

Education Report: Further consideration of the future of the Aranui Cluster Schools

Executive Summary

1. This paper seeks your final decision on the proposed establishment of a new Aranui Community Campus with Year 1-13 education provision on the Aranui High School site, and the proposed closure of Aranui High School, Aranui School, Avondale School and Wainoni School on 27 January 2017. It also seeks your final decision on the proposed retention of Chisnallwood Intermediate School, with a review of its place and viability within the new schooling network to be undertaken by 2020.
2. On 13 September 2012, you announced a number of proposals for changes to schooling in greater Christchurch including the proposal to close five schools in the Aranui Learning Community Cluster (the Aranui Cluster) and establish a Year 1-13 area school in Aranui with wrap-around sports, community and social services. This has since become known as a proposal to develop a Year 1-13 community campus.
3. The rationale for the proposal for the Aranui Cluster was based on the declining total combined roll for the schools and the earthquake related damage that has been suffered. Since July 2010, the combined school roll in this cluster has fallen by almost 500 young people. All five schools have earthquake related damage, structural strengthening and weather-tightness issues. This has provided an opportunity to enhance the delivery of education in the Aranui area.
4. Due to the complexity of the Aranui proposal, the fact that there was one proposal for all five schools and that the opening of a new education facility would not be until January 2017, you decided to extend the timeframe for the Boards' submissions until 7 March 2013.
5. In April 2013, the Ministry of Education reported to you on the results of the consultation undertaken by the Boards of each school with its community about the proposal. The report provided you with several options to consider. This report (Metis 762668) is attached for your information.
6. On 22 May 2013 you announced your interim decision to:
 - Establish a community campus with Year 1-13 education provision and wrap-around services on the Aranui High School site on 27 January 2017.
 - Close Aranui High School, Aranui School, Avondale School and Wainoni School on 27 January 2017.
 - Retain Chisnallwood Intermediate School and review its place and viability in the new schooling network by 2020.
7. The remediation for the four schools is estimated at \$24.4 million, in total. The anticipated cost of building new Year 1-13 schooling is estimated to be approximately \$41 million.

8. You wrote to the Boards of each school giving them until 3 July 2013 to advise you of any reasons why the interim decision should not proceed. The five Boards have now responded to your letter. These submissions were provided to your office on 5 July 2013.
9. The Boards of Aranui High School, Aranui School and Wainoni School are supportive of your interim decision. The Boards have submitted considerations they would like you to take into account when making your next decisions, including issues of staff retention, concerns about the public private partnership (PPP) procurement model, and the need to establish leadership with representation from all the closing schools' communities early in the process.
10. The Boards have also provided information from their communities about the possible shape of the new schooling provision, which would be considered further in the next round of consultation should you decide to proceed with your interim decision.
11. The Board of Avondale School disagrees with your interim decision as it does not accept the rationale behind the decision. The Board states that Avondale School is a "school of choice", earthquake damage to the school facilities is minimal, and retention of the school would not negatively impact the sustainability of the community campus. The Avondale community has rejected the proposal and would prefer for Avondale School to remain open.
12. The Board of Avondale School has proposed two alternatives to your interim decision:
 - Retaining Avondale School on its current site as it is, with a view to enabling it to work more closely with Chisnallwood Intermediate School. The Board would accept the review conditions placed on Chisnallwood by 2020.
 - Retaining Avondale on its current site and adding ECE facilities.
13. The Ministry's view is that both of these options in some form were considered as part of the analysis of submissions after the first round of consultation and does not recommend that you proceed with either. The interim decision provides a solution to enhance student achievement, engagement and participation in education for the Aranui Cluster as a whole. The alternatives proposed by the Board of Avondale School do not provide cluster and community-wide benefits.
14. The Ministry considers that a decision to retain Avondale School, with its place and viability in the new schooling network reviewed by 2020, would impact severely on the sustainability of the Aranui community campus. With both Chisnallwood Intermediate School and Avondale School set apart from the community campus, the new schooling provision would only attract approximately 700 students. The decision to retain Chisnallwood Intermediate School was based on the consideration that it largely serves students from neighbouring clusters. Avondale School mostly enrolls children residing in the Aranui Cluster and therefore the Ministry does not recommend the school be retained.
15. The Board of Chisnallwood Intermediate School has accepted your interim decision to retain the school and review its viability and place in the new schooling network by 2020.

Minister, you will recall
you confirmed your final decision 2
in a letter to the Chisnallwood Board
Trustees, dated 31 July 2013.

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16. All four Boards of schools proposed to close, as well as NZEI and the submission from teaching staff, submit that merger of the four schools would be preferable to closure. The reasons provided for this are to protect the job security of existing staff and to assist with students' transition from the closing schools into the Year 1-13 schooling provision. The Ministry does not support merger as it sees that there would be little benefit for students, and merger of the schools would not provide the same opportunity for a fresh start for education in the Aranui Cluster as closure. This was one of the key reasons for the proposal.
17. The Ministry's view is that the rationale for closure of the four schools remains. Repair of the existing schools is not supported by the Ministry as it does not respond to the community specific education needs of Aranui, being a low decile area with a high proportion of priority students. The 21st century school facilities would support the development of the identities, languages and cultures of the young people within the community context, directed to the specific needs of Aranui, as well as addressing the current over-capacity issues.
18. Once your final decision is known, the Ministry will provide letters for your signature to the Boards of the Aranui Cluster schools, and to the local Members of Parliament, advising them of your decision. If you decide to close the four schools gazette notices for the closures will also be provided.
19. If you agree to close the four schools and establish a community campus with Year 1-13 schooling provision and wrap-around services, details of the estimated operational costs/savings will be provided to you. The Ministry would also provide support to the four schools up to the date of closure to help them provide effective teaching and learning programmes during this transitional time.
20. If you agree to finalise your interim decision, the Ministry will undertake consultation with the four Aranui schools and community about the shape of the schooling provision, and the facilities and services that should be considered for inclusion on the community campus.
21. The Ministry will provide a report to you in February 2014 about the results of the consultation, including recommendations about the next steps in the process.

Recommended Actions

We recommend that you:

- a. **note** the information provided by the Boards of Trustees of the five Aranui Learning Community Cluster schools about the second consultation feedback and consider this alongside the original submissions from the Boards;
- b. **agree** to establish a community campus with Year 1-13 education provision and wrap-around services on the Aranui High School site to open on 27 January 2017;

AND

agree that Aranui High School, Aranui School, Avondale School and Wainoni School will close on 27 January 2017;

AND

agree to retain Chisnallwood Intermediate School on its current site with a review of its place and viability within the new schooling network to be undertaken by 2020.

 AGREE / DISAGREE

If you agree to establish a community campus, you are asked to:

- c. **agree** to the Ministry undertaking consultation with the wider Aranui community, Christchurch City Council, Government agencies, community groups and other key stakeholders about the options for schooling provision and the make-up of possible other facilities and services within the community campus development;

 AGREE / DISAGREE

- d. **note** that the Ministry will work with the Boards of the schools to best support them in their provision of effective teaching and learning programmes to the date of the closures;
- e. **note** that you will receive a report about this consultation in February 2014;
- f. **note** that once your decision is known, letters to the Boards of Trustees of the affected schools and to the local Members of Parliament will be developed for your signature;
- g. **note** that gazette notices for the closures will be provided for your signature; and

- h. **agree** that a copy of this report be released to the Board of Trustees of Aranui High School, Aranui School, Avondale School, Chisnallwood Intermediate School and Wainoni School.

AGREE / DISAGREE



Katrina Casey
Deputy Secretary
Regional Operations

Encls



Hon Hekia Parata
Minister of Education

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Education Report: Further consideration of the future of the Aranui Cluster schools

Purpose

1. This report seeks your final decision on the establishment of a community campus with Year 1-13 education provision on the Aranui High School site, the proposed closure of Aranui High School, Aranui School, Avondale School and Wainoni School, and on your interim decision to retain Chisnallwood Intermediate School and undertake a review of its viability and place in the new schooling network by 2020.

Background

2. On 13 September 2012, you announced a number of proposed changes to schooling provision in greater Christchurch, and on 28 September 2012 you wrote to the Boards of Trustees of the five Aranui Learning Community Cluster schools formally initiating consultation on the proposal to close Aranui High School, Aranui School, Avondale School, Chisnallwood Intermediate School and Wainoni School, and establish a Year 1-13 area school in Aranui with wrap-around sports, community and social services. That consultation period ended on 7 March 2013.
3. The proposal to close the schools in the Aranui Learning Community Cluster (the Aranui Cluster) and establish a Year 1-13 area school with wrap-around services was developed after considering the decreased combined school roll in the cluster and the level of earthquake related damage.
4. Given the significant level of investment required to remediate all four schools, there is an opportunity to establish new schooling provision which would enhance the quality of the infrastructure and also support improved student achievement, engagement and participation in education.
5. In April 2013, the Ministry reported to you on the outcomes of that consultation and provided you with several options for you to consider (Metis 762668 – Appendix One).
6. On 22 May 2013, you announced your interim decision that Aranui High School, Aranui School, Avondale School and Wainoni School should close, and an Aranui Community Campus with Year 1-13 education provision and wrap-around services should be established on the Aranui High School site on 27 January 2017. You also announced your interim decision that Chisnallwood Intermediate School should be retained on its current site and a review of its viability and place in the new schooling network should be undertaken by 2020.
7. You wrote to the Boards of each school giving them until 3 July 2013 to advise you of any reasons why the closures and establishment of the community campus should not take place. The five Boards have now responded to your letter and your office was provided with their submissions on 5 July.

