

Cabinet paper - Education Renewal for Christchurch, Waimakariri and Selwyn

Page	Deletions	Section of the Official Information Act
Page 2	Financial details have been deleted to prevent prejudice or disadvantage in relation to negotiations the Ministry of Education will have or is undertaking with its insurer.	s9(2)(j)

The Ministry of Education does not believe there are any public interest considerations that outweigh the withholding of this information as outlined in section 9(1) of the Official Information Act 1982.

Chair
Canterbury Earthquake Recovery Committee

EDUCATION RENEWAL FOR CHRISTCHURCH, WAIMAKARIRI AND SELWYN

Proposal

1. I am seeking Cabinet's agreement to high level decisions that will enable me to take the first steps towards education renewal for greater Christchurch.
2. Pending Cabinet agreement, I will begin repairs and other significant work on certain schools, announce three new schools, and communicate details of the next steps for the wider work programme by the end of August 2012.
3. The total investment in education renewal is estimated between \$0.825 billion and \$1.100 billion over 10 years. A detailed renewal plan with detailed costs will be finalised for Cabinet consideration in February 2013.

Executive Summary

4. Following extensive consultation and consideration of a wide range of data we can now progress a major programme of education renewal for greater Christchurch. This signals the beginning of a revitalised education network that will feature modern learning environments designed to meet the educational needs of communities and lift student achievement.
5. A central plank of education renewal is the revitalisation of the schooling network and the opportunities this will open up to establish closer connections at all stages of education, from the early years through to post-compulsory education. It is about moving the focus away from individual institutions and services, to delivering holistic suites of educational resources, facilities and opportunities that communities need.
6. I attach an indicative programme business case that covers early childhood education through to secondary schooling. (A separate programme case is being developed for tertiary provision.) The business case includes high level options for a schooling network that have been developed using student achievement and school performance data, information on the integrity of school buildings and sites, recent land decisions and population shifts.
7. A key influence has been extensive community engagement and consultation which signalled support for an innovative approach to renewing education that may include multi-purpose educational campuses and shared facilities.
8. This is the most significant change ever made to the New Zealand education system. It will directly impact on 123 schools in Christchurch, Kaiapoi and Rolleston that serve more than 45,000 learners. Delivering a revitalised schooling network that includes new features is likely to lead to fewer schools overall. Ongoing engagement will be essential to ensuring decisions made about the number, type and location of services and schools are accepted by the community and supported in practice.
9. A comprehensive change management strategy will be in place to engage local leaders and experts that can help drive aspects of the work, and support detailed discussions with the education sector and wider community on the available options for each school or facility.
10. I propose announcing the renewal of the greater Christchurch education network at the end of August. As part of this announcement I will release a *Next Steps* publication to

inform the sector and wider community of the approach to renewing the greater Christchurch schooling network. This document includes details of the level of investment and the initial major projects. It also outlines how schools and affected communities will be engaged in the work ahead.

Background

11. The Canterbury earthquakes caused a disaster-recovery situation unparalleled in New Zealand's history. In addition to widespread damage to residential dwellings and destruction of Christchurch's CBD, the earthquakes damaged more than 200 schools from Hurunui in the north, to the Mackenzie district in the east, and Timaru in the south.

Educational performance

12. Prior to the earthquakes greater Christchurch's schooling network had many strengths but it also had one of the highest gaps in student achievement, second only to Auckland in terms of disparities in NCEA Level 2 attainment. While some of Christchurch city's decile 9 and 10 schools show achievement data for NCEA that is higher than national averages, achievement rates for decile 1 to 7 schools are generally below the national average for similar schools.
13. In particular, Māori, Pasifika and European learners from low socioeconomic backgrounds perform below the national average for NCEA Level 2 when compared to the same group nationally. More than half of Māori students in greater Christchurch leave school without NCEA Level 2, and many take no further part in formal education or training past the age of 20. There has only been a marginal 6% improvement in the attainment gap by ethnicity between 2005 and 2010.
14. The aim of the approach to education renewal is to turn this situation around and make a major contribution to the education targets I am seeking nationally.

