

# The Greater Christchurch Education Renewal Programme Interim Business Case

## Information that has been withheld

Page	Deletions	Section of the Official Information Act
Page 9	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)
Page 19	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)
Page 43	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)
Appendix K	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)
Appendix M	Hornby Cluster – Information has been deleted to prevent prejudice or disadvantage in relation to negotiations the Ministry of Education will have or is undertaking.	s9(2)(j)
Appendix M	Linwood Cluster - Information has been withheld to maintain the constitutional convention protecting the confidentiality of advice tendered by officials.	s9(2)(f)(iv)
Appendix M	<p>Parkland Cluster - Information has been withheld to maintain the constitutional convention protecting the confidentiality of advice tendered by officials.</p> <p>Information has been deleted to prevent prejudice or disadvantage in relation to negotiations the Ministry of Education will have or is undertaking.</p>	<p>s9(2)(f)(iv)</p> <p>s9(2)(j)</p>
Appendix M	Port Hills Cluster – Information has been withheld to maintain the constitutional convention protecting the confidentiality of advice tendered by officials.	s9(2)(f)(iv)
Appendix M	Shirley Cluster - Information has been deleted to prevent prejudice or disadvantage in relation to negotiations the Ministry of Education will have or is undertaking.	s9(2)(j)
Appendix O	<p>Information has been withheld to maintain the constitutional convention to protect the confidentiality of advice tendered by officials.</p> <p>Information has been deleted to maintain the effective conduct of public affairs through the free and frank expression of opinions.</p>	<p>s9(2)(f)(iv)</p> <p>s9(2)(g)(i)</p>
Appendix Q	Information has been withheld to maintain the constitutional convention to protect the confidentiality of advice tendered by officials.	s9(2)(f)(iv)

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.

### Points to Note

Page	Comments
Appendix I - page 1	Note that these figures are indicative and have been and will be updated as new information becomes available.
Appendix M - title page	Note that there are some differences between preferred options in this document and the proposals made on 13 September. That not all clusters were covered by the business case. That no formal proposal has been made for secondary school provision. That a copy of the proposal for each cluster is attached at the end of the business case for reference.
Appendix M - Roydvale Cluster	Note that the preferred option for Breens Intermediate shown is different from the proposal announced on 13 September.
Appendix M - Secondary Cluster	Note that no proposal has been made for Secondary School Provision as more geotechnical information is required.
Pages 9 and 43, Appendices E, K and M (Belfast and Lyttleton Clusters)	Previously withheld information has now been made available. (February 2013)

This Business Case was completed in July 2012. Some information and data has been updated as new information has become available.

# Part 3 of 3

This Business Case was developed using Treasury's Better Business Case model  
[www.infrastructure.govt.nz/publications/betterbusinesscases](http://www.infrastructure.govt.nz/publications/betterbusinesscases)

**Greater Christchurch Education  
Renewal Plan  
Programme Business Case**

# Appendix M

## Detailed Network Assessments

Some of the preferred options highlighted in this document changed before proposals were announced on 13 September.

Not all clusters for which proposals were announced on 13 September were included in this business case. These clusters were not included because they lie outside the scope of the business case.

No formal proposal has been made for Secondary School provision. Decisions are subject to further information about the geotechnical state of these schools.

A copy of the proposal announced for each cluster is attached at the end of this document.



## Overview of Data Sources

**Out of Zone Learners:** as of July 2010. Indicates where existing school network was not servicing local demand.

**Site Size:** from the Ministry of Education database.

**Investment:** cost as at May 2012 including weather-tightness, earthquake prone, earthquake damage and condition assessment.

**Utilisation:** calculated using the February 2012 teaching space counts and the March 2012 roll return data.

**ERO Cycle:** from the Ministry of Education database.

**Unengaged Learners:** sum of stand-downs, exclusions and suspensions during 2011.

**NCEA Level 2 Achievement:** based on provisional 2011 data. The average percent of leavers with NCEA Level 2 or above has been calculated over a three year period (2009-11) and adjusted based on decile rating.

AKAROA- Catalyst for Change: Land / Building / People

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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Network Summary:

The Akaroa cluster consists of a number of isolated communities. The schools are small but the locations are important to provide access to education.



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners
Duvauchelle	26	0	1.5 ha	\$273,996*	34%	3yrs	0
Le Bons Bay	6	0	0.8 ha	\$117,601*	25%	3yrs	0
Little River	85	0	0.9 ha	\$725,946*	85%	3yrs	0
Okains Bay	17	0	1.2 ha	\$166,113*	34%	3yrs	0
Akaroa Area	142	0	1.7 ha	\$1,521,483*	92%	3yrs	0

Key Determinants:

- Akaroa is the closest service town for residents in Okains Bay, Le Bons Bay and Duvauchelle. Little River is on the Christchurch side of the summit and is consider separately.
- Akaroa Area School is a composite school providing education up to year 13.

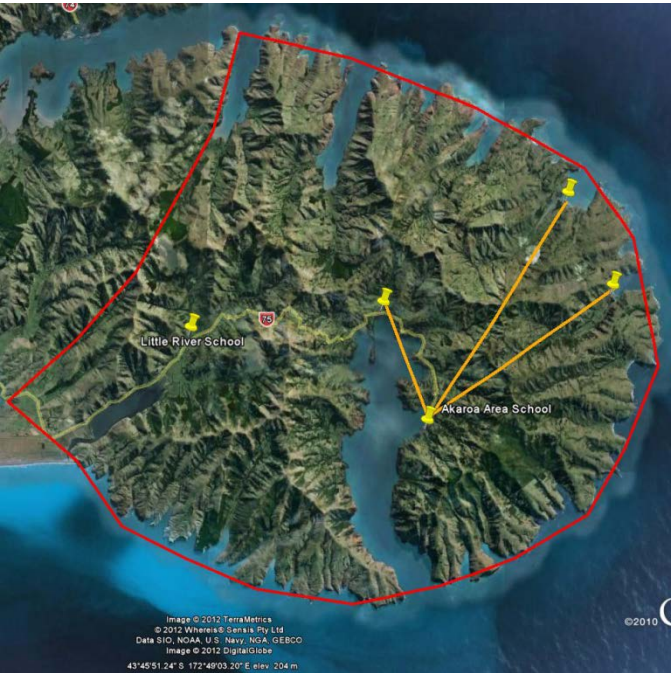
OPTION 1:

	School	Land & Infrastructure	Entity
	Duvauchelle	Contributing (Yr1-6)	Repair
	Le Bons Bay	Full primary (Yr1-8))	Repair
	Little River	Full primary (Yr1-8)	Repair
	Okains Bay	Full primary (Yr1-8)	Repair
	Akaroa Area	Composite (Yr1-13)	Repair

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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OPTION 2 (Preferred Option):

	School	Land & Infrastructure	Entity
Duvauchelle	Contributing (Yr1-6)	Repair	Close. Split site to Akaroa Area School
Le Bons Bay	Full primary (Yr1-8))	Close	Close. BoT has requested voluntary closure as of July '12.
Little River	Full primary (Yr1-8)	Repair	Continues
Okains Bay	Full primary (Yr1-8)	Repair	Close. Split site to Akaroa Area School
Akaroa Area	Composite (Yr1-13)	Repair	Continues-operates as hub to neighbouring schools



Access	Equity	Education and governance	Infrastructure	Scale of Investment
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Summary:

Given the location of the schools, rolls are low and property underutilised. The preferred option to close two schools and make them 'satellites' to a central 'hub' aims to improve access to services and resources. The Board of Trustees at Le Bons Bay School has requested a voluntary closure as of July 2012.



ARANUI- Catalyst for Change: Land / Building / People

Access	Equity	Education and Governance	Infrastructure	Scale of Investment
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**Network Summary:** Aranui is a low socio-economic area with decile 1 and 2 schools (excluding Chisnallwood Intermediate). Chisnallwood is a popular school and, although it is located in the Aranui cluster, it largely serves a wider area extending into the Shirley and Parklands clusters.



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners	NCEA level 2 Achievement
Wainoni	83	0	2.5 ha	\$5,627,981	27%	2yrs	7	N/A
Avondale	320	0	2.5 ha	\$2,697,883	64%	2yrs	19	N/A
Aranui Primary	144	0	3.8 ha	\$4,023,525	96%	3yrs	9	N/A
Chisnallwood	759	489	4 ha	\$12,526,692	87%	3yrs	14	N/A
Aranui High	553	0	8.7 ha	\$9,969,105	79%	3yrs	50	47%

Key Determinants:

- Learner achievement and engagement needs to be addressed at a cluster level. Options to minimise transitions between institutions should be considered.
- Cluster has been subject to land damage and a number of schools border the ‘red zone’.
- A number of schools have low rolls, so although access is high, the access to quality facilities compromises curriculum delivery.
- The education provision needs to be targeted at the local community as learners are likely to attend their closest school. Chisnallwood largely serves neighbouring clusters.
- Repair of existing schools is not preferred as it does not respond to the community specific education needs or support the identities, languages and cultures of learners, nor does it address over capacity.
- Opportunity for wider community services to be situated on site with education provision. Community services include MSD, Health, other social services, library and sport and recreation.

OPTION 1:

	School	Land & Infrastructure	Entity	
	Wainoni	Full primary (Yr1-8)	Repair	Continues
	Avondale	Contributing (Yr1-6)	Repair	Continues
	Aranui Primary	Full primary (Yr1-8)	Repair	Continues
	Chisnallwood	Intermediate (Yr 7-8)	Repair	Continues
	Aranui High	Secondary (Yr9-13)	Repair	Continues

Access	Equity	Education and Governance	Infrastructure	Scale of Investment
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OPTION 2 (Preferred Option):

	School	Land & Infrastructure	Entity
Wainoni	Full primary (Yr1-8)	Close site	Build one new Yr 1-13 campus with ECE provision and community <sup>1</sup> services and sports and recreation on site
Avondale	Contributing (Yr1-6)	Close site	
Aranui Primary	Full primary (Yr1-8)	Close site	
Chisnallwood	Intermediate (Yr 7-8)	Close site	
Aranui High	Secondary (Yr9-13)	Close site	

<sup>1</sup> Community Services= MSD, Health and other social services.

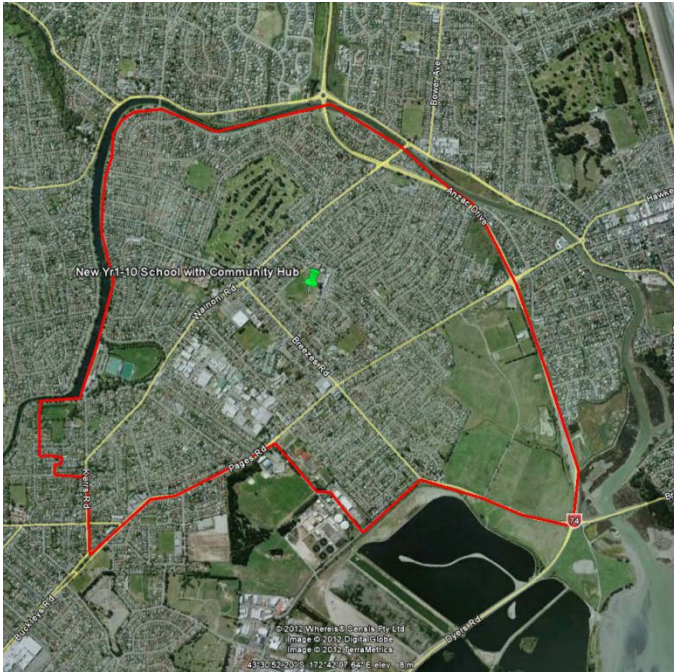


Access	Equity	Education and Governance	Infrastructure	Scale of Investment
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Note: There is no site proposed or determined for the proposed new campus for the Aranui cluster.