Submissions from the Boards

8. The submissions from the Boards are summarised below. For a more detailed analysis of each submission please refer to Appendix 2 of this report.
9. All of the four affected Boards took part in the Aranui School and Community Forum. This was a community workshop, in which 50 people participated, to discuss the closure of the four Aranui schools and the establishment of new schooling provision on a community campus. The forum raised the following points:
 - Leadership of the community campus is needed from a range of different sectors.
 - There are opportunities for facilities within the community campus.
 - The place of a Special School in the community campus.
 - Some separation of year/age groups would be ideal.
 - Possible constraints of the Aranui High School site.
 - The inclusion of Early Childhood Education (ECE) in the campus.
 - Questions about the closure of Avondale School.

Aranui High School

10. The Board of Aranui High School agrees with the proposal to close the school and establish Year 1-13 education provision on the Aranui High School site.
11. The Board has raised concerns about staffing during the period between the announcement of the final decision to close the four Aranui Cluster schools and the establishment of the new schooling provision (the interim period). This particularly relates to job security, staff recruitment, retention and morale. The Board is also concerned about the implications of a public private partnership (PPP) procurement model and ensuring that the community is engaged in the process, especially during the interim period.
12. The Board has provided information for your consideration about the shape of the new schooling provision and possible inclusions. If you decide to proceed with your interim decision, the shape of the community campus would be considered during the next round of consultation.

Aranui School

13. The Board of Aranui School is supportive of your interim decision to close the school and establish Year 1-13 schooling in the Aranui Cluster.
14. The Board has asked that in making your final decision you consider the implications for staff, particularly the provision of support for current employees and opportunities for professional development, as well as ensuring continued learning and teaching.
15. The Board has also submitted it is imperative that the community is engaged and involved in the development and establishment of the new schooling.

Wainoni School

16. The Board of Wainoni School is supportive of the interim decision, but requests that you reconsider including Chisnallwood Intermediate School in the new community campus, as originally proposed.

17. The Board asks that in making your final decision you consider the possibility of merging the schools rather than closing them. It also recommends the levels of support that could be offered during the interim period to ensure that the impact on the existing schools is minimised.

Avondale School

18. The Board of Avondale School has responded to your interim decision stating that it does not support the closure of Avondale School. It disagrees with the rationale for the interim decision. Further analysis of the Board's response is detailed in the *Ministry's Response – Avondale School* section of this report.
19. The Board has also submitted two alternative proposals to the interim decision. These are as follows:
- Retention of Avondale School in its current form and enable the school to work more closely with Chisnallwood Intermediate School. Avondale School's place and viability in the new schooling network could be reviewed alongside the review of Chisnallwood Intermediate School by 2020.
 - Retention of Avondale School in its current form and adding ECE facilities onsite.

Further analysis of these alternative proposals is detailed in the *Ministry's Response – Alternative Proposals to Interim Decision* section of this report.

20. Should you decide to proceed with your interim decision, the Board has provided you with considerations it would like you to take into account in the creation of the community campus. These include the possibility of merging the schools rather than closing them. Merger is proposed as a way to protect the staff and to mitigate the possible risks of closure. The Board states that leadership would need to be established early, and engagement with the community would need to be maintained in order for the community campus to be successful.

Chisnallwood Intermediate School

21. The Board of Chisnallwood Intermediate School has responded to your interim decision and states that it accepts your interim decision for the school to be retained on its current site.
22. The Board does not make any comment about the community campus.

Submissions from other parties

23. Submissions have also been received from NZEI Te Riu Roa Waitaha/Canterbury Area Council (NZEI), teaching and support staff employed at Aranui High School, Aranui School and Wainoni School (the Staff), Kidsfirst Kindergartens, and the Avondale Residents' Association (ARA).
24. Their submissions are summarised below. For a more detailed analysis of each submission please refer to Appendix 3 of this report.
25. The Kidsfirst Kindergartens and ARA submissions were included with the submission from the Board of Avondale School.

NZEI

26. NZEI submits that consideration should be given to merging the four schools instead of closing them, staff positions being “ring-fenced” at 2013 levels, and that PPP procurement may run contrary to community ownership of the campus.

The Staff

27. The Staff submits that merger of the schools would be preferable to closure. The reasons it submits are that closure has negative connotations, job security for staff and the higher cost associated with more redundancies in a closure process. The Staff submits that the philosophical alignment of the three schools (Aranui High School, Aranui School and Wainoni School) means that merger would be a smoother process than closure.

Kidsfirst Kindergartens

28. Kidsfirst Kindergartens supports the proposal for a community campus, but does not support the inclusion of Avondale School. It recommends that the inclusion of ECE services on both of the Avondale School and community campus sites is critical.

ARA

29. The ARA strongly opposes the proposal to close Avondale School. It submits that closure would negatively impact the viability of Avondale as a suburb, and may affect the sustainability of Chisnallwood Intermediate School.

Ministry’s response – Avondale School

30. The Ministry has considered the views and issues raised in the submissions from the Board of Avondale School. This is the only Board that disagrees with your interim decision.
31. The Board states that the reasons for the interim decision according to METIS 762668 are:
- The roll is in decline and the school is currently utilising 64% of its capacity.
 - Earthquake-related damage.
 - Repair of the existing buildings does not respond to the community specific education needs.
 - Larger schools are able to offer greater choice to young people than smaller schools often can.
32. The Board disagrees with this rationale. Its explanations and Ministry response to them are detailed below.

School Roll

33. The Board submits that with the removal of four surplus classrooms, the utilisation of the Avondale School site is now 77%. A further seven classrooms are relocatable. The Board therefore does not consider that utilisation should be taken into account as a reason for closure because it can be changed.

Ministry Comment

- The Ministry acknowledges that the utilisation of a school can be changed, and that with the removal of classrooms the percentage of utilisation at the school has increased.
 - However, part of the reasoning behind the interim decision is to increase utilisation of school facilities across the Aranui Cluster as a whole. The new schooling provision would enhance the quality of the infrastructure, which would support improved student achievement, engagement, and participation in education.
34. The Board states that the roll has now stabilised and that it has identified 28 smaller primary schools in Christchurch that remain open.

Ministry Comment

- The Ministry notes that the roll of Avondale School has dropped from 321 students in March 2012 to 301 students in March 2013.
 - The 28 schools that the Board argues have smaller rolls than Avondale School and are remaining open may be vital to the network in location and provision.
 - Each proposed closure or merger of schools in greater Christchurch has been considered as a separate situation within its cluster and on its individual merits. While there are similarities in the circumstances of some schools, such as roll size, there are also significant differences which have led to a range of solutions being proposed, and decisions ultimately made.
35. Burwood School and Windsor School will merge in January 2014. The Board argues that Avondale School will absorb children who currently attend Burwood School but reside in the Avondale area.

Ministry Comment

- If these families choose to enrol their children at Avondale School the Ministry acknowledges that this may increase its roll and utilisation. However, as stated previously, utilisation is only part of the rationale behind recommending closure of the four Aranui schools and the establishment of new schooling provision on a community campus.
 - The Ministry notes that as at July 2012 its data showed there were 29 children enrolled at Burwood School who resided in the Avondale School catchment. This figure is fewer than that suggested by the Avondale Board.
36. The Board submit that the community has concerns about the possible risks associated with Year 1-13 schooling, and that retention of a Year 1-6 school is critical to ease these concerns.

Ministry Comment

- If you agree to proceed with your interim decision, the next round of consultation would determine the shape of the schooling provision on the community campus. This schooling provision may be two schools: a Year 1-6 school and a Year 7-13 school.

- Any concerns that the community has about the shape of the schooling will be raised during the next consultation period. If the community as a whole is not supportive of one Year 1-13 school, the Ministry would take this into account in formulating its recommendation to you.
- If, after the next consultation process occurs, you decide to establish one Year 1-13 school, the Establishment Board of Trustees (EBOT) will then be appointed. It could decide that the school will have some separation of playgrounds / break out areas for junior / senior students, while still sharing facilities such as hall and administration areas. This would ensure that the concerns raised about younger and older students mixing together would be effectively managed. However, the Ministry considers physical separation may not be the best or only way to provide a safe environment for students of differing ages who share schooling facilities.
- The Ministry has commissioned the New Zealand Council for Educational Research (NZCER) to develop a useful online tool to identify the safety of the school environment. This tool will identify any issues of bullying, giving school leadership the opportunity to strengthen the wellbeing of their schooling environment.

Sustainability of the Community Campus

37. The Board submits that Avondale School would not pose a threat to the sustainability of the community campus. The reason provided for this is that the EBOT should take into account the existing schooling provision in the area and plan for the community campus accordingly.

Ministry Comment

- While the Ministry acknowledges that the EBOT would take into account the existing schooling provision in its input into the planning and design of the community campus, the proposal is about creating a local, full schooling solution for the Aranui Cluster as a whole. This includes Avondale School. The proposal is about ensuring that young people can access education at all levels within the Aranui Cluster.
- The Ministry does not consider the student roll numbers within the Aranui Cluster are high enough to sustain two different paths of schooling. This is evident in the March 2013 rolls for the three primary schools: Aranui School – 159, Avondale School – 301, and Wainoni School – 99.¹ This is a total of 559 children enrolled in Year 1-8 provision in the cluster, excluding those attending Chisnallwood Intermediate School. If this number was divided evenly between two schools, a roll of 280 children would be considered small for a city school and may reduce the educational opportunities available to children in the Aranui area. Given that Aranui is a low decile area, the Ministry is seeking to increase the educational opportunities available to young people in this cluster.

¹ Avondale School is Year 1-6, whereas Aranui School and Wainoni School are Year 1-8.

Earthquake related damage, Buildings, and Land

38. The Board submits that the cost of remediation at Avondale School is minimal and does not justify school closure. It argues the Indicative Ten Year Property Costs were not informed by detailed site-specific assessments and that actual remediation costs will be less than has been estimated.
39. The Board is concerned that you have not seen the Detailed Engineering Evaluation (DEE) and a detailed breakdown of costs. The Board submits that the DEE confirmed that the work required is minor, and that a consulting engineer stated it is considered to be between 1 and 2 on a scale of 10 (with 10 being the most serious).
40. The Board also argues that Avondale School already has modern classrooms similar to the Modern Learning Environments (MLEs) that would be provided on the community campus. The new classrooms were built in 2005, and the Ministry has made significant, capital investment into the school.