Property investment

15. Eighty six schools in Canterbury have been repaired since the earthquakes, leaving 123 schools in central Christchurch, Kaiapoi and Rolleston still to be addressed. While the cost of repairing these schools is estimated to be in the vicinity of [REDACTED] the catchments for some schools are in the red zone and these schools' rolls are expected to decline over time.
16. A recent condition assessment of the 123 schools found 443 buildings that are potentially leaky and 329 that may now be earthquake prone. Once the cost of providing new schools to meet new demand is combined with the 10 year condition assessment costs, the total cost of rebuilding and maintaining the schooling network is estimated to cost a minimum of \$500 million over the next 10 years.
17. Options to address educational and infrastructural issues have been developed using data on student achievement and school performance, and information on school buildings and sites, recent land decisions and population shifts, and informed by extensive community engagement and consultation. The available approaches considered are discussed below.

Financial details have been deleted to prevent prejudice or disadvantage in relation to negotiations the Ministry of Education will have or is undertaking with its insurer (s9(2)(j)).

¹ The Ministry anticipates that at least [REDACTED] will be covered by its insurer.

Scoping the preferred way forward

Repairing earthquake damaged schools vs renewing the education network

18. The Ministry of Education (the Ministry) has collected sufficient information to determine a preferred way forward that balances the practicalities of retaining existing schools with meeting the challenges of changes in population distribution and improving outcomes for learners. A copy of the greater Christchurch Education Programme Business Case is attached as Appendix One. Options considered include:
- 1.) *Repairing earthquake damaged schools*: A school based approach to repairing earthquake damage and building new schools for large population shifts
 - 2.) *Rationalising the schooling network*: A network approach to repairing earthquake damage, closing non-viable schools and building a larger number of new schools to meet future demand
 - 3.) *Renewing the education system*: An education based approach to balancing the challenges of repairing earthquake damaged schools, meeting demand and investing in innovation to improve educational performance (recommended option).
19. The pros, cons and estimated cost of these three options are summarised in the table below.

Options Assessment – Greater Christchurch Education Programme

Option Description	10 year cost (based on condition assessment data)	Pros	Cons
Taking a school by school approach to repairing earthquake damage	Estimated between \$460 million and \$510 million (excluding capital charge)	<ul style="list-style-type: none"> Schools are habitable and all health and safety issues are addressed Sufficient capacity at network level (due to roll decline) Addresses defective buildings and earthquake resilience New schools provided to accommodate large scale population shifts 	<ul style="list-style-type: none"> Inefficient property outcomes as property is in the wrong place for education delivery Does not address modern learning environments Does not address educational performance
Taking a network approach to repairing earthquake damage, and meeting future demand.	Estimated between \$790 million and \$880 million (excluding capital charge)	<p>As for Option One plus:</p> <ul style="list-style-type: none"> Rationalisation ensures schools are in the right locations for education delivery Addresses modern learning environments for 15 percent of schools 	<ul style="list-style-type: none"> Does not address educational performance Lacks investment in innovation
Taking an education approach to balancing the challenges of repairing earthquake damaged schools, and improving educational performance	Estimated between \$900 million and \$1.0 billion (excluding capital charge)	<p>As for Option Two plus:</p> <ul style="list-style-type: none"> Addresses modern learning environments at 85 percent of schools Leverages off innovation Addresses educational performance 	<ul style="list-style-type: none"> It is the most expensive option

20. An minimum investment of \$500 million is needed over the next 10 years to repairing earthquake damaged schools and address issues with the schooling network in greater Christchurch including aging buildings, weather tightness, earthquake resilience. This work will deliver limited returns in regard to student achievement or wider benefits to the community, and if done on a school based approach focused on replacing like for like it will only serve to:

- i. perpetuate the inadequacies in the education system that are contributing to low educational performance
 - ii. create a mismatch between demand and supply due to population movements which, over time, will lead to inefficiencies across the network of provision
21. Taking a network approach by closing schools in areas of low demand, and building a larger number of new schools in areas of new demand, will enable the network to perform more efficiently. But this approach will not take advantage of the opportunities the earthquakes have provided to address pre-existing issues and take advantage of innovative methods of teaching and learning as ways of improving improve educational outcomes.
22. There is a clear opportunity, tested and supported through consultation, to take a far more sophisticated education based approach. We can build on the strengths of the existing network while implementing new ways of doing things that will support innovative teaching and learning practices, extend the learning options available to students, thereby improving student achievement and attainment.