OPTION 3:

School	School	Land & Infrastructure	Entity
Wainoni	Full primary (Yr1-8)	Close site	Build one new Yr 1-10 campus with ECE provision and a community hub. Senior education provided in Central City with Tertiary links.
Avondale	Contributing (Yr1-6)	Close site	
Aranui Primary	Full primary (Yr1-8)	Close site	
Chisnallwood	Intermediate (Yr 7-8)	Close site	
Aranui High	Secondary (Yr9-13)	Close site	



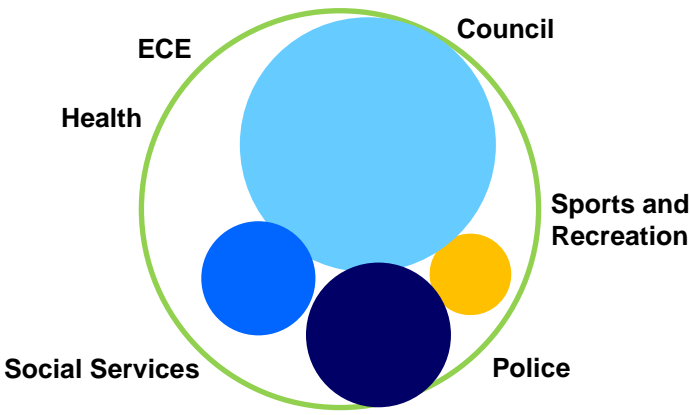
Proposed Network Assessment:

Access	Equity	Education and Governance	Infrastructure	Scale of Investment
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Summary:

The earthquake has given Aranui the opportunity to change the way education is delivered in their community. The preferred solution is to provide a shared campus located centrally in Aranui to serve the local community. Where learners are currently travelling to attend Chisnallwood Intermediate, options will be provided in their local clusters. The scope of the secondary offering will depend on the provision of senior secondary education potentially collocated with tertiary in the Central City. The preferred option would see all schools closed and new school(s) established.

The figure below indicatively shows the level of community integrated services centred around the education offering in Aranui. The circles represent indicative school sizes.



School Type				
	Primary	Intermediate	Secondary	Technology

**Senior-Secondary Pathway:** Intention learners enrol at new secondary provision.

Consultation:

Council: input required to scope a suitable site. Opportunity to combine the education renewal with a revitalisation of the suburb and the recent development of the community library.

Community Leaders and Advisory Boards: provide input into the best education options for the people of Aranui. Important role in leading change and to ensure local identities, languages and cultures are supported.

Community Services: services include social workers, health providers, early childhood education and police. Consultation is required to confirm the scope of the integrated community hub.

Social Housing: similar to the Council, social housing could assist securing a site given they are a significant land owner in the area. They may also have an interest in revitalising the social housing network in Aranui.

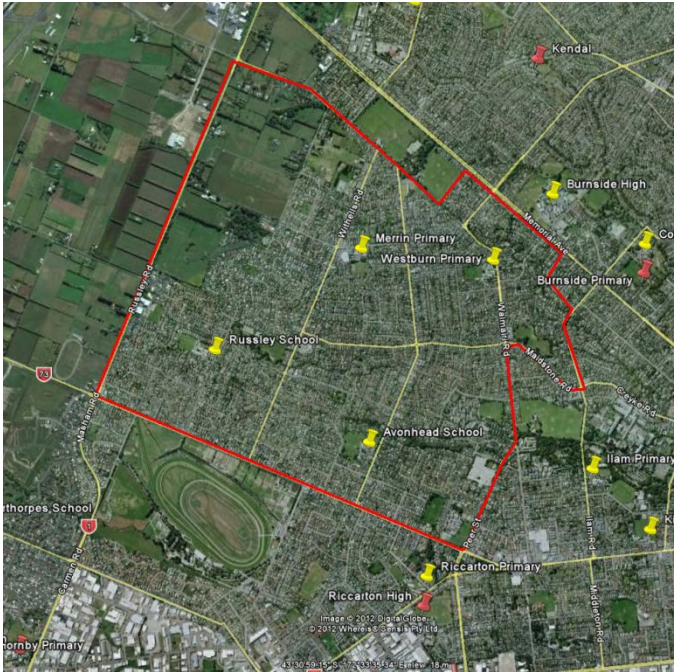
Existing Schools, Parents and Learners: Public consultation will ensure that the provide education facility meets the needs of the community. Initiatives to address learner achievement and engagement will be developed using the knowledge of past experiences. Campus design and management and governance structures will be critical to the success of the shared site.



AVONHEAD- Catalyst for Change: Land / **Building** / People

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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**Network Summary:** The Avonhead cluster has four schools that are located within 900m to 1.3km of each other, however there is a significant school age population that it services. Located to the west of Christchurch, impacts from the earthquake are minimal and learner engagement is good so the need for education renewal is low.



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners
Avonhead	482	10	2.6 ha	\$5,742,431	103%	3yrs	3
Merrin	281	31	2.4 ha	\$4,136,704	64%	2yrs	1
Russley	356	27	2.9 ha	\$4,855,677	79%	3yrs	0
Westburn	427	125	3 ha	\$6,306,760	94%	3yrs	0

Key Determinants:

- All schools are full primary and access technology facilities at Kirkwood Intermediate.
- Schools are located between 900m and 1.3km apart, however (with the exception of Merrin) the schools are well utilised (supply matches demand) with sustainable rolls.
- Westburn is nearing capacity however over quarter of their roll is out of zone learners. Located on a large site if future expansion is required.
- The ERO review completed at Merrin in August 2010 showed some progress has been made since the previous review and are due for their next ERO review in August 2012.

OPTION 1 (Preferred Option):

	School	Land & Infrastructure	Entity	
	Avonhead	Full primary (Yr1-8)	Repair	Continues
	Merrin	Full primary (Yr1-8)	Repair	Continues
	Russley	Full primary (Yr1-8)	Repair	Continues
	Westburn	Full primary (Yr1-8)	Repair	Continues

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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Summary:

All schools in this catchment are required to service demand and so repair is the preferred option. A review of projected demands at Merrin will inform the level of rationalisation. Westburn may require expansion, depending on the responses taken in neighbouring clusters however the site is large enough to provide flexibility.

Consultation:

No cluster specific consultation is required.

BELFAST- Catalyst for Change: Land / Building / People

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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**Network Summary:** Belfast is an area of projected growth. There are two existing schools in the cluster; one urban school located in the centre of the population and a rural school servicing a broader area. Neighbouring clusters are also expected to experience growth and the provision of schooling in these clusters will influence the requirements in Belfast. Ouruhia is a semi-rural school where learners are already travelling to access education.



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners
Belfast	440	0	1 ha	\$6,474,981	88%	4-5yrs	7
Ouruhia	100	42	1.2 ha	\$586,685	80%	3yrs	0

Key Determinants:

- Belfast is an area of growth, however the existing Belfast School site is constrained with limited opportunity for future expansion. The school currently uses the adjacent park for playing fields.
- The Council are looking at providing new community facilities in the area and there is discussion to identify opportunities for shared facilities. Note: This was previously withheld
- The state highway separates the community and all education provision is located to the east of the highway. The proposed Northern Bypass will reconnect the community, with state highways being redirected around Belfast.

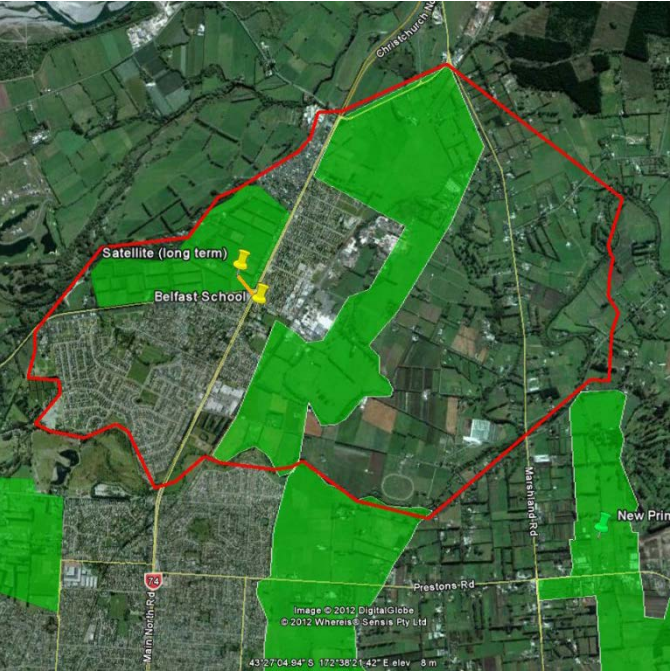
OPTION 1:

	School	Land & Infrastructure	Entity
Belfast	Full primary (Yr1-8)	Repair	Continues
Ouruhia	Full primary (Yr1-8))	Repair	Continues

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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OPTION 2 (Preferred Option):

	School	Land & Infrastructure	Entity
Belfast	Full primary (Yr1-8)	Repair- investigate second campus	Continues
Ouruhia	Full primary (Yr1-8))	Close site	Closes



Access	Equity	Education and governance	Infrastructure	Scale of Investment
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Summary:

A second campus of Belfast School on the west of the state highway will provide education access to areas of growth and can be located to take advantage of shared council facilities. The demand for the second campus is not immediate, however a site should be secured to ensure availability of suitable land. One BoT and principal across the two campuses would allow education performance and learner engagement to be managed across the cluster.

Ouruhia School has a low roll, where just under half of all learners are from out of zone. It is not well located with the proposed extension of its zone now ‘red zoned’ by CERA. The new proposed primary school in the Prestons Road development and expansions to Belfast School will absorb the Ouruhia School population.

Consultation:

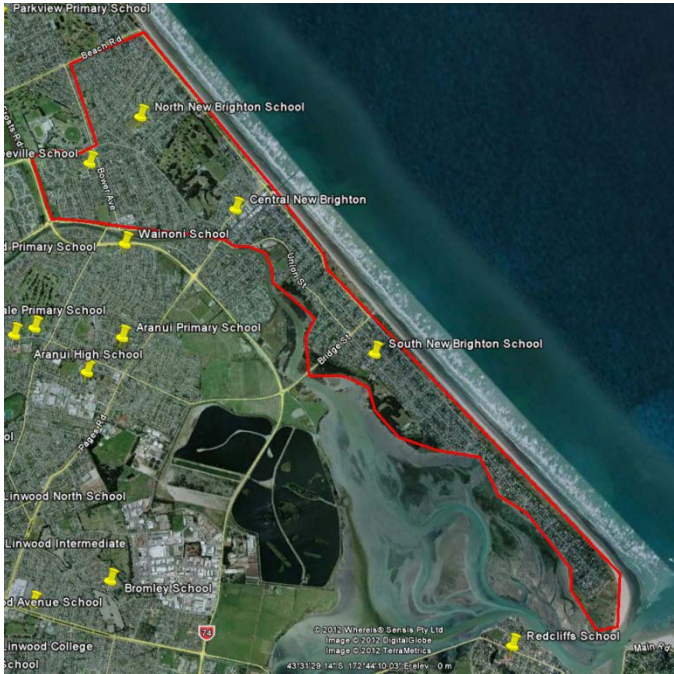
- Council: identify opportunities to share facilities which may influence the location of the satellite campus.
- Community consultation: governance and management structures and approaches could improve learner engagement.
- Equity: Address MME and Technology in conjunction with neighbouring clusters to ensure provision.



**BRIGHTON-** Catalyst for Change: Land / Building / People

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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**Network Summary:** The Brighton cluster is an elongated cluster that is approximately 8km in length and separated from the surrounding network by the estuary and ‘red zone’. Access and land availability are issues, as Central New Brighton is in a highly developed area and the site is constrained and the South New Brighton area has suffered significant damage including damage to council infrastructure.



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners
Freeville	284	0	2.2 ha	\$5,710,258	121%	3yrs	17
North New Brighton	207	0	4.7 ha	\$5,693,861	56%	3yrs	0
Central New Brighton	121	0	1.8 ha	\$4,350,728	48%	3yrs	27
South New Brighton	438	19	2.4 ha	\$3,808,957	88%	3yrs	7

Key Determinants:

- The cluster is elongated and separated from the surrounding network by the estuary and ‘red zone’.
- South New Brighton should be maintained to provide the required level of access however land damage may restrict the ability to rebuild on the existing site and it is unlikely to be an alternative site with suitable land large enough in the area.
- Currently the South New Brighton site is serviced by compromised council infrastructure. Possibility to develop a self-sufficient green school.
- Central New Brighton is a constrained site and further development will not resolve access in the South New Brighton.