Ministry Comment

- The Indicative Ten Year Property Costs to repair Avondale School are \$4.8 million. This is made up of costs for structural strengthening and weather-tightness.
- The Ministry acknowledges that the repairs required to Avondale School are relatively minor. However, the proposal to close the school is based on a number of factors and the opportunity the earthquake events have provided to rejuvenate education in Aranui. Because of this, even if the costs of repair were smaller than currently estimated the Ministry would still be recommending that you close Avondale School.
- The Ministry does not support the repair of the existing schools as this would not respond to the community specific education needs. The construction of new education provision on a community campus would allow for quality schooling within the context of the resources and facilities of the Aranui community.
- In 2005, the Ministry replaced fire-damaged teaching spaces at Avondale School with two new blocks that provide six teaching spaces. Although these teaching spaces are only eight years old, they do not meet some of the core elements of MLEs.
- The Ministry undertook capital investment at the school in 2005 in response to the fire-damaged buildings, but no other significant capital investment has been undertaken at the school over the last eight years.
- The new community campus would offer the opportunity to have MLEs standards in classrooms, hall, recreation and administration facilities. Because a larger school would attract more funding, there would also be more resources available to young people, which would increase their educational opportunities.

Community Specific Education Needs

41. The Board has asked for the Ministry to elaborate further on the specific community education needs referred to in Metis 762668, and why these needs would not be served by repair of the existing schools.

Ministry Comment

- The Aranui Cluster community specific education needs are those of a low decile area with a high proportion of priority students. Given that we know transitions between schools can be difficult for some young people, particularly those from low decile areas, there is a case for a network which results in fewer transitions.
- Traditionally lower decile areas also draw on more social services. The community campus would offer provision of these locally, so that families would not need to travel far in order to access these services.

Parental choice

42. The Board presents evidence that families residing the Avondale community would not enrol their children at the community campus. It submits that parents would enrol their children in schools outside the area in the event of closure of Avondale School. It submits that this would disrupt education in the community, and negatively impact both Chisnallwood Intermediate School and the community campus.
43. The Board submit that few of Avondale School leavers enrol at Aranui High School.
44. The Board also states that Avondale parents value choice of education provision. The new schooling proposed would not offer suitable levels of choice for families in the area.
45. The Avondale community is dissatisfied with the interim decision and feels that the Ministry has not taken into account the depth of feeling the community has for Avondale School.
46. The Board of Avondale School submits that it is a "school of choice" and provides tailored support to priority and vulnerable children.

Ministry Comment

- The nature of schooling in New Zealand means that parents are able to enrol their child in any school that the child meets the eligibility criteria for. Should children be eligible to attend a school other than the provision that would be offered at the Aranui community campus, parents may choose to enrol their children at that school.
- As stated in METIS 762668, the Ministry acknowledges that there will be a change in the nature of choice available to parents. The choice will see children access a wider range of activity and learning opportunities being provided within the community campus.
- The Ministry acknowledges that Avondale School is seen as a "school of choice", but submits this is from within the Aranui Cluster area. Families are currently choosing between enrolling their children at Aranui School, Avondale School and Wainoni School.

- Chisnallwood Intermediate School enrolled 489 out of its 759 students (according to the March 2012 roll) from outside of its zone. This indicates that it is a “school of choice” for the wider eastern Christchurch, rather than within one cluster. Unlike Chisnallwood Intermediate School, few of the children attending Avondale School are residing outside the Aranui Cluster.
- The Ministry further notes that in its initial submission the Board suggested an alternative proposal that all three primary schools (Aranui School, Avondale School, and Wainoni School) merge on the Avondale School site as a Year 1-6 contributing primary school with Avondale School being the continuing school. The Ministry did not recommend this option to you as the community campus would ensure that transitions in the schooling system were smoother than moving between separate schools. If you had agreed with this option, there would have been one primary school option within the cluster, which is the same as that proposed by the interim decision.

Learning Outcomes and Student Achievement

47. The Board of Avondale School has submitted that the Avondale community remain unconvinced that a community campus would improve the learning outcomes for children currently enrolled at Avondale School. It submits that Avondale School is a high performing school.

Ministry Comment

- The Ministry does not accept the Board’s argument as sufficient reason to negate the rationale for the proposal as the Ministry expects all schools to provide young people with the opportunity to experience quality learning. Should you agree to proceed with your interim decision to close Avondale School, students can reasonably expect to receive high quality education at the newly established schooling provision.
- The community campus would provide the opportunity to engage not only with the student but also with their families and whānau through ECE and Adult and Community Education. This may mean that learning outcomes are improved as the whole family becomes engaged in education. Parental participation in education often results in higher levels of learning engagement for their children in education.

Summary

48. The Ministry’s view is that the Board of Avondale School has not provided any strong arguments against finalising your interim decision.

Ministry’s response – Alternative proposals to interim decision

49. The Board of Avondale School has put forward two alternative proposals in response to your interim decision.

Alternative Proposal 1 – Retain Avondale School on its current site as it is, with a view to enabling it to work more closely with Chisnallwood Intermediate School. A review of its place and viability within the new schooling network could be undertaken by 2020.

50. The Board states that Avondale School could share facilities with Chisnallwood Intermediate School and develop a range of additional wrap-around social services. It submits that with a roll of over 300 children, the school is a high-performing and strong entity.
51. This option would see the retention of Year 1-6 schooling in Aranui while still enabling the creation of a separate community campus, consolidating efficiencies in the schooling network.
52. The Board submits that the Ministry rejected its proposal to work more closely with Chisnallwood Intermediate School because the schools would remain in close proximity to the community campus and may compromise the sustainability of the new schooling provision. It was also rejected because the two schools have not in the past shared facilities and resources to any significant extent.
53. The Board submits that Chisnallwood Intermediate School is remaining open and draws 246 of its student population from the Aranui Cluster area. It also states that the community continue to demand separate Year 1-6 provision and that the two schools have shared facilities in the past. It proposes that there is no reason why they could not work more closely together in the future.

Ministry Comment

- The Ministry does not view this as a suitable option as the school would remain in close proximity to the new Year 1-13 education provision and would likely negatively affect the sustainability of the new schooling.
- While the Ministry acknowledges that this is difficult for the Board of Avondale School to accept, retention of the school would severely impact the sustainability of the community campus in terms of roll numbers. There are an estimated 1,700 students receiving their education in the Aranui Cluster. If only the rolls of Aranui High School, Aranui School and Wainoni School were combined to make up the student population of the community campus, the roll would be only 700 students.
- Retention of both Chisnallwood Intermediate School and Avondale School would result in benefits for the two schools, but not for the wider cluster and local community.

Alternative Proposal 2 – Retain Avondale School on its current site and adding ECE services

54. This option would allow for the retention of Year 1-6 schooling in Aranui while still enabling the creation of a separate community campus, while still promoting consolidation and efficiencies in the schooling network.
55. It would promote higher utilisation of the Avondale School site and learning pathways from ECE to Year 6.

Ministry Comment

- This option was similarly explored during the first round of consultation, when the Board suggested merging the three primary schools as a Year 1-6 school on the Avondale School site with the possible inclusion of agreed social welfare agencies and the provision of ECE services.
- While the Ministry acknowledges that this proposal would assist with increasing the utilisation of the Avondale School site (by introducing ECE services), it would not address the underlying issues of the schooling network in the Aranui Cluster.
- Given that we know transitions between schools can be difficult for some young people, particularly those from low decile areas, there is a case for a network which results in fewer transitions. The Board's alternative proposal would not achieve this.
- A community campus with Year 1-13 education provision would reduce transitions in the schooling system in the Aranui community. The campus would also provide opportunities for collaboration, if it is composed of more than one school with shared governance. This would ensure that transitions in the schooling system had less impact on students' learning than moving between separate schools.
- As commented on earlier in this report, while the Ministry acknowledges that possible closure may be difficult for the Board of Avondale School to accept, retention of the school would severely impact the sustainability of the community campus in terms of roll numbers. The alternative proposal put forward by the Board does not address this issue.

Alternative Proposal 3 – Merger of the four schools into the Year 1-13 education provision on the community campus

56. All of the four Boards have submitted that they would prefer merger of the schools to closure in order to protect staffing job security, as well as assisting with the transition to the new campus. The Boards have submitted that merger would allow students to feel secure as they bring their school cultures to the community campus schooling provision. Further details of the Boards' submissions about this can be found in Appendix 2.

The merger process

57. School mergers take place under section 156A of the Act. This section enables the Minister of Education to merge one or more state schools (the merging school) with another state school (the continuing school).
58. The Board of the continuing school usually stays in office while the Boards of the other schools are dissolved on the day the merger takes effect. Alternatively, the Minister may appoint a Board of Trustees for the continuing school.
59. When schools are merged, none are legally closed, but one school is identified as the continuing school. All of the assets, debts and liabilities of the merging schools become those of the continuing school.

60. If you wish to progress the merger options, you would need to defer a decision about closure of the schools, and initiate consultation on the merger proposal.
61. Mergers (like school closures) generate Education Development Initiative (EDI) enhancements and Joint Schools Initiative Funding (JSIF), according to the EDI policy. If the final decision is to close the four Aranui schools and establish one or two new schools in the area, the same amount of EDI and JSIF funding is generated if the schools merge and one or two schools are formed.

Reasons for considering merger rather than closure

62. NZEI, the Staff, and the Boards' submissions urge you to consider merging the four schools. The reasons put forward for this request are to ensure job security for staff employed at the schools, recognition of the stress that closure is putting on students, teachers and the wider community, and the suggestion that closure puts forward that the current schools are failing. A detailed analysis of the submissions received from all parties is attached in Appendices 2 and 3.