Recommend option

23. I recommend taking an education based approach (Option 3) ahead of a school based or network based approach to provide modern education based delivery network that will over time change the education system. A renewal programme, estimated at between \$0.825 billion and \$1.100 billion over 10 years, will help establish Christchurch as a leading educational community – this would be a key attraction for a city in the process of rebuilding and provide a range of educational, economic and social benefits.
24. This approach balances the practicalities of repairing earthquake damaged schools with the challenges of closing the gap in educational performance and delivering a resilient education network that provides the suite of educational resources, facilities and opportunities communities need.
25. It will also deliver better value for money by delivering a wider range of outcomes that can be measured through improved educational performance and by the number of students in modern learning environments. There will be some benefit from closing non-viable schools and releasing the value of these assets, and from retiring leaky and earthquake prone buildings. This will improve the overall condition and utilisation of school property, and funding that would have been otherwise needed to maintain schools over time, will be used to support the renewal.

Key Outcomes from the Education Renewal Ten Year Plan

Estimated Capital Cost	\$825 million to \$1.1 billion ² incl 20% contingency for management fees, professional fees and temporary accommodation.
Capital Cost of Preferred Option	\$940 million
Number of school sites pre earthquake	123
Number of school sites proposed	93 to 123
Number of new schools (both rebuilds and new entities)	1 to 16 (5 of which will be in new areas of demand)

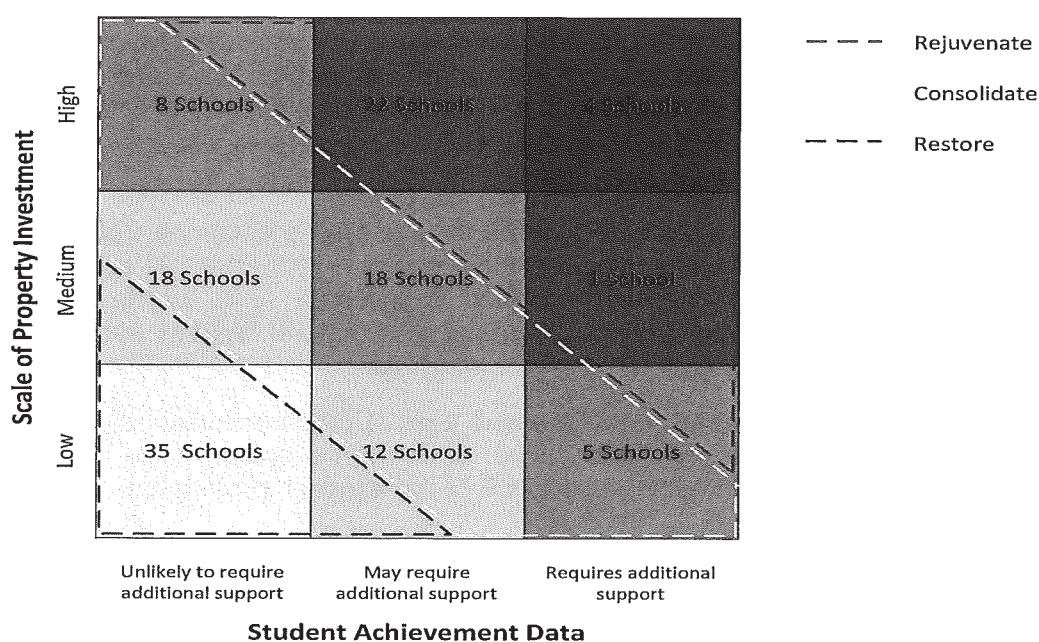
² Pre-earthquake baseline costs over next ten years was \$590-710 million including 20% contingency for Fees and Temporary Accommodation