OPTION 1:

	School	Land & Infrastructure	Entity
Freeville	Full primary (Yr1-8)	Repair	Continues
North New Brighton	Full primary (Yr1-8)	Repair	Continues
Central New Brighton	Full primary (Yr1-8)	Repair	Continues
South New Brighton	Full primary (Yr1-8)	Repair	Continues

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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OPTION 2 (Preferred Option):

	School	Land & Infrastructure	Entity
Freeville	Full primary (Yr1-8)	Close site.	Merge on North New Brighton site.
North New Brighton	Full primary (Yr1-8)	Repair.	
Central New Brighton	Full primary (Yr1-8)	Close site.	Merge on South New Brighton site.
South New Brighton	Full primary (Yr1-8)	Repair.	



Access	Equity	Education and governance	Infrastructure	Scale of Investment
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OPTION 3:

	School	Land & Infrastructure	Entity
Freeville	Full primary (Yr1-8)	Close site.	Merge on North New Brighton site.
North New Brighton	Full primary (Yr1-8)	Repair.	
Central New Brighton	Full primary (Yr1-8)	Close site.	
South New Brighton	Full primary (Yr1-8)	Close site	Provide transport to alternative schools.



Access	Equity	Education and governance	Infrastructure	Scale of Investment
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Summary:

The preferred option would two primary schools in the Brighton; one on the North New Brighton site and another in the South New Brighton area to provide the expected level of access. Option 3 will only be considered if the existing South New Brighton site cannot be rebuilt on and if an alternative site cannot be sourced.

**Senior-Secondary Pathway:** Intention learners enrol at Mairehau High School, new North East provision or new Aranui secondary provision.

Consultation:

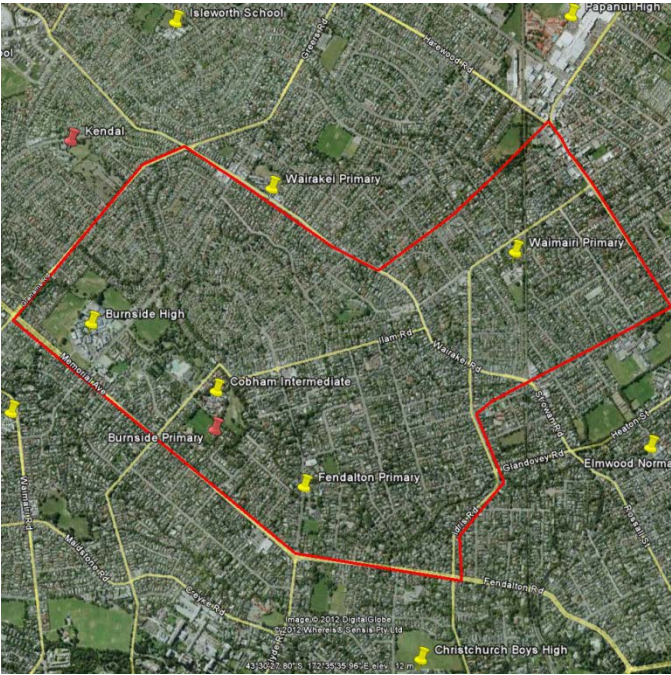
Consultation will be required if the option to merge schools is progressed.



BURNSIDE- Catalyst for Change: Land / Building / People

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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**Network Summary:** The Burnside cluster is not marked for significant growth and any growth will be due to infill housing.



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners
Burnside	197	0	4.4 h a	\$8,894,119	64%	2yrs	0
Fendalton	445	106	2.6 ha	\$2,557,414	84%	3yrs	1
Waimairi	451	32	2.4 ha	\$3,694,439	89%	3yrs	0
Cobham Intermediate	658	236	4.8 ha	\$9,751,679	92%	3yrs	11

Key Determinants:

- Burnside Primary and Cobham Intermediate share a site.
- Cobham Intermediate does not currently provide technology facilities for surrounding schools.
- All primary schools are contributing primary schools.
- The distance between Burnside Primary and Fendalton Primary is approximately 500m.
- Aorangi School (which is already closed) was located on the south west edge of the Burnside cluster. Responses should consider access to surrounding areas.
- Jelly Park (Council provided indoor pool and recreation facility) is located opposite Cobham Intermediate.

OPTION 1:

	School	Land & Infrastructure	Entity
Burnside	Full primary (Yr1-8)	Repair	Continues
Fendalton	Full primary (Yr1-8)	Repair	Continues
Waimairi	Full primary (Yr1-8)	Repair	Continues
Cobham Intermediate	Full primary (Yr1-8)	Repair	Continues

OPTION 2 (Preferred Option):

	School	Land & Infrastructure	Entity
Burnside	Contributing (Yr1-6)	Close site	Close
Fendalton	Contributing (Yr1-6)	Repair	Continues
Waimairi	Contributing (Yr1-6)	Repair	Continues
Cobham Intermediate	Intermediate (Yr7-8)	Repair	Continues



Proposed Network Assessment:

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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**Summary:** Burnside Primary is not required to provide access and the cost to repair or replace is not viable as the population can be absorbed by the network. The preferred option is therefore to close Burnside Primary

Cobham Intermediate does not currently share its facilities with other schools. Opportunities to provide connections between the contributing primary’s and the intermediate should be considered to better utilise assets.

There is scope for improved learner engagement at Cobham Intermediate.

Consultation:

Consultation will be required if the option to close schools is progressed.



CASHMERE- Catalyst for Change: n/a

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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**Network Summary:** The Cashmere cluster consists of a range of demographics and has both low and high socio-economic areas. The cluster has two distinct areas; the area on the hill to the south of the river and the area to the north of the river.



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners
Addington	200	0	2.1 ha	\$3,716,548	90%	3yrs	8
Somerfield	414	6	2.2 ha	\$3,386,250	89%	3yrs	0
Thorrington	427	18	2.6 ha	\$4,534,933	96%	3yrs	0
West Spreydon	186	0	2.5 ha	\$2,131,087	69%	3yrs	3
Cashmere	445	65	1.6 ha	\$2,463,478	103%	3yrs	4
Christchurch South Intermediate	497	98	3.7 ha	\$2,934,904	100%	3yrs	7

Key Determinants:

- West Spreydon is a contributing primary to Manning Intermediate located in an adjacent cluster.
- The area around Cashmere Primary is unlikely to experience growth, therefore the out of zone roll can be managed to provide access to in-zone learners. The site is constrained with limited scope for expansion.
- Addington is important to provide access to the low socio-economic area located to the south of the CBD.
- Learner engagement varies across the cluster, with the opportunity to utilise proven initiatives across the network.

OPTION 1 (Preferred Option):

School	Land & Infrastructure	Entity	
Addington	Contributing (Yr1-6)	Repair <sup>1</sup>	Continues
Somerfield	Contributing (Yr1-6)	Repair	Continues
Thorrington	Contributing (Yr1-6)	Repair	Continues
West Spreydon	Contributing (Yr1-6)	Repair <sup>1</sup>	Continues
Cashmere	Full primary (Yr1-8)	Repair	Continues
Christchurch South Intermediate	Intermediate (Yr7-8)	Repair <sup>1</sup>	Continues

<sup>1</sup> Implement initiative to improve learner engagement.

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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**Summary:** As West Spreydon is a contributing school to Manning in the neighbouring cluster which is a proposed closure, West Spreydon will need to be converted into a full primary. This will have the advantage of reduced transitions in a low socio-economic area of the cluster. West Spreydon currently has capacity, and with redistribution of year 7 and 8 learners from Manning, the roll is likely to grow.

Given Cashmere has a large number of out of zone learners and a constrained site, expansion is not proposed and out of zone learners shall be managed so local demands can be met.

Consultation:

Existing schools: consultation with West Spreydon with regards to converting contributing primary into a full primary.

No other cluster specific consultation is required.

CENTRAL CITY- Catalyst for Change: Land / Building / People

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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**Network Summary:** The schools are strategically important in providing access to learners living in central Christchurch. There are strong relationships to neighbouring networks (Shirley and Linwood) as well as the Central City plan.



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners	NCEA Level 2 Achievement
Unlimited Paenga Tawhiti	404	1	N/A	\$40,000,000 <sup>1</sup>	86%	3yrs	11	61%
Discovery One	146	0	N/A	\$20,000,000 <sup>1</sup>	83%	3yrs	0	NA
Chch East School	188	0	TBC	\$2,966,703	64%	1yr	0	NA
Hagley Community College	1,303	1303	3.7ha	\$19,561,097	90%	4-5yrs	28	62%
Phillipstown	Refer to Linwood cluster.							

<sup>1</sup> Indicative cost to replace- irreparable damage.

Key Determinants:

- Centrally located schools generally have increased accessibility due to their location and public transport provision.
- The secondary school provision in the Central City needs to be considered in conjunction with the Aranui and Linwood clusters.
- The way forward will be largely influenced by the Central City Development Unit Plan.

OPTION 1:

	School	Land & Infrastructure	Entity
Unlimited Paenga Tawhiti	Secondary (Yr9-13)	n/a	Continues
Discovery One	Full primary (Yr1-8)	n/a	Continues
Chch East School	Full primary (Yr1-8)	Repair	Continues
Hagley Community College	Secondary (Yr9-13)	Repair	Continues

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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OPTION 2:

School	Land & Infrastructure	Entity	
Unlimited Paenga Tawhiti	Secondary (Yr9-13)	Merge. To become a designated character school for Yr1-13	
Discovery One	Full primary (Yr1-8)		
Chch East School	Full primary (Yr1-8)	Repair and prepare for growth.	Continues
Hagley Community College	Secondary (Yr9-13)	Repair	Continues

Note:

- Hagley Community College continues in the short to medium term, subject to Christchurch City Development Unit Plan. \*
- Consider relocation of Hagley Community College to a tertiary site.
- Establish a Year 1-13 education provider on the Hagley Community College site- dependant on growth.

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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OPTION 3:

	School	Land & Infrastructure	Entity
Unlimited Paenga Tawhiti	Secondary (Yr9-13)	n/a	Close
Discovery One	Full primary (Yr1-8)	n/a	Close
Chch East School	Full primary (Yr1-8)	Repair and prepare for growth.	Continues
Hagley Community College	Secondary (Yr9-13)	Repair	Continues

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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**Summary:** The provision of education in the central city will be influenced by the Central City Development Unit Plan. The options development should not be considered in isolation to the surrounding network as it plays a role in providing diversity of choice to the surrounding network.

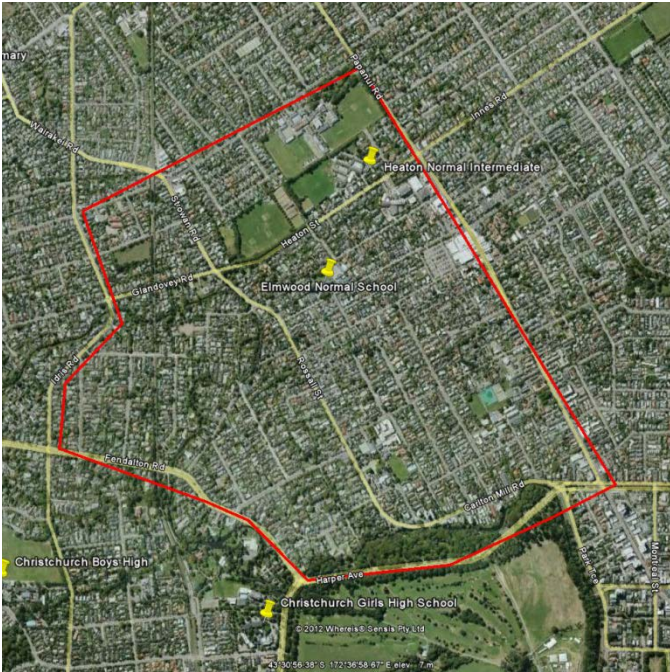
Note: This was prepared when there was considerable uncertainty around the land in the CBD. This has now been overtaken by events and there is no intention to relocate Hagley Community College.



ELMWOOD- Catalyst for Change: n/a

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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**Network Summary:** The Elmwood largely unaffected by the earthquake and other than low utilisation at Elmwood Primary there is not catalyst for education renewal.