Ministry Comment

- The Ministry acknowledges that merger may reduce staff stress as school staff involved in a merger would have first chance to obtain roles at the merged school.
- However, the Ministry does not believe that there would be any substantive educational benefits to young people from a merger.
- Closing the schools and establishing new provision means that there is an opportunity to employ the best teaching and support staff available. Teachers and support staff currently employed by the Aranui schools would be able to apply for jobs in the new schooling provision. If the EBOT / Principal believe that individual staff members have the capabilities required for the job then they will be appointed.
- The Ministry submits that staff stress would be mitigated by the provision of a support package. Details of the support that would be offered should you agree to close the four schools are in the *Support* section of this report.
- Should you decide to undertake consultation about the possible merger of the schools it would change the proposed timeframes for the implementation and construction of the new schooling provision. If this is your decision a revised timeframe will be developed for your information.
- The Ministry considers that a campus that is established from the existing community needs and in consultation with the communities would provide better opportunities and benefits for the young people of Aranui. Merging the identities, cultures and staff from four schools would not provide the same opportunities for change and innovation that establishing a new campus would provide.

Ministry's response – Next round of consultation

63. The Ministry has considered the views and issues raised in the submissions from the Boards. Much of what was written in response to your interim decision was about the nature of the new schooling provision, which the Ministry recommends you initiate consultation on if you agree to make a final decision to close the four schools and establish Year 1-13 education provision in Aranui. Consultation under section 157 of the Education Act 1989 is required before the establishment of a new school(s).
64. Each of the points that the Boards raise is dealt with below.

Structure

65. The Boards of Aranui High School, Aranui School and Wainoni School support the concept of a community campus, but consider that there would need to be a separation of age groups. This could be achieved by creating defined school areas (e.g. junior, middle, and secondary), and timing separation (e.g. different start times and lunch times).

Ministry Comment

- If you agree to close the schools and establish new Year 1-13 schooling in Aranui, the next round of consultation will consider what this schooling provision is made up of e.g. one Year 1-13 school or two schools: a Year 1-6 school and a Year 7-13 school. Alternatively, the community may suggest other options such as a junior/middle/senior school model. Once a decision on the shape of the schooling network is made an EBOT will be appointed for each school (as appropriate). The Ministry does not at this time have a particular preference for the structure of the campus.
 - If the community prefer for the new schooling provision to be one Year 1-13 school, and a Year 1-13 school is established, the EBOT would make decisions about how the school will be organised. It could decide that the school will have some separation of playgrounds / break out areas for junior / senior students. However, the Ministry considers physical separation may not be the best or only way to provide a safe environment for students of differing ages who share schooling facilities.
 - The Ministry submits that Year 1-13 schools are not new. Both Year 1-13 and Year 7-13 schools are common in different parts of the country, such as rural areas and in the provision of private schooling.
 - The Ministry would work with the EBOT(s) to implement the concept of tuakana/teina, in which older students mentor younger children. The Ministry also notes that students of all ages mix regularly in the community and total separation during the school day would not be an appropriate solution to these concerns.
66. The Board of Wainoni School requests that you reconsider including Chisnallwood Intermediate School in the community campus, as originally proposed.

Ministry Comment

- The Ministry does not support this proposal due to the nature of Chisnallwood Intermediate School's roll being drawn from a wide catchment across eastern Christchurch. The Ministry recommends that you confirm your interim decision to undertake a review of Chisnallwood Intermediate School's viability and place in the new schooling network by 2020.
- In effect, the decision has already been made for the campus to provide provision for Year 7-8 students. This provision can be offered without closing Chisnallwood Intermediate School.

Timing

67. The Boards of Aranui School and Avondale School have raised concerns about the timing of the closures and establishment of the new schooling provision changing from the interim decision timeframe of January 2017.

Ministry Comment

- The Ministry recommends that you retain this timeframe as it would allow for sufficient time to engage with the Aranui community about the shape and nature of the new schooling provision.
- The timeframe also allows for the community and EBOT(s) to be involved in the design of the new facilities, and for the building work for the new schooling provision to be undertaken.

Teaching and Support Staff

68. Merger has been raised by a number of parties as an alternative to the original proposal in order to ensure job security for teaching and support staff.

Ministry Comment

- The Ministry has considered the possibility of merger in paragraphs 56-62 of this report and does not recommend this.
69. All of the Boards raise concerns about retaining high quality staff during the interim period to ensure that teaching and learning does not suffer. This is both in relation to operational funding and staffing levels. The Boards have submitted that support is needed to help staff so that the transition to the new campus is a positive experience.
70. The Boards also note that real issues exist in staff recruitment and retention, as well as maintaining morale and job security. They submit that closure of the schools is distressing to staff, who have played key roles in ensuring continuity after the earthquakes.

Ministry Comment

- The Ministry acknowledges these concerns and will work with the schools and the Aranui community throughout the transitional timeframe to ensure that the schools are well supported.

- The Ministry would also work with the Boards of the existing schools to help the communities to continue actively supporting their schools. This support may be a range of possibilities, such as communications assistance so that the Boards continue to promote their schools in the community.
- The Boards would be encouraged to seek support from the Waitaha, Pasifika, and Education Advisory Boards as well as utilising other Māori and Pasifika networks.
- The Ministry would like to see the development of many aspects of the campus before the new school(s) become operational. Staff would work with the current schools to develop a healthy school environment, and use the online tool devised by NZCER to develop baseline data, that would be built on by the EBOT. This would help to give the community confidence that the schooling environment is being actively managed.

Facilities

71. The Boards of Aranui High School and Avondale School have stressed the importance of ensuring that the Aranui High School site is safe, and that sufficient, quality land is available.

Ministry Comment

- The Ministry has undertaken a geotechnical survey of the Aranui High School site.
 - In summary, the key geotechnical points are:
 - The site has performed uniformly in its reaction to the earthquakes of 2010 and 2011, and this is shown in the geotechnical bore results.
 - Settlement is expected in future events to up to 400mm for an Ultimate Limit State event.
 - Conventional shallow foundations on unimproved ground would not be appropriate for new buildings. Enhanced shallow foundations, including thickened or ribbed rafts, overlying geotechnical reinforced hardfill, a stabilised layer or ground improvements are options that the Ministry is considering. Robust ground improvements such as vertical drains, vibro-flotation stone columns, compaction piles, high modulus piles and soil/cement columns, potentially to significant depths, are recommended. Even with such works there remains a risk of residual seismic settlements.
 - Piles, which would likely need to be founded in the Riccarton Gravel at approximately 40m below ground level, are unlikely to be economic. This would need to be explored on a case by case basis.
 - Costs for any ground remediation works to the site have been included in the redevelopment costs for the new campus.
72. The Board of Avondale School submits that the current Avondale School site is preferable for continued schooling at Year 1-6 levels.

Ministry Comment

- The Aranui High School site was recommended to you following the suggestion of this site by both Aranui High School and Aranui School. The site is more centrally located in the Aranui community than the Avondale School site and has the opportunity for the provision of more than one entrance, which could help facilitate some separation of age groups should the EBOT decide upon this or to accommodate the provision of more than one school.
 - The Aranui High School site is large at 8.7 hectares. This is considered mid-range size for a Christchurch secondary school and would be able to accommodate a Year 1-13 campus of almost any practical size.
 - The Avondale School site, by comparison, is 2.5 hectares. Due to the size of the site, the Ministry does not recommend accommodating 1,000 young people on the Avondale School site for Year 1-13 provision, as well as ECE and special schooling provision. A continuation of Year 1-6 provision only at the Avondale School site would not meet the reasons for the interim decision as discussed earlier in this report.
 - The ground conditions based on CERA residential technical category plan are very similar between the Avondale School and Aranui High School sites.
73. The Boards of Aranui High School, Aranui School and Wainoni School state that the community and stakeholders must be involved in the design, build, operation and use of the new facilities.

Ministry Comment

- The Ministry agrees with this point. During the next round of consultation the community would be able to have input about the facilities and make-up of the community campus. Once appointed, the EBOT(s) would lead discussion about the design and operation of the new community campus facilities, and the Ministry will encourage the EBOT(s) to engage as much as possible with the community.

Special School

74. The Boards all state that they would like more information about the shape and nature of the inclusion of the Special School on the community campus.

Ministry Comment

- The Ministry would work with the schools, especially during the next round of consultation, to clarify how a Special School could be incorporated into the community campus.

Public Private Partnership (PPP) procurement

75. The Board of Aranui High School and NZEI have identified concerns about the possibility of the community campus being procured by PPP. The concerns were about the potential for undermining of community ownership of the campus, that a private entity may put the needs of the business above that of the community and quality education, and that there is no evidence that the cost to the taxpayer would be less than it would be by standard procurement.

Ministry Comment

- No decision has been made about whether the new Aranui schooling provision would be a PPP.
- PPP does not mean that the local community would have less opportunity to use the schooling facilities. It is the Board of Trustees who would decide on community use. The PPP contract allows for community use during school hours or use outside of school hours, as determined by the Board of Trustees.
- Where there is significant community use, there may be a charge to cover additional cleaning services, security or building facility management services that are required. This is similar to how many schools have a service charge for facilities when they are used by the community in order to cover the costs of use.
- The assets are always owned by the Ministry, and the design, construction, finance and maintenance of the facilities are not removed from public control. In a PPP contract the schools and Ministry would work with the private sector partner to provide these services. This is the same as the approach to other procurement regarding the design and build of new schools. The Ministry expects the EBOT would be fully engaged in the design. Construction will be undertaken in a similar way to any other new schools. Maintenance under a PPP contract is similar to a school contracting a maintenance provider for its school, except under a PPP contract the level of service is higher and more consistent.
- Should it be decided that a PPP is an appropriate option for Aranui, the Ministry would be required to undertake a detailed business case to demonstrate that the PPP model would be better value for money than standard procurement. If this could not be shown it would not be used.
- The rigorous and detailed procurement of a PPP ensures that any financial risks are mitigated. Should finance issues arise during construction, the PPP contract contains mechanisms to protect the Ministry, schools and project. Should a PPP be approved, it is likely that finance would be obtained from locally operating institutions.