Strategic cluster based approach to renewing the education network

26. A modern education network needs to be based around flexible models of education provision. It requires ICT-enabled environments that empower teachers and learners to develop new, more effective approaches. Under this approach learners may be attached to more than one educational institution and schools would be able to operate multiple or overlapping timetables to accommodate learners' needs.
27. A greater degree of flexibility will create opportunities to realise economies of scale that cannot be achieved on a school by school basis. For this reason, the 123 schools have been grouped into clusters of between two and six schools. A list of the clusters is attached as Appendix Two. The clusters are bounded by natural features such as rivers and hills and man-made infrastructure such as motorways.
28. The schools in each cluster have been assessed against property investment data from recent condition assessments, and educational performance criteria. (The criteria and performance measures are set out in Appendix E of the attached programme case).
29. When educational performance data is overlaid with property investment data, it is clear some schools with relatively minor property issues need additional investment to raise their levels of student achievement. In many cases, repairing the earthquake damage and modernising the property is all that is needed to enable the introduction of new models for education provision. But in other situations, the quantum of change requires a total transformation of the cluster, which would include closing schools and building a range of different facilities, including shared facilities and integrated community-based education campuses.
30. Schools and clusters have been classified into the following three categories:
 - i. **Restoring and expanding schools (low-level change)** – carrying out earthquake repairs and school expansions where a cluster of schools or individual schools require low level investment or intervention to improve educational performance.
 - ii. **Consolidating schools (moderate change)** – when schools are potentially non-viable because the level of investment required, the location of the school, or its roll size means the school will struggle to deliver education to the required standard. Investing in rebuilding these schools will go hand in hand with closing those no longer viable.
 - iii. **Rejuvenating entire clusters (major change)** – rejuvenating schools is recommended for clusters that require innovative change to provide better support for learners and improve educational performance, from early childhood through to secondary provision and further education. Options such as community-based education campuses and shared facilities will be considered.
31. The diagram below shows how the restore, consolidate and rejuvenate categories apply to the 123 schools. At the conclusion of this work, it is estimated that there will be up to 16 new schools (of which five will be servicing new areas of demand) and up to 30 existing schools will have been closed or merged, with the land released for other uses. A list of the schools proposed for each category is set out in Appendix Two.

Note: Figures exclude schools in the Aranui and Akaroa clusters.

Current Status – Cost and Performance



Programme of works

Implementation timeline

32. A summary of the programme of works is set out on page 10 of the attached business case. Due to the time it will take to establish new areas for suburban growth, it is expected to take 10 years to complete the transition to the renewed education network. The renewal will commence with restoring and expanding schools where the least amount of work is required, through to rejuvenating clusters where the extent of the proposed change is significant. A timetable for this work is attached as Appendix Three.

Restore

33. I propose to commence restoring 42 schools in 13 clusters, including reinstating 23 swimming pools, before the end of 2012. While it is estimated that this work will cost \$280 million and take five years to complete, the first step is to develop 10 year property plans using data collected from the condition assessments in conjunction with the Ministry's Sheerin standard for modern learning environments. I expect it will take several months to develop plans for each school and I will report back to this Committee in February 2013 with a final scope of works and a firmer estimate of costs.
34. The restore programme will be managed centrally by the Ministry, which will engage with the private sector through a range of procurement models to drive competition and efficiencies through competitive tendering processes, and by bundling schools together to provide larger contracts that attract competitive prices.

Consolidate and Rejuvenate

35. Compared to the restoration work, the consolidation and rejuvenation phases are more complex in that they involve changing the year groups at schools, closing and merging schools and building a range of new facilities and schools. These phases involve 81 schools in 19 clusters and are estimated to cost approximately \$660 million to complete over 10 years. Consultation would need to be undertaken with affected schools and their communities before any of this work can commence.

36. The Ministry has commenced discussions with affected education communities and will formerly consult with the Boards of Trustees and principals of affected schools following Cabinet's consideration of this paper. As part of this consultation, the Ministry will establish cluster governance groups consisting of members from the school Boards represented in each cluster, along with early childhood representation, and a Ministry official. This approach will help validate options, gain feedback and support shared ownership of the final decisions. I will report back later in 2013 once the consultation has been completed on the next steps for these schools.

Building new schools, and closing and merging schools

37. Once the impact of demographic changes is taken into account, a number of schools will need to be established to meet new demand. The first tranche of new schools will include a substantial rebuild of Halswell Primary School on its existing site and new provision in Rolleston and Pegasus. Procurement options such as public private partnerships will be considered as part of this work.
38. In addition to the provision of new education facilities, it is estimated that the renewal programme will result in an overall reduction of up to 30 schools directly related to the people movement that followed the earthquakes. While up to 30 schools will be closed, only some of these will be permanently closed. These will include schools with very low rolls of less than 100 students that are not efficient to operate (on a per pupil basis) and are not as well resourced as their larger counterparts. In other circumstances the schools servicing families who live in red zone areas will be closed over time as red zones are vacated. Some of these schools will be closed while others will be merged.
39. The net number of closures and mergers is not certain as it is subject to community consultation and acceptance of options, however, delivering a revitalised schooling network is likely to lead to a fewer number schools, compared to today. Community engagement will be essential to ensuring decisions made about the number, type and location of services and schools are accepted by the community and supported in practice.