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners
Elmwood	474	145	1.8 ha	\$2,704,632	73%	3yrs	0
Heaton Intermediate	517	0	4.6 ha	\$4,054,631	96%	3yrs	0

Key Determinants:

- The existing network is required to provide access, has good learner engagement and the scale of investment is minor.

OPTION 1 (Preferred Option):

School		Land & Infrastructure	Entity
Elmwood	Contributing (Yr1-6)	Repair	Continues
Heaton Intermediate	Intermediate (Yr7-8)	Repair	Continues

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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Summary:

The existing network does not require a renewal of education. The preferred option is to repair the existing facilities with possible review of building rationalisation at Elmwood Primary when reviewing future projections.

Consultation:

No network specific consultation is required.

HALSWELL- Catalyst for Change: Land / **Building** / People

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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**Network Summary:** Greenfield development is expected in the Halswell area and the schools are marked for growth. Hillmorton High and Manning Intermediate are located on neighbouring sites and both have low rolls for their respective types.



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners
Hoon Hay	389	117	2.5 ha	\$5,096,144	93%	4-5yrs	1
Rowley Ave	102	0	2.4 ha	\$483,105	40%	3yrs	0
Spreydon	264	40	2.9 ha	\$2,380,328	83%	3yrs	2
Halswell	523	0	2.6 ha	\$4,666,340	85%	3yrs	0
Oaklands	495	39	2.8 ha	\$6,561,883	93%	3yrs	3
Manning Intermediate	153	0	3.5 ha	\$6,925,704	52%	3yrs	10

Key Determinants:

- Area of projected greenfield development.
- Large Pasifica community in the Rowley Ave area.
- Manning Intermediate has a low roll, requires a large scale of investment.

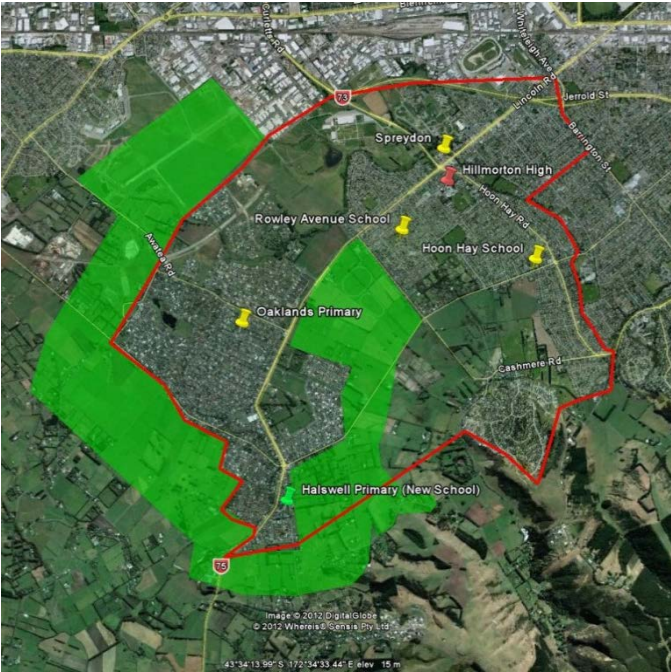
OPTION 1:

	School	Land & Infrastructure	Entity	
	Hoon Hay	Contributing (Yr1-6)	Repair	Continues
	Rowley Ave	Contributing (Yr1-6)	Repair	Continues
	Spreydon	Contributing (Yr1-6)	Repair	Continues
	Halswell	Full primary (Yr1-8)	Repair (rebuild)	Continues
	Oaklands	Full primary (Yr1-8)	Repair	Continues
	Manning Intermediate	Intermediate (Yr7-8)	Repair	Continues

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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OPTION 2 (Preferred Option):

	School	Land & Infrastructure	Entity
Hoon Hay	Contributing (Yr1-6)	Repair	Convert to full primary
Rowley Ave	Contributing (Yr1-6)	Repair	Convert to full primary
Spreydon	Contributing (Yr1-6)	Repair	Convert to full primary
Halswell	Full primary (Yr1-8)	Repair (rebuild)	Continues
Oaklands	Full primary (Yr1-8)	Repair	Continues
Manning Intermediate	Intermediate (Yr7-8)	Close site.	Closed. (Impacts Cashmere cluster)



Access	Equity	Education Performance	Infrastructure	Scale of Investment
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**Summary:** Although investment is large, \$7mil in capital expenditure is saved by closing Manning Intermediate.  
**Consultation:** Consultation will be required if the option to merge schools is progressed.



HORNBY- Catalyst for Change: Land / Building / People

Access	Equity	Education Performance	Infrastructure	Scale of Investment
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**Network Summary:** The Hornby network is working as a learning network aligning curriculum vertically in a provider driven response to education needs. Transport routes divide the Hornby network into distinct sub-networks. Gilberthorpe School has a large subdivision in its catchment.



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners
Gilberthorpe	97	0	2.8 ha	\$2,486,556	57%	3yrs	0
Hornby Primary	130	0	2.8 ha	\$7,299,555	63%	3yrs	7
Sockburn	118	0	3.5 ha	\$1,969,694	40%	3yrs	0
South Hornby	282	0	2.8 ha	\$5,221,636	85%	2yrs	0
Templeton	325	19	1.9 ha	\$3,123,011	88%	3yrs	0
Yaldhurst	115	56	1.6 ha	\$1,278,486	77%	3yrs	0
Branston	169	0	4.7 ha	\$7,919,620	54%	3yrs	23

Key Determinants:

- The Hornby cluster consists of a number of small schools on large sites.
- Areas of greenfield development to the west of Christchurch will be serviced by the Hornby cluster.
- Hornby is a low socio-economic cluster that is largely segregated from the neighbouring networks and learners who live there are likely to attend their closest school.

OPTION 1:

School	Land & Infrastructure	Entity	
Gilberthorpe	Contributing (Yr1-6)	Repair	Continues
Yaldhurst	Full primary (Yr1-8)	Repair	Continues
Hornby Primary	Contributing (Yr1-6)	Repair	Continues
Sockburn	Contributing (Yr1-6)	Repair	Continues
South Hornby	Full primary (Yr1-8)	Repair	Continues
Templeton	Full primary (Yr1-8)	Repair	Continues
Branston	Intermediate (Yr7-8)	Repair	Continues

Access	Equity	Education Performance	Infrastructure	Scale of Investment
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OPTION 2 (Preferred Option):

School		Land & Infrastructure	Entity
Gilberthorpe	Contributing (Yr1-6)	Repair	Merge on Gilberthorpe site (contributing)
Yaldhurst	Full primary (Yr1-8)	Repair	
Hornby Primary	Contributing (Yr1-6)	Repair	Continues
Sockburn	Contributing (Yr1-6)	Close site	Continues
South Hornby	Full primary (Yr1-8)	Close site (relocate on to Branston site)	Continues
Templeton	Full primary (Yr1-8)	Repair	Continues
Branston	Intermediate (Yr7-8)	Close site	Close



**Note:** Either all contributing primaries will become full primaries or Hornby High will become Year 7-13.

Access	Equity	Education Performance	Infrastructure	Scale of Investment
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**Summary:** Option 2 is the preferred solution where the network is integrated vertically to manage transitions. Relocating South Hornby to the Branston site utilises existing infrastructure whilst structuring the network to match demand.

Consultation:

Greenfield landowners: locate and secure site for new Sockburn Primary development.

Existing schools: to coordinate education delivery across the cluster.

Equity: Address MME and Technology in conjunction with neighbouring clusters to ensure provision.

This information has been deleted to prevent prejudice or disadvantage in relation to negotiations the Ministry of Education will have or is undertaking (s9(2)(j)).



KAIAPOI- Catalyst for Change: Land / Building / People

Access	Equity	Education and Governance	Infrastructure	Scale of Investment
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**Network Summary:** Located approximately 12km north of the outer suburbs of Christchurch, the Kaiapoi cluster largely serves its local community. Kaiapoi North is located adjacent an area of proposed development so is expected to require expansion. Kaiapoi Borough's land is damaged and the location no longer matches demand. Kaiapoi High has experienced a roll decline over the last 5years as a result of learners opting to travel to alternative schools such as Rangiora High. Recent review of the Rangiora High enrolment zone will result in Kaiapoi and Pegasus learners attending Kaiapoi High.



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	% building utilisation	ERO Cycle	Unengaged learners	NCEA level 2 Achievement
Kaipoi North	423	2	2.1 ha	\$4,906,966	83%	3yrs	10	N/A
Kaipoi Borough	437	9	3.1 ha	\$5,130,829	73%	3yrs	6	N/A
Kaipoi High	612	6	8.8 ha	\$12,528,387	83%	3yrs	21	67%

Key Determinants:

- Kaipoi Borough site is unsuitable for repair or rebuild due to land damage (to be confirmed by geotechnical investigation that is currently under way).
- A primary school is required on each side of the river to provide access. There is likely to be insufficient room on the Kaiapoi High site to share the campus with a new primary school. To match projected demands, the school needs to be located to the south west of Kaiapoi.
- Kaipoi High has a low roll but it is required to relieve pressure on Rangiora High and to provide access.
- Area to the north-east of Kaiapoi North is marked for development.
- A review of the technology provision is required. Opportunity to either share the Kaiapoi High facilities or to construct a new technology facility at the new primary school that could serve all of Kaiapoi (including the high school) as well as the surrounding area schools.

OPTION 1:

School		Land & Infrastructure	Entity
Kaipoi North	Full primary (Yr1-8)	Repair	Continues
Kaipoi Borough	Full primary (Yr1-8)	Repair	Continues
Kaipoi High	Secondary (Yr9-13)	Repair	Continues

Access	Equity	Education and Governance	Infrastructure	Scale of Investment
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OPTION 2 (Preferred Option):

School	School	Land & Infrastructure	Entity
Kaipoi North	Full primary (Yr1-8)	Repair and plan for growth due to adjacent development. Address learner engagement.	Continues
Kaipoi Borough	Full primary (Yr1-8)	Relocate. Build new school on new site with provision for a welfare hub.	Continues
Kaipoi High	Secondary (Yr9-13)	Repair and grow to relieve pressure on Rangiora High. Address learner engagement and performance.	Continues



Note: green areas mark future residential development

Access	Equity	Education and Governance	Infrastructure	Scale of Investment
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**Summary:** Repair of Kaipoi Borough may not be possible due to land damage. A new primary school is required to provide access to the south side of the river. Reallocation of primary teaching spaces rather than expansion is required to service projected demands. Kaiapoi High has existing capacity to meet the projected roll over the next four years.

**Senior-Secondary Pathway:** Intention learners enrol at Kaiapoi High School.

Consultation:

Council: to source a new site for a school on the south side of the river.

Community Services: to confirm opportunity to include community services on new primary schools site.

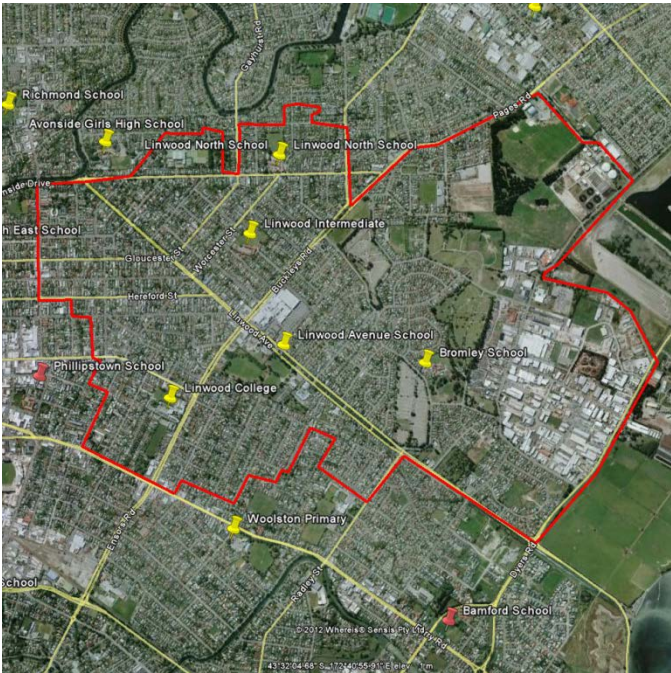
Schools: initiatives to manage learner engagement at a cluster level.



