woolston site	Redeveloped buildings on Woolston site	Jan 2015
Lyttelton Main / Lyttelton West	May 2014	4 relocatables on St. Joseph's site	New buildings on Lyttelton Main site	July 2015
Burwood / Windsor	Jan 2014	None	New buildings on Windsor site	Jan 2016
North New Brighton / Freeville (2 way merger)	May 2014	None	New buildings on North New Brighton site	Jan 2015
North New Brighton / Freeville / Central New Brighton (3 way merger)	May 2014	None	New buildings on North New Brighton site	Jan 2016

107. If you agree to our recommendation that both kura should remain on their current sites, design consultants will develop plans to address weather tightness and seismic strengthening issues on both sites. These costs are also included in the programme business case.
108. The recommendations we are making in this report generate two additional sets of property costs. Firstly, using relocatable classrooms on the St. Joseph's site whilst the Lyttelton Main site is redeveloped will cost an additional \$1.5 million. Secondly, a three-way merger between Central New Brighton, North New Brighton and Freeville will cost an additional \$1.5 million, as additional capacity will be required on the North New Brighton site.
109. Next week, we will post a Notice of Intent on the Government Electronic Tenders Service to alert the market to the upcoming procurement activities to deliver the Government's investment in the renewal programme.

Financial information

Estimated Operational Costs of the mergers and closures

110. As part of the Ministry process for closures and mergers of schools it determines the estimated operational costs and savings to the Crown should the final decision be to implement the proposed change. The Ministry does this by comparing the operational costs of running the particular network of schools in its current form, and then in its revised form.
111. The estimated operational costings / savings takes into account the impact of the changes in rolls, operational funding and staffing (including estimated redundancy costs, changes in grade for principals and other changes in staffing levels) as a result of the closure / merger. The costs related to the first year after the closure / merger (including redundancies and payment of EDI and JSIF) often means that there are estimated costs to the Crown in the first year, and then there are ongoing savings.
112. The proposed merger of Freeville School and North New Brighton School is the only merger that would still incur operational costs for ten years after its implementation. This is because of the high initial costs of the implementation of the change and the small ongoing savings.
113. Should the proposed mergers and closures be approved there will be a cost of \$4.123m in the first year to cover the operational aspects of the changes. The cost will be funded from savings being held from other school reorganisations. Following year one, there will be operational savings generated from each closure or merger. However, it is estimated that after ten years the proposed closures and mergers will have generated a cumulative saving of \$23.32m.
114. This figures excludes the cost to the Crown of Education Development Initiative (EDI) and Joint Schools Initiative Funding (JSIF) which the closure or merger generates. This is a long-standing policy of giving a percentage of the savings from the closure or merger back to the education community to be used for projects that support the transition of students to their new school(s) and raise student achievement. While the amount of EDI and JSIF is identified for each school, it is resourced from closures or mergers nationally.⁵
115. Overall, if the closure and merger proposals that we are recommending proceed they would generate \$8.277m in EDI funding and \$2.364m in JSIF funding. This totals \$10.641m of additional funding being provided to support the transition and student achievement. The total amount will obviously vary depending on the final decisions.
116. Including the costs of EDI and JSIF, we estimate savings to the Crown over ten years of \$12.677m. Details of the costs and savings for each closure or merger proposal is included in each report. This is detailed for the first year after the closure or merger and then what is being saved over ten years. The following table sets out the position:

⁵ The current policy states half of the savings from closures and mergers which remain six years after the closure or merger is to be returned to the Crown and half will be retained in Vote: Education. The Ministry will shortly present a paper for Cabinet to consider that as the Ministry is now working to a fixed baseline budget that the savings from school closures / mergers are retained in Vote: Education.

Schools	Proposed change	Estimated operational costs in year one, net of savings in year one	EDI and JSIF grants	Total cumulative operational savings over ten years, taking account of EDI and JSIF grants
Kendal School	Closure	\$141,969	\$625,400	\$152,453
Manning Intermediate	Closure	\$349,983	\$883,340	\$1,092,268
Branston Intermediate	Closure	\$610,705	\$983,700	\$759,935
Greenpark School	Closure	\$12,696	\$315,570	\$1,016,920
Linwood Intermediate	Closure	\$213,645	\$763,680	\$1,485,885
Glenmoor School	Closure	\$25,067	\$393,340	\$829,551
Richmond School	Closure	\$44,900	\$442,830	\$769,775
Central New Brighton School	Closure	\$114,385	\$759,820	\$1,479,090
Freeville / North New Brighton Schools	Merger	\$696,433	\$1,131,520	-\$56,128
Phillipstown / Woolston Schools	Merger	\$838,438	\$887,200	\$847,568
Lyttelton Main / Lyttelton West Schools	Merger	\$242,728	\$725,080	\$786,795
Burwood / Windsor Schools	Merger	\$570,320	\$1,298,440	\$337,989
Unlimited Paenga Tawhiti / Discovery One Schools	Merger	\$346,270	\$937,380	\$228,494
Le Bons Bay School	Closure	\$77,363	\$51,400	\$1,616,044
Hammersley Park School	Closure	\$6,814	\$442,830	\$1,330,238
Grand Total		\$ 4,123,362	\$10,641,530	\$12,676,877
**If Freeville, North New Brighton and Central New Brighton Schools merge		\$834,734	\$1,890,340	\$2,458,226

The use of EDI and JSIF funding

117. EDI funding is use for individual schools; JSIF funding is for collaborative projects that raise student achievement.
118. The amount of EDI and JSIF Funding generated by each closure or merger is formula driven, and is based on the roll of the school in either March or June immediately before the closure or merger process was initiated. In the case of the Christchurch school reorganisation the 1 July 2012 roll is used since the proposals were announced in September 2012. In a merger it is the smallest roll of the two schools, in a two school merger, or the two smallest rolls in a three school merger that generate this funding.
119. The amount of EDI funding each school receives from a school that is closing or merging is determined by the number of students from the closing or merging school that the school enrolls. A per student amount is determined based on the number of students at the school at the time of closure or merger.

120. EDI funding is used by an individual school for the following:
- To cover any debts that cannot be covered by remaining operational funding at a school that is closing (in a merger the assets and liabilities of the merging school become the assets and liabilities of the continuing school)
 - To support the closure of the school (e.g. if there is no operational funding to cover a closure ceremony, support for staff etc)
 - To help with children's transition to their new school (e.g. school visit before the change)
 - To raise student achievement at the school(s) where the children /students enrol (e.g. employment of additional teacher aide; to pay for a new programme for literacy / numeracy / te reo Māori / Pasifika language to support achievement, professional development for teachers etc).

This funding is student focused and is not to be used for school transport / property etc.

121. JSIF Funding is used by a group of schools (a Learning Community Cluster) for programmes that raise student achievement across a number of schools and/or ECE providers. This may include projects that support better transitions between ECE and school, and professional development across a cluster.
122. The Ministry holds EDI and JSIF funding and releases it to a particular school when the planning for each project is developed and approved. In this way the Ministry ensures that it is used to support students and is linked to the school's charter and Learning Community Cluster Plan. Approved projects are usually based on evidence to show there is a need for the programme (e.g. student achievement data) and its success is able to be measured (e.g. changes in attendance and achievement).

Next steps

123. This report should be read in conjunction with all the Boards' submissions (which you have already received) and the education reports about the individual proposals. The Ministry is ready to provide any additional information or analysis you may need. We are also providing a draft Cabinet paper alongside this report.

Appendix 1: Proposals for Closures and Mergers of Schools in greater Christchurch

School/Kura	Property Status & Costs	Original Proposal	Interim Decision	Board Response	Ministry's Recommendation for Final Decision		
<p>Central New Brighton School</p> <p>July 2012 roll of 119 children</p> <p>March 2013 provisional roll of 100 children</p> <p>METS: 742542</p>	<p>Earthquake damage</p> <p>Earthquake strengthening</p> <p>Weather tightness assessments</p> <p>Total ten year indicative property remediation cost¹</p>	<p>Earthquake damage</p> <p>Earthquake strengthening</p> <p>Weather tightness assessments</p> <p>Total ten year indicative property remediation cost</p>	<p>\$0.27 million</p> <p>\$3.63 million</p> <p>\$0</p> <p>\$0.45 million</p> <p>\$4.35 million</p>	<p>Merge Central New Brighton School with South New Brighton School as a Year 1-8 school on South New Brighton site</p> <p>Merger effective January 2016</p> <p>Rationale: The total roll of the two schools has fallen by over 120 children – the area is separated from the rest of Christchurch by the red zone and an estuary, constraining future population growth. Both schools require significant spending on their buildings, and a merger would allow an investment in modern learning environment</p>	<p>Merge Central New Brighton School with South New Brighton School as a Year 1-8 school on South New Brighton site</p> <p>Merger effective from January 2014</p> <p>Rationale: No change to original rationale. Falling rolls, red zone, property remediation costs</p>	<p>The Central New Brighton School Board disagrees with the interim decision.</p> <p>The Board proposes that, should the merger proceed, Central New Brighton School should be the continuing site. The date of the merger should also revert to January 2016.</p> <p>The Board states that it endorses the Freeville School Board of Trustees proposal to build a new school on the Rawhiti Domain and to merge Central New Brighton School, North New Brighton School and Freeville School on this site.</p> <p>The South New Brighton School Board disagrees with the interim decision.</p> <p>The Board proposes that, as it expects that the number of Central New Brighton School children that would attend a merged school on the South New Brighton site is small, Central New Brighton School should close and South New Brighton School should stay as is.</p> <p>The Board also considers that the proposal from the Freeville School Board of Trustees, to build a new school on the Rawhiti Domain and to merge Central New Brighton School, North New Brighton School and Freeville School on this site, should be investigated further.</p> <p>If the South New Brighton – Central New Brighton merger is progressed, the Board considers that South New Brighton School should be the continuing school, and the merger should be delayed until the beginning of 2015.</p>	<p>Central New Brighton School and South New Brighton School will not be merged; and</p> <p>Either:</p> <p>Option One Freeville School and North New Brighton School will not be merged; and</p> <p>Consultation will be initiated on a proposed merger between Central New Brighton School, Freeville School and North New Brighton School to be effective 5 May (beginning of Term 2) 2014. The merged school would initially operate on the North New Brighton and Freeville School sites and would operate on just the North New Brighton School site from the beginning of 2016; or</p> <p>Option Two Freeville School and North New Brighton School will be merged on the North New Brighton School site, effective 5 May 2014. The merged school would initially operate on the North New Brighton and Freeville School sites and would operate on just the North New Brighton School site from the beginning of 2015; and</p> <p>Consultation will be initiated on the proposed closure of Central New Brighton School, to be effective 5 May 2014; or</p> <p>Option Three Decision on the proposed merger of Freeville School and North New Brighton School is deferred; and</p> <p>Consultation will be initiated on the proposed closure of Central New Brighton School, to be effective 5 May 2014; and</p> <p>Consultation will be initiated on a proposed merger between Central New Brighton School, Freeville School and North New Brighton School on the North New Brighton School site, to be effective 5 May 2014. The merged school would initially operate on the North New Brighton and Freeville School sites and would operate on just the North New Brighton School site from the beginning of 2016.</p>
<p>South New Brighton School</p> <p>July 2012 roll of 453 children</p> <p>March 2013 provisional roll of 426 children</p> <p>METS: 742542</p>	<p>Earthquake damage</p> <p>Earthquake strengthening</p> <p>Weather tightness assessments</p> <p>Total ten year indicative property remediation cost</p>	<p>Earthquake damage</p> <p>Earthquake strengthening</p> <p>Weather tightness assessments</p> <p>Total ten year indicative property remediation cost</p>	<p>\$0.99 million</p> <p>\$0.42 million</p> <p>\$1.09 million</p> <p>\$1.31 million</p> <p>\$3.81 million</p>	<p>Merge Central New Brighton School with South New Brighton School as a Year 1-8 school on South New Brighton site</p> <p>Merger effective January 2016</p> <p>Rationale: The total roll of the two schools has fallen by over 120 children – the area is separated from the rest of Christchurch by the red zone and an estuary, constraining future population growth. Both schools require significant spending on their buildings, and a merger would allow an investment in modern learning environment</p>	<p>Merge Central New Brighton School with South New Brighton School as a Year 1-8 school on South New Brighton site</p> <p>Merger effective from January 2014</p> <p>Rationale: No change to original rationale. Falling rolls, red zone, property remediation costs</p>	<p>The Central New Brighton School Board disagrees with the interim decision.</p> <p>The Board proposes that, should the merger proceed, Central New Brighton School should be the continuing site. The date of the merger should also revert to January 2016.</p> <p>The Board states that it endorses the Freeville School Board of Trustees proposal to build a new school on the Rawhiti Domain and to merge Central New Brighton School, North New Brighton School and Freeville School on this site.</p> <p>The South New Brighton School Board disagrees with the interim decision.</p> <p>The Board proposes that, as it expects that the number of Central New Brighton School children that would attend a merged school on the South New Brighton site is small, Central New Brighton School should close and South New Brighton School should stay as is.</p> <p>The Board also considers that the proposal from the Freeville School Board of Trustees, to build a new school on the Rawhiti Domain and to merge Central New Brighton School, North New Brighton School and Freeville School on this site, should be investigated further.</p> <p>If the South New Brighton – Central New Brighton merger is progressed, the Board considers that South New Brighton School should be the continuing school, and the merger should be delayed until the beginning of 2015.</p>	<p>Central New Brighton School and South New Brighton School will not be merged; and</p> <p>Either:</p> <p>Option One Freeville School and North New Brighton School will not be merged; and</p> <p>Consultation will be initiated on a proposed merger between Central New Brighton School, Freeville School and North New Brighton School to be effective 5 May (beginning of Term 2) 2014. The merged school would initially operate on the North New Brighton and Freeville School sites and would operate on just the North New Brighton School site from the beginning of 2016; or</p> <p>Option Two Freeville School and North New Brighton School will be merged on the North New Brighton School site, effective 5 May 2014. The merged school would initially operate on the North New Brighton and Freeville School sites and would operate on just the North New Brighton School site from the beginning of 2015; and</p> <p>Consultation will be initiated on the proposed closure of Central New Brighton School, to be effective 5 May 2014; or</p> <p>Option Three Decision on the proposed merger of Freeville School and North New Brighton School is deferred; and</p> <p>Consultation will be initiated on the proposed closure of Central New Brighton School, to be effective 5 May 2014; and</p> <p>Consultation will be initiated on a proposed merger between Central New Brighton School, Freeville School and North New Brighton School on the North New Brighton School site, to be effective 5 May 2014. The merged school would initially operate on the North New Brighton and Freeville School sites and would operate on just the North New Brighton School site from the beginning of 2016.</p>