Note:
Figures
exclude
schools
in the
Aranui
and
Akaroa
clusters.

Next steps

40. I intend announcing the total financial commitment and scale of change by the end of August, including details of schools and major projects included in the restore phase. A timetable of significant events that will occur between Cabinet's consideration of this paper and my planned report back in February 2013 is set out in Table Two below.

Schedule of proposed Cabinet report backs

Announcement of investment in education renewal	August 2012
Begin initial engagement across all clusters	
Establish Cluster Governance Groups to lead engagement	September 2012
Meet with rejuvenate clusters around options for future provision	
Begin consultation as appropriate	October – November 2012
Repair work begins over school holidays where practicable.	December 2102 - January 2013
Report back to Cabinet on financial implications for Budget 2013	February 2013
Focused consultation on school mergers or closures as appropriate	

Consultation on Issues and Options for Rejuvenate clusters	February 2013 – April 2013
Final decisions on network renewal	July/August 2013
Design and remediation	2013-2023

Issues, risks and mitigations

Change management risks

41. The greater Christchurch Education Renewal Plan represents a significant change to New Zealand's education system. It will directly impact on 123 schools in Christchurch, Kaiapoi and Rolleston that serve more than 50,000 learners and staff. A range of risks have been identified under section 2.5.2 of the business case. Ultimately these will be manifested in the form of negative reactions to aspects of the renewal plan, especially to the closure of some schools. In extreme cases there could be legal action taken to prevent some decisions being progressed.
42. A significant programme of change management is needed to ensure decisions about the numbers, type and locations of services and schools are accepted by the community, and supported in practice. The change management programme will include three complementary approaches to ensure the level of engagement needed to facilitate key decisions and promote shared ownership of the outcomes sought:
 - i. a dedicated Greater Christchurch Taskforce is being formed to engage local educational leaders and other experts that can support specific aspects of the wider renewal programme
 - ii. three advisory bodies will be established to represent the perspectives of early childhood providers, schools, tertiary educators, special education groups, parents, youth, and the business sector, and the inclusion of Māori and Pasifika leadership at all stages of the renewal
 - iii. a detailed programme of engagement is being developed to support discussions with the wider community, particularly with parents and learners, and with clusters of schools, educational services and organisations.
43. The Ministry will work closely with affected schools to identify the best way forward and preferred approach to investments. Staff, students and their parents will be supported through the process to help with issues that arise through changes to the network.
44. The Ministry will maintain strong links with CERA and other government agencies to continue appropriate connections with key policies such as the Youth Guarantee and the Disability Action Plan, and programmes designed to support staff whose employment is affected.

Timing issues

45. Work to rebuild the education network may be impacted by market capacity and the need to reduce disruption to learners and their families. There may also be a need to defer some decisions until population shifts stabilise. The Ministry will manage the design and construction of all new schools and major rebuilds including the development of a procurement strategy.

Financial Implications

46. The estimated capital cost of the greater Christchurch Education Renewal Plan is \$825 million to \$1.1 billion over the next 10 years. The \$940 million midpoint includes 20% contingency for management fees, professional fees and temporary accommodation. While I do not anticipate needing any new capital this financial year, I am seeking \$24.092 million operating for Christchurch in a separate paper being considered by this committee titled "Support for Education Recovery". I am requesting that this funding be drawn down from the portion of the Canterbury Earthquake Recovery Fund that is set aside for education.
47. New capital funding for the renewal will be required from 2012/13 onwards as the construction work accelerates. The funding will come from a mix of sources including insurance recoveries, reprioritised baseline funding and capital injection. I anticipate approximately 40% will come from the Ministry's baseline funding and from the insurance payout (when this becomes available) with the balance coming from new capital injections over the next 10 years (between \$50 million and \$70 million per annum on average). At the peak of the work programme the amount of new funding required is likely to exceed this amount, but in other years it will be less.
48. These are high level estimates. Further detail on the likely expenditure profile will be included in February 2013 once the property plans for the schools that are being restored have been completed and there is better information on the communities' acceptance of the consolidate and rejuvenation options. This timing will allow for consideration of these costs as part of Budget 2013 and out years.

