

## **Education Report: Engagement on Proposals for the Greater Christchurch Special Schools Network**

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### **Executive Summary**

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1. This report seeks your decision on proposed changes to the special schools network in greater Christchurch. This follows further engagement with the Boards of Trustees of Allenvale Special School and Resource Centre (3275), Ferndale School (3339) and Waitaha School (3554), their communities and key stakeholders.
2. On 1 April 2014 you received a report setting out proposals for the future shape of the greater Christchurch special schools network (METIS 840536 refers). These proposals included the relocation and co-location of each of the three special schools onto a regular school site located within one of three geographic catchments. The proposals aimed to enhance inclusive practice and provide more equitable access to special education provision across greater Christchurch. The report also set out the Boards' initial, informal submissions on the proposals.
3. You then wrote to the Boards of the three special schools and asked them to undertake a more formal process of engagement with their communities on the relocation and co-location proposals. You advised them that these proposed changes would not go ahead without the Board's support. Each school engaged a facilitator to help with its engagement.
4. This report sets out the school and community responses to the proposed changes and seeks your agreement to the Boards' preferences on base school location and the next steps in the process. This includes further engagement with the special schools' communities about the location of satellite provision, and with the Boards and communities of potential base school and satellite partner schools.
5. The Ministry also engaged a facilitator to undertake a separate community engagement process on your behalf. The Ministry facilitator's report is attached as Appendix A. This engagement included meetings for each catchment, a meeting for special education stakeholders and an on-line survey. The survey was collated by the Ministry and is included in the facilitator's report.
6. The schools' facilitators' reports are attached as Appendices B to D. The outcome of their engagement is that:
  - a. The Allenvale Board supports the relocation and co-location of its base school on a site yet to be determined.
  - b. The Ferndale School Board's preference is to retain its base school on the current site.
  - c. The Waitaha School Board also wants to remain on its current base school site.

7. We will continue discussions with the special schools and their communities about the location of satellite provision and distribution within and across the catchment areas. This will include ongoing engagement and discussion with the Boards and communities of potential satellite partners and with the wider special education sector.

## Recommendations

### **We recommend that you:**

- a. **note** the feedback from further engagement with the three special schools and their communities, from potential partner schools and from other special education stakeholders;
- b. **agree** that the Ministry continue to engage with the Board of Allenvale Special School and Resource Centre to explore options for relocation and co-location of its base school;  
AGREE / DISAGREE
- c. **note** that if you agree to this, the Ministry will continue to update you on progress and will request your further decision(s) about this as appropriate;
- d. **agree** that the Ferndale School base school will remain on its current site;  
AGREE / DISAGREE
- e. **agree** that the Waitaha School base school will remain on its current site;  
AGREE / DISAGREE
- f. **agree** that the Ministry will engage further with all three special schools and potential partner schools about the location and distribution of satellite provision within each proposed catchment area;  
AGREE / DISAGREE
- g. **sign** the enclosed letter to the Board Chair of each special school accordingly;
- h. **agree** that this Education Report, including all appendices, will be released to the three Boards before being published on the *Shaping Education* website;  
AGREE / DISAGREE
- i. **note** that the Ministry will delay any discussions about possible future shared governance of the special schools; and

- j. **note** that the Ministry will progress discussions with the special schools towards developing agreed enrolment policies and processes which will support geographic catchments, equity of access, and parental choice.



Katrina Casey  
Deputy Secretary  
Sector Enablement and Support

Encls



Hon Hekia Parata  
Minister of Education

30/7/14



## **Education Report: Engagement on Proposals for the Greater Christchurch Special Schools Network**

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### **Purpose of Report**

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1. This report seeks your decision on proposed changes to the special schools' network in greater Christchurch. This follows further engagement with the Boards of Trustees of Allenvale Special School and Resource Centre (3275), Ferndale School (3339) and Waitaha School (3554), their communities and key stakeholders.
2. The report sets out the schools' responses to the proposed changes and seeks your agreement to the Boards' decisions on base school location. It also sets out the proposed next steps in the process, including further engagement with the special schools' communities about the location of satellite provision and with the Boards and communities of potential partner schools.