Health and Safety

76. All the Boards identified health and safety as a priority, especially during the interim period. This includes ensuring that schools are safe during the construction period, and adopting the Crime Prevention Through Environmental Design (CPTED) process.

Ministry Comment

- The Ministry will work with the four Boards during the interim period to ensure that the schools remain safe places for young people. The Ministry will also work with the EBOT(s) to ensure that the design of the new facilities prioritise the health and safety of young people and staff.

Establishment leadership

77. The Boards have all asked that the EBOT is established early with representation from all existing schools and ACTIS.

Ministry Comment

- Should your decision be to establish new schooling provision expressions of interest for the EBOT will be sought in early 2014, after the community has had an opportunity to consult on the shape of that schooling.
- The Ministry would encourage representation from all existing school communities on the EBOT so that they can draw on each school's current best practices and culture for the new schooling provision.

Engagement and Communications

78. The Boards have recognised the need for the community to be involved in the establishment of the community campus and have asked for "Priority and resourcing of engagement and communications planning and implementation" throughout the interim period and beyond.
79. The Wainoni School Board has also asked that opportunities are provided to visit MLEs and Year 1-13 schools of a similar decile.

Ministry Comment

- The Ministry would work with the EBOT(s) to provide support for communications during the interim period and beyond.
- The Ministry would assist the EBOT(s) to visit schools of a similar nature to help with the planning and design for the new schooling provision. A seminar on MLEs is being provided to each Board.

Learning pathways

80. All Boards support the provision of education from ECE to Adult and Community Education on the Aranui community campus site.

Ministry Comment

- The nature of the education provision would be consulted on further in the next round of consultation.

Culture and Identity

81. The Boards of Aranui High School, Avondale School and Wainoni School submit that the community campus must incorporate different cultures and the strengths of the existing schools' cultures, including diversity.

Ministry Comment

- Expressions of interest for the EBOT(s) would be sought from the existing school communities, and the EBOT(s) would have opportunity to bring the strengths of the existing schools and from other successful schools in Christchurch and around the country to the new schooling provision.

Priority Groups

Special Education

- 82. The future provision of all aspects of Special Education has been considered by the Ministry. Individual young people who currently receive a specialist service have been identified and, should you decide to close the schools, transition planning for them will occur.
- 83. The Ministry's goal is for all schools to demonstrate inclusive practices. Where necessary, schools will be assisted to meet the individual needs of all children who attend regardless of their level of special education need.
- 84. Any additional services or supports provided to schools, for example Social Workers in Schools, PB4L and RTLb, have also been identified. The Ministry will work with the school and providers to minimise any disruption in the provision of these services.

Māori Medium

- 85. There is no Māori Medium education being offered at any of the four schools at present.
- 86. The EBOT(s) of the new schooling provision would be strongly encouraged to offer this provision.

Early Childhood Education (ECE)

- 87. There are two ECE centres that would be affected if your final decision is to close the four schools. Further details of these are attached as Appendix 4.

Services that are currently provided at schools to close

- 88. All three primary schools offer Reading Recovery and Social Workers in Schools. Wainoni School is involved in the Reading Together programme.
- 89. Aranui High School is utilising the Positive Behaviour for Learning (PB4L) programme and He Kakāno.
- 90. Should your final decision be to close the four schools and establish Year 1-13 schooling, the Ministry will work with the EBOT and wider community to ensure that programmes that meet the needs of young people continue to be offered in the area.

Special temporary enrolment zones

- 91. None of the schools involved in the proposed closures currently have enrolment schemes, and young people are therefore free to enrol in those schools, regardless of where they live. The EBOT(s) would develop a normal enrolment scheme for the new school through the normal process prior to the community campus opening in 2017.

92. Chisnallwood Intermediate School currently has an enrolment scheme. The date for the review of the place of Chisnallwood in the network is in 2020, and therefore a special temporary enrolment scheme at Chisnallwood is not required. Under Section 11PA(1) of the Act, Boards of Trustees are required to review the enrolment scheme by 1 May of the year in which the review is due, and Chisnallwood Intermediate School will continue to be included in the legislated review cycle.

Staffing

93. Aranui High School has confirmed teacher staffing for 2013 of 34.7FTTE. It has a head count of 79 staff including 38 support staff.
94. Aranui School has confirmed teacher staffing for 2013 of 8.2FTTE. It has a head count of 21 staff including 8 support staff.
95. Avondale School has confirmed teacher staffing for 2013 of 14.3FTTE. It has a head count of 32 staff including 10 support staff.
96. Wainoni School has confirmed teacher staffing for 2013 of 4.9FTTE. It has a head count of 20 staff including 9 support staff.
97. Should your final decision be to close these four schools, permanent teaching and support staff at the school would be eligible to access the provisions of their relevant collective agreements.
98. The Ministry recognises that the closure process is difficult for staff, and would work with the Boards to ensure that adequate and appropriate support for staff is in place throughout the process.
99. A plan has been developed for supporting staff that offers provision for developing Curriculum Vitae and the like, should that be requested.

Support

100. The Ministry's Education Wellbeing Response team is available to work collaboratively with the schools and their Boards to identify strengths and needs across the Boards of Trustees, staff and students. The team can work with the school management and Board to problem solve issues related to wellbeing and develop a plan for ongoing support. This may include direct support from Ministry resources, as well as facilitating engagement with a wide range of activities and agencies. Specific student and teacher programmes are also available as part of a school plan e.g. FRIENDS².
101. The Ministry would work with the Boards of each school to determine how it can best support the school to provide effective teaching and learning programmes through this time of change. This will include a package of support composed of:
- The implementation of the Positive Behaviour for Learning (PB4L) throughout the whole school in each school.

² This is a programme that helps children build resilience during times of transition.

- Allowing the appointment of permanent staff when there are vacancies. This would be in place until the end of 2015.
- Working with the Canterbury Primary Principals' Association for support with staffing in 2016 when no permanent appointments are to be made.
- Asking the other secondary schools to support Aranui High School through the provision/co-provision of exciting, innovative learning programmes.
- Mentoring and support for the principals.

Financial implications

102. The cost to the Crown of the Education Development Initiative (EDI) funding and Joint Schools Initiative Funding (JSIF) based on the July 2012 rolls is detailed in table one below.

Table 1: EDI and JSIF funding generated for the possible school change options in the Aranui Cluster

Option	EDI \$	JSIF \$
Close four schools and establish one	\$1,169,000	\$333,940
Close four schools and establish two	\$497,000	\$141,900

103. The policy for EDI funding is roll based and dependent on the number of schools involved in the change and the number of schools remaining in the network. Where four schools close and one school is established, EDI funding is based on the roll of the smallest two schools involved. Where four schools close and two schools are established, EDI funding is based on one school's roll, the smallest.
104. Further details of costs/savings will be provided when decisions about the shape of the new schooling is being considered.

Property

105. If you agree to the closures of the four Aranui schools, the Aranui High School site is the proposed site for the new Year 1-13 campus. The other three sites would be disposed of according to the Government policy requirements applying to the disposal of surplus Crown-owned land.
106. If the sites are vacated an independent organisation is employed to manage the upkeep of the property until it is disposed of. The Ministry ensures the buildings are secured, maintained in a useable state and any vandalism is fixed promptly. Derelict school sites usually arise when the Ministry has disposed of the land to another party and that party stops maintaining the property and allows it to deteriorate.

Conclusion

107. The Ministry's view is that you should proceed with the proposal to establish a community campus on the Aranui High School site with Year 1-13 education provision from Term One, 2017, and the proposal to close Aranui High School, Aranui School, Avondale School and Wainoni School on 27 January 2017.
108. The Year 1-13 schooling provision is sustainable in the medium and long term, it removes or reduces the number of transitions for students and the strong community aspect of the model supports innovative learning. The likely roll of the school/s also enhances the choice of learning and activities that young people have. It will also assist families with a number of children by providing education on one site from early learning through to transition to employment, training, or higher education.
109. In addition you should confirm your interim decision to retain Chisnallwood Intermediate School and review its viability by 2020 once the community campus has been operational for several years.

Next Steps

110. Once your decision on the future of the Aranui schools is known, the Ministry will prepare letters to the Boards of Trustees, and local members of Parliament advising them of your decision.
111. The Ministry recommends that a copy of this report be released to the Boards of Trustees of the Aranui Cluster schools.

Consultation for the wider Community Campus

112. The Boards of the Aranui Cluster schools, the Aranui Community Trust Incorporated Society (ACTIS) and the community have already worked to develop a vision of what the Aranui Community Campus could include. It considers that this could result in a range of wrap-around community, health, sporting and educational services. Early childhood, special education, tertiary, social, and sporting organisations could also operate from the campus to provide an innovative learning hub that would fundamentally change how education is delivered in this community.
113. If you agree to the establishment of a Year 1-13 community campus, it is proposed that discussion with the Aranui community continues about the way schooling is organised on the campus and the services and facilities the community would like to be able to use on the campus.
114. The Ministry would contract a facilitator to work with schools and community groups to do this. The facilitator and community groups would have access to material to support the discussion. The facilitator would be tasked with collating information on the communities' views and reporting to the Ministry.
115. At the same time the Ministry will work with the Christchurch City Council and other Government Agencies to discuss what shared services and facilities could be sited on the Aranui community campus.

116. This consultation phase would end in December 2013 with the Ministry reporting to you in February 2014. Once your decision is known, a gazette notice to establish the new school(s) will be provided for your signature.
117. Depending on your decision, the Ministry will then prepare a report for you on the appointment of Establishment Board/s of Trustees (EBOT) for the new school/s to take up the role from the beginning of Term 2 2014. A governance facilitator would also be appointed to the EBOT to support them in their role.
118. Should you agree to close the schools, Residual agent/s will be appointed from the beginning of 2015 and change manager/s from the beginning of 2016 to support the Boards with the implementation of the final decision.

Summary of Appendices

- **Appendix One** – Education Report: Consideration of the Closure of Aranui High School (323), Aranui School (3279), Avondale School (3286), Chisnallwood Intermediate School (3314) and Wainoni School (3575) and the establishment of a new Year 1-13 area school in Aranui
- **Appendix Two** – Details of Submission Feedback
 - Aranui High School
 - Aranui School
 - Avondale School
 - Chisnallwood Intermediate School
 - Wainoni School
- **Appendix Three** – Details of Feedback from other parties
 - NZEI Te Riu Roa Waitaha/Canterbury Area Council
 - Staff Submission
 - KidsFirst Kindergartens
 - Avondale Residents Association
- **Appendix Four** - Consideration of ECE
 - Kidsfirst Ngaire Larcombe
 - E Tipu e Rea

Appendix Two – Details of Submission Feedback

- Aranui High School
- Aranui School
- Avondale School
- Chisnallwood Intermediate School
- Wainoni School
- NZEI Te Riu Road Waitaha/Canterbury Area Council
- Staff Submission
- KidsFirst Kindergartens

Aranui High School

1. The Board of Aranui High School appointed a facilitator to undertake consultation on its behalf. As part of this process, the Board consulted with its community in the following ways:
 - Staff workshop.
 - Student workshop.
 - Aranui Schools and Community Forum.
2. The consultation process identified that the Aranui High School community is primarily concerned about the following:
 - job security for current staff, and how staffing issues may affect the school and its roll over the next three years.
 - the implications of the PPP decision.
 - separation of age groups.
3. The Board states that this submission builds on its previous submission, where it agreed with the proposal. The Board has submitted considerations that you should consider in making your decision:
 - structure of the schooling provision, including the need for identifiable entry points into the schools (e.g. Year 1 and Year 9).
 - the issue of staff recruitment, retention and morale. Systems need to be put in place to ensure security of employment and operational funding to mitigate risks to young people's learning. This feeds into the concerns about closing the schools.
 - Facilities.
 - more information is needed about the inclusion of a Special School on the community campus.
 - concern about the implications of PPP and whether this runs contrary to the sense of ownership that the community would want to have.
 - ensuring the health and safety of students during this time.
 - the establishment leadership must be made up of diverse representation, including all sectors involved in the community campus;
 - the community should be engaged in the decision making.
 - learning pathways from ECE to adult and community education.
 - need to ensure that the diversity of Aranui High School is retained, as this is a strength of the community.
 - challenges raised by Avondale School and Chisnallwood Intermediate School's places in the new proposal.
 - protecting the school rolls over the transition.

Aranui School

1. The Board of Aranui School appointed a facilitator to undertake consultation on its behalf. As part of this process, the Board consulted with its community in the following ways:
 - Board and Staff workshop.
 - Two parent workshops.
 - Aranui Schools and Community Forum.
2. The consultation process identified that the Aranui School community is primarily concerned about the following:
 - job security for current staff, and how staffing issues may affect the school and its roll over the next three years.
 - ensuring the community makes the decisions.
 - separation of age groups.
3. The Board states that this submission builds on its previous submission, where it agreed with the proposal. The Board has submitted considerations that you should consider in making your decision:
 - structure of year groups, separation can be managed by location and timing.
 - leadership and management to be implemented early.
 - campus to be fully completed for January 2017.
 - support for current staff and professional development opportunities;
 - community involvement in the development of facilities.
 - clarity sought on the shape and nature of the special school.
 - affordability of the new school uniform.
 - health and safety: removing, minimising and mitigating risks and concerns.
 - establishment leadership must be established early, and with representation from Aranui School.
 - there must be clear communication throughout the next four years.
 - support learning pathways from ECE to adult and community education.

Avondale School

1. The Board of Avondale School appointed a facilitator to undertake consultation on its behalf. As part of this process the Board consulted with its community via parent and community workshops, and staff and community surveys. The Board also participated in the Aranui School and Community Forum. General feedback from this consultation found the following:
 - Parents were supportive of a similar result to that of Chisnallwood Intermediate School, being the retention of Avondale School with a review of its viability and place in the new schooling network by 2020. Also raised were the implications of closure rather than merger, and the possibility of judicial review.
 - Staff at Avondale School overwhelmingly supported the retention of Avondale School in its current form. The second preferred option was retention and review by 2020.
 - The community survey found that participants viewed Avondale School as a viable school and were concerned about safety, choice, student achievement, economic and community implications with the implementation of Year 1-13 schooling on a community campus in Aranui.
2. The Board of Avondale School opposes your interim decision. The reasons it provided for this were as follows:
 - Avondale is a “school of choice”.
 - Rather than improving learning outcomes for students, the community campus will have a negative impact on student achievement for children from Avondale School.
 - Parents would not enrol their children at the new schooling provision.
 - The Ministry rejected the proposal to share facilities with Chisnallwood Intermediate School on the basis that the two schools have not shared facilities in the past, but there is no reason why the schools could not work closer in future.
 - Chisnallwood Intermediate School is being retained by community demand, and the community want the same outcome for Avondale School.
 - The roll has stabilised and is viable. It is large in comparison to other schools; there are 28 other primary schools in Christchurch with smaller rolls which have been retained. The roll could increase as Avondale absorbs students who would have previously attended Burwood School look to Avondale for education.
 - The utilisation of Avondale is not as low as stated in the Education Report. It is now 77%, with relocatable classrooms that can be removed.
 - Retaining Avondale is economically viable and will ensure that a Year 1-6 primary school option is available to parents. It will also enable full utilisation of the Avondale and Chisnallwood Intermediate School site.

3. The Board put forward two alternative proposals for your consideration:
 - Retaining Avondale School on its current site as it is with a view to enabling it to work more closely with Chisnallwood Intermediate School and would accept the review conditions placed on Chisnallwood Intermediate School.
 - Retaining Avondale School on its current site and accommodating ECE facilities.
4. The Board states that the alternatives would ensure choice of schooling remains open to families, while also promoting consolidation and economies of scale in the wider schooling network.
5. The Board notes that retaining Avondale School is supported by Chisnallwood Intermediate School and the Avondale Residents Association.
6. The Board received assistance from Chen Palmer in writing their submission to you.

Chisnallwood Intermediate School

1. The Board has responded to your interim decision with a letter thanking you for the decision. it states that it accepts the interim decision to retain the school with a review undertaken in the future.

Wainoni School

1. The Board of Wainoni School appointed a facilitator to undertake consultation on its behalf. Consultation with the community was undertaken in the form of workshops with the staff, Board, students and community members. The workshops highlighted the following points about the retention of staff during the interim period (between your final decision and the establishment of the new schooling provision), management of the transition and interim period, and the opportunities that the community campus would bring to Aranui.
2. Following this consultation process, the Board finalised its submission. The Board has asked you to consider the following:
 - The Board remain supportive of creating one Year 1-13 school with ECE provision. This is a good fit for the Aranui community culturally. The Board is supportive of learning pathways from ECE to Adult and Community education.
 - Request that you re-consider closing and including Chisnallwood Intermediate School in the community campus, as originally proposed.
 - Would prefer for the four schools to be merged into one school, rather than closed and new schooling provision established. This would help to protect staff, resources, and students in the interim period. An alternative to this would be changing the collective employment agreement.
 - In order for the new schooling provision to be successful the community must be engaged and reassured during the interim period.
 - Current staff must be supported during this period, as staff recruitment, retention and morale issues are risks. Professional development opportunities should be offered.
 - The community should be involved in the design and use of the facilities.
 - More information is needed about the inclusion of the Special School.
 - Ensuring the health and safety of students and the community, especially during the interim period, is imperative.
 - The establishment leadership should be made up of representatives of the current schools, ACTIS and those with an existing connection to the Aranui community. This leadership should be established early to assist with the interim period.
 - Priority should be given to engagement and communications in the interim period, including whānau discussions and opportunities to visit MLEs and Year 1-13 schools in low decile areas.
 - Diversity is a strength of Wainoni School and this is desired for the new campus.
 - It is important that stress is minimised for students, parents and the wider community, during the interim period.

Appendix Three – Details of feedback from other parties

- NZEI Te Riu Roa Waitaha/Canterbury Area Council
- Staff Submission
- Kidsfirst Kindergartens
- Avondale Residents' Association

NZEI Te Riu Roa Waitaha/Canterbury Area Council (NZEI)

1. NZEI states that it represents teaching staff employed by Aranui, Avondale and Wainoni Schools, and support staff from these schools and Aranui High School.
2. NZEI submits that consideration should be given to merging the four Aranui schools rather than closing the schools. The reasons for this are as follows:
 - students and the wider community will be more likely to accept and support the new entity.
 - merger of the schools would provide the best protection for students socially, emotionally and educationally.
 - closure will add to the trauma and disruption students have already experienced as a result of the earthquakes.
 - teachers have been vital to holding communities together, and closure will add to teacher stress.
 - the merger process allows students to contribute to the new entity by allowing them to bring the ethos, history and vision of their current schools.
 - closure will leave students and staff with a feeling of loss, and suggests that the current schools are failing.
 - merger provides continuity of employment to staff, familiarity for students, and maintains long-term relationships between students and staff.
 - merger is straight-forward industrially.
 - closure requires the Crown to pay redundancy costs to staff.
3. NZEI also suggests that staff positions should be “ring-fenced” at no less than 2013 levels to avoid a prolonged and disruptive transition. The reasons for this are as follows:
 - the schools are facing challenges in maintaining staff, and a decision to close the schools would exacerbate this.
 - support is needed to help the schools retain permanent staff (both teaching and support staff).
4. NZEI is concerned that the desire to progress with a PPP procurement process for the new campus has slowed down the transition process and may lead to an outcome that undermines the concept of a community campus. NZEI submit the following:
 - dates for other changes in the network have been brought forward to provide communities with certainty. Pushing the date back to allow for consideration of PPP runs contrary to this.
 - PPP may undermine the concept of a genuine community campus as the private sector may put the requirement to make a profit ahead of the needs of the community. The community does not want this model.
 - community input and ownership of the campus will be undermined if the design, construction, finance and ongoing maintenance is removed from public control for the next 25 years.