Human Rights Implications

49. There are no human rights implications associated with this paper.

Legislative Implications

50. To enable innovative approaches to the shape and form of the renewed education network greater flexibility is needed in school governance and attendance arrangements (a point also made in the recent Cabinet paper on Charter Schools).
51. I have asked the Ministry to update the provisions on attendance and alternative constitutions for Boards of Trustees in the Education Act 1989 to assist with the implementation of the educational renewal programme for greater Christchurch.
52. I intend seeking inclusion of these provisions in the Education Amendment Bill (No. 2) which will be introduced in the House of Representatives before the end of the year [Cab Min (12) 7/7 refers].

Publicity

53. I propose announcing the investment in the renewal of the greater Christchurch education network at the end of August. This would include details of the first tranche of work (details of the restore phase, including the redevelopment and establishment of three new schools). As part of this announcement I will release a *Next Steps* publication to inform the sector and wider community of the approach to renewing the greater Christchurch schooling network. It includes details of the level of investment and the initial major projects. It also outlines how schools and affected communities will be engaged in the work ahead.

Consultation

54. The Ministry of Education has consulted a number of Ministers on the directions for the education renewal plan, including the Minister of Finance and Minister for the Canterbury Earthquake Recovery.

55. Treasury, the State Services Commission and the Canterbury Earthquake Recovery Agency have been consulted on the paper and the Department of the Prime Minister and Cabinet has been informed of its content.

Recommendations

56. I recommend that the Committee:

High level options for the greater Christchurch network

1. **note** that it is estimated that over \$500 million is needed over the next 10 years to repair and maintain the schooling network in greater Christchurch
2. **note** that the earthquakes have provided a catalyst for change as well as an opportunity to address issues with the existing infrastructure
3. **note** the following options for renewing the education system which have been drawn from the programme business case:
 - i. *repairing schools* by taking a school by school approach to repairing earthquake damage and building new schools for large population shifts
 - ii. *rationalising the network* by taking a network approach to repairing earthquake damage, closing non-viable schools and building a larger number of new schools to meet future demand
 - iii. *renewing education* by taking an education based approach to balancing the challenges of repairing earthquake damaged schools, meeting demand and investing to improve educational performance (recommended option)
4. **note** that I recommend the third approach (recommendation 3iii) to renew the education system because:
 - i. a school approach will perpetuate inadequacies in the current system that are contributing to low educational performance
 - ii. a network approach will not result in a significant contribution to the targets for education achievement that I am committed to achieving
 - iii. taking an education based approach will move the focus away from individual institutions and services, to delivering holistic suites of educational resources, facilities and opportunities that communities need
 - iv. proposals for a renewed education network have received broad community support through a range of engagements and an extensive consultation process

Scale of change

5. **agree** to renew the education system (recommendation 3iii) by:
 - i. **restoring and expanding schools (low level change)** carrying out earthquake repairs and school expansions where a cluster of schools or individual schools require low level investment or intervention to improve educational performance.
 - ii. **consolidating schools (moderate change)** – where schools are potentially non-viable because the level of investment required, the location of the school, or its roll size means the school will struggle to deliver education to the required standard. Investing in rebuilding these schools will go hand in hand with closing those that are not viable to keep open

- iii. **rejuvenating schools (major change)** – where clusters of schools require innovative change to provide better support for learners and improve educational performance from early childhood through to secondary provision
- 6. **note** that renewing the schooling network will cost between \$0.825 billion and \$1.1 billion over the next 10 years and make a significant contribution to the Christchurch rebuild – it will also deliver better value for money, significant benefits to the community and improved outcomes for learners
- 7. **note** that the renewal for greater Christchurch will directly impact on 123 schools, in Christchurch, Kaiapoi and Rolleston
- 8. **note** that the 123 schools have been organised into clusters (of between two and six schools per cluster) that will be restored and consolidated and rejuvenated
- 9. **note** that up to 16 new schools will be established (five of which will service new areas of demand)
- 10. **note** that up to 30 schools will be closed in line with demographic changes and the associated reductions in school rolls (some will be permanently closed, some merged with other schools and others replaced or relocated to new sites)

Note:
Figures
exclude
schools
in the
Aranui
and
Akaroa
clusters.