### **Background**

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3. The three state, day (non-residential) special schools provide education to children and young people from ages 5 – 21 in co-educational settings.
4. Allenvale Special School and Resource Centre is a decile five special school in Bryndwr, in the Ilam electorate. It has a stable roll which at 1 March 2014 was 133. Allenvale has a satellite located at Westburn School and operates a Tertiary Education Centre for 18 - 21 year olds at the Papanui Youth Centre.
5. Ferndale School is a decile four special school in Merivale, in the Ilam electorate, with a stable roll which at 1 March 2014 was 91. Ferndale currently has satellites at five locations: Wairakei School, Bromley School, Beckenham School, Northcote School and a post-secondary transition class in New Brighton. Satellites formerly at Glenmoor and Hammersley Park Schools (both now closed) are currently accommodated at Ferndale base school and Northcote School respectively. Work is currently underway for the secondary satellite at Northcote School to be relocated to Aranui High School.
6. Waitaha School is a decile five special school in Templeton, in the Selwyn electorate. Its roll is stable but increased slightly in 2013 and at 1 March 2014 was 41. Waitaha School currently does not have any satellites.
7. Special school enrolment numbers have remained reasonably static for the past ten years. The three special schools report that the number of special needs students seeking enrolment is increasing and that they now have waiting lists. However, the Ministry does not anticipate that special school rolls will change significantly in the near future. A number of factors in Christchurch may be contributing to the reported rise in enquiries to special schools, and we do not see this as indicative of a certain future trend.

### **Proposals for the future shape of the greater Christchurch special schools network**

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8. Before the Christchurch earthquakes the Ministry was involved in active discussion with the Principals of the special schools about establishing

geographic catchment areas to reduce travel time and distance from home for special needs students.

9. After the earthquakes the Ministry engaged with the Boards of the special schools to explore proposals for the future of the greater Christchurch special school network. This built on the Government's 2010 Review of Special Education, and sought to locate the three base schools and their network of satellites so that they were better placed to provide equitable student access and serve community needs.
10. On 1 April 2014 the Ministry provided a report to you (METIS 840536 refers) which set out specific proposals to relocate and co-locate the three special schools onto regular school sites located within one of three geographical catchments. The proposals aimed to enhance inclusive practice and provide more equitable access to special education provision across greater Christchurch. These proposals were as follows:
  - a. Allenvale School's base school be relocated and co-located onto a site to be identified in northern Christchurch.
  - b. Waitaha School's base school be relocated and co-located onto either the West Rolleston Primary or Rolleston Secondary School site, along with proposed satellite provision on one or both sites.
  - c. Ferndale School's base school be relocated and co-located onto the Aranui Community School site, along with proposed satellite provision.
11. The report also set out the Boards' initial, informal submissions on the proposals. The Board of Allenvale School indicated that it was open to supporting the relocation and possible co-location of its base school. The Boards of Waitaha School and Ferndale School indicated that their preference was for their base schools to remain on their current sites.
12. You agreed that more formal engagement with each school and its community should take place, and wrote to each Board Chair asking them to participate in this process. You also advised the Boards that any proposed relocation and co-location would not go ahead without their support.
13. Once decisions are made on the three base schools' location, further engagement will be undertaken on the location of satellites. We have already received expressions of interest from four potential satellite partner schools. It is important that the Ministry continues to engage with the sector to ensure that satellite provision is well planned, taking into consideration the proposed geographic catchment areas, and the possibilities offered by new and rebuilds as part of the education renewal process.

### Community and Stakeholder Engagement

14. The Ministry contracted an independent facilitator to engage on your behalf with all affected schools, key stakeholders in the disability sector and the wider community. The facilitator's report is attached as Appendix A. This wider engagement ran parallel to the special schools' own engagement processes. Meetings were held in each catchment area and an on-line survey was available.
15. Response to the Ministry's engagement was low. Meetings in Kaiapoi, Rolleston and Addington had six, 24 and nine attendees respectively. Those



who responded to the survey and/or attended the meetings expressed concern about the short timeframe for receiving notice of the meetings and for responding to the proposed changes. Respondents were also concerned that master planning for the potential partner schools was already underway, and that this could put pressure on the special schools to make hasty decisions without time for full consideration.

16. Generally respondents recognised the opportunities presented by the greater Christchurch rebuild to provide equitable access to special schools. The main points raised were:
  - a. concerns about ensuring the physical and emotional safety of special needs students in larger, busy regular school environments
  - b. concerns about having the full age range of students on either a primary or secondary site
  - c. the need for more specific, timely and comprehensive engagement with communities about special school satellite provision at regular schools
  - d. the need to ensure that any changes are about what is best for the students and not about saving money
  - e. being welcome and supported by the regular schools being considered for co-location is critical to the success of co-location.