LINWOOD- Catalyst for Change: Land / Building / People

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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**Network Summary:** The Linwood cluster has a number of schools with low rolls. Linwood College is located on a split site, with their sports field being located approximately a kilometer away. Phillipstown School is a technology provider for 1,300-1,400 year 7 and 8 learners.



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners	NCEA Level 2 Achievement
Linwood Intermediate	127	0	2.7 ha	\$3,203,801	36%	3yrs	18	N/A
Linwood North	122	0	3.2 ha	\$3,177,785	49%	3yrs	5	N/A
Linwood Ave	259	0	2.5 ha	\$1,630,768	62%	3yrs	3	N/A
Bromley	239	0	2.1 ha	\$1,150,426	72%	3yrs	4	N/A
Phillipstown	137	17	2.0 ha	\$3,529,835	100%	3yrs	0	N/A
Woolston	220	0	1.5 ha	\$1,723,764	100%	3yrs	4	N/A
Linwood College	865	0	8.2 ha	\$12,234,281	84%	3yrs	61	63%

Key Determinants:

- Cluster is currently over supplied and has a number of schools with low rolls.
- Technology is currently provided at Phillipstown School. Education renewal provides an opportunity to review technology delivery in the cluster through shared primary and secondary facilities and possibility of shared facilities with tertiary institutions.
- The locations of Linwood North and Bromley Schools match population demands.
- Linwood College is currently split across two sites (fields are located over 1km away).
- Relocation of Linwood College would provide a better link with secondary learners coming from the Sumner/Port Hills areas.

This information has been withheld to maintain the constitutional convention to protect the confidentiality of advice tendered by officials. This information is still under consideration by Ministers and no decisions have been reached. (section 9(2)(f)(iv))

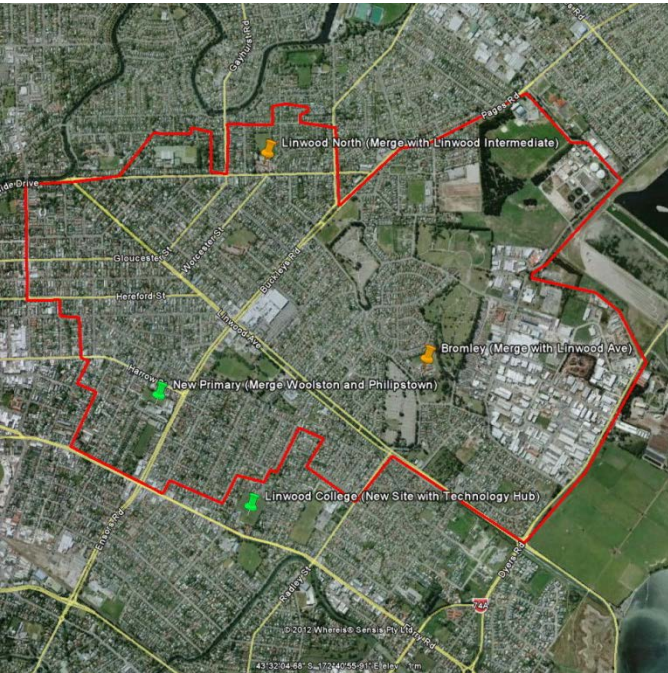
OPTION 1:

	School	Land & Infrastructure	Entity	
	Linwood Intermediate	Intermediate (Yr7-8)	Repair	Continues
	Linwood North	Contributing (Yr1-6)	Repair	Continues
	Linwood Ave	Contributing (Yr1-6)	Repair	Continues
	Bromley	Contributing (Yr1-6)	Repair	Continues
	Philipstown	Full primary (Yr1-8)	Repair	Continues
	Woolston	Full primary (Yr1-8)	Repair	Continues
	Linwood College	Secondary (Yr9-13)	Repair	Continues

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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OPTION 2 (Preferred Option):

School	Land & Infrastructure	Entity	
Linwood Intermediate	Intermediate (Yr7-8)	Close site.	Close.
Linwood North	Contributing (Yr1-6)	Repair.	Change to full primary (re-capitation)
Linwood Ave	Contributing (Yr1-6)	Close site.	Merge on Bromley site. Change to full primary (re-capitation)
Bromley	Contributing (Yr1-6)	Repair and expand.	
Philipstown	Full primary (Yr1-8)	Close site.	Merge on current Linwood College site. Change to full primary (re-capitation)
Woolston	Full primary (Yr1-8)	Close site.	
Linwood College	Secondary (Yr9-13)	Build new primary education facility for merger of Woolston and Philipstown schools.	Relocate to Linwood College lower fields, next to where current TPU operates from.

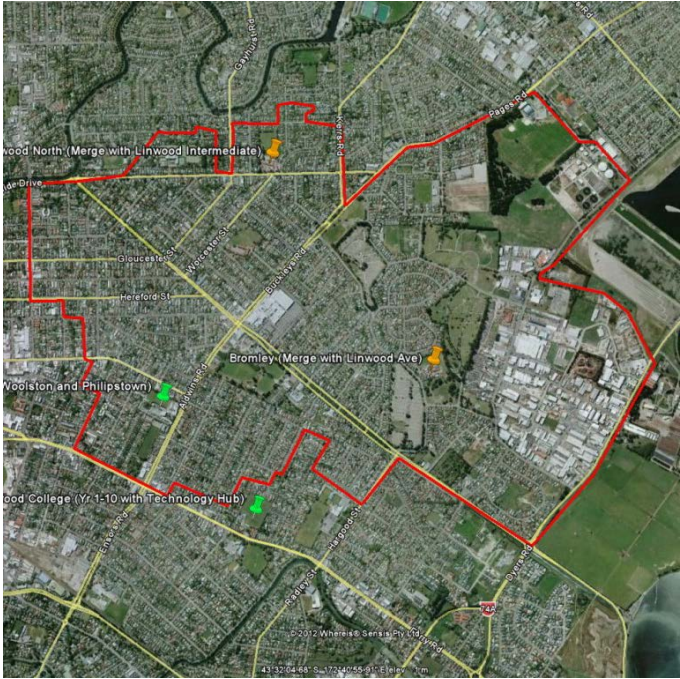


Access	Equity	Education and governance	Infrastructure	Scale of Investment
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OPTION 3:

School	Land & Infrastructure	Entity
Linwood Intermediate	Intermediate (Yr7-8)	Close site.
Linwood North	Contributing (Yr1-6)	Repair.
Linwood Ave	Contributing (Yr1-6)	Close site.
Bromley	Contributing (Yr1-6)	Repair and expand.
Philipstown	Full primary (Yr1-8)	Close site.
Woolston	Full primary (Yr1-8)	Close site.
Linwood College	Secondary (Yr9-13)	Build new primary education facility for merger of Woolston and Philipstown schools.



Note: This was prepared when there was considerable uncertainty around the land in the CBD. This has now been overtaken by events.

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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Summary:

A property solution for secondary education is the preferred means to deliver education renewal in the Linwood cluster. The Linwood cluster has an over-supply of primary age education provision resulting in a number of schools with low rolls. This has been addressed by merging adjacent schools.

**Senior-Secondary Pathway:** Intention learners enrol at Linwood College.

Consultation:

Community Leaders and Advisory Boards: provide input into the best education options for the people of Linwood. Important role in leading change and to ensure local identities, languages and cultures are supported.

Existing Schools, Parents and Learners: Public consultation will ensure that the provide education facility meets the needs of the community. Initiatives to address learner achievement and engagement will be developed using the knowledge of past experiences. Campus design and management and governance structures will be critical to the success of the shared site.

LYTTELTON- Catalyst for Change: Land / Building / People

Access	Equity	Education and Governance	Infrastructure	Scale of Investment
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**Network Summary:** The Lyttelton cluster is located on Banks Peninsula and is isolated from the surrounding school network. The two schools are located just over 1km apart and they currently serve 244 learners.



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners
Lyttelton West	128	0	0.6 ha	\$888,848	88%	3yrs	0
Lyttelton Main	112	0	0.9 ha	\$1,041,748	64%	3yrs	0

Key Determinants:

- The community does not have the school population to justify and sustain two schools. The school population at Lyttelton West come from a wide area and it is likely a large portion of learners travel to school by car. The learner population at Lyttelton Main is largely located within walking distance.
- The site at Lyttelton West is constrained and has underground tunnels so future development is limited. Lyttelton Main is not a constrained site and the adjacent unoccupied catholic school is an opportunity for future development. **Note: This was previously withheld**
- MME and Technology needs to be addressed in the cluster and consider the linkages to neighbouring clusters.

OPTION 1

School	Land & Infrastructure	Entity
Lyttelton West	Full primary (Yr1-8)	Repair
Lyttelton Main	Full primary (Yr1-8)	Repair

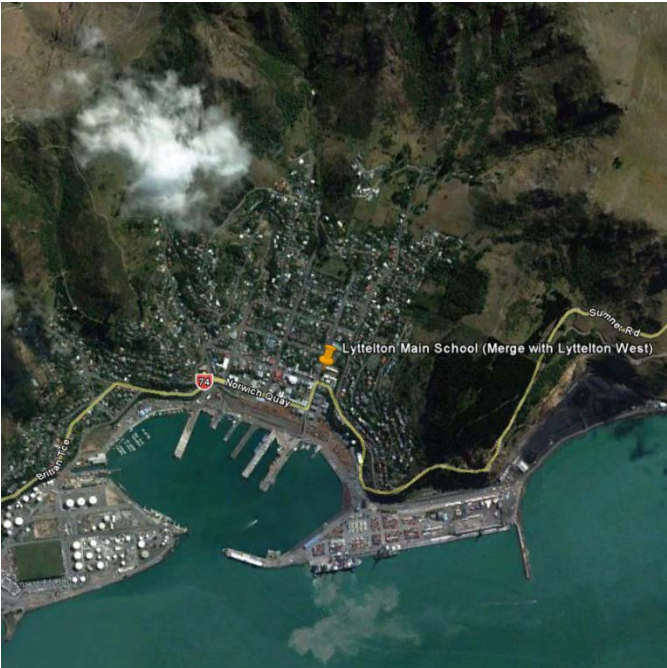
Access	Equity	Education and Governance	Infrastructure	Scale of Investment
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OPTION 2 (Preferred Option):

School	School	Land & Infrastructure	Entity
Lyttelton West	Full primary (Yr1-8)	Close site.	Merge on Lyttelton Main site and/or explore site expansion options. <sup>1</sup>
Lyttelton Main	Full primary (Yr1-8)	Repair and expand	

<sup>1</sup> Local site or former St Joseph's school site.

**Note: This was previously withheld**



Access	Equity	Education and Governance	Infrastructure	Scale of Investment
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Summary:

The preferred option is to merge the two schools on to the Lyttelton Main site however repairing both schools is an option.

**Senior-Secondary Pathway:** Intention learners enrol at Linwood College.

Consultation:

Community: consultation to confirm preferred governance and management structures.

Catholic Education: consultation regarding use of St Joseph's School site. **Note: This was previously withheld**

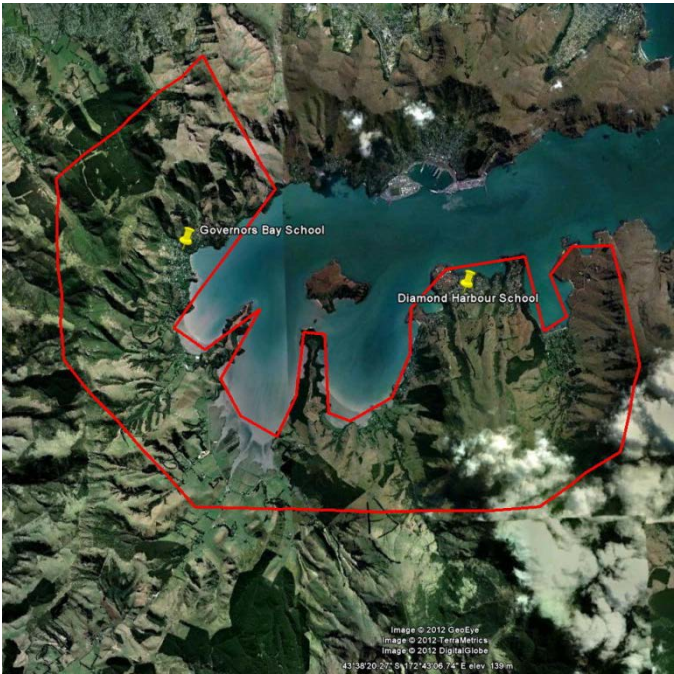
Equity: Address MME and Technology in conjunction with neighbouring clusters to ensure provision.



LYTTELTON HARBOUR- Catalyst for Change: n/a

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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**Network Summary:** The schools in the Lyttelton Harbour cluster are isolated due to the geography of Banks Peninsula. The schools provide access to primary age education to their local communities.



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners
Diamond Harbour	105	0	1.7ha	\$355,808	84%	3yrs	1
Governors Bay	61	0	0.6ha	\$513,743	61%	3yrs	0

Key Determinants:

- Isolated/rural nature of school means low roll is viable.
- Projected growth is low, so constrained sites can be managed.
- Option to review technology and MME provision in coordination with the Lyttelton cluster.

OPTION 1 (Preferred Option):

	School	Land & Infrastructure	Entity
Diamond Harbour	Full primary (Yr1-8)	Repair	Continues
Governors Bay	Full primary (Yr1-8)	Repair	Continues

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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**Summary:** The preferred option is to repair the existing network. There is the opportunity to review technology and MME provision in conjunction with the Lyttelton cluster.

Consultation

No cluster specific consultation required.

MAIREHAU- Catalyst for Change: Land / **Building** / People

Access	Equity	Education Performance	Infrastructure	Scale of Investment
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**Network Summary:** Mairehau is located adjacent the earthquake damages cluster of Shirley. The northern border of the cluster is currently farmland, however there is significant residential growth planned for this area. The scale of investment is large, however education provision is required to fulfil access expectations.



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners
Glenmoor	40	0	2.3 ha	\$2,176,257	40%	2yrs	1
Mairehau	341	58	2.9 ha	\$7,617,548	89%	3yrs	10

Key Determinants:

- Glenmoor has a low roll and is not located on the right side of the main arterial road to service future development.
- Mairehau is centrally located and its site is large enough to allow flexibility for future expansion.

OPTION 1:

	School	Land & Infrastructure	Entity
Glenmoor	Contributing (Yr1-6)	Repair	Continues
Mairehau	Full primary (Yr1-8)	Repair	Continues

Access	Equity	Education Performance	Infrastructure	Scale of Investment
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OPTION 2 (Preferred Option):

	School	Land & Infrastructure	Entity
Glenmoor	Contributing (Yr1-6)	Close	Close
Mairehau	Full primary (Yr1-8)	Repair <sup>1</sup>	Continues

<sup>1</sup> learner engagement to be addressed



Access	Equity	Education Performance	Infrastructure	Scale of Investment
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**Summary:** The preferred option is to close Glenmoor Primary given the low roll and high cost of investment. Long term expansion may be required at Mairehau however the existing capacity is sufficient to accommodate the additional learners from Glenmoor.

Consultation:

Existing Schools: engage to manage the closure of Glenmoor and the implications it has on existing staff.

Equity: Address MME and Technology in conjunction with neighbouring clusters to ensure provision.



PAPANUI- Catalyst for Change: Land / Building / People

Access	Equity	Education Performance	Infrastructure	Scale of Investment
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Network Summary:

The Papanui cluster borders an area of proposed growth. The scale of the investment that is marked for this cluster means there is an opportunity to improvement education facilities and better aligning the offering to the local community.



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners
Bishopdale	112	0	2.2 ha	\$5,643,852	49%	3yrs	0
Cotswold	487	71	2.4 ha	\$7,657,583	96%	3yrs	2
Northcote	137	0	2.7 ha	\$4,258,142	53%	3yrs	2
Casebrook Intermediate	395	0	4 ha	\$7,928,362	78%	3yrs	17

Key Determinants:

- Significant costs considering the relatively low learner population.
- Poorly utilised assets allowing provides allowance for population growth.

OPTION 1 (Preferred Option):

School		Land & Infrastructure	Entity
Bishopdale	Contributing (Yr1-6)	Repair	Continues
Cotswold	Contributing (Yr1-6)	Repair	Continues
Northcote	Contributing (Yr1-6)	Repair	Continues
Casebrook Intermediate	Intermediate (Yr7-8)	Repair	Continues

Access	Equity	Education Performance	Infrastructure	Scale of Investment
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Consultation:

Equity: Address MME and Technology in conjunction with neighbouring clusters to ensure provision. MME and Technology provision is required within this cluster.

PARKLANDS- Catalyst for Change: Land / Building / People

Access	Equity	Education and Governance	Infrastructure	Scale of Investment
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**Network Summary:** The Parklands cluster is located to the north-east of Christchurch and is now separated from surrounding networks by the ‘red zone’ to the south and farm land to the west. Development is planned on the western edge of the cluster.



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	% utilisation	ERO Cycle	Unengaged learners
Queenspark	533	13	2.5 ha	\$2,852,510	92%	3yrs	0
Parkview	325	0	2.5 ha	\$1,703,468	74%	3yrs	1
Burwood	276	74	3.1 ha	\$4,708,753	64%	2yrs	3
Windsor	538	0	2.3 ha	\$6,501,430	99%	3yrs	0
Marshlands	194	61	1.7 ha	\$373,115	88%	3yrs	0

Key Determinants:

- The catalyst for change in this cluster is demographic and EQ damage.
- Due to ‘red zoning’ Burwood’s location no longer matches demand and further geotechnical investigation is likely to deem is unsuitable for rebuild. Further investigation is required to confirm if rebuild is an option.
- To accommodate Burwood students it may be necessary to re-arrange enrolment schemes and increase capacity at other schools in the network, including Marshland School.
- The Marshlands site is compromised and will be disconnected from the Prestons Road development via a main arterial road. The school is expected to double or triple in response to population shifts and growth. Long term suitability of Marshlands is questionable and the site is too small for projected growth. Further investigation is required to confirm if rebuild is an option.
- MME and Technology provision is required within the cluster.

This information has been withheld to maintain the constitutional convention to protect the confidentiality of advice tendered by officials. This information is still under consideration by Ministers and no decisions have been reached. (section 9(2)(f)(iv))

This information has been deleted to prevent prejudice or disadvantage in relation to negotiations the Ministry of Education will have or is undertaking (s9(2)(j)).

OPTION 1

	School	Land & Infrastructure	Entity	
	Queenspark	Full primary (Yr1-8)	Repair	Continues
	Parkview	Full primary (Yr1-8)	Repair	Continues
	Burwood	Contributing (Yr1-6)	Repair	Continues
	Windsor	Contributing (Yr1-6)	Repair	Continues
	Marshlands	Full primary (Yr1-8)	Repair	Continues

Access	Equity	Education and Governance	Infrastructure	Scale of Investment
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OPTION 2 (Preferred Option):

School		Land & Infrastructure	Entity
Queenspark	Full primary (Yr1-8)	Repair.	Continue
Parkview	Full primary (Yr1-8)	Repair.	Continue
Burwood	Contributing (Yr1-6)	Close site.	Merge on Windsor site and recapitate yr 1-8
Windsor	Contributing (Yr1-6)	Repair and expand.	
Marshlands	Full primary (Yr1-8)	Close site.	



Access	Equity	Education and Governance	Infrastructure	Scale of Investment
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Summary:

Further investigation is required before the repair of Marshlands and Burwood can be confirmed as options, however the repair of these schools would not be considered the best approach from an education delivery perspective as their locations no longer match demand. An individual projection for Burwood School is required to confirm the likely number of learners that will merge with Windsor as land classifications and populations continue to change. Depending on the response at Chisnallwood Intermediate, Windsor Primary may need to be recapitated from a contributing primary to a full primary.

**Senior-Secondary Pathway:** Intention learners enrol at Mairehau High School or new North East provision.

Consultation:

[Redacted text]

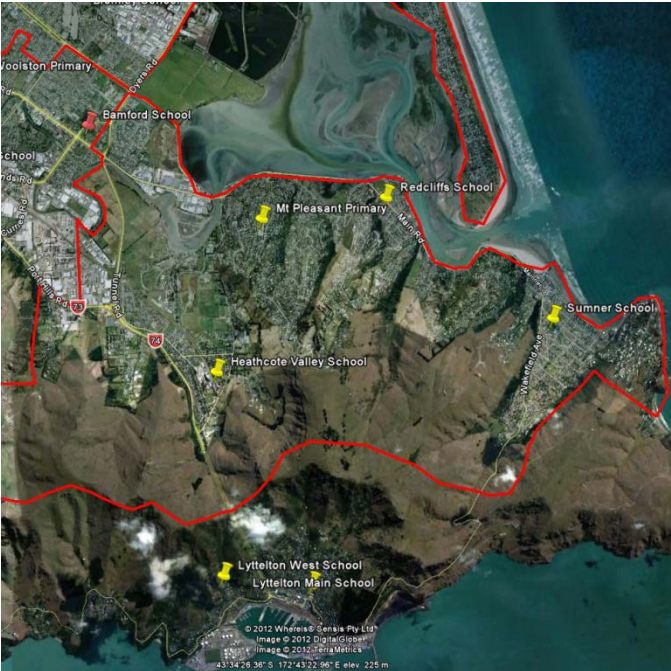
Equity: Cluster consultation required to determine how MME and Technology is provided in the cluster.



PORT HILLS- Catalyst for Change: Land / Building / People

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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**Network Summary:** The Port Hills cluster is geographically defined and the schools are distinctly separated by the landscape. The availability of suitable land for new development is limited as the area is densely populated and large areas may not be built on due to rock fall hazards. Existing sites are small with limited scope for expansion. Population predictions show residents in this area are likely to return to their properties once their land is deemed habitable.



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners
Heathcote Valley	241	41	1.7 ha	\$2,864,646	82%	3yrs	0
Mt Pleasant	321	18	1.6 ha	\$2,671,983	98%	3yrs	0
Redcliffs	243	20	1.9 ha	\$1,812,562	74%	3yrs	1
Sumner	393	1	2.7 ha	\$1,893,593	79%	4-5yrs	0

Key Determinants:

- Heathcote Valley is isolated and the existing school is important to provide access. The rock fall hazard assessment has deemed it suitable for occupation so repair is feasible.
- [REDACTED]
- [REDACTED]
- Sumner School site may be constrained by rockfall risks. This may limit the viable area available for future expansion or the worst case scenario the site is unsafe for a school to be located on.

Note: This point on the Sumner School site has been superseded by a recent geotechnical report.

OPTION 1

	School	Land & Infrastructure	Entity	
	Heathcote Valley	Full primary (Yr1-8)	Repair	Continues
	Mt Pleasant	Full primary (Yr1-8)	Repair	Continues
	Sumner	Full primary (Yr1-8)	Repair	Continues

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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OPTION 2 (Preferred Option):

	School	Land & Infrastructure	Entity
Heathcote Valley	Full primary (Yr1-8)	Repair	Continues
Mt Pleasant	Full primary (Yr1-8)	Repair	Continues
Sumner	Full primary (Yr1-8)	Repair	Continues



Access	Equity	Education and governance	Infrastructure	Scale of Investment
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This information has been withheld to maintain the constitutional convention to protect the confidentiality of advice tendered by officials. No proposal has been made for this school as we are awaiting further geotechnical information (section 9(2)(f)(iv)).

OPTION 3:

School		Land & Infrastructure	Entity
Heathcote Valley	Full primary (Yr1-8)	Repair	Continues
Mt Pleasant	Full primary (Yr1-8)	Repair	Continues
Sumner	Full primary (Yr1-8)	Repair	Continues



Access	Equity	Education Performance	Infrastructure	Scale of Investment
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Summary:

Senior-Secondary Pathway: Intention learners enrol at Linwood College.

Consultation:

Equity: Address MME and Technology in conjunction with neighbouring clusters to ensure provision.

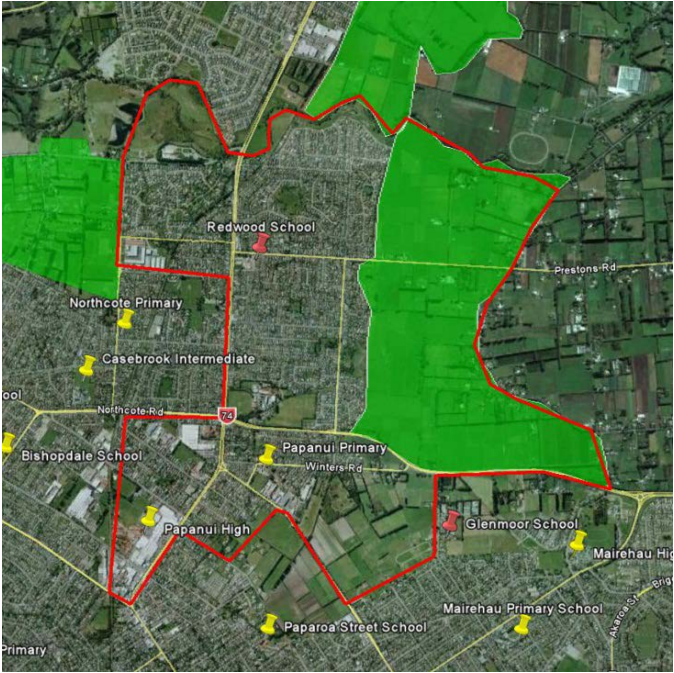
This information has been withheld to maintain the constitutional convention to protect the confidentiality of advice tendered by officials. No proposal has been made for this school as we are awaiting further geotechnical information. (section 9(2)(f)(iv))



REDWOOD- Catalyst for Change: n/a

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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**Network Summary:** The Redwood cluster is marked for significant residential development and any spare capacity in the network is likely to be utilised.



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners
Papanui	171	15	2.3 ha	\$848,341	85%	3yrs	3
Redwood	353	74	2.3 ha	\$6,162,648	75%	3yrs	1

Key Determinants:

- Area of proposed residential development. Under-utilised assets likely to be fully utilised in the future. Papanui Primary currently has a small roll for the site size and the site has the flexibility for growth. Infrastructure is therefore not a catalyst for change.

OPTION 1 (Preferred Option):

School		Land & Infrastructure	Entity
Papanui	Contributing (Yr1-6)	Repair and prepare for expansion.	Continues
Redwood	Contributing (Yr1-6)	Repair and prepare for expansion.	Continues

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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**Summary:** The preferred option is to repair the existing network.

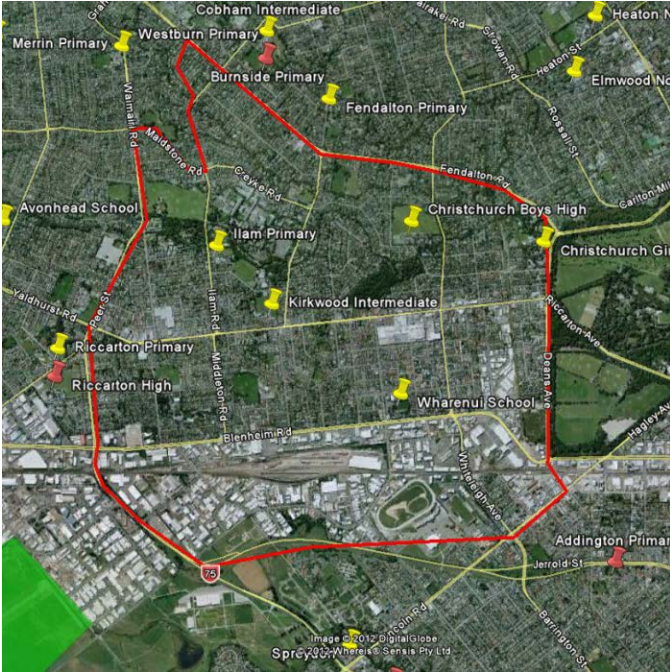
Consultation

No cluster specific consultation required.

**RICCARTON-** Catalyst for Change: n/a

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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**Network Summary:** There is a potential increase in demand for primary schooling in this network. Commercial/industrial developments and the Riccarton Racecourse separate this network to the south and west from the surrounding school network. Growth due to infill housing is expected. Canterbury University and the College of Education are located in the Riccarton cluster.



**School by School Information:**

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners
Ilam	405	147	2.8 ha	\$3,559,013	74%	3yrs	3
Wharenui	148	0	2.4 ha	\$907,346	85%	2yrs	0
Kirkwood Intermediate	342	0	4.1 ha	\$3,484,893	99%	3yrs	8

**Key Determinants:**

- The three schools in this cluster are required to provide access. Wharenui is located in a low socio-economic area and is borderline ‘orange’ for its roll size.
- The cost of investment at Kirkwood Intermediate is minor compared to the cost of providing an alternative elsewhere. There is no education performance requirement for education renewal so the low roll at Kirkwood Intermediate is not a catalyst for change.

**OPTION 1 (Preferred Option):**

School		Land & Infrastructure	Entity
Ilam	Contributing (Yr1-6)	Repair	Continues
Wharenui	Full primary (Yr1-8)	Repair	Continues
Kirkwood Intermediate	Intermediate (Yr7-8)	Repair <sup>1</sup>	Continues

<sup>1</sup> Address learner engagement

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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**Summary:** The preferred option is to repair the existing network.

**Consultation:**

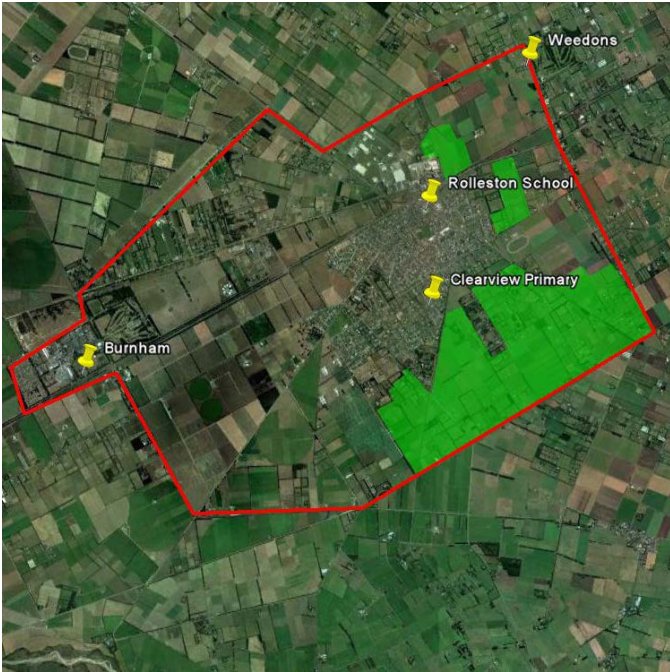
No cluster specific consultation required.



ROLLESTON- Catalyst for Change: Land / Building / People

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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**Network Summary:** Rolleston is a cluster marked for growth prior to the earthquake. Growth in the area has seen stage 2 of Clearview Primary commence.



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners
Burnham	136	0	2.2 ha	TBC	64%	3yrs	2
Rolleston	615	0	2.4 ha	\$967,172	77%	3yrs	2
Clearview	450	2	TBC	\$195,000	115%	No data	0
Weedons	139	53	1.8 ha	TBC	93%	3yrs	0

Key Determinants:

- Area of current and long term growth.
- Isolated cluster that serves its local community.
- Desire from existing schools to manage growth at a cluster level.

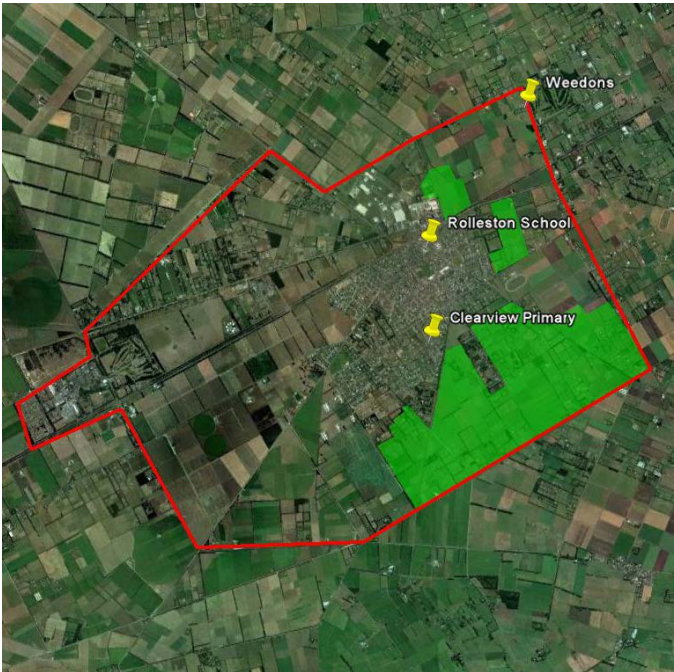
OPTION 1:

	School	Land & Infrastructure	Entity
Burnham	Full primary (Yr1-8)	Repair	Continues
Rolleston	Full primary (Yr1-8)	Repair	Continues
Clearview	Full primary (Yr1-8)	Repair	Continues
Weedons	Full primary (Yr1-8)	Repair	Continues

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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OPTION 2 (Preferred Option):

	School	Land & Infrastructure	Entity
Burnham	Full primary (Yr1-8)	Close site	Close
Rolleston	Full primary (Yr1-8)	Repair	Continues
Clearview	Full primary (Yr1-8)	Repair	Continues
Weedons	Full primary (Yr1-8)	Repair	Continues
New Primary	tbc	New	New
New Secondary	tbc	New	Split-site of Lincoln High School



Access	Equity	Education and governance	Infrastructure	Scale of Investment
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**Summary:** The area of Christchurch is currently experiencing and is expected to continue experience growth. The cost associated with repairing the schools in Rolleston is minor. Further investigation is required to determine the scale of investment associated with Weedons and Burnham Primary schools. Considerable expansion of Rolleston township will require new primary and secondary provision.

Consultation:

Existing Schools: consultation with existing schools to manage population growth at a cluster level.

New Schools: consultation of structure of new network. For example, could be a new structure for the network such as Yr1-6/7-10/11-13 and alternative governance structures.



ROYDVALE- Catalyst for Change: Land / Building / People

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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**Network Summary:** The network consists of a number of schools with low to medium sized rolls. There is the potential to redistribute the learners at Breens Intermediate across the network however technology provision for 290 learners will need to be addressed.



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners
Harewood	164	86	2.4 ha	\$2,053,915	76%	3yrs	0
Isleworth	209	0	2.5 ha	\$4,126,807	70%	4-5yrs	1
Kendal	90	0	2.5 ha	\$3,254,226	51%	3yrs	2
Roydvale	279	0	2.7 ha	\$2,067,320	89%	3yrs	0
Wairakei	217	0	2.6 ha	\$1,130,023	83%	3yrs	2
Breens Intermediate	248	0	4.2 ha	\$1,018,658	73%	3yrs	13

Key Determinants:

- Both Breens Intermediate and Kendal Ave Primary have low rolls for their respective school types.
- There is an oversupply of facilities within the cluster as utilisation ranges from 51% to 89%.

OPTION 1:

School	Land & Infrastructure	Entity	
Harewood	Contributing (Yr1-6)	Repair	Continues
Isleworth	Contributing (Yr1-6)	Repair	Continues
Kendal	Contributing (Yr1-6)	Repair	Continues
Roydvale	Contributing (Yr1-6)	Repair	Continues
Wairakei	Contributing (Yr1-6)	Repair	Continues
Breens Intermediate	Intermediate (Yr7-8)	Repair	Continues

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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OPTION 2 (Preferred Option):

	School	Land & Infrastructure	Entity
Harewood	Contributing (Yr1-6)	Repair	Change to full primary
Isleworth	Contributing (Yr1-6)	Repair	Change to full primary
Kendal	Contributing (Yr1-6)	Close site.	Closed
Roydvale	Contributing (Yr1-6)	Repair	Change to full primary
Wairakei	Contributing (Yr1-6)	Repair	Change to full primary
Breens Intermediate	Intermediate (Yr7-8)	Close site *	Closed *



Access	Equity	Education and governance	Infrastructure	Scale of Investment
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**Summary:** The preferred option is to close Kendal Primary and Breens Intermediate. The redistribution of learners to existing schools will better utilise assets whilst addressing learner engagement.

Consultation:

Consultation will be required if the option to close schools is progressed.

Note: that the proposal for Breens Intermediate announced on September 13 is to repair, not close the school. Refer to the proposals document attached at the end of this document.

\*

OPTION 3:

	School	Land & Infrastructure	Entity
Harewood	Contributing (Yr1-6)	Repair	Change to full primary
Isleworth	Contributing (Yr1-6)	Repair	Change to full primary
Kendal	Contributing (Yr1-6)	Repair	Change to full primary
Roydvale	Contributing (Yr1-6)	Repair	Change to full primary
Wairakei	Contributing (Yr1-6)	Repair	Change to full primary
Breens Intermediate	Intermediate (Yr7-8)	Close site	Closed




Access	Equity	Education and governance	Infrastructure	Scale of Investment
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No formal proposal has been made for Secondary School provision (Except for Aranui High and Unlimited Paenga Tawhiti). Decisions are subject to further information about the geotechnical state of these schools.

SECONDARY- Catalyst for Change: Land / Building / People

Access	Equity	Education and governance	Infrastructure	Scale of Investment				
<b>Network Summary:</b> The secondary school network consists of single-sex and co-ed schools. The majority of schools are not currently achieving NCEA Level 2 achievement targets. Public perceptions strongly influence enrolment patterns with a number of schools building their rolls with out of zone learners, resulting in a network that has a number of large schools with smaller schools in between.								
<b>School by School Information:</b>								
School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners	NCEA Level 2 Achievement
East Christchurch								
Avonside Girls	973	827	4.9 ha	\$48,385,224	84%	3yrs	10	88%
Shirley Boys	1272	1088	10.9 ha	\$18,257,945	100%	3yrs	77	65%
Mairehau	409	0	8.3 ha	\$4,505,764	93%	3yrs	29	60%
Linwood	804	0	8.1 ha	\$12,234,281	84%	3yrs	61	63%
Aranui	516	0	8.1 ha	\$9,969,105	80%	3yrs	50	47%
North West Christchurch								
Christchurch Girls	1029	0	3.4 ha	\$11,644,562	85%	3yrs	2	81%
Christchurch Boys	1266	385	11.8 ha	\$26,534,282	94%	3yrs	18	72%
North Christchurch								
Papanui	1482	213	9.8 ha	\$9,863,195	100%	3yrs	55	64%
Burnside	2467	691	16.2 ha	\$12,873,544	100%	3yrs	52	77%
South West Christchurch								
Hillmorton	640	0	11.4 ha	\$7,144,730	93%	3yrs	10	68%
Cashmere	1626	186	10.9 ha	\$16,650,644	100%	3yrs	56	66%
West Christchurch								
Riccarton	916	143	9.9 ha	\$9,568,638	98%	3yrs	36	67%
Hornby	446	0	8.3 ha	\$2,389,175	82%	2yrs	65	57%
Central City Secondary								
Unlimited	Refer to the Central City cluster.							
Hagley								

Key Determinants:

- Shirley Boys and Avonside Girls suffered extensive land damage and the sites are unsuitable for rebuild.

Note: This was prepared based on preliminary advice. More detailed investigations are under way to determine the future suitability of these sites for rebuild.

- Over 80% of the rolls at both Shirley Boys and Avonside Girls consist of out of zone learners who choose to travel to the schools. Red-zoning and population shifts mean the schools are no longer located to meet demands.
- The response to Mairehau needs to be considered in conjunction with planned growth in north east Christchurch as well as the single-sex offering. Large residential developments are planned for the north east of Christchurch and a secondary school in this area is important to provide access.
- Linwood and Aranui are located in low-socioeconomic clusters where the education renewal has the opportunity to improve education provision for the local communities. Both schools have been considered in their local clusters to recognise the connections with the local community and the aim to improve education transitions.
- Growth to the west and south west of the city will be serviced by existing schools (Hillmorton, Riccarton and Hornby).
- Generally, learner engagement and NCEA Level 2 achievement needs to be addressed across the network.
- Schools are generally well utilised and expansion is likely to be required to meet shifting demands.

SINGLE SEX EDUCATION

OPTION 1:

	School	Land & Infrastructure	Entity	
	Avonside Girls	Secondary (Yr9-13)	Repair	Continues
	Christchurch Girls	Secondary (Yr9-13)	Repair	Continues
	Shirley Boys	Secondary (Yr9-13)	Repair	Continues
	Christchurch Boys	Secondary (Yr9-13)	Repair	Continues

Note: maintains provision for approximately 5,000 learners

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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OPTION 2:

	School	Land & Infrastructure	Entity
Avonside Girls	Secondary (Yr9-13)	Close site	Merge on CGHS site. Operate in 'dual shift'.
Christchurch Girls	Secondary (Yr9-13)	Repair	
Shirley Boys	Secondary (Yr9-13)	Close site	Merge on CBHS site. Operate in 'dual shift'.
Christchurch Boys	Secondary (Yr9-13)	Repair	

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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Note: maintains total provision for approximately 5,000 learners

OPTION 3:

School	Land & Infrastructure	Entity
Avonside Girls	Secondary (Yr9-13)	Merge on CGHS site.
Christchurch Girls	Secondary (Yr9-13)	
Shirley Boys	Secondary (Yr9-13)	Merge on CBHS site.
Christchurch Boys	Secondary (Yr9-13)	

Note: maintains total provision for approximately 5,000 learners

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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OPTION 4:

School	Land & Infrastructure	Entity
Avonside Girls	Secondary (Yr9-13)	Close.
Christchurch Girls	Secondary (Yr9-13)	Continues
Shirley Boys	Secondary (Yr9-13)	Close.
Christchurch Boys	Secondary (Yr9-13)	Continues.

Note: reduce provision to approximately 2,500 learners

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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OPTION 5:

School	Land & Infrastructure	Entity
Avonside Girls	Secondary (Yr9-13)	Close.
Christchurch Girls	Secondary (Yr9-13)	Continues and site share on CBHS
Shirley Boys	Secondary (Yr9-13)	Close
Christchurch Boys	Secondary (Yr9-13)	Continues and site shares with CGHS

Note: reduce provision to approximately 2,500 learners

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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CO-ED SCHOOLS

OPTION 1:

School	Land & Infrastructure	Entity
Mairehau	Secondary (Yr9-13)	Continues
Linwood	Secondary (Yr9-13)	Continues
Aranui	Secondary (Yr9-13)	Continues
Papanui	Secondary (Yr9-13)	Continues
Burnside	Secondary (Yr9-13)	Continues
Hillmorton	Secondary (Yr9-13)	Continues
Cashmere	Secondary (Yr9-13)	Continues
Riccarton	Secondary (Yr9-13)	Continues
Hornby	Secondary (Yr9-13)	Continues
All schools	Address learner engagement and NCEA Level 2 achievement.	

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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OPTION 2:

School	Land & Infrastructure	Entity
Mairehau	Secondary (Yr9-13)	New co-ed school in Prestons development
Linwood	Secondary (Yr9-13)	New school as per Linwood cluster
Aranui	Secondary (Yr9-13)	Options as per Aranui cluster
Papanui	Secondary (Yr9-13)	Continues
Burnside	Secondary (Yr9-13)	Continues
Hillmorton	Secondary (Yr9-13)	Continues
Cashmere	Secondary (Yr9-13)	Continues
Riccarton	Secondary (Yr9-13)	Continues
Hornby	Secondary (Yr9-13)	Year 7-13 schooling
All schools	Address learner engagement and NCEA Level 2 achievement.	

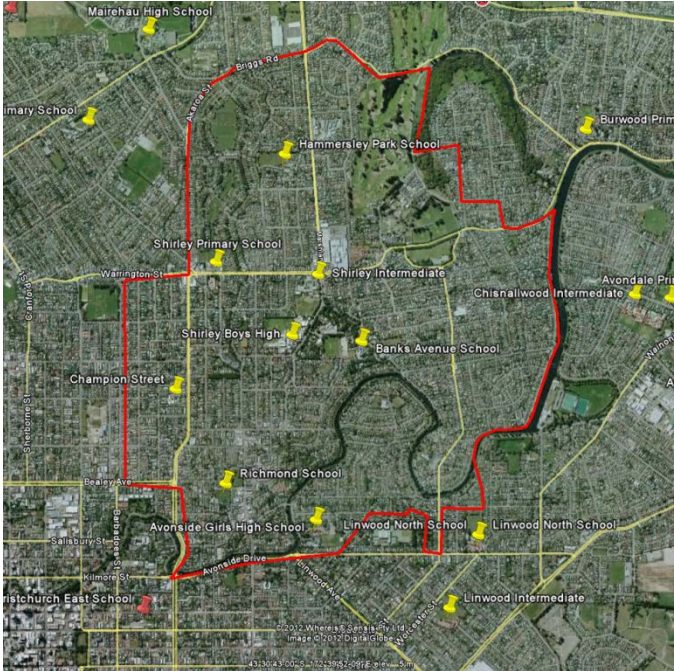
Access	Equity	Education and governance	Infrastructure	Scale of Investment
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SHIRLEY- Catalyst for Change: Land / Building / People

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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**Network Summary:** The Shirley cluster has a number of schools that suffered irreparable building and land damage. There is a small school population located in a low socio-economic area to the south of the cluster. The cluster is bordered by the ‘red-zone’ to the south and south-east, but has strong connections to the rest of the Christchurch network to the west.



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners
Hammersley Park	49	0	3.9 ha	\$8,891,656	14%	2yrs	9
Banks Ave	387	277	2.7 ha	\$9,261,929	63%	3yrs	14
Richmond	38	0	1.6 ha	\$892,219	19%	2yrs	0
Shirley Intermediate	222	0	4 ha	\$4,543,057	67%	3yrs	36
Shirley School	230	98	2.1 ha	\$2,167,828	87%	3yrs	4

Key Determinants:

- Hammersley has continued with a low roll and it is not cost effective to repair the buildings, however the site is large and located to match population demands.
- Although the population to the south of the cluster (Richmond) is small, it is a low socio-economic area and access needs to be addressed. Education will be provided by the Central City cluster.
- The Shirley Intermediate and Banks Ave sites may not be suitable for rebuild as the land is compromised.
- Two education sites for rebuild/repair (Hammersley and Shirley) are within walking distance to each other.
- Large residential areas to the south and south-east have been classified as ‘red-zones’ and the demand for education provision has reduced.
- Options for education renewal in the Shirley cluster are restricted by access to suitable land.

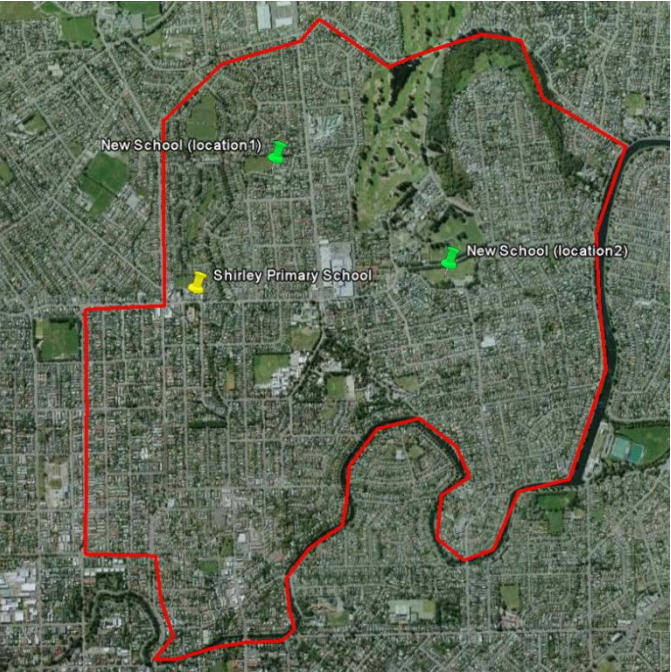
OPTION 