- there is no evidence that the cost would be less to the taxpayer than standard procurement.
- there is a risk that overseas finance will not have any commitment to quality education in Aranui and may compromise the needs of the community if financial problems arise.

Teaching and support staff employed at Aranui High School, Aranui School and Wainoni School (the Staff)

1. The Staff states that it support the decision to open Year 1-13 schooling on the Aranui High School site from January 2017, and wish to work together to prepare for the new schooling provision.
2. Its submission emphasises the positive factors of the three schools, particularly improved achievement for priority students.
3. The Staff submits that consideration should be given to merging the schools, rather than closing them and establishing new provision. The reasons they give for this are as follows:
 - merger of the schools will allow for continuation of the positive work the schools have undertaken and bring them together.
 - the three schools are philosophically aligned.
 - closure will only prove divisive and has negative connotations. This has lead to lower enrolments as parents do not wish to enrol their young people in schools that are closing.
 - job security for staff.
 - changes to the network function better when schools and communities manage change together.
 - industrially, merging the schools is more straight-forward as only one collective agreement needs to be used; closure would require two.
 - high cost of redundancy if closures go ahead, compared to continuing to employ staff at the merged school.

Kidsfirst Kindergartens

1. Canterbury Westland Kindergarten Association Incorporated trading a Kidsfirst Kindergartens has three kindergartens and one early learning centre in the Aranui Learning Community Cluster.
2. The ECE sector must be fully involved in the development and consultation of education renewal proposals in Christchurch.
3. Kidsfirst Kindergartens supports proposals and in some instances supports the challenges to them.
4. ECE centres being located on school sites assists with the transition to primary school and enhances opportunities for increased learning outcomes.
5. Kidsfirst Kindergartens both supports Avondale School standing outside the Aranui cluster proposal, and the proposal for a community campus. The inclusion of ECE services as part of both of these is critical.
6. Kidsfirst Early Learning Centre Aranui has a much higher demand for places that it can cater for, and should expand. It cannot do so on its current site.
7. Kidsfirst Kindergartens Woolley Street was severely damaged by the earthquakes and needs major repair or rebuild.

Avondale Residents' Association (ARA)

1. The Avondale Residents' Association (ARA) strongly opposes the proposal to close Avondale School. The reasons it provides for this are as follows:
 - Loss of character and culture to the suburb of Avondale.
 - Community has already experienced loss in other ways, such as numerous families moving from the area and shops closing.
 - Children travel to Avondale School because they access good education and care there.
 - The Principal and teachers are long serving and dedicated.
 - Natural progression from Avondale School to Chisnallwood Intermediate School as the schools are sited next door to each other. The two schools are interwoven with history and should move into the future together.
 - Future of the suburb is compromised by the lack of schooling in the area.
2. ARA has provided opinions from residents stating their opposition to the proposal to close Avondale School.

Appendix Four – Consideration of ECE

- **Appendix Four** - Consideration of ECE

Kidsfirst Kindergartens Ngaire Larcombe

SERVICE NAME: KIDSFIRST KINDERGARTENS NGAIRE LARCOMBE
CLUSTER AREA: ARANUI
CLUSTER CATEGORY: REJUVENATE
SCHOOL: WAINONI SCHOOL
PROPOSAL: CLOSE AND ESTABLISH ARANUI COMMUNITY CAMPUS

Summary

Kidsfirst Kindergartens Ngaire Larcombe was established in 1977. It has a lease agreement with the Ministry of Education to occupy a purpose-built ECE building and the land at 320 Wainoni Road, on the Wainoni School site. Kidsfirst Kindergartens Ngaire Larcombe operates under the umbrella of the Canterbury Westland Kindergarten Assn trading as Kidsfirst Kindergartens, an Incorporated Society.

The service offers 20 Hours ECE to children over three years of age, and has introduced a scheme which offers 30 free hours with no additional costs which has seen child funded hours increase by 14%.

The children are drawn mainly from the Aranui and Wainoni areas, and nearly half walk to the kindergarten each day. The high enrolment rate of Maori, Pasifika and low-income families into this Kindergarten is totally reflective of the local population. Kidsfirst Kindergartens Ngaire Larcombe shows commitment to these children through providing a low-cost, quality programme which is responsive to the language, culture and identity needs of the families attending.

Families enrolled include very large, low income families, beneficiaries, some in poor health, poor housing, some with mental health issues, and those with low resilience and minimal coping strategies. Staff and management support these families by meeting the holistic needs of the families enrolled, and state that they bring “added value” to their role as educators through their transition programme, kindergarten-home partnerships, Kindergarten – school connections, and through facilitating support from external agencies such as CYFS, Incredible Years, GSE, Family Help, Pacific Trust and Te Puawaitanga Ki Otautahi.

This cluster area has been badly affected by the earthquake, and enrolments in ECE across the cluster are down. Enrolments at Ngaire Larcombe have dropped by 20% in the two years since the earthquake but the service remains viable.

Kidsfirst has requested to be relocated to the new Community Campus site. Kidsfirst Aranui Early Learning Centre is already a close neighbour to the High School site on Breezes Road.

Relocating Ngaire Larcombe may create a barrier for some families currently enrolled at Ngaire Larcombe due to the extra distance to travel to the service. Nearly half of the families walk to the service from nearby each day.

Recommendation

Offer Kidsfirst long-term tenancy of the Ministry-owned Kindergarten building on the closed Wainoni School site. However, off-street parking is needed due to the busy corner location of the Kindergarten on Anzac Drive and Wainoni Road. To accommodate this it may be necessary to relocate the building. The cost of the subdivision, relocation of the ECE building, and off-street parking could be met by the Ministry of Education through the rationalisation of the remainder of the Wainoni site.

Future ECE provision will be considered in the master planning process. This may be attached to a community hub. No new ECE provision is needed in Aranui at this time. Future ECE provision on the new campus would be offered through a tender process.

SERVICE PROFILE: KIDSFIRST KINDERGARTENS NGAIRE LARCOMBE (5439)

The kindergarten is licensed for 30 over 2 year olds and operates from Monday to Friday from 8.30am – 1.30pm. There are nine children on the wait list aged 2 who will not be enrolled until they turn three.

The total roll at July 2012 was 32. Of this number 41% (13) identify as Māori and 3% (1) as Samoan. One child received support from GSE through an ESW, and GSE runs an oral language group at the centre.

The service offers 20 Hours ECE to children over three years of age, and has introduced a scheme which offers 30 free hours with no additional costs which has seen child funded hours increase by 14%.

The children are drawn mainly from the Aranui and Wainoni areas, and nearly half walk to the kindergarten each day. Families enrolled include very large, low income families, beneficiaries, some in poor health, poor housing, some with mental health issues, and those with low resilience and minimal coping strategies.

Staff at Kidsfirst Ngaire Larcombe are proud of the work they do to meet the holistic needs of the families enrolled, and state that they bring “added value” to their role as educators through their transition programme, kindergarten-home partnerships, Kindergarten – school connections, and through facilitating support from external agencies such as CYFS, Incredible Years, GSE, Family Help, Pacific Trust and Te Puawaitanga Ki Otautahi.

Kidsfirst Kindergartens Ngaire Larcombe transitions children mainly into Wainoni and Avondale schools.

ERO last reported on this service in June 2010. ERO is confident that the service is being managed in the interests of the children, and is likely to review the service again as part of the regular review cycle. The report stated that the strengths of the kindergarten include:

- the quality of the relationship and interactions between teachers and children, and amongst children;
- an environment that is supportive, welcoming and inclusive;
- teachers fostering children's sense of wellbeing and belonging, and their cultural identity;
- the extensive range of learning programmes that children take part in that help expand their knowledge, skills and capabilities;
- the ability of the teachers to consistently use a wide variety of effective teaching practices to successfully engage children in learning and promote their independence.

AREA PROFILE

Population

The surrounding land is a combination of CERA technical category TC2 and TC3, and there are large areas of RED Zone surrounding.

School rolls have dropped by nearly 500 students since the earthquakes.

ECE provision

Aranui ECE Provision as at July 2012

Number	Name	Service type	% Māori	% Pasifika	Total 0-5 year old roll	Max licensed places	Max licensed under 2 year old places	Over twos capacity	Under twos capacity
Totals ->					737	578	120		
70006	Kidsfirst Early Learning Centres Aranui	Education & Care Service	20.3%	0.0%	59	33	9	No	No
70035	Waipuna Early Childhood Centre	Education & Care Service	30.3%	4.5%	66	40	16	Yes	Yes
70147	The Walnut Tree	Education & Care Service	36.8%	8.8%	57	35	0	Yes	Yes
70308	E Tipu e Rea Early Learning Centre	Education & Care Service	37.7%	4.9%	61	40	12	No	No
70358	Gabriel House Kindergarten	Education & Care Service	24.2%	15.2%	33	14	4	No	No
70617	Te Kotahitanga Ki Waitaha Kohanga Reo	Te Kohanga Reo	100.0%	0.0%	9	20	6	Yes	Yes
5439	Kidsfirst Kindergartens Ngaire Larcombe	Kindergarten	43.3%	3.3%	30	30	0	Yes	N/A
5447	Kidsfirst Kindergarten Portsmouth Street	Kindergarten	50.0%	20.0%	30	40	0	Yes	N/A
45477	Edukids Wainoni Nursery & Toddlers	Education & Care Service	13.5%	3.5%	170	100	25	No	No
65043	Ottawa Gardens Preschool and Nursery	Education & Care Service	33.3%	3.3%	30	15	4	Yes	Yes
5464	Kidsfirst Kindergartens Woolley Street	Kindergarten	8.9%	1.8%	56	50	0	Yes	N/A
65155	Just Kids Community Preschool	Education & Care Service	22.3%	16.5%	103	147	40	Yes	Yes

*Please note: The roll data for these services is from July 2012

Target Communities

The enrolment rate of Maori, Pasifika and low-income families into this Kindergarten is totally reflective of the local population. Kidsfirst Kindergartens Ngaire Larcombe shows commitment to these children through providing a low-cost, quality programme which is responsive to the language, culture and identity needs of the families attending.

Capacity

There is capacity in the overall network; however there is none in services offering hours which suit working parents.

Enrolment trends

This cluster area has been badly affected by the earthquake, and enrolments in ECE across the cluster are down. Enrolments at Ngaire Larcombe have dropped by 20% in the two years since the earthquake.

Proposed new ECE provision

There is no new or planned provision known by the Christchurch office at this time in the Aranui cluster area.

Participation rates and trends

ECE participation rates are measured when a child is enrolled as a new entrant at school.

Year ending	Territorial Authority						
		European/ Pākehā	Māori	Pasifika	Asian	Other ethnic groups	Total
June 2010	Christchurch City	98.2	95.7	93.5	96.1	97.8	97.6
June 2011	Christchurch City	98.9	95.9	92.6	96.5	97.0	98.1
March 2012	Christchurch City	98.7	95.3	93.0	96.4	94.8	97.7

Nationally, 90.3% of Māori children and 86.2% of Pasifika children started school with prior participation compared to the 98 % of New Zealand European children already participate in ECE. In comparison, Christchurch participation rates are high despite the effects of the earthquake, and overall have increased slightly. However, both Māori and Pasifika participation rates have dropped since the first earthquake in 2010.

ARANUI

School name	Prior-participation rate (%)	Children				
		total starting school	known did not attend ECE			ECE attendance could not be established
			total	Māori (total count)	Pasifika (total count)	
Aranui School (Christchurch)	84.0	26	4	4	1	1
St James School (Aranui)	72.7	11	3	0	3	0
Wainoni School	100.0	8	0	0	0	0
Avondale School	100.0	43	0	0	0	0

The prior participation rate of Māori and Pasifika children starting at St James and Aranui Primary is low.

Aranui Schools, School Sites and ECE centres

Schools

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

ECE Centres

- Homebased Network
- Casual Education and Care
- Kindergarten
- Hospital Based
- Playcentre
- Education and Care Service
- Licence Exempt Kohanga Reo
- Te Kohanga Reo
- all others

School Site

- Main Road
- River
- Water
- School Site

CERA "Red Zone" Land Assessment at 31 October 2012

1 Kilometre

Contains Crown and Copyright Data. Workspace 2013_7_10_Aranui_School_ECE map.wor, Created July 2013

E Tipi e Rea

SERVICE NAME:	E TIPU E REA LEARNING CENTRE
CLUSTER AREA:	ARANUI
CLUSTER CATEGORY:	REJUVENATE
SCHOOL:	ARANUI HIGH SCHOOL
PROPOSAL:	CLOSE AND ESTABLISH ARANUI COMMUNITY CAMPUS

Summary

E Tipu E Rea Learning Centre is a community-based education and care centre established in 1990 in a BOT-owned building on the Aranui High School site.

E Tipu E Rea Learning Centre is run by an Incorporated Society (Aranui Wainoni Community Childcare Centres Inc) and operates under a parent committee. The centre is licensed for 40, including 12 spaces for children aged under two. E Tipu offers 100% qualified teachers, and 20 hours ECE. Fifty-five percent of the children who attend do so for free. No additional costs are passed on to the parents.

The total roll at July 2012 was 63, including 15 under twos. Of this number 39% identify as Māori, 5% Pasifika and 4% are children with special needs. There is no capacity in this centre, with a wait time for part time spaces at least three months, and there are no full time spaces available for at least six months. This cluster area has been badly affected by the earthquake, and enrolments in ECE across the rest of the cluster are down. E Tipu e Rea is open from 7.45am until 5.30pm to support the full time working parents in the community, parents who study, teachers, staff and pupils of Aranui High School.

E Tipu e Rea works closely with Aranui High School providing opportunities to support NCEA programmes, as well as providing the children with meaningful and authentic relationships with teenagers in their own community. Aranui Academy students attend ECE one day a week and the ECE children attend woodwork, art and library sessions and other school events and celebrations. Students at Aranui High School have produced several of the out buildings in the ECE play area.

E Tipu staff and management actively work on maintaining close relationships with the local schools and have developed a strong transition to school programme to ensure the children and their families are confident in succeeding in the next stage of their learning journey. This is underpinned by a programme that supports the groundwork for robust literacy and numeracy development, encouraging the children to recognise how education continues from early childhood to school and beyond.

Aranui Wainoni Community Childcare Centres Inc has made significant capital investment in the E Tipu E Rea ECE building over the years, and has plans and funding for a major redevelopment of the nursery and office area to start as soon as the final decision is made.

Recommendation

E Tipu E Rea is a sitting tenant on the Community Campus site. Offer E Tipu E Rea long-term lease of land on the site, preferably in their existing building. Master planning for the new campus would determine if there was a requirement to relocate on site from their existing position.

Future ECE provision will be considered in the master planning process. This may be attached to a community hub. No new ECE provision is needed in Aranui at this time. Future ECE provision on the new campus would be offered through a tender process.

SERVICE PROFILE: E TIPU E REA LEARNING CENTRE (70308)

E Tipu E Rea Learning Centre is a community-based education and care centre established in 1990 in a BOT-owned building on Aranui High School.

E Tipu E Rea Learning Centre is an Incorporated Society and operates under a parent committee. The centre is licensed for 40, including 12 spaces for children aged under two. E Tipu offers 100% qualified teachers, and 20 hours ECE. Fifty-five percent of the children who attend do so for free. No additional costs are passed on to the parents.

E Tipu E Rea is committed to providing low cost, quality care and education for the children of the Aranui community. Opening hours reflect the need to provide for the wider needs of children and their families. E Tipu e Rea is open from 7.45am until 5.30pm to support the full time working parents in the community, parents who study, teachers, staff and pupils of Aranui High School.

The total roll at July 2012 was 63, including 15 under twos. Of this number 39% identify as Māori, 5% Pasifika and 4% are children with special needs. There is no capacity in this centre, with a wait time for part time spaces at least three months, and there are no full time spaces available for at least six months.

E Tipu e Rea works closely with Aranui High School providing opportunities to support NCEA programmes, as well as providing the children with meaningful and authentic relationships with teenagers in their own community. Aranui Academy students attend ECE one day a week and the ECE children attend woodwork, art and library sessions and other school events and celebrations. Students at Aranui High School have produced several of the out buildings in the ECE play area.

E Tipu staff and management actively work on maintaining close relationships with the local schools and have developed a strong transition to school programme to ensure the children and their families are confident in succeeding in the next stage of their learning journey. This is underpinned by a programme that supports the groundwork for robust literacy and numeracy development, encouraging the children to recognise how education continues from early childhood to school and beyond.

ERO last reported on this service in April 2010. The reports states that the local community takes pride in the centre and its strong links to the Aranui community. Managers and teachers successfully involve children and families in decision-making for the development of the centre and programme. Many of the events are organised by the parents. A highlight is an annual family camp at Spencer Park. Many families whose children are now at school continue to attend the camp.

A feature of the centre is the preschool outdoor play area redeveloped in 2009. Children, teachers, families and community members worked with a landscape designer to plan and complete the playground. It is representative of the Canterbury landscape and New Zealand's bicultural heritage. ERO observed children engaged for sustained periods in exploration, imaginative and physical play, and problem solving.

Other features of the centre include the provision of:

- high quality education and care;
- a calm, friendly and relaxed environment that is welcoming and supportive to children and families;
- a programme that gives children time to develop their interests and ideas to extend their learning;
- teaching practices that promote children's abilities, thinking, and problem solving skills;
- a strong bicultural focus; and
- well-integrated literacy and numeracy programmes.

AREA PROFILE

Population

The surrounding land is a combination of CERA technical category TC2 and TC3, and there are large areas of RED Zone surrounding.

School rolls have dropped by nearly 500 students since the earthquakes.

ECE Provision

Aranui ECE Provision as at July 2012

Number	Name	Service type	% Māori	% Pasifika	Total 0-5 year old roll	Max licensed places	Max licensed under 2 year old places	Over twos capacity	Under twos capacity
Totals ->					737	578	120		
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65155	Just Kids Community Preschool	Education & Care Service	22.3%	16.5%	103	147	40	Yes	Yes

*Please note: The roll data for these services is from July 2012

Target Communities

The enrolment rate of Maori, Pasifika and low-income families into E Tipu E Rea is totally reflective of the local population. E Tipu E Rea shows commitment to these children through providing a low-cost, quality programme which is responsive to the language, culture and identity needs of the families attending.

Capacity

There is capacity in the overall network; however there is none in services offering hours which suit working parents.

Enrolment trends

This cluster area has been badly affected by the earthquake, and enrolments in ECE across the cluster are down. However enrolments at E Tipu E Rea have remained high, possibly due to the intensive support provided to families in the aftermath of the quakes, and the very strong community bond which existed prior.

Proposed new ECE provision

There is no new or planned provision known by the Christchurch office at this time in the Aranui cluster area.

Participation rates and trends

ECE participation rates are measured when a child is enrolled as a new entrant at school.

Year ending	Territorial Authority						
		European/ Pākehā	Māori	Pasifika	Asian	Other ethnic groups	Total
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ARANUI

School name	Prior-participation rate (%)	Children				
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Wainoni School	100.0	8	0	0	0	0
Avondale School	100.0	43	0	0	0	0

The prior participation rate of Māori and Pasifika children starting at St James and Aranui Primary is low.

Aranui Schools, School Sites and ECE centres