Progressing the first tranche of work

- 11. **agree** that I commence with restoring up to 42 schools in 13 clusters, including reinstating 23 swimming pools, before the end of 2012
- 12. **agree** that I announce the key elements of the greater Christchurch Educational Renewal Plan by the end of August 2012 and include information on the:
 - i. up to \$1 billion commitment to rejuvenate greater Christchurch's schooling network over the next 10 years
 - ii. overall Cluster Map, including clusters for technology, Māori education provision, special education and the recommended approach for each cluster (restore and expand, consolidated or rejuvenate)
 - iii. the commencement of the first tranche of work (the restore and expand phase) and redevelopment and establishment of three new schools
 - iv. names of schools within each cluster (being considered for consolidate and rejuvenate options)

Engagement and consultation

- 13. **note** that ongoing engagement will be essential to ensuring decisions made about the number, type and location of services and schools are accepted by the community and supported in practice
- 14. **note** that a comprehensive change management programme is being developed to facilitate decisions on education renewal and – proposals for this work are included in the companion paper being considered today that seeks support for a range of proposals through the Canterbury Earthquake Recovery Fund
- 15. **agree** that the Ministry of Education begin discussions with schools identified for the first phase of restore and expand
- 16. **agree** that the Ministry commence more intensive engagement with clusters of schools identified for consolidate and rejuvenate options by October

Legislative implications

- 17. **note** that wording changes to the Education Act 1989 are needed to provide the flexibility needed to progress more flexible school governance and attendance arrangements

18. **agree** that changes to provisions on attendance and alternative constitutions for Boards of Trustees be included in the Education Amendment Bill (No. 2) being introduced in the House of Representatives before the end of the year

Next report to Cabinet

19. **invite** the Minister of Education to present a detailed implementation plan to Cabinet in February 2013 that will include:
- i. financial implications for schools being restored and implications for Budget 2013
 - ii. a progress update on the engagement with boards of trustees and principals on consolidation and rejuvenation options
 - iii. recommended next steps.

A handwritten signature in black ink, appearing to read 'Hekia Parata', with a stylized, cursive script.

Hon Hekia Parata
Minister of Education

Appendix One – Greater Christchurch Education Renewal Plan (Programme Business Case)

Note: Clusters were updated post Cabinet. Please refer to the Shaping Education website for the updated list of clusters.

Appendix Two –Education Renewal Plan School Clusters


Network Cluster	Institution Name	Restore	Consolidate	Rejuvenate
Avonhead	Avonhead School	✓		
	Merrin School	✓		
	Russley School	✓		
	Westburn School	✓		
Burnside	Burnside High School	✓		
	Burnside Primary School	✓		
	Cobham Intermediate	✓		
	Fendalton Open Air School	✓		
	Waimairi School	✓		
Cashmere	Addington School	✓		
	Cashmere Primary School	✓		
	Christchurch South Intermediate	✓		
	Somerfield School	✓		
	Thorrington School	✓		
	West Spreydon School	✓		
Elmwood	Elmwood Normal School	✓		
	Heaton Normal Intermediate	✓		
Halswell	Halswell School			
	Oaklands School	✓		
Lyttelton Harbour	Diamond Harbour School	✓		
	Governors Bay School	✓		
Mairehau	Glenmoor School	✓		
	Mairehau School	✓		
Redwood	Papanui School	✓		
	Redwood School (Christchurch)	✓		
Riccarton	Ilam School	✓		
	Kirkwood Intermediate	✓		
	Wharenui School	✓		
Rolleston	Clearview Primary	✓		
	Rolleston School	✓		
St Albans	Paparoa Street School	✓		
	St Albans School	✓		
St Martins	Beckenham School	✓		
	Opawa School	✓		
	St Martin's School	✓		
	Waltham School	✓		
Sth West Chch	Cashmere High School	✓		
	Hillmorton High School	✓		