## **Sector and Stakeholder Responses**

### ***Christchurch Education Renewal Advisory Board***

17. The Advisory Board acknowledged the Ministry's consideration of its original advice on the proposals, and submitted supplementary advice, attached as Appendix E.
18. The central concerns/recommendations of the Advisory Board include:
  - a. The importance of fully considering the implications for and needs of special education in the initial concept plans for new schools or substantial reconfiguration of existing schools (whether in Canterbury or across New Zealand). The expectation of special education provision in new schools should be known and understood by the school community and wider community from the time of initial engagement.
  - b. The importance of ensuring that special education students have pathways and opportunities that support a greater level of community inclusiveness, irrespective of where their special school is located.
  - c. The need to ensure that the future network of base and satellite schools operates in an integrated manner and provides equitable access for families over the next 10 years or more, with:
    - i. base schools that are physically located to ensure equitable access and complemented by a network of satellite schools
    - ii. base and satellite schools that are appropriately integrated with their co-located/neighbouring regular schools
    - iii. support for enhancing the network concept by considering opportunities for shared governance, leadership, operations (for example specialist teachers) and physical and learning resources.

### ***Ministry Comment***

19. The Ministry acknowledges that there is a need for special education provision to be given full consideration in the initial concept planning for all new schools or substantial reconfiguration of existing schools. We will give consideration to the policy implications for progressing this recommendation.
20. Shared governance for the special schools is not currently supported by the school communities, who see their continued independent governance as important. The Ministry will encourage the schools to revisit the potential benefits of some form of shared governance at a future time.

### ***Champion Centre***

21. The Director of the Champion Centre Early Intervention Trust (Champion Centre) provided a submission which is attached as Appendix F. This stresses the need for a range of schooling options to be available to children with special education needs, so that they and their families can make decisions about the arrangements that will best suit their needs. The Centre is supportive of co-locations if these enhance the integration of specialist teaching knowledge and skill into mainstream environments, and support a meaningful level of participation and learning within the mainstream environment for students with special education needs.

### ***PPTA***

22. Much of the submission received from the Post Primary Teachers' Association (PPTA; Appendix G) covers issues outside the scope of the current engagement, including professional learning, funding, staffing and Ministry Special Education support, particularly with reference to supporting regular secondary schools with special education units and improving inclusive practices.
23. The PPTA opposes the suggestion that special schools become resource centres and/or bases for itinerant staff and rejects the use of "voucher" schemes such as the Enabling Good Lives project. The PPTA believes that schools and parents, particularly those in isolated areas, are currently well served by the residential and special schools network.

## **Individual School Engagement and Response**

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24. The Ministry also contracted independent facilitators to support the Boards of each of the three special schools to engage with their respective communities. The Boards' reports are attached as Appendices B, C and D.
25. Submissions were also received from the Boards of schools being considered for the co-location of base or satellite schools. These are attached in Appendix A, pages 22 and 23-25; and as Appendices H and I.
26. In their submissions the special schools expressed concern about the lack of time to carry out adequate community engagement and give considered responses to changes that may have significant impact on their respective schools and communities. Potential partner schools felt that there had been insufficient time to fully understand the requirements and implications, view successful models and give due diligence to the proposal to include a base school on their site. This is likely to have been a factor in the decisions not to support base school co-locations.



### **Ministry Comment**

27. While there has been extensive informal engagement with the special schools about possibilities for the future of the network, we acknowledge the limited time available for this formal engagement process. The timeframe for this process was constrained by the need to ensure that any decisions to progress the relocation/co-location proposals would be made in time for these to be effectively factored into the Public Private Partnership process which is currently underway for Aranui Community School and Rolleston Secondary School.

### **Allenvale School**

28. The proposal for Allenvale School was that its base school be relocated and co-located onto a regular school site to be identified in northern Christchurch. In its initial 2013 response the Board was broadly supportive of the Ministry's proposals for the special schools, especially as they apply to Allenvale School.
29. The Allenvale Board's community engagement report is attached as Appendix B. The Board's engagement process included meetings with parents and school staff, together with an on-line survey. Meetings were also held with students at the base school and the Transition Education Centre. Positive comments from these students about the opportunities of co-location were balanced by concerns about the risk of bullying and unfair sharing of resources.
30. While the Board's view is that the proposal should be progressed, it noted some community anxiety about changing what already works well at Allenvale. Particular concerns were associated with the school's ability to maintain a positive, productive and safe learning environment for its students, if co-located on a regular school site.
31. The community engagement process reached the following conclusions:

#### ***Base School***

32. The Board confirmed its earlier support for the relocation and co-location of its base school with a regular school, subject to mitigating a number of risks around co-location that are apparent to the Board and its community. These include:
- a. The emotional and physical safety of Allenvale students, including careful 'matching' of the vision and ethos of the regular school to Allenvale's values and beliefs, at Board, management and staff levels.
  - b. Maintaining the independence of Allenvale School as a self-managing school.
  - c. The need for a strong framework for cooperation and equal partnership between Allenvale and the regular school, with formal agreements for equitable sharing of facilities and resources between the two schools.
  - d. Assurances for the Board with respect to the benefits of co-location, and the possibility of visiting successful independent co-located schools.
33. The Board considers that mitigation of these risks, together with reaching agreement with the Ministry over a number of conditions, is essential for the proposed relocation and co-location to succeed. The conditions include the Board's view that base school co-location must be on a site south of the Waimakariri River (assisting access to facilities and community activities in Christchurch) and at a year 1 to 8 primary school.



34. Current engagement has been about co-location with a regular school, however the Board would welcome the opportunity to discuss alternative possibilities, including:
- co-location through a Public Private Partnership (PPP) or
  - co-location with a community group or groups. If this was considered to be viable the Board would need to go back to its community to seek its views.
35. Parent engagement also challenged the apparent assumption in the proposals that co-location would involve a special school being 'invited' to join a regular school. They suggested that Allenvale might be relocated to a new site and a regular school later 'invited' to co-locate with Allenvale.
36. If agreement on a suitable base school co-location partner cannot be reached, the Board requests that the Ministry consider relocating Allenvale onto its own independent site, in northern Christchurch. The Board suggests that a PPP model could also be considered for this option.
37. The Board's least preferred option is for redevelopment on its present site, which would incur significant costs to resolve building issues on a restricted site.

#### **Satellites**

38. The Allenvale Board and community support becoming the base school for a number of carefully planned satellites, provided they do not compromise the strong sense of belonging to and connectedness with the base school. The report submits a number of conditions for further discussion, including:
- Maintaining the base school roll at minimum of 80;
  - That satellites should initially be single units with the capacity to become double units;
  - That satellites should be based on student needs, not solely on geographical location;
  - That a secondary-based satellite should be given early consideration;
  - That Allenvale's Transition Education Centre must continue in any re-organisation.
39. The Allenvale Board suggests satellite provision as follows:

#### **Early Learning**

Sessional provision for children aged 3-5 on the Autism Spectrum

#### **Primary School**

Ashgrove School	2 classrooms – location and needs based
Burnside Primary/Cobham Intermediate	1 classroom with capacity to extend to 2

#### **Secondary School**

Site to be determined	1 classroom with capacity to extend to 2
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#### **Post Secondary School**

Retain Transition Education Centre	Currently on Papanui Road
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40. Allenvale is currently negotiating satellite provision at Ashgrove Primary School in Rangiora as part of its redevelopment to accommodate roll growth. Master planning at the proposed Burnside Primary School/Cobham Intermediate School site also includes proposed satellite provision for Allenvale.
41. The community and staff engagement indicated strong support for establishing a sessional Early Learning Centre for children aged three to five years who are on the Autism Spectrum, including providing programmes for parents. The Board would like to investigate this option further.
42. The Board also sees the Specialist Teacher Outreach Service as an essential part of Allenvale School. It sees opportunities in Investing in Educational Success to support expansion of this service through a particular focus on Professional Development and Learning for regular school teachers and teacher aides.

***Ministry comment and next steps***

43. The Ministry supports the Allenvale School Board's decision to continue exploring options for relocation and co-location. With your agreement, we will continue to meet with the Board to explore options for progressing this.
44. The Ministry agrees with the Board that refurbishing the current base school site is the least preferred option. The buildings have long-standing water-tightness problems and the site is restricted for its current student roll.
45. It is unclear what sort of arrangement the Board is referring to when it suggests that the co-location and/or relocation of the base school could take place through a Public Private Partnership. In the Ministry's usage, a PPP refers to a large scale project (or bundle of projects) for the design, construction, facilities management and related finance of facilities. In order to create the efficiencies and economies of scale to make this attractive to the private sector, and provide better value for money for government, this project or project-bundle needs to be worth a minimum of \$100 million. The co-location or relocation of Allenvale School would not be big enough to be a standalone PPP under this model.
46. The Ministry and Board will continue to explore options for possible partner schools for satellite provision.

**Ferndale School**

47. The proposal for Ferndale School was that its base school be relocated and co-located onto the Aranui Community School site, along with proposed satellite provision. The Ferndale Board's Community Engagement Report is attached as Appendix C.
48. The Board's engagement process included providing information packs to all parents, 10 meetings or workshops for families/community and staff, Facebook feedback, and on-line discussion groups.
49. The Ferndale Board Chair and Principal expressed their thanks for the opportunity to engage in this process and are encouraged by the high level of engagement from their parent community. They found the process affirming for the school and see this engagement as the beginning, not the end.



50. Concerns highlighted were about child safety and security, and the need for special needs children to be welcome in the proposed new schools. Parents also wanted to ensure that possible zoning for the special schools put parent choice first, regardless of proximity to nearby schools.
51. Participants considered the wider context of base and satellite provision for all three special schools and identified gaps in Kaiapoi and Rangiora. Further issues identified included accessibility, transport routes, medical services, social services and employment opportunities.
52. The community engagement process reached the following conclusions:

**Base School**

53. The Board of Ferndale School has decided not to support relocation and co-location with Aranui Community School. Its preference is to remain on the school's current Merivale Lane site and for the base school to be refurbished.
54. The Board would like six or more classes at the base school based on a Base to Satellite ratio of 40:60. This ratio would support the Board's preference for students to be in satellites where possible.

**Satellites**

55. Ferndale has considered potential additional satellite sites, including at schools that will be rebuilt. The table below sets out their suggestions.

**Primary School**

Beckenham (1)	Provision* for 2 classes.
Bromley (2)	Provision for 2-4 classes as a "Junior Campus".
Marshlands (new build opening Jan 2016)	Provision for 2 classes.
Wairakei (1)	Provision for 2 classes
<b>OR</b>	
Banks Avenue (new build opening May 2017, site to be confirmed)	Provision for 2 classes.

**Secondary School**

Aranui Community School (new build opening Jan 2017)	Provision for 2 classes (secondary only)
Shirley Boys'/Avonside Girls' (new build opening May 2018, site to be confirmed)	Provision for 2 classes. The Board Chair has had one informal meeting with SBHS Principal and Chair.
Catholic Cathedral College	If required.

**Post Secondary School**

Shift into central city location (preferred)	Currently at New Brighton Community Unit (2)
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\* teaching, office spaces and facilities

(1) = existing classroom provision

56. The Ferndale community wants to continue engaging with the Ministry, current and potential partner schools, and other organisations or service providers to explore other potential relocation and co-location opportunities, including post-secondary options.

57. The Board's report recommends further engagement, including:
- a. capturing the student viewpoint (of special and partner schools);
  - b. further exploring the inter-dependencies with Allenvale and Waitaha Schools;
  - c. deeper research into options for post-secondary provision, such as hubs, locations, age groupings etc;
  - d. specific engagement with residential, vocational and employment agencies focussing on post secondary workforce, social and living transition; and
  - e. collaborative visioning and planning between the three special schools.
58. The Aranui Community School Establishment Board supports having satellite special education facilities on its site. A letter from the Establishment Board Chair is attached as Appendix H. Ferndale is currently working with Aranui High School to establish a secondary satellite.

***Ministry comment and next steps***

59. The proposal to relocate the base school should not proceed without the Board and community's support.
60. We will meet with the Board to explore its suggestions further, including reconsidering a primary age satellite on the Aranui Community School and developing the Board's Junior Campus concept.

**Waitaha School**

61. The proposal for Waitaha School was that its base school be relocated and co-located onto either the West Rolleston Primary or Rolleston Secondary School site, along with proposed satellite provision on one or both sites. The Waitaha Board's community engagement report is attached as Appendix D.
62. The school's community does not support relocation and co-location of the base school onto either of the Rolleston sites. Community concerns centred on:
- a. fears that co-location would result in a reduction in its current capacity and facilities;
  - b. the feeling that there were too many uncertainties about what co-location might look like;
  - c. parents' desire to protect the sense of peer group and community that the base school provides on its current site;
  - d. concerns about regular school siblings co-located with special needs students attending a satellite.

***Base School***

63. The Board of Waitaha School has decided not to support relocation and co-location with either of the new Rolleston schools. Its preference is to remain on the school's current site and for the base school to be refurbished.
64. The Board proposes a base school size of 52, with satellite provision on top of this.
65. The Board's submission includes a recommendation that you consider the following proposal:



*To investigate the option that has been presented to Waitaha Board of Trustees to develop a Public Private Partnership between Rookwood Holdings Ltd and the Ministry of Education for the development of Waitaha Base School.*

66. The Rolleston Secondary School Establishment Board's response to the proposal is attached as Appendix I. Based on the information to date the Establishment Board does not endorse co-locating the Waitaha base school on its site.
67. The West Rolleston Primary School Establishment Board's response is included in the Ministry Community Engagement Report (Appendix A) at pages 23 to 25. The West Rolleston Primary School Establishment Board does not endorse co-locating the Waitaha base school on its site. The Board felt that it had inadequate time to undertake effective community engagement and make an informed decision on base school co-location.

#### **Satellites**

68. The Waitaha Board is enthusiastic about the prospect of establishing satellite provision, and supports the establishment of satellites on both of the new Rolleston school sites. Subject to further discussion it currently suggests that the following satellite provision is developed:

#### **Primary School**

West Rolleston Primary School	1 or 2 classrooms
South Hornby Primary School	Expression of interest

#### **Secondary School**

Rolleston Secondary School	1 classroom
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69. The Rolleston Secondary School Establishment Board recommends:
- a. establishing one satellite unit on the secondary school site and
  - b. establishing satellite(s) on the West Rolleston Primary School site.
70. The West Rolleston Primary School Establishment Board also endorses the provision of satellite special education facilities at West Rolleston Primary and Rolleston Secondary Schools.
71. South Hornby School has registered initial interest in having a Waitaha primary-focussed satellite on its site. A letter from the Principal is included in the Ministry Community Engagement Report (Appendix A) at page 22.

#### **Ministry comment and next steps**

72. The proposal to relocate the base school should not proceed without the Board's support.
73. The Board has put forward some suggestions for redevelopment of the current buildings which will be subject to ongoing discussion, based on needs and opportunities for property development at the school.
74. As with the submission from the Allenvale School Board, it is unclear how the Waitaha School Board's use of the term Public Private Partnership corresponds with the Ministry's PPP model. Any future property developments for Waitaha School will not be projects of sufficient size for a standalone PPP (minimum

value \$100 million). Further, the Rookwood Holdings proposal does not represent an open procurement process, as required by Government rules of sourcing. If it was decided to progress a significant property project for the school, the appropriate approach would be for the Ministry to determine its requirements in consultation with the Board, and to then use the appropriate procurement processes to source a solution from the market.

75. The Ministry and Board will continue to explore options for Waitaha School satellite provision, including with the Establishment Boards of West Rolleston and Rolleston Secondary Schools.

## Proposed Catchment Areas

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76. A staged plan over five years for satellite provision in each catchment area will be developed. The location and distribution of satellite provision for each special school will take account of the proposed geographic catchment areas and the anticipated roll for each school.
77. Feedback from the schools strongly supports parent choice and student need being important determiners of equitable access to both base schools and satellite provision. Enrolment based solely on location was not supported.
78. The Ministry will work with the schools to develop agreed, consistent policies and practices to manage enrolments so that geographic catchments, parent choice and equity of access are supported.

## Risks

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79. We have identified the risks and mitigations of proposed actions and detailed them in the table below.

Risk	Mitigation
Key regular schools will not support base co-location or satellite provision on their sites or suitable sites cannot be found within the proposed catchment area.	The Ministry will continue to support the special schools to find suitable partner schools and sites for base or satellite provision.
Satellite provision will continue to be developed on an ad hoc basis, without consideration of equity, access or suitability.	The Ministry will continue to work with the special schools and potential partner schools to ensure that satellite provision meets the equitable principles behind the proposed changes to the network and catchment distribution.
Changes will not be well managed, causing disruption to student learning and wellbeing.	The Ministry will work closely with the relevant Boards to provide appropriate support to implement the changes and support individual students and families through any transitions.
Negative community reaction to the perception that the decisions to remain on existing sites will result in funding being lost to the proposed network changes.	The funding allocation was always dependent on the engagement outcomes and decisions. The Ministry will work with the Boards to ensure community understanding of this.

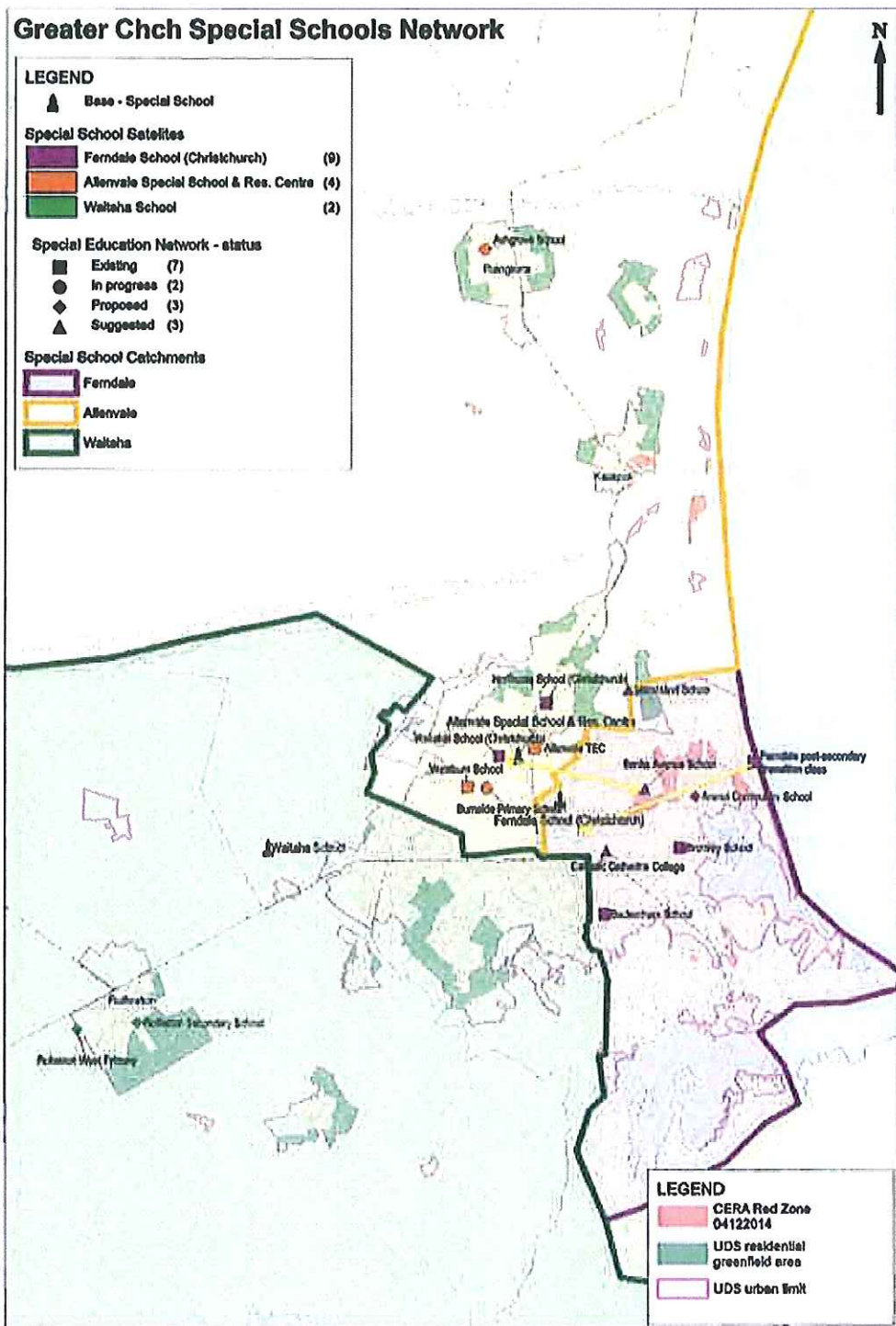


## Financial Implications

80. Property place-holders for proposed base and satellite options are currently marked in the Greater Christchurch Education Renewal Plan (GCERP). Estimated costs of \$14.128m have been set aside for property provision within the proposed reshaping of the special schools' network. This amount will be adjusted as final decisions are made.
81. Provision was also added into Public Private Partnership (PPP) plans for Aranui Community School and Rolleston Secondary School for base schools and satellites. If you support the Ministry's recommendation in this paper, provision for base schools will no longer be required, however satellite units at both schools have been factored into the costs of the PPP project [METIS 870308 refers]
82. Roll projections for greater Christchurch special schools across the three geographic catchment areas indicate gradual shifts in numbers over time due to demographic changes.
83. As there are a number of variables (eg location of Allenvale base school) it is not possible to currently provide an estimation of costs associated with the schools' submissions. Discussions involving satellite provision, base school size and special school rolls need to be undertaken before any estimation of the cost of repairs and rebuilding can be determined.
84. The full costs capital costs for each school will be confirmed through the ongoing master planning and visioning for design process, including discussions on satellite provision.

## Map of Existing and Suggested Special Schools Network

85. The map on the following page shows what a potential special education network based on the base school decisions in this report, current satellite provision and suggested additions/changes to satellite provision received so far. This map is for discussion purposes only.



Contains Crown and Critchlow copyright data.

Created: June 2014; Workspace: BE network plan\_June14\_version2.wor



## Conclusion

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86. The recent engagement process has provided a valuable opportunity for the special schools, their communities and other stakeholders to consider and provide their views on possibilities for the future shape of the special school network. The Ministry will continue to work with the schools to ensure that the goals of the original proposals, to enhance inclusiveness and equity of access, are supported by future developments.



## Office of Hon Hekia Parata

Minister of Education

Mr P Coker  
Chairperson  
Board of Trustees  
Allenvale Special School and Resource Centre  
14A Aorangi Road  
Bryndwr  
Christchurch 8053

Tēnā koe Mr Coker

In April I wrote to you about the developing plan for the future of the special schools' network in Christchurch and asked that your Board engage again with your school's community, specifically on the proposal that Allenvale Special School base school be relocated and co-located with either a primary or secondary school in the north of Christchurch.

I have received a copy of your Board's report and recommendations from that engagement. I appreciate the time and commitment that has gone into this process and the positive way your Board, staff, community and students have carefully considered the opportunities that relocation and co-location could offer.

I support your Board's decision to continue exploring options for relocation and co-location, and I look forward to receiving further progress reports.

The Ministry will continue to engage with all three special schools to develop plans for future satellite provision within each geographical catchment.

I have agreed to provide your Board with the report that the Ministry provided to me following the engagement process, and this is enclosed for your information.

Thank you for your work to date and I encourage your Board to continue exploring the opportunities to provide an accessible network for special school provision across greater Christchurch.

Heoi anō

Hon Hekia Parata  
**Minister of Education**

cc Mr G Daniel, Principal, Allenvale Special School and Resource Centre





## Office of Hon Hekia Parata

Minister of Education

Mrs J Morris  
Chairperson  
Board of Trustees  
Ferndale School  
P O Box 36024  
Merivale  
Christchurch 8146

Tēnā koe Mrs Morris

In April I wrote to you about the developing plan for the future of the special schools' network in Christchurch and asked that your Board engage again with your school's community, on the specific proposal that Ferndale School base school be relocated and co-located with the Aranui Community School which will open at the beginning of 2017.

I have received a copy of your Board's report from that engagement and I appreciate the time and commitment that has gone into this process. The positive affirmation that your Board, Principal and staff have had from this process will provide a strong base for your ongoing discussions with them and the Ministry about the location of Ferndale's satellite provision.

I acknowledge the Board's preference that the base school remain on its current site. Because your Board does not support the relocation and co-location of the base school, I have decided that this will not be progressed.

The Ministry will continue to engage with all three special schools to develop plans for future satellite provision within each geographical catchment.

I have agreed to provide your Board with the report that the Ministry provided to me following the engagement process, and this is enclosed for your information.

Thank you for your work to date and I encourage your Board to continue exploring the opportunities to provide an accessible network for special school provision across greater Christchurch.

Heoi anō

Hon Hekia Parata  
Minister of Education

cc Mr R Farrelly, Principal, Ferndale School



## Office of Hon Hekia Parata

Minister of Education

Ms T Phelan  
Chairperson  
Board of Trustees  
Waitaha School  
221 Kirk Road  
Bryndwr  
Christchurch 8053

Tēnā koe Ms Phelan

In April I wrote to you about the developing plan for the future of the special schools' network in Christchurch and asked that your Board engage again with your school's community, specifically on the proposal that Waitaha School base school be relocated and co-located with either West Rolleston Primary or Rolleston Secondary School which open in 2016 and 2017 respectively.

I have received a copy of your Board's report and recommendations from that engagement and I appreciate the time and commitment that has gone into this process. I am pleased that this has been a positive and affirming experience for your Board, Principal and staff. This will provide a strong base for your ongoing discussions with them and the Ministry about the location of future satellite provision.

I acknowledge the Board's preference that the base school remain on its current site. Because your Board does not support the relocation and co-location of the base school, I have decided that this will not be progressed.

The Ministry will continue to engage with all three special schools to develop plans for future satellite provision within each geographical catchment.

I have agreed to provide your Board with the report that the Ministry provided to me following the engagement process, and this is enclosed for your information.

Thank you for your work to date and I encourage your Board to continue exploring the opportunities to provide an accessible network for special school provision across greater Christchurch.

Heoi anō

Hon Hekia Parata  
Minister of Education

cc Mrs M Dodds, Principal, Waitaha School