¹ Where the total figure is over \$1 million, the total has been rounded to the nearest \$0.1m

School/Kura	Property Status & Costs	Original Proposal	Interim Decision	Board Response	Ministry's Recommendation for Final Decision	
<p>Freewille School</p> <p>July 2012 roll of 299 children</p> <p>March 2013 provisional roll of 275 children</p> <p>METIS: 742538</p>	<p>Earthquake damage</p> <p>Earthquake strengthening</p> <p>Weather tightness assessments</p> <p>Condition assessments</p> <p>Total ten year indicative property remediation cost</p>	<p>\$1.75 million</p> <p>\$2.12 million</p> <p>\$1.46 million</p> <p>\$0.38 million</p> <p>\$5.71 million</p>	<p>Merge Freewille School with North New Brighton School as a Year 1-8 school on North New Brighton site</p> <p>Merger effective January 2016</p> <p>Rationale: Given the extent of earthquake damage in New Brighton, the two schools would require a total over \$11m to repair and strengthen their buildings. It is more cost effective to provide modern learning environments on the larger and better situated North New Brighton site</p>	<p>Merge Freewille School with North New Brighton School as a Year 1-8 school, initially as split site then on the North New Brighton site</p> <p>Merger effective from January 2014</p> <p>Rationale: No change to original rationale, extent of damage, property remedial cost, opportunity for new learning environment. Board of North New Brighton agrees with the proposal</p>	<p>The Freewille School Board disagrees with the Interim decision.</p> <p>The Board proposes two alternatives:</p> <ol style="list-style-type: none"> 1. Repair Freewille School on the current site. 2. Build a new school at the Southern end of the Rawhiti Domain and merge Freewille, North New Brighton and Central New Brighton Schools on this site. 	<p>Either:</p> <p><u>Option One</u> Freewille School and North New Brighton School will not be merged; and</p> <p>Consultation will be initiated on a proposed merger between Central New Brighton School, Freewille School and North New Brighton School, to be effective 5 May (beginning of Term 2) 2014. The merged school would initially operate on the North New Brighton and Freewille School sites and would operate on just the North New Brighton School site from the beginning of 2016; or</p> <p><u>Option Two</u> Freewille School and North New Brighton School will be merged on the North New Brighton School site, effective 5 May 2014. The merged school would initially operate on the North New Brighton and Freewille School sites and would operate on just the North New Brighton School site from the beginning of 2015; and</p> <p>Consultation will be initiated on the proposed closure of Central New Brighton School, to be effective 5 May 2014; or</p> <p><u>Option Three</u> Decision on the proposed merger of Freewille School and North New Brighton School is deferred; and</p> <p>Consultation will be initiated on the proposed closure of Central New Brighton School, to be effective 5 May 2014; and</p> <p>Consultation will be initiated on a proposed merger between Central New Brighton School, Freewille School and North New Brighton School on the North New Brighton School site, to be effective 5 May 2014. The merged school would initially operate on the North New Brighton and Freewille School sites and would operate on just the North New Brighton School site from the beginning of 2016.</p>
<p>North New Brighton School</p> <p>July 2012 roll of 222 children</p> <p>March 2013 provisional roll of 214 children</p> <p>METIS: 742538</p>	<p>Earthquake damage</p> <p>Earthquake strengthening</p> <p>Weather tightness assessments</p> <p>Condition assessments</p> <p>Total ten year indicative property remediation cost</p>	<p>\$2.51 million</p> <p>\$2.66 million</p> <p>\$0.12 million</p> <p>\$0.40million</p> <p>\$5.69 million</p>	<p>Merge Freewille School with North New Brighton School as a Year 1-8 school, initially as split site then on the North New Brighton site</p> <p>Merger effective January 2016</p> <p>Rationale: Given the extent of earthquake damage in New Brighton, the two schools would require a total over \$11m to repair and strengthen their buildings. It is more cost effective to provide modern learning environments on the larger and better situated North New Brighton site</p>	<p>The North New Brighton School Board agrees in principle with the interim decision.</p> <p>However, the Board does not agree with the proposed merging date of 2014 and proposes an <i>'integrated and transitional programme of school merger completed by January 2016.'</i> Two school Principals would remain for 2014 and 2015.</p>	<p>Either:</p> <p><u>Option One</u> Freewille School and North New Brighton School will not be merged; and</p> <p>Consultation will be initiated on a proposed merger between Central New Brighton School, Freewille School and North New Brighton School, to be effective 5 May (beginning of Term 2) 2014. The merged school would initially operate on the North New Brighton and Freewille School sites and would operate on just the North New Brighton School site from the beginning of 2016; or</p> <p><u>Option Two</u> Freewille School and North New Brighton School will be merged on the North New Brighton School site, effective 5 May 2014. The merged school would initially operate on the North New Brighton and Freewille School sites and would operate on just the North New Brighton School site from the beginning of 2015; and</p> <p>Consultation will be initiated on the proposed closure of Central New Brighton School, to be effective 5 May 2014; or</p> <p><u>Option Three</u> Decision on the proposed merger of Freewille School and North New Brighton School is deferred; and</p> <p>Consultation will be initiated on the proposed closure of Central New Brighton School, to be effective 5 May 2014; and</p> <p>Consultation will be initiated on a proposed merger between Central New Brighton School, Freewille School and North New Brighton School on the North New Brighton School site, to be effective 5 May 2014. The merged school would initially operate on the North New Brighton and Freewille School sites and would operate on just the North New Brighton School site from the beginning of 2016.</p>	

School/Kura	Property Status & Costs	Original Proposal	Interim Decision	Board Response	Ministry's Recommendation for Final Decision
<p>Phillipstown School</p> <p>July 2012 roll of 155 children</p> <p>March 2013 provisional roll of 167 children</p> <p>NETTS: 741597</p>	<p>Earthquake damage</p> <p>Earthquake strengthening</p> <p>Weather tightness assessments</p> <p>Condition assessments</p> <p>Total ten year indicative property remediation cost</p>	<p>\$2.10 million</p> <p>\$0.92 million</p> <p>\$0.02 million</p> <p>\$0.49 million</p> <p>\$3.53million</p>	<p>Earthquake damage \$0.33 million</p> <p>Earthquake strengthening \$1.13 million</p> <p>Weather tightness \$0</p> <p>Condition assessments \$0.26 million</p> <p>Total ten year indicative property remediation cost \$1.72 million</p>	<p>Earthquake damage \$0.33 million</p> <p>Earthquake strengthening \$1.13 million</p> <p>Weather tightness \$0</p> <p>Condition assessments \$0.26 million</p> <p>Total ten year indicative property remediation cost \$1.72 million</p>	<p>Earthquake damage \$0.33 million</p> <p>Earthquake strengthening \$1.13 million</p> <p>Weather tightness \$0</p> <p>Condition assessments \$0.26 million</p> <p>Total ten year indicative property remediation cost \$1.72 million</p>
		<p>Merge Phillipstown School with Woolston School as a Year 1-8 school on current Linwood College site</p> <p>Merger effective January 2018</p> <p>Rationale: Phillipstown have significant earthquake and other property related costs, Woolston has got property related cost but at a lesser level</p> <p>Investing in a modern learning environment at one site would be more cost-effective, and it is proposed to relocate them to the Linwood College site</p>	<p>Merge Phillipstown School with Woolston School as a Year 1-8 school on Woolston School site</p> <p>Merger effective from January 2014</p> <p>Rationale: Merging on the Woolston site allows for the creation of a local education hub, which will include the newly merged primary school, the relocated Linwood College and its teen parent unit. The hub may also include an expansion of the existing provision of bilingual, technology and early childhood education.</p>	<p>The Phillipstown School Board disagrees with the interim decision.</p> <p>The Board submits that:</p> <ul style="list-style-type: none"> The roll has increased since the earthquake, and the population of Phillipstown may increase. It considers the interim decision to be a new proposal due to the change in location and timeframe. The school is the heart of the community. It considers that the merger on the Woolston School site would require Phillipstown children to travel a long distance on unsafe roads. Phillipstown School caters well for its high proportion of Maori and Pasifika children. Good National Standards results for reading, writing and mathematics <p>The Woolston School Board accepts the interim decision.</p>	<p>Phillipstown School and Woolston School will be merged on the Woolston School site.</p> <p>The merger will be effective 27 January 2014.</p>

School/Kura	Property Status & Costs	Original Proposal	Interim Decision	Board Response	Ministry's Recommendation for Final Decision										
<p>Linwood Intermediate</p> <p>July 2012 roll of 123 children</p> <p>March 2013 provisional roll of 131 children</p> <p>MEETS: 741585</p>	<table border="1"> <tr> <td>Earthquake damage</td> <td>\$0.73 million</td> </tr> <tr> <td>Earthquake strengthening</td> <td>\$1.80 million</td> </tr> <tr> <td>Weather tightness assessments</td> <td>\$0</td> </tr> <tr> <td>Condition assessments</td> <td>\$0.67 million</td> </tr> <tr> <td>Total ten year indicative property remediation cost</td> <td>\$3.20 million</td> </tr> </table>	Earthquake damage	\$0.73 million	Earthquake strengthening	\$1.80 million	Weather tightness assessments	\$0	Condition assessments	\$0.67 million	Total ten year indicative property remediation cost	\$3.20 million	<p>Close Linwood Intermediate</p> <p>Closure effective January 2016</p> <p>Rationale: Along with other local schools, Linwood Intermediate's roll has fallen. It now is operating at 39% of capacity, contributing to an over-supply of places in the area. Linwood Intermediate would require substantial investment to remediate damage and strengthen its buildings</p>	<p>Interim decision to close Linwood Intermediate now and to consult on the Year 7-8 provision at the same time as the consultation on the interim decision</p> <p>Includes consulting with the Board of Linwood College about change of class to Year 7-13</p> <p>If a final decision is made to close the school and make Linwood College Year 7-13, the school will close in January 2014. If the decision is made to recapitate local primary schools to include Year 7-8, the school will close in January 2015.</p> <p>Rationale: No strong evidence to mitigate the original rationale for closure. However, the consultation process suggested that the community may support provision of Year 7 and 8 education in the local secondary school</p> <p>Propose consulting the Boards of local secondary and primary schools to allow the community to consider the pattern of provision they would prefer if Linwood Intermediate were to close</p>	<p>The Linwood Intermediate School Board disagrees with the interim decision.</p> <p>The Board submits that the Intermediate should not be closed for the following reasons:</p> <ul style="list-style-type: none"> the Ministry failed to properly analyse all the options for provision of Year 7-8 education in the Linwood Learning Community Cluster the school's positive ERO Report lack of choice for Year 7-8 education in the event of closure benefits of a small school pragmatic nature of Linwood Intermediate School's vision. <p>Year 7 and 8 Consultation</p> <p>The Board of Linwood College supports the proposal for a change of class at Linwood College to become a Year 7-13 composite school.</p> <p>The Boards of Linwood Avenue School, Linwood North School and Bromley School support the proposal that their schools be recapitated to Year 1-8 schools.</p> <p>The wider community consultation undertaken by an independent facilitator showed a clear community preference for the recapitation of the primary schools.</p>	<p>Linwood Intermediate School will close.</p> <p>Closure will be effective 27 January 2015.</p> <p>Either (Ministry's preferred option): There will be a change of class at Linwood College to become a Year 7-13 composite school from the beginning of 2015.</p> <p>Or: Bromley School, Linwood Avenue School and Linwood North School will be recapitated to Year 1-8 schools from the beginning of 2015.</p>
Earthquake damage	\$0.73 million														
Earthquake strengthening	\$1.80 million														
Weather tightness assessments	\$0														
Condition assessments	\$0.67 million														
Total ten year indicative property remediation cost	\$3.20 million														

School/Kura	Property Status & Costs	Original Proposal	Interim Decision	Board Response	Ministry's Recommendation for Final Decision
<p>Richmond School</p> <p>July 2012 roll of 49 children</p> <p>March 2013 provisional roll of 33 children</p> <p>METS: 741572</p>	<p>Earthquake damage \$0.22 million</p> <p>Earthquake strengthening \$0.16 million</p> <p>Weather tightness \$0.09 million</p> <p>Condition assessments \$0.42 million</p> <p>Total ten year indicative property remediation cost \$0.89 million</p>	<p>Close Richmond School</p> <p>Closure effective January 2014</p> <p>Rationale: The school roll has declined steadily since its peak enrolment of 224 children in 2000, and had just 49 children enrolled in July 2012. The school's proximity to the red zone means the roll is unlikely to grow, therefore it is difficult to justify the investment required in the school's buildings</p>	<p>Close Richmond School</p> <p>Closure effective January 2014</p> <p>Rationale: No change to original rationale. When the cost per head to repair the school is taken into account alongside the surplus capacity in nearby schools, it does not make economic sense to repair the school</p>	<p>The Richmond School Board accepts the interim decision.</p>	<p>Ministry's Recommendation for Final Decision</p> <p>Richmond School will close.</p> <p>Closure will be effective 27 January 2014.</p>
<p>Glenmoor School</p> <p>July 2012 roll of 42 children</p> <p>March 2013 provisional roll of 27 children</p> <p>METS: 741574</p>	<p>Earthquake damage \$0.04million</p> <p>Earthquake strengthening \$0.18 million</p> <p>Weather tightness \$1.77million</p> <p>Condition assessments \$0.19 million</p> <p>Total ten year indicative property remediation cost \$2.18million</p>	<p>Close Glenmoor School</p> <p>Closure effective January 2014</p> <p>Rationale: The school has a small roll of 42 children, and there is surplus capacity in the local network and little prospect of roll growth nearby. Investment is needed to remediate and strengthen its buildings, cannot be justified given the school's roll</p>	<p>Close Glenmoor School</p> <p>Closure effective January 2014</p> <p>Rationale: No change to original rationale. Small roll, unlikely to increase, surplus capacity in local network, investment needed to remediate property</p>	<p>The Glenmoor School Board disagrees with the interim decision.</p> <p>It submits that:</p> <ul style="list-style-type: none"> The decision to close Glenmoor School is based on faulty data, particularly regarding the indicative \$1.7 million cost of structural strengthening. It is concerned by the potential loss of the Glenmoor School resource from the Mairehau cluster, particularly at a time of projected growth near to the school. It believes that many of its children, particularly its special needs children, will struggle in a larger school. 	<p>Ministry's Recommendation for Final Decision</p> <p>Glenmoor School will close.</p> <p>Closure will be effective 27 January 2014.</p>

School/Kura	Property Status & Costs	Original Proposal	Interim Decision	Board Response	Ministry's Recommendation for Final Decision	
Burwood School July 2012 roll of 274 children March 2013 provisional roll of 230 children METIS: 742682	Earthquake damage	Merge Burwood School with Windsor School on the Windsor School site Merger effective January 2016 Rationale: Burwood School is adjacent to the red zone. Its roll has already fallen by 150 children since September 2010 and is expected to fall further as more residents leave the local area. Both schools require significant property remediation, and merging the two schools is a more cost effective way of providing modern learning environments for local children	Merge Burwood School with Windsor School as a Year 1-6 school, initially on a split-site basis and then on the Windsor site Merger effective January 2014 Rationale: Merger is more likely to facilitate participation and buy-in from both communities Original rationale stands	The Burwood School Board accepts the interim decision. It raises concerns about the Windsor School Board's proposal that the schools should merge on the Windsor School site from the beginning of 2014, instead preferring that the merger initially take place on a dual site basis.	Burwood School and Windsor School will be merged, initially on a dual site basis and then on the Windsor School site (expected beginning of 2016). The merger will be effective 27 January 2014.	
	Earthquake strengthening					\$1.95 million
	Weather tightness assessments					\$1.28 million
	Condition assessments					\$0.72 million
Windsor School July 2012 roll of 581 children March 2013 provisional roll of 564 children METIS: 742682	Earthquake damage	Total ten year indicative property remediation cost \$6.50 million	The Windsor School Board accepts the interim decision. The Board disagrees with the proposal that the schools will initially merge on a dual site basis, and submits a plan for how the merger could take place entirely on the Windsor School site from the beginning of 2014.			
	Earthquake strengthening				\$2.99 million	
	Weather tightness Condition assessments				\$1.88 million \$0.66 million	

School/Kura	Property Status & Costs	Original Proposal	Interim Decision	Board Response	Ministry's Recommendation for Final Decision
Kendal School July 2012 roll of 89 children March 2013 provisional roll of 66 children METIS: 741956	<p>Earthquake damage \$0.01 million</p> <p>Earthquake strengthening \$2.93 million</p> <p>Weather tightness \$0</p> <p>Condition assessments \$0.31 million</p> <p>Total ten year indicative property remediation cost \$3.25 million</p>	<p>Close Kendal School</p> <p>Closure effective January 2015</p> <p>Rationale: The school has a small roll, which has been gradually declining since 1997. There are six schools in the Roydvale group, and there is capacity in other nearby schools. There is minimal earthquake damage but buildings will require significant investment for earthquake strengthening and to provide modern learning environments</p>	<p>Close Kendal School</p> <p>Closure effective January 2014</p> <p>Rationale: No change to original rationale small declining roll, surplus capacity in local network, buildings require significant investment for property remediation</p>	<p>The Kendal School Board disagrees with the interim decision.</p> <p>It considers due diligence has not been carried out.</p> <p>The Board proposes that a final decision is deferred while an alternative proposal is developed and considered by the Roydvale cluster.</p> <p>The Board's proposed alternative involves mergers of Roydvale School with Kendal School on the Kendal site, and Harewood School with Isleworth School on either the Isleworth site or the Breens Intermediate site, with Waitakei School to remain as is. Breens Intermediate could be closed, with the primary schools being recapitated</p> <p>The Board opposes the change to the proposed date of closure.</p>	<p>Kendal School will be closed.</p> <p>Closure will be effective 27 January 2014.</p>

School/Kura	Property Status & Costs	Original Proposal	Interim Decision	Board Response	Ministry's Recommendation for Final Decision										
<p>Branston Intermediate School</p> <p>July 2012 roll of 180 children</p> <p>March 2013 provisional roll of 180 children</p> <p>METIS: 741958</p>	<table border="1"> <tr> <td data-bbox="1396 309 1433 638">Earthquake damage</td> <td data-bbox="1396 481 1433 638">\$0.11 million</td> </tr> <tr> <td data-bbox="1348 309 1385 638">Earthquake strengthening</td> <td data-bbox="1348 481 1385 638">\$6.89 million</td> </tr> <tr> <td data-bbox="1300 309 1337 638">Weather tightness</td> <td data-bbox="1300 481 1337 638">\$0.33 million</td> </tr> <tr> <td data-bbox="1252 309 1289 638">Condition assessments</td> <td data-bbox="1252 481 1289 638">\$0.59 million</td> </tr> <tr> <td data-bbox="1157 309 1241 638">Total ten year indicative property remediation cost</td> <td data-bbox="1157 481 1241 638">\$7.92 million</td> </tr> </table>	Earthquake damage	\$0.11 million	Earthquake strengthening	\$6.89 million	Weather tightness	\$0.33 million	Condition assessments	\$0.59 million	Total ten year indicative property remediation cost	\$7.92 million	<p>Close Branston Intermediate School</p> <p>Closure effective January 2015</p> <p>Rationale: School is on a large site, but is operating at just 54% of capacity. It is well-located to serve local population growth, and we propose relocating South Hornby School on to the site providing primary provision for the local area</p>	<p>Close Branston Intermediate School</p> <p>Closure effective January 2014</p> <p>Consultation is being initiated with Board of Hornby High School about a change of class to Year 7-13. This consultation ends 28 March</p> <p>Rationale: No change to original rationale. The Board suggested delaying the decision for 5-8 years, which would create additional uncertainty for the community, or creating a year 7-9 middle school. Given local provision, we do not believe there is adequate demand for such a middle school, and Year 7-9 provision would be better placed at Hornby High School</p>	<p>The Branston Intermediate School Board disagrees with the interim decision.</p> <p>It submits that:</p> <ul style="list-style-type: none"> The Ministry assured the Board that the school would not close earlier than the beginning of 2015. It is concerned about the readiness of Hornby High School to provide for Years 7 and 8 in 2014. It has not been provided with the property information it required to respond effectively to the proposal. It questions the quality of Hornby High School's 2012 community consultation. Closing Branston Intermediate would mean the loss of its technology provision, and new provision for Hornby could be some years away. It considers that the Ministry did not fully address the matter of growth in the greater Hornby area. <p>The Board proposes an alternative to the proposed change of class at Hornby High School:</p> <ul style="list-style-type: none"> Branston Intermediate School should either close or merge with South Hornby Primary School, with all Hornby primary schools recapitulating to be Year 1-8 full primary schools. <p>Consultation on Change of Class The Board of Hornby High School supports the proposal that Hornby High School becomes a Year 7-13 composite school.</p>	<p>Branston Intermediate School will close.</p> <p>Closure will be effective 27 January 2015.</p> <p>There will be a change of class at Hornby High School to become a Year 7-13 composite school from the beginning of 2015.</p>
Earthquake damage	\$0.11 million														
Earthquake strengthening	\$6.89 million														
Weather tightness	\$0.33 million														
Condition assessments	\$0.59 million														
Total ten year indicative property remediation cost	\$7.92 million														

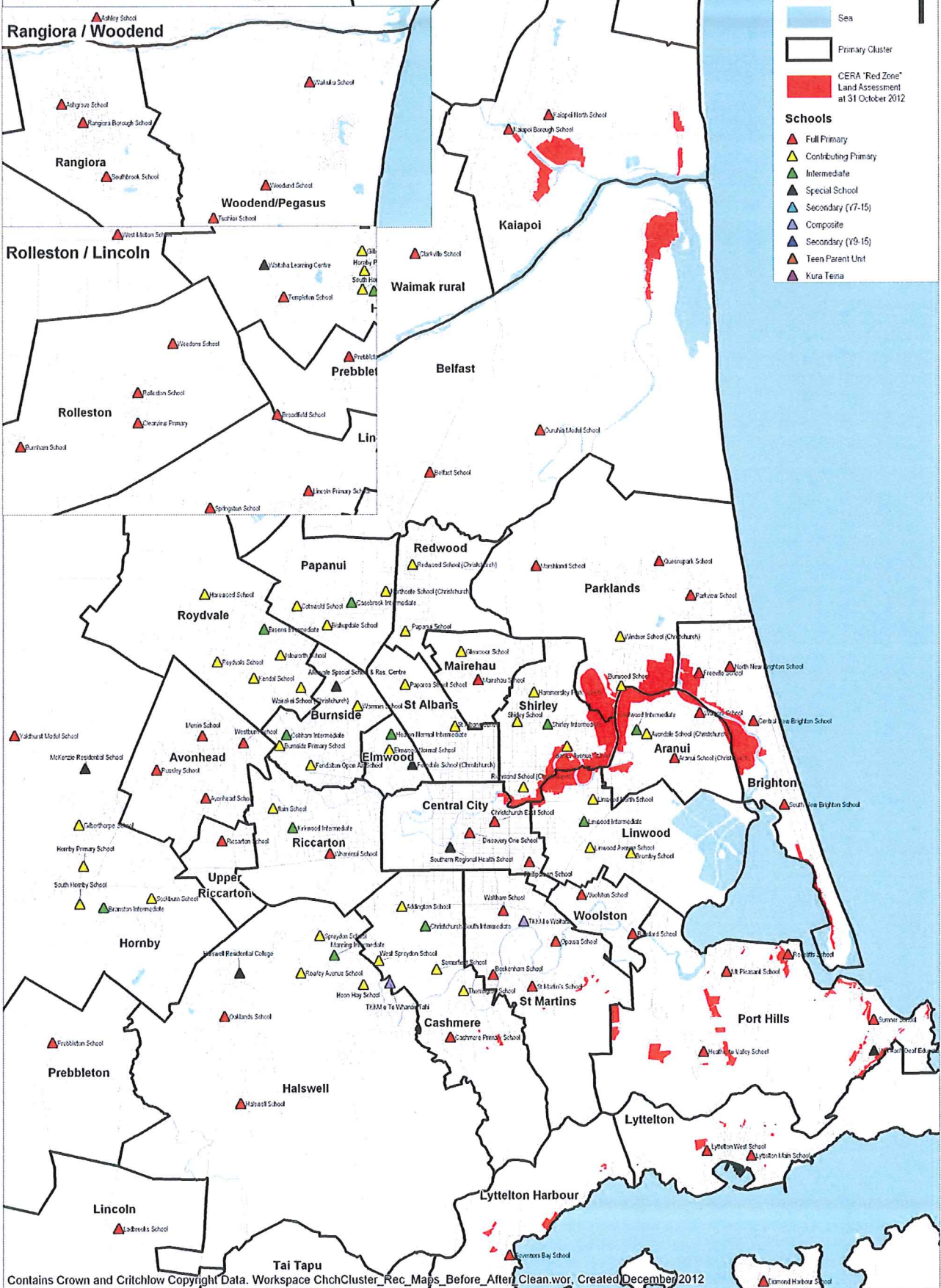
School/Kura	Property Status & Costs	Original Proposal	Interim Decision	Board Response	Ministry's Recommendation for Final Decision	
<p>Lyttelton Main School</p> <p>July 2012 roll of 113 children</p> <p>March 2013 provisional roll of 119 children</p> <p>METS: 742555</p>	<p>Earthquake damage</p> <p>Earthquake strengthening</p> <p>Weather tightness</p> <p>Condition assessments</p> <p>Total ten year indicative property remediation cost</p> <p>Earthquake damage</p> <p>Earthquake strengthening</p> <p>Weather tightness assessments</p> <p>Condition assessments</p> <p>Total ten year indicative property remediation cost</p> <p>Note: The costs do not make any allowance for the remediation of the ground, tunnels or addition foundation work required. These costs could be significant</p>	<p>\$0.25 million</p> <p>\$0.39 million</p> <p>\$0</p> <p>\$0.40 million</p> <p>\$1.04 million</p> <p>\$0.35 million</p> <p>\$0.17 million</p> <p>\$0</p> <p>\$0.37 million</p> <p>\$0.89 million</p>	<p>Merge Lyttelton Main School with Lyttelton West School as a Year 1-8 school on the Lyttelton Main School site</p> <p>Merger effective January 2016</p> <p>Rationale: Lyttelton does not have a sufficiently large school age population to support two primary schools. The schools are less than 1km apart and are operating below capacity. Both school sites need substantial investment to continue, with the Lyttelton West site being badly affected by underground tunnels. It is more efficient to merge the schools and rebuild on the Lyttelton Main site to provide modern learning environments for all local children</p>	<p>Merge Lyttelton Main School with Lyttelton West School as a Year 1-8 school initially on split-sites and then on the Lyttelton Main School site</p> <p>Merger effective January 2014</p> <p>Rationale: No change to original rationale. Merger opportunity for communities to work together close proximity of the two sites</p>	<p>The Lyttelton Main School Board accepts the interim decision.</p> <p>The Board has concerns about the timeframe and the impact that operating the merged school over three sites could have on the success of the proposal</p>	<p>Lyttelton Main School and Lyttelton West School will be merged.</p> <p>The merger will be effective 5 May 2014 (beginning of Term 2).</p> <p>Dependent on negotiations with the Bishop of Christchurch, the merged school will initially operate on the (closed) St Joseph's Catholic School site and the Lyttelton West School site while the Lyttelton Main School site is rebuilt. The merged school would then be located on the Lyttelton Main School site from term three 2015.</p>
<p>Lyttelton West School</p> <p>July 2012 roll of 134 children</p> <p>March 2013 provisional roll of 120 children</p> <p>METS: 742555</p>	<p>Earthquake damage</p> <p>Earthquake strengthening</p> <p>Weather tightness</p> <p>Condition assessments</p> <p>Total ten year indicative property remediation cost</p> <p>Note: The costs do not make any allowance for the remediation of the ground, tunnels or addition foundation work required. These costs could be significant</p>	<p>\$0.25 million</p> <p>\$0.39 million</p> <p>\$0</p> <p>\$0.40 million</p> <p>\$1.04 million</p> <p>\$0.35 million</p> <p>\$0.17 million</p> <p>\$0</p> <p>\$0.37 million</p> <p>\$0.89 million</p>	<p>Merge Lyttelton Main School with Lyttelton West School as a Year 1-8 school initially on split-sites and then on the Lyttelton Main School site</p> <p>Merger effective January 2014</p> <p>Rationale: No change to original rationale. Merger opportunity for communities to work together close proximity of the two sites</p>	<p>The Lyttelton West School Board disagrees with the interim decision.</p> <p>The Board submits that:</p> <ul style="list-style-type: none"> The school is operating at capacity. It disagrees with the rationale that Lyttelton does not have a sufficiently large population for two primary schools. It considers that the Ministry's property information for the two schools' sites is incomplete and inaccurate. <p>If the merger takes place, the Board has concerns about the timeframe and the impact that operating the merged school over three sites could have on the success of the proposal</p>	<p>Lyttelton Main School and Lyttelton West School will be merged.</p> <p>The merger will be effective 5 May 2014 (beginning of Term 2).</p> <p>Dependent on negotiations with the Bishop of Christchurch, the merged school will initially operate on the (closed) St Joseph's Catholic School site and the Lyttelton West School site while the Lyttelton Main School site is rebuilt. The merged school would then be located on the Lyttelton Main School site from term three 2015.</p>	

School/Kura	Property Status & Costs	Original Proposal	Interim Decision	Board Response	Ministry's Recommendation for Final Decision										
<p>Manning Intermediate</p> <p>July 2012 roll of 154 children</p> <p>March 2013 provisional roll of 156 children</p> <p>METS: 741952</p>	<table border="1"> <tr> <td>Earthquake damage</td> <td>\$1.32 million</td> </tr> <tr> <td>Earthquake strengthening</td> <td>\$3.34 million</td> </tr> <tr> <td>Weather tightness</td> <td>\$0</td> </tr> <tr> <td>Condition assessments</td> <td>\$0.40 million</td> </tr> <tr> <td>Total ten year indicative property remediation cost</td> <td>\$5.06 million</td> </tr> </table>	Earthquake damage	\$1.32 million	Earthquake strengthening	\$3.34 million	Weather tightness	\$0	Condition assessments	\$0.40 million	Total ten year indicative property remediation cost	\$5.06 million	<p>Close Manning Intermediate</p> <p>Closure effective January 2015</p> <p>Rationale: Manning Intermediate's roll has fallen sharply, and its buildings require over \$5m investment for strengthening and repair. This is uneconomical particularly given there is surplus capacity in the group to accommodate Manning's children</p>	<p>Interim decision now to close Manning Intermediate and to consult on the Year 7-8 provision at the same time as the consultation on the interim decision</p> <p>The nearest schools (if they change to include year 7-8) are Hoon Hay School, Rowley Ave School, Spreydon School, West Spreydon School, and if the decision is to expand, Hillmorton High School.</p> <p>If a final decision is made to close the school and make Hillmorton High a Year 7-13, the school would close in January 2014. If the decision is to increase local primary schools to include Year 7-8, the school will close January 2015</p> <p>Rationale: No strong evidence to mitigate the original rationale for closure, however, a new idea did come up in the consultation process suggesting the local community may support Year 7-8 provision in the local secondary school rather than primary school. We propose further consultation to allow the community to consider further the pattern of provision they would prefer if Manning Intermediate were to close</p>	<p>The Manning Intermediate School Board disagrees with the interim decision.</p> <p>The Board submits that:</p> <ul style="list-style-type: none"> The School should not close as there is not genuine capacity, in the timelines proposed, to provide the 'full spectrum of equitable access to learning opportunities, support and guidance for Year 7 & 8 students as is currently delivered by Manning Intermediate.' The consultation timelines and processes undertaken by the Ministry were of an unacceptable standard. The proposed 'Centre of Learning, Achievement and Innovation' on the Hillmorton High School and Manning Intermediate School sites would meet the objectives of Education Renewal. Additional opportunities have emerged for the broader cluster that would align with the proposed 'Centre of Learning, Achievement and Innovation.' <p>Year 7 and 8 Consultation The Board of Hillmorton High School supports the proposal that Hillmorton High School becomes a Year 7-13 composite school.</p> <p>The Boards of Rowley Avenue School and Spreydon School support the proposal that their schools be recapitated to Year 1-8 schools. The Boards of West Spreydon School and Hoon Hay School do not support the proposal they their schools be recapitated to Year 1-8 schools.</p> <p>The wider community consultation undertaken by an independent facilitator did not show a clear community preference for either of the options consulted on.</p>	<p>Manning Intermediate School will close.</p> <p>Closure will be effective 27 January 2015.</p> <p>Either (Ministry's preferred option): There will be a change of class at Hillmorton High School to become a Year 7-13 composite school from the beginning of 2015.</p> <p>Or: Rowley Avenue School, Spreydon School, West Spreydon School and Hoon Hay School will be recapitated to be Year 1-8 schools from the beginning of 2015.</p>
Earthquake damage	\$1.32 million														
Earthquake strengthening	\$3.34 million														
Weather tightness	\$0														
Condition assessments	\$0.40 million														
Total ten year indicative property remediation cost	\$5.06 million														

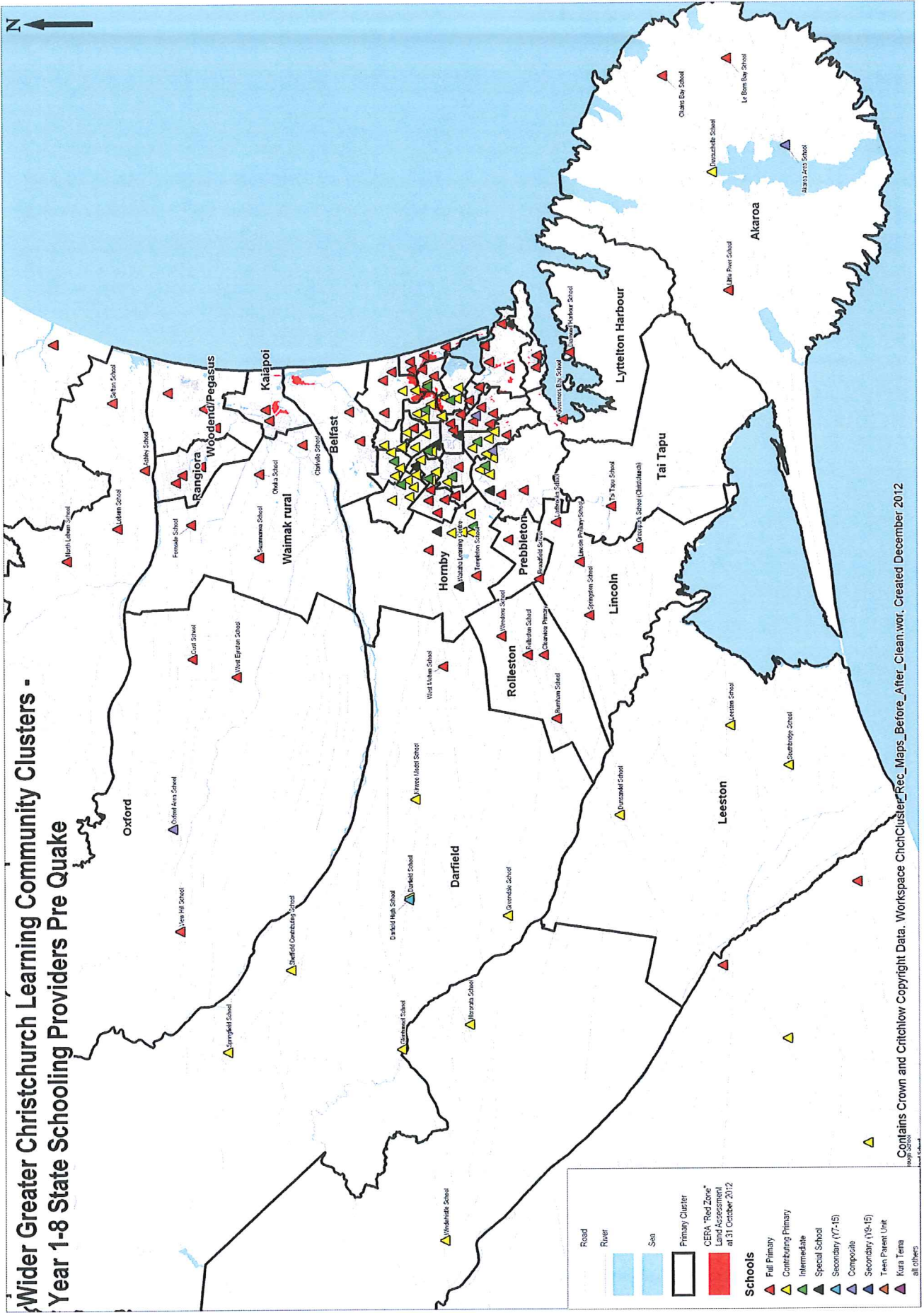
School/Kura	Property Status & Costs	Original Proposal	Interim Decision	Board Response	Ministry's Recommendation for Final Decision										
Greenpark School July 2012 roll of 31 children March 2013 provisional roll of 28 children METIS: 741591	<table border="1"> <tr> <td>Earthquake damage</td> <td>\$0.20 million</td> </tr> <tr> <td>Earthquake strengthening</td> <td>\$0.03 million</td> </tr> <tr> <td>Weather tightness assessments</td> <td>\$0</td> </tr> <tr> <td>Condition assessments</td> <td>\$0</td> </tr> <tr> <td>Total ten year indicative property remediation cost</td> <td>\$0.23 million</td> </tr> </table>	Earthquake damage	\$0.20 million	Earthquake strengthening	\$0.03 million	Weather tightness assessments	\$0	Condition assessments	\$0	Total ten year indicative property remediation cost	\$0.23 million	Close Greenpark School Closure effective January 2015 Rationale: The school is operating well below capacity, and has a roll of just 31 children. Whilst it was not significantly damaged by the earthquakes, it is 60 years old and will require significant investment to bring it to modern learning environment standard	Close Greenpark School Closure effective January 2014 Rationale: No change to original rationale. Population growth in the wider Lincoln area could be better accommodated in other schools, and that other schools in the group could implement proposals to become the school of the land	The Greenpark School Board disagrees with the interim decision. The Board submits that: <ul style="list-style-type: none"> • Rationale for closure is flawed and inconsistent, as other schools of similar size and with similar property issues are being retained. • Greenpark is needed to support future growth in the area. • Vision for "School of the Land" is not transferable as there is little support for it from other boards. • Closure decision has been predetermined. 	Greenpark School will close. Closure will be effective 27 January 2014.
Earthquake damage	\$0.20 million														
Earthquake strengthening	\$0.03 million														
Weather tightness assessments	\$0														
Condition assessments	\$0														
Total ten year indicative property remediation cost	\$0.23 million														

School/Kura	Property Status & Costs	Original Proposal	Interim Decision	Board Response	Ministry's Recommendation for Final Decision
TKKM o Te Whanau Tahī	<p>Earthquake damage \$0.01 million</p> <p>Earthquake strengthening \$0</p> <p>Weather tightness \$1.28 million</p> <p>Condition assessments \$0.26 million</p> <p>Total ten year indicative property remediation cost \$1.55 million</p>	<p>Merge TKKM o Te Whanau Tahī with TKKM o Waitaha on a site to be determined</p> <p>Merger effective January 2015</p> <p>Rationale: The aggregate roll for the kura fell by over 50 children, and both kura have low utilisation rates. Both kura are located in close proximity to the south of Christchurch, resulting in difficult access for whānau to the north of the city. We proposed merging the kura and exploring the possibility of establishing additional kura, and enhancing other bilingual and immersion provision</p>	<p>Retain as separate entities</p> <p>Consult on relocation of one kura as part of plans to enhance quality and access to Māori language in education. This will include input from the Māori medium group and the Waitaha Advisory Board-Mātauraka Mahaanui</p> <p>Rationale: The submissions from the kura contain innovative ideas about easing the transition between full immersion and other levels of Māori medium provision. There is a clear inequity of access of current provision, with little provision north of the city centre. We will also look to extend other provision in mainstream schools</p>	<p>The Board of Te Kura Kaupapa Māori o Te Whanau Tahī Board disagrees with the relocation proposal.</p> <p>The Board submits that:</p> <ul style="list-style-type: none"> Relocation would remove choice for whānau who have selected the kura because of educational preferences and ties, but who would not be able to sustain enrolment if relocated elsewhere. The current site has historical and cultural significance. The educationally beneficial relationships the kura has established with its local community would be lost if it was to be relocated. Whānau have purchased houses / rented houses close to current site so that tamariki do not have far to travel. There would potentially be a negative impact on student achievement and Te Reo Māori revitalisation. 	<p>TKKM o Te Whānau Tahī and TKKM o Waitaha will be retained on their current sites.</p>
TKKM o Waitaha	<p>Earthquake damage \$0.01 million</p> <p>Earthquake strengthening \$0</p> <p>Weather tightness \$0</p> <p>Condition assessments \$0.31 million</p> <p>Total ten year indicative property remediation cost \$0.32 million</p>	<p>Earthquake damage \$0.01 million</p> <p>Earthquake strengthening \$0</p> <p>Weather tightness \$0</p> <p>Condition assessments \$0.31 million</p> <p>Total ten year indicative property remediation cost \$0.32 million</p>	<p>Earthquake damage \$0.01 million</p> <p>Earthquake strengthening \$0</p> <p>Weather tightness \$0</p> <p>Condition assessments \$0.31 million</p> <p>Total ten year indicative property remediation cost \$0.32 million</p>	<p>The Board of Te Kura Kaupapa Māori o Waitaha disagrees with the relocation proposal.</p> <p>The Board submits that:</p> <ul style="list-style-type: none"> cultural considerations have not been accounted for. There is a lack of data to show that there is an access problem that would be solved by the relocation of one of the kura. Proposal is a costly option and will meet needs of about 2-4% of Māori. Relocation would move wharekura from their kōhanga reo and would have an impact on children transitioning to school from kōhanga. Concern that a decision has already been made that one of the kura must move (ie consultation process flawed). Proposal is in breach of Treaty of Wāitangi, United Nations Declaration on the Rights of Indigenous Peoples and the intention of Te Aho Matua as it potentially undermines the relationship between the two kura. 	<p>TKKM o Te Whānau Tahī and TKKM o Waitaha will be retained on their current sites.</p>
March 2013 provisional roll of 76 children METIS: 742257	<p>Earthquake damage \$0.01 million</p> <p>Earthquake strengthening \$0</p> <p>Weather tightness \$0</p> <p>Condition assessments \$0.31 million</p> <p>Total ten year indicative property remediation cost \$0.32 million</p>	<p>Earthquake damage \$0.01 million</p> <p>Earthquake strengthening \$0</p> <p>Weather tightness \$0</p> <p>Condition assessments \$0.31 million</p> <p>Total ten year indicative property remediation cost \$0.32 million</p>	<p>Earthquake damage \$0.01 million</p> <p>Earthquake strengthening \$0</p> <p>Weather tightness \$0</p> <p>Condition assessments \$0.31 million</p> <p>Total ten year indicative property remediation cost \$0.32 million</p>	<p>The Board of Te Kura Kaupapa Māori o Waitaha disagrees with the relocation proposal.</p> <p>The Board submits that:</p> <ul style="list-style-type: none"> cultural considerations have not been accounted for. There is a lack of data to show that there is an access problem that would be solved by the relocation of one of the kura. Proposal is a costly option and will meet needs of about 2-4% of Māori. Relocation would move wharekura from their kōhanga reo and would have an impact on children transitioning to school from kōhanga. Concern that a decision has already been made that one of the kura must move (ie consultation process flawed). Proposal is in breach of Treaty of Wāitangi, United Nations Declaration on the Rights of Indigenous Peoples and the intention of Te Aho Matua as it potentially undermines the relationship between the two kura. 	<p>TKKM o Te Whānau Tahī and TKKM o Waitaha will be retained on their current sites.</p>

Greater Christchurch Learning Community Clusters - Year 1-8 State Schooling Providers Pre Quake



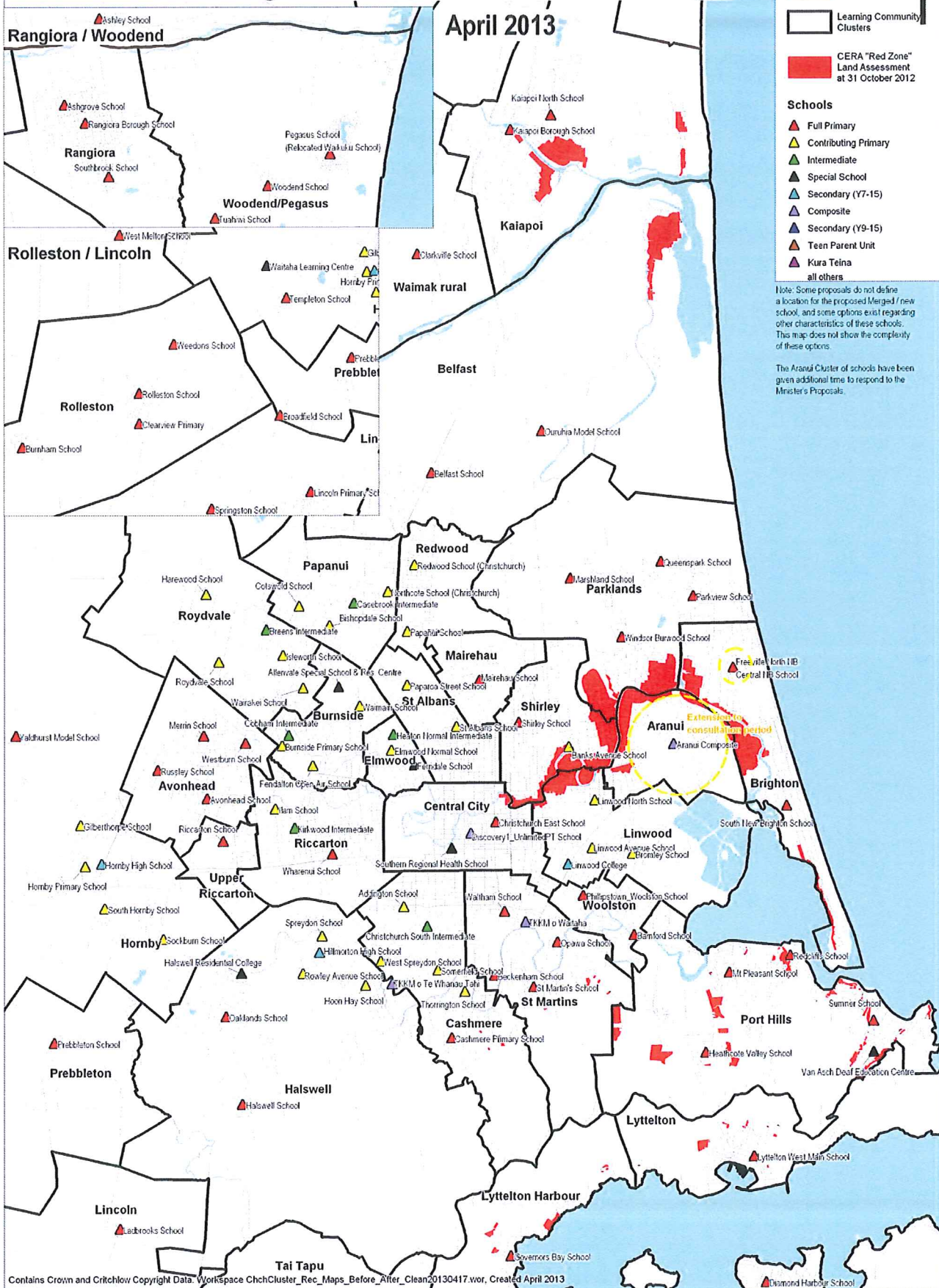
Wider Greater Christchurch Learning Community Clusters - Year 1-8 State Schooling Providers Pre Quake



Contains Crown and Critchlow Copyright Data. Workspace ChchClusterRec_Maps_Before_Alter_Clean.wor. Created December 2012

Greater Christchurch Learning Community Clusters - Year 1-8 State Schooling Providers under Recommended Changes

April 2013



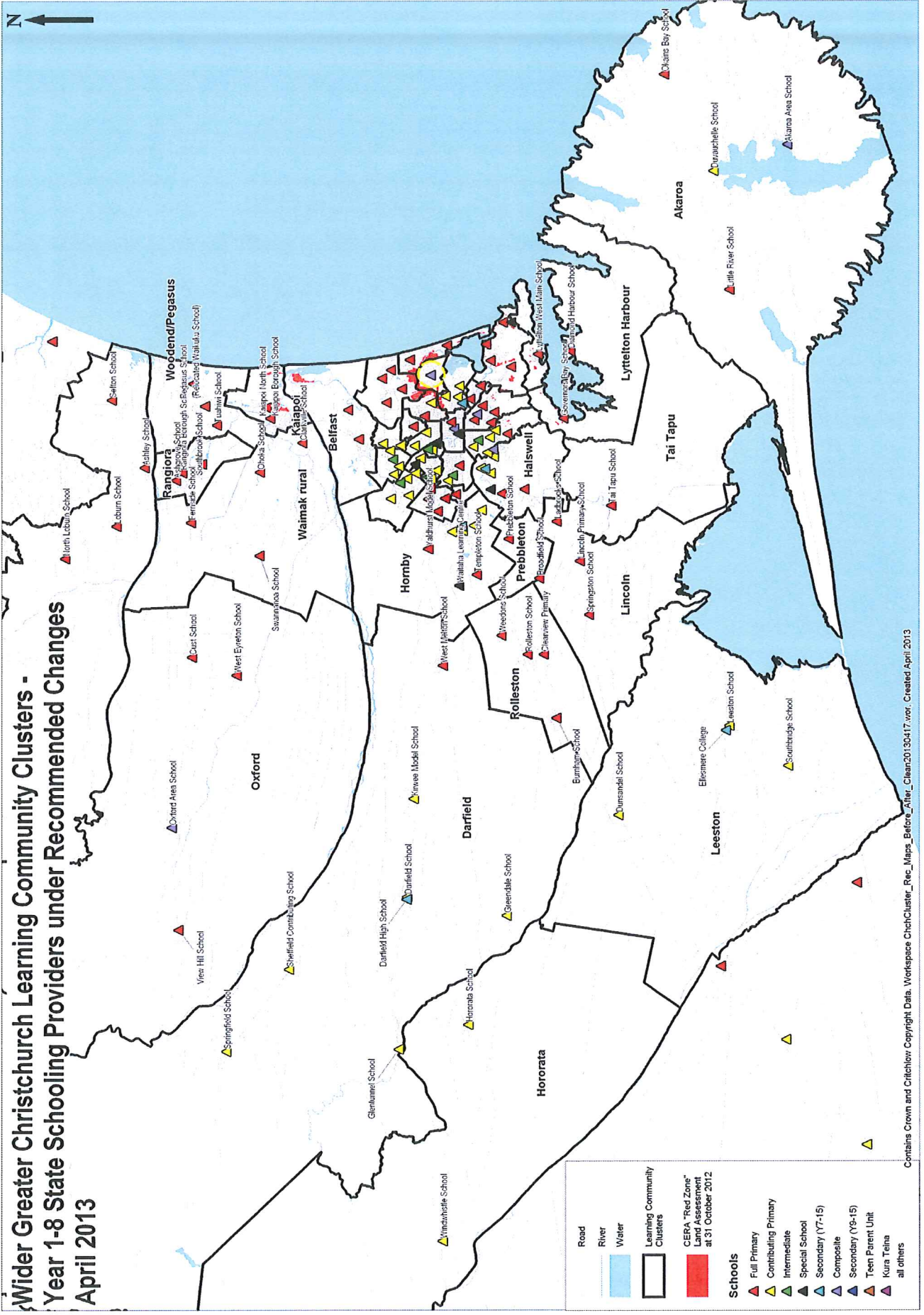
Note: Some proposals do not define a location for the proposed Merged / new school, and some options exist regarding other characteristics of these schools. This map does not show the complexity of these options.

The Aranui Cluster of schools have been given additional time to respond to the Minister's Proposals.

Contains Crown and Critchlow Copyright Data. Workspace ChchCluster_Rec_Maps_Before_After_Clean20130417.wor, Created April 2013

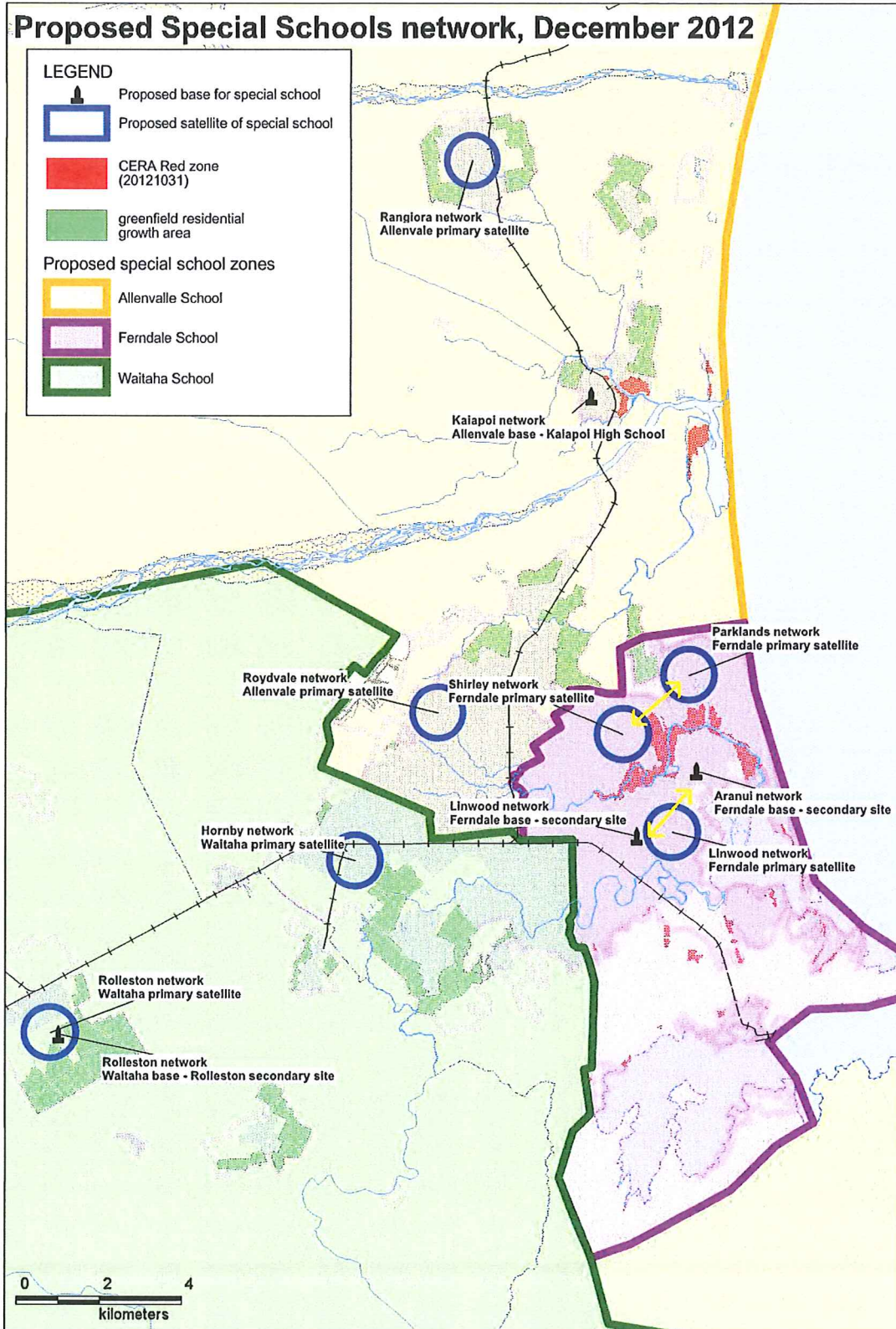
Note: See educational report for options regarding schooling provision on the North New Brighton site.

Wider Greater Christchurch Learning Community Clusters - Year 1-8 State Schooling Providers under Recommended Changes April 2013

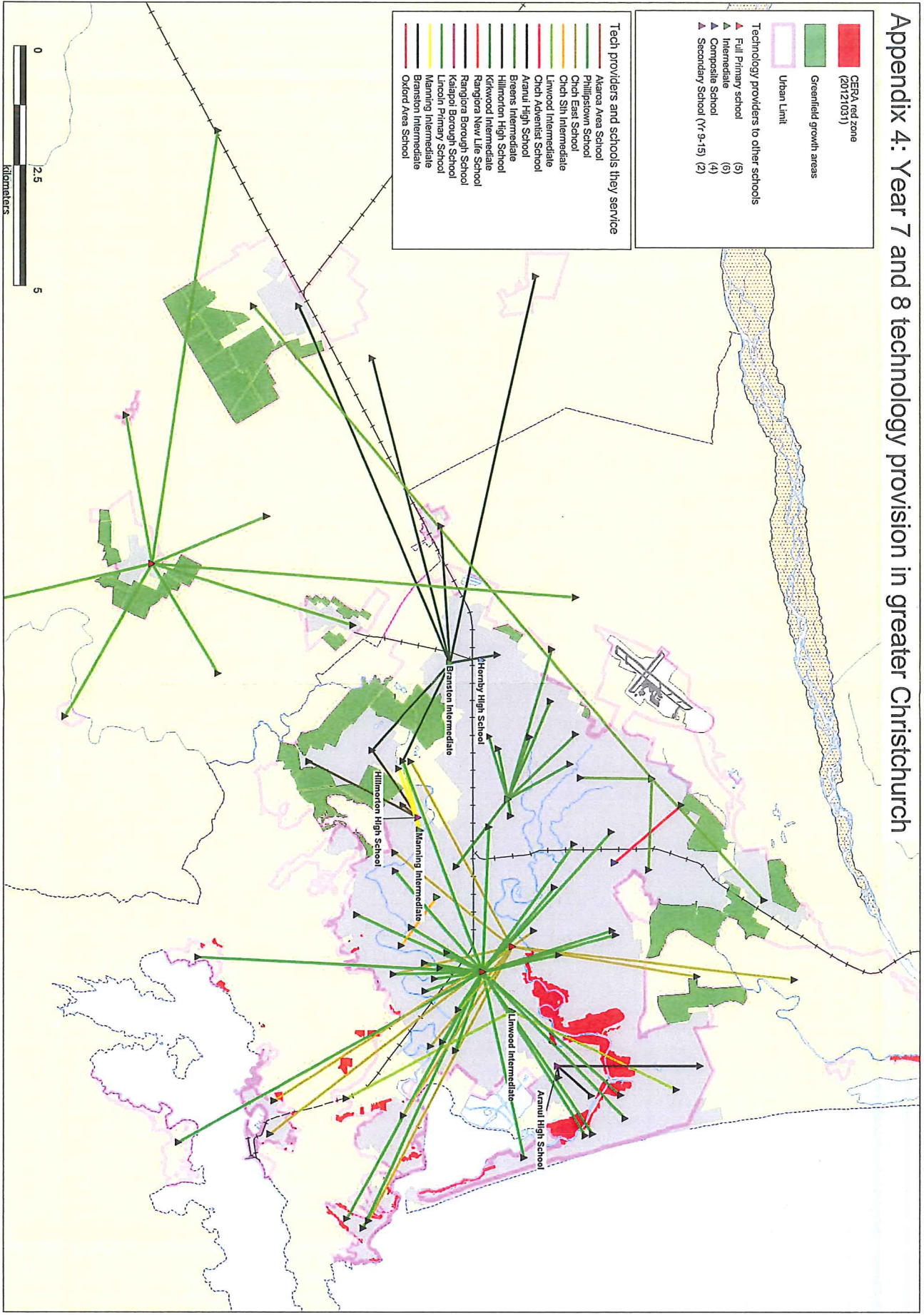


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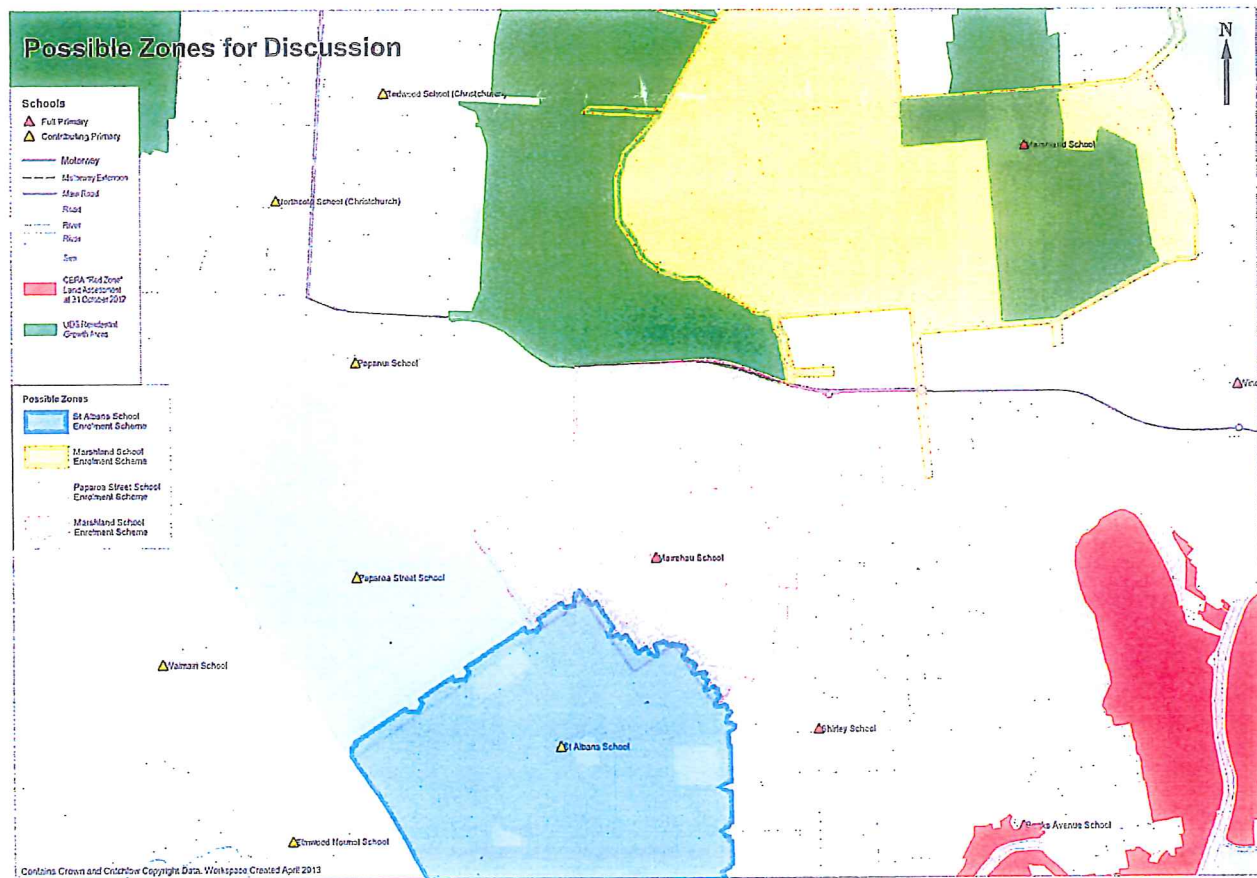
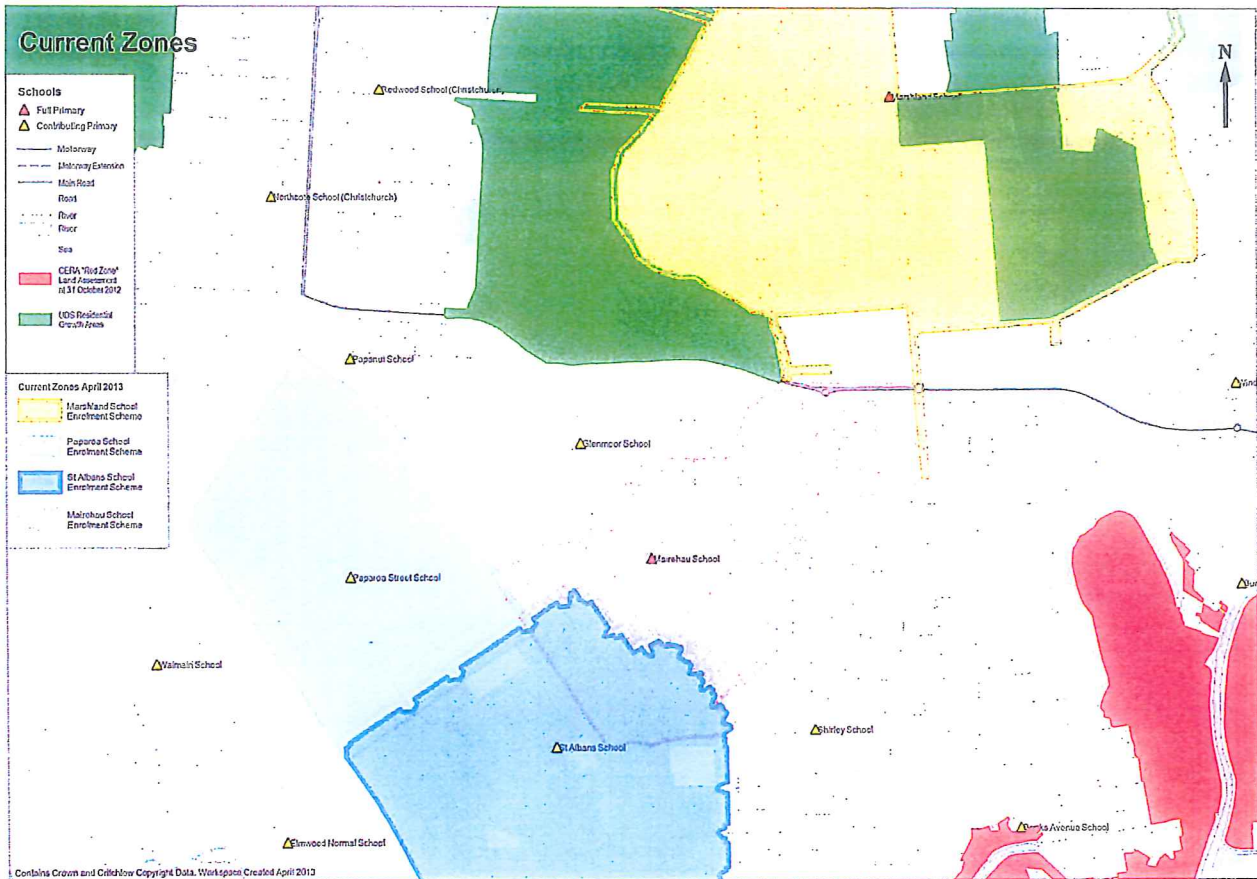
Appendix 3



Appendix 4: Year 7 and 8 technology provision in greater Christchurch



Glenmoor School – Current and Possible Zones

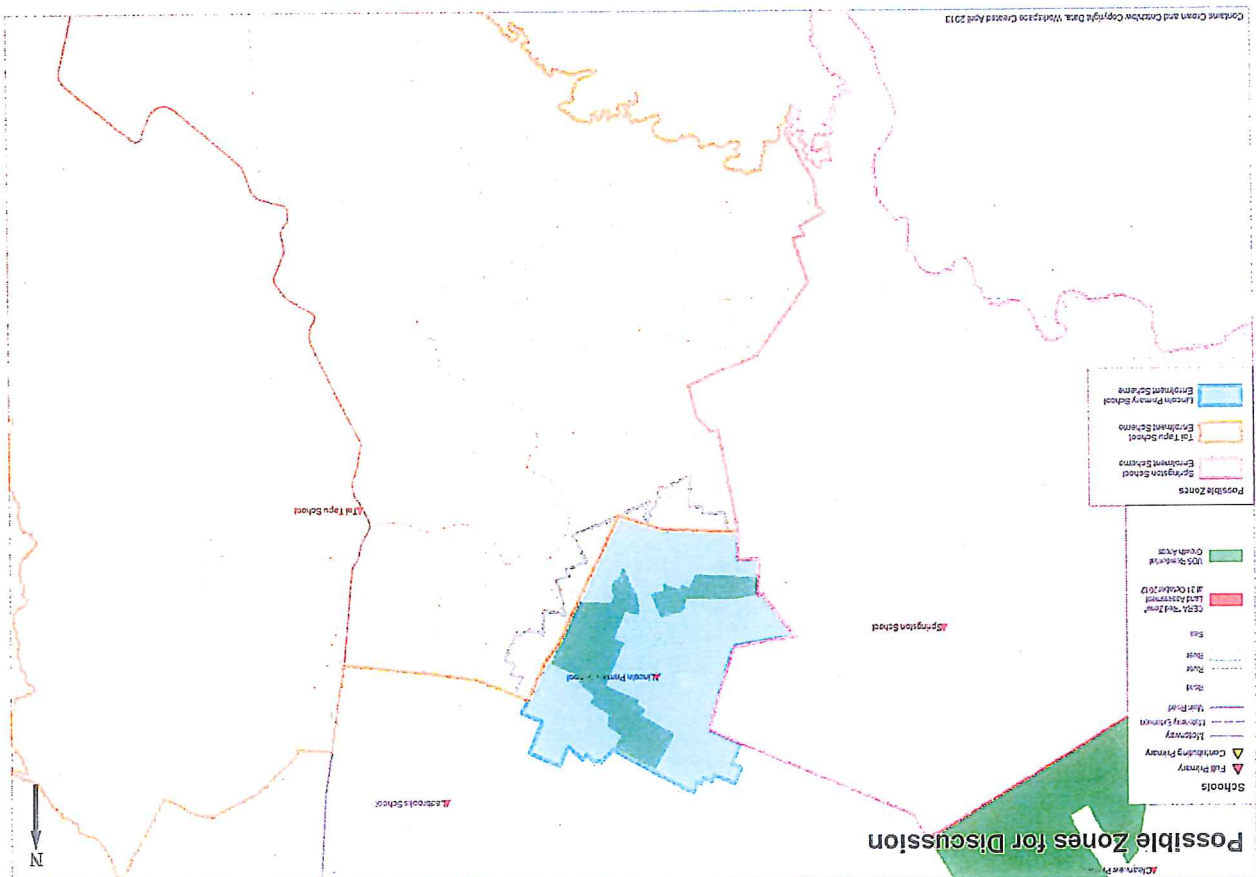
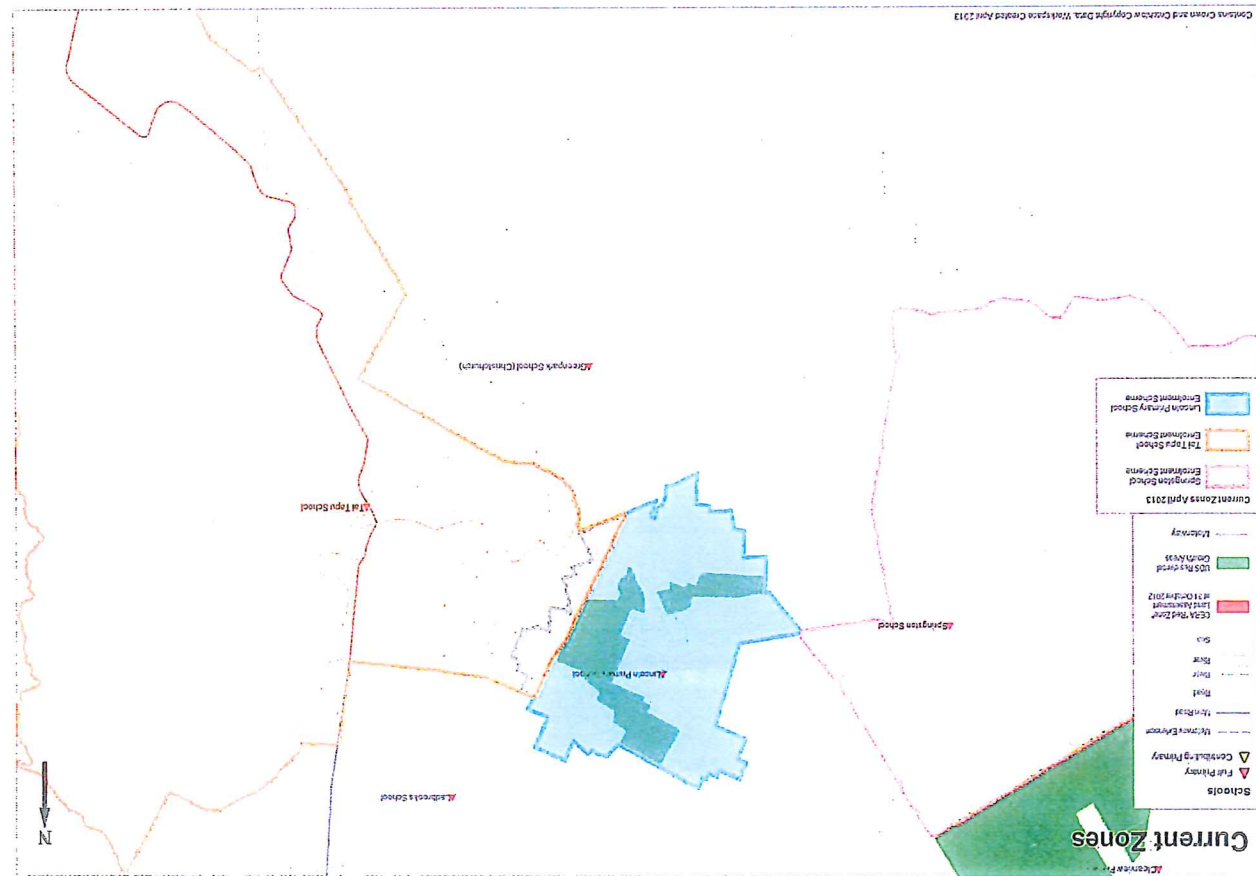


Indicative Enrolment Scheme Maps

The enrolment schemes outlined in these maps are based on the proposals for the closure and merger of schools in Christchurch and are indicative only. The schemes have not been discussed with the Boards of the affected schools, and therefore are not final and are subject to change.

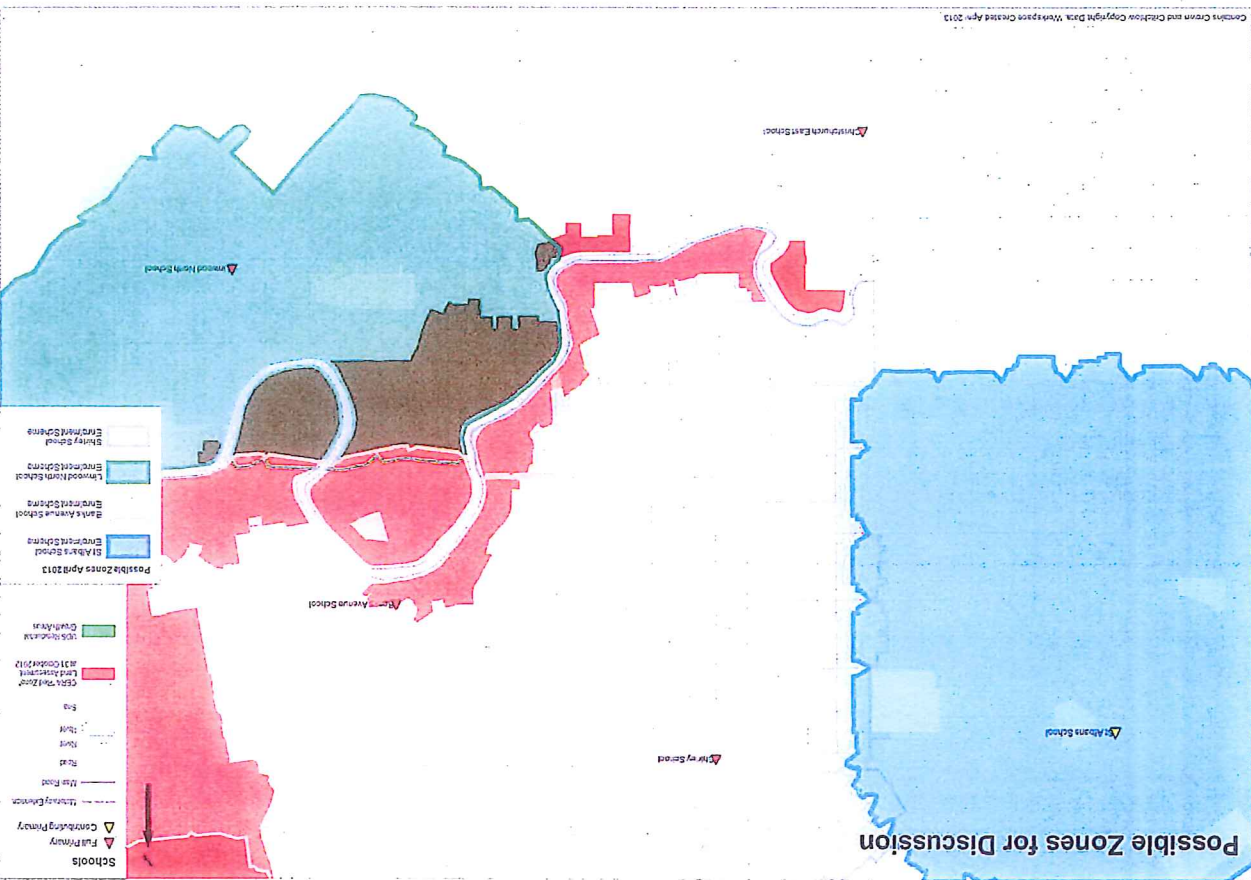
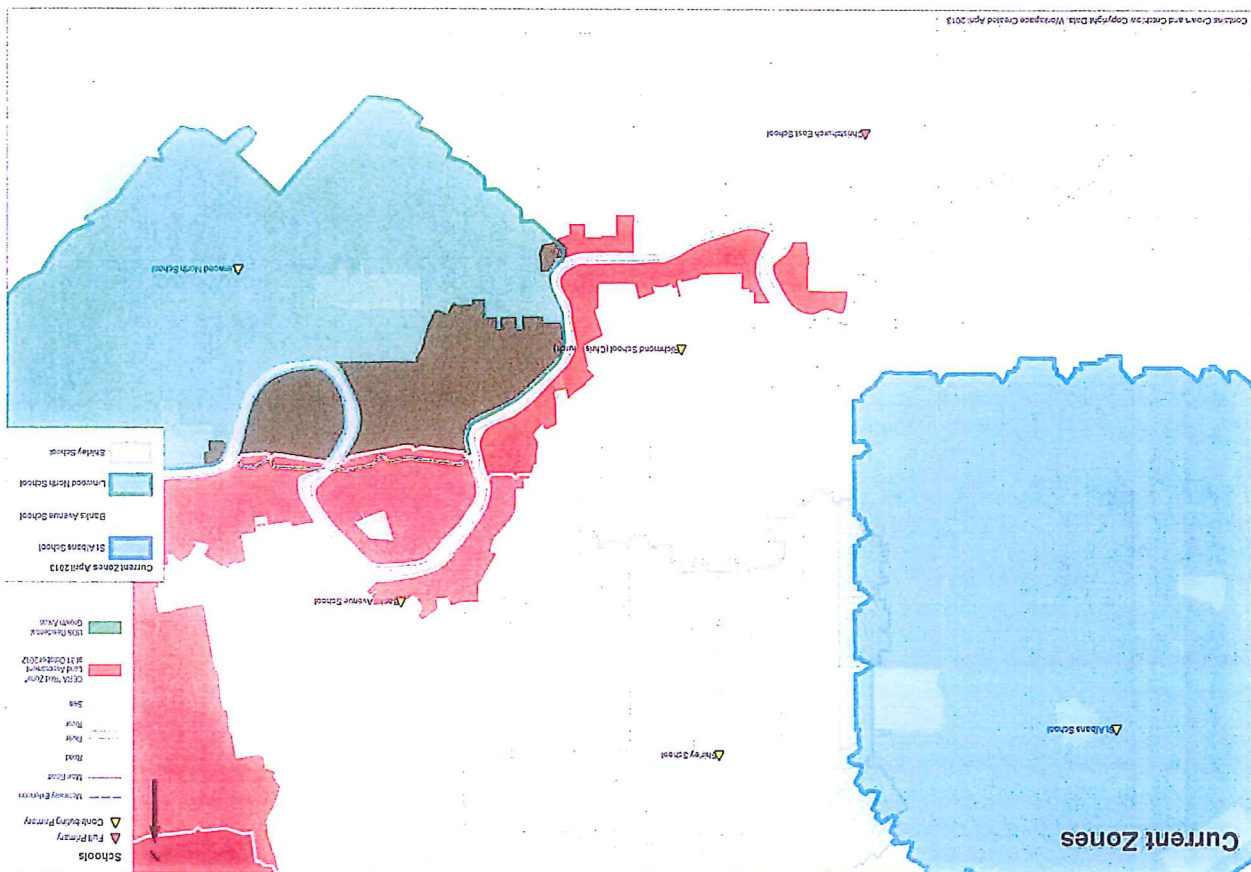
Any final decisions made around changes to the enrolment schemes of schools will be discussed with the Boards of the affected schools before being implemented.

Greenpark School – Current and Possible Zones



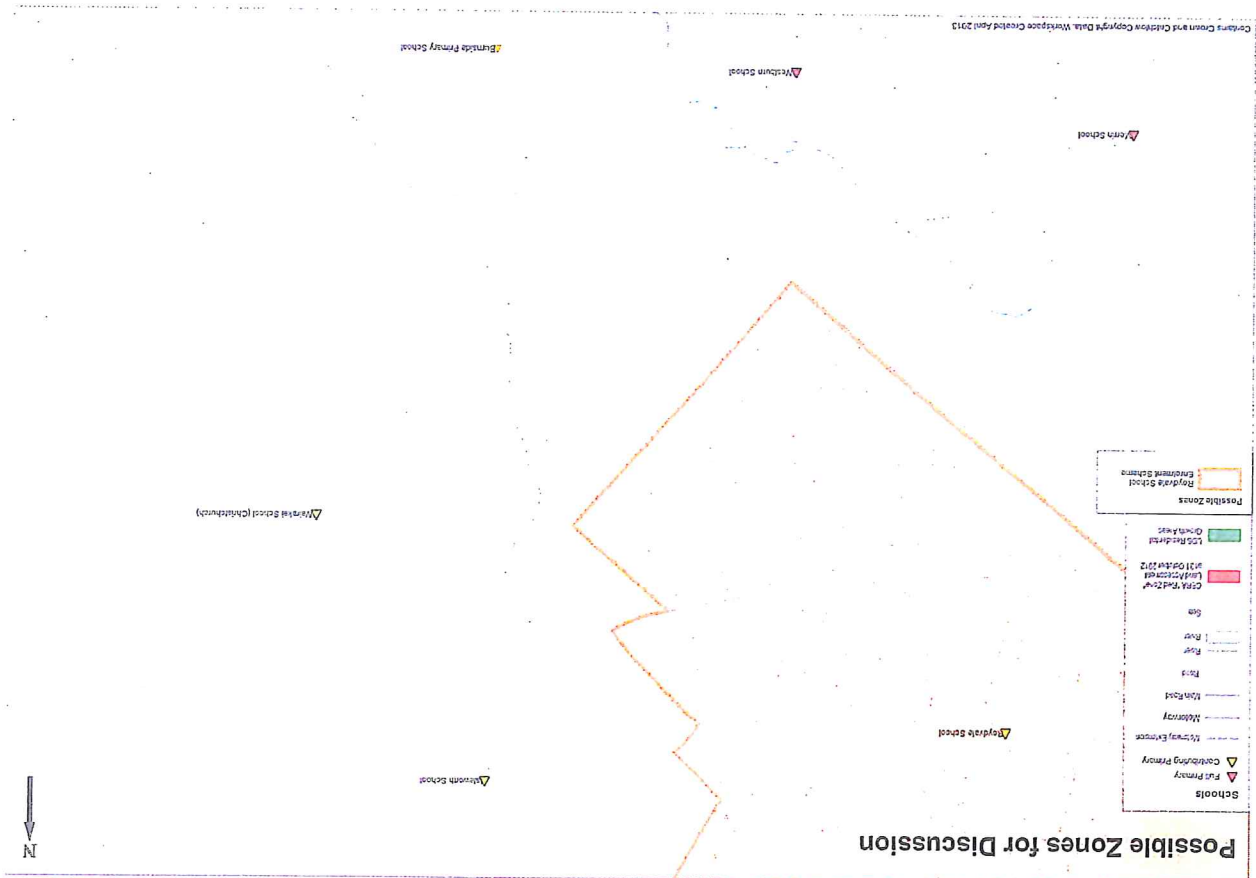
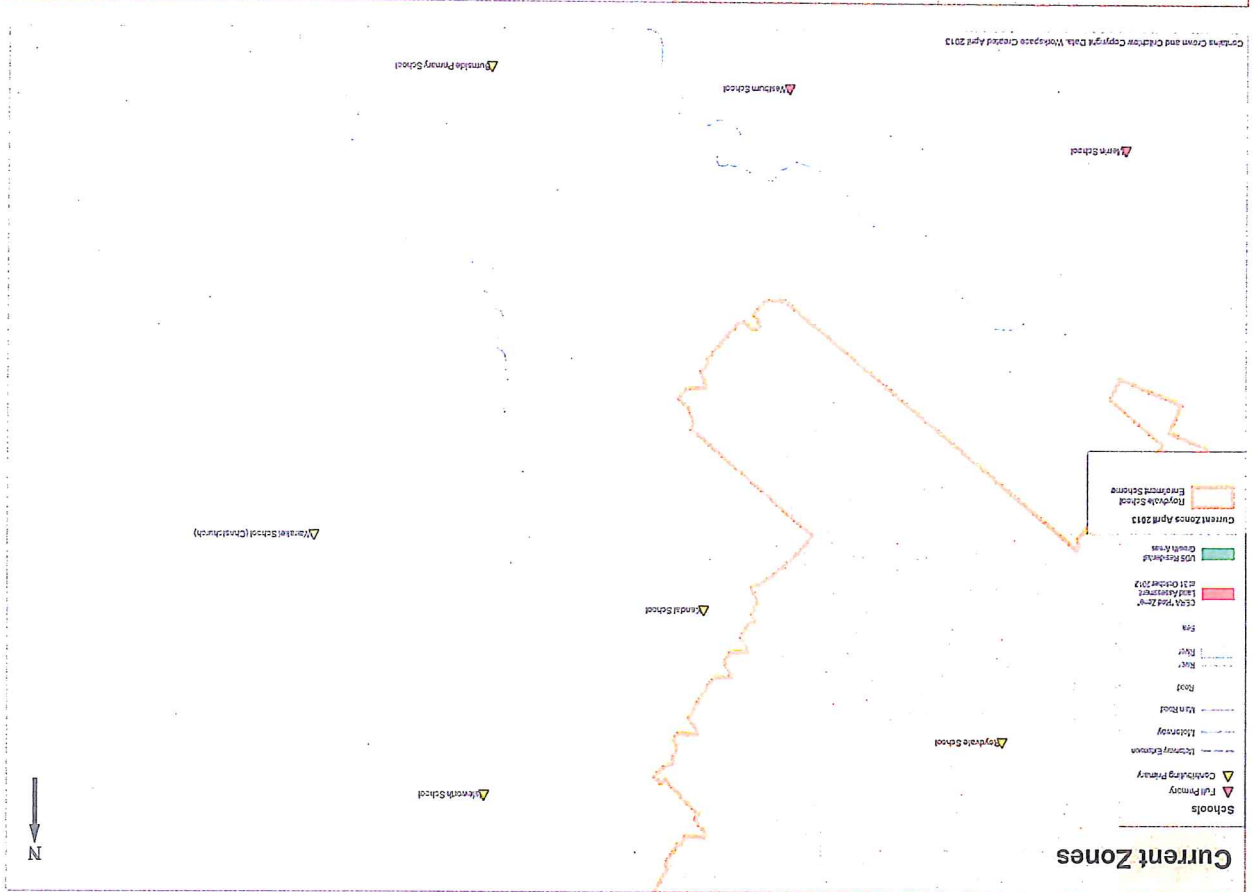
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Richmond School – Current and Possible Zones



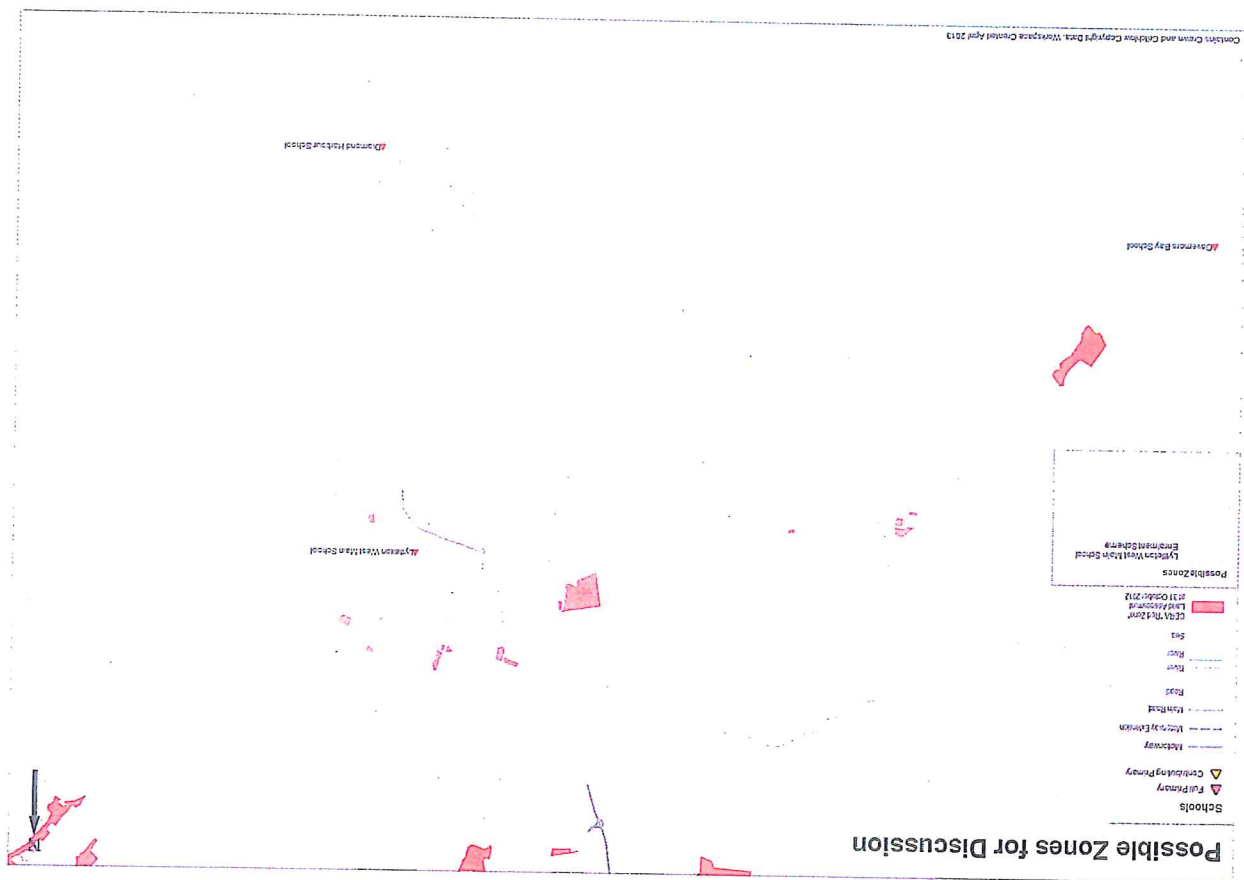
Indicative Enrolment Scheme Maps
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Kendal School – Current and Possible Zones



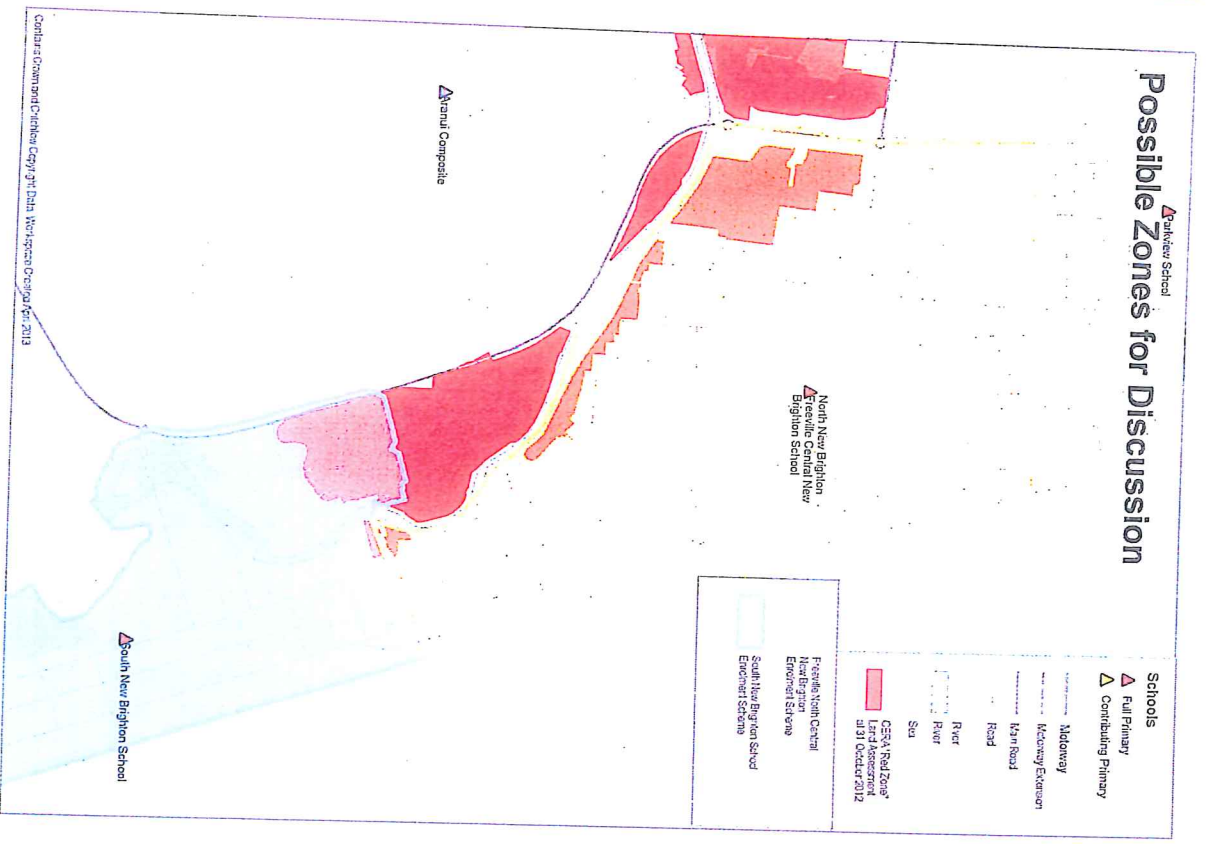
Indicative Enrolment Scheme Maps
 The enrolment schemes outlined in these maps are based on the proposals for the closure and merger of schools in Christchurch and are indicative only. The schemes have not been discussed with the Boards of the affected schools, and therefore are not final and are subject to change. Any final decisions made around changes to the enrolment schemes of schools will be discussed with the Boards of the affected schools before being implemented.

Lytelton School – Current and Possible Zones



Indicative Enrolment Scheme Maps
The enrolment schemes outlined in these maps are based on the proposals for the closure and merger of schools in Christchurch and are indicative only. The schemes have not been discussed with the Boards of the affected schools, and therefore are not final and are subject to change. Any final decisions made around changes to the enrolment schemes of schools will be discussed with the Boards of the affected schools before being implemented.

Brighton Schools – Current and Possible Zones



Indicative Enrollment Scheme Maps

The enrollment schemes outlined in these maps are based on the proposals for the closure and merger of schools in Christchurch and are indicative only. The schemes have not been discussed with the Boards of the affected schools, and therefore are not final and are subject to change. Any final decisions made around changes to the enrollment schemes of schools will be discussed with the Boards of the affected schools before being implemented.