Upper Riccarton	Riccarton School	✓		
Akaroa	Duvauchelle School		✓	
	Le Bons Bay School		✓	
	Little River School		✓	
	Okains Bay School		✓	
	Akaroa Area School (Secondary)		✓	
Belfast	Belfast School		✓	
	Ouruhia Model School		✓	
Halswell	Hoon Hay School		✓	
	Manning Intermediate		✓	
	Rowley Avenue School		✓	
	Spreydon School		✓	
Kaiapoi	Kaiapoi Borough School		✓	
	Kaiapoi North School		✓	
	Kaiapoi High School		✓	
Lyttelton	Lyttelton Main School		✓	
	Lyttelton West School		✓	
MME	TKKM o Te Whanau Tahī		✓	
	TKKM o Waitaha		✓	
Nth Chch	Papanui High School		✓	
Papanui	Bishopdale School		✓	
	Casebrook Intermediate		✓	
	Cotswold School		✓	
	Northcote School (Christchurch)		✓	
Parklands	Burwood School		✓	
	Marshland School		✓	
	Parkview School		✓	
	Queenspark School		✓	
	Windsor School (Christchurch)		✓	
Roydvale	Harewood School		✓	
	Breens Intermediate		✓	
	Isleworth School		✓	
	Kendal School		✓	
	Roydvale School		✓	
	Wairakei School (Christchurch)		✓	
Special	Allenvale Special School & Res. Centre		✓	
	Ferndale School (Christchurch)		✓	
	Halswell Residential College		✓	
	McKenzie Residential School		✓	
	Van Asch Deaf Education Centre		✓	
	Waitaha School		✓	
West Chch	Hornby High School		✓	
Aranui	Aranui School (Christchurch)			✓

	Avondale School (Christchurch)			✓
	Chisnallwood Intermediate			✓
	Wainoni School			✓
Brighton	Central New Brighton School			✓
	Freeville School			✓
	North New Brighton School			✓
	South New Brighton School			✓
Central City	Christchurch East School			✓
	Discovery One School			✓
	Phillipstown School			✓
Central City Secondary	Hagley Community College			✓
	Unlimited Paenga Tawhiti			✓
East Chch	Aranui High School			✓
	Avonside Girls' High School			✓
	Linwood College			✓
	Mairehau High School			✓
	Shirley Boys' High School			✓
Hornby	Branston Intermediate			✓
	Gilberthorpe School			✓
	Hornby Primary School			✓
	Sockburn School			✓
	South Hornby School			✓
	Templeton School			✓
	Yaldhurst Model School			✓
Linwood	Bromley School			✓
	Linwood Avenue School			✓
	Linwood Intermediate			✓
	Linwood North School			✓
Nth West Chch	Christchurch Boys' High School			✓
	Christchurch Girls' High School			✓
Port Hills	Heathcote Valley School			✓
	Mt Pleasant School			✓
	Redcliffs School			✓
	Sumner School			✓
Shirley	Banks Avenue School			✓
	Hammersley Park School			✓
	Richmond School (Christchurch)			✓
	Shirley Intermediate			✓
	Shirley School			✓
Woolston	Bamford School			✓
	Woolston School			✓

Appendix Three – Greater Christchurch Education Renewal Timeline

Greater Christchurch Education Renewal												
2012					2013							
Five Initial Projects	Aug/Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	August
Halswell Rebuild	Announcement - project planning				Implementation _____↑ _____↑							
Wai kuku / Pegasus	Announcement – engagement / consultation											
Rolleston / new provision	Announcement – engagement / consultation				_____↑ Adoption of design concepts to inform ongoing planning _____↑							
Swimming Pools	Announcement – implementation											
Design Workshop	Announcement – workshop											
2012					2013							
Restore	Aug/Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	August
	Cluster profiling to define parameters, goals, data for engagement Engage on “how” to repair & spend				Develop property project plans _____↑ Project initiation – scope, design, procurement, implement _____↑							
	• Governance & management support – to ensure high levels of learner achievement and staff wellbeing • Property – maintenance and capital expenditure to support learning environment											
2012					2013							
Consolidate	Aug/Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	August
	Cluster profiling to define parameters, goals, data for engagement Appoint governance groups Engage with boards & community				Consult on closures and mergers _____↑ Public meetings as appropriate _____↑ Recommendation to Minister _____↑							

		Minister announcements													
		<ul style="list-style-type: none">Governance & management support – to ensure high levels of learner achievement and staff wellbeingProperty – maintenance and capital expenditure to support learning environment													
		2013													
Rejuvenate		Aug/Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	August		
		Cluster profiling to define parameters, goals, data for engagement				Prepare issues & options paper									Recommendation to Minister
		Socialise significant change Engage clusters to gather ideas to support development of issues and options for community consultation				Consult on issues & options									
		Minister announcements													
		<ul style="list-style-type: none">Governance & management support -- to ensure high levels of learner achievement and staff wellbeingProperty – maintenance and capital expenditure to support learning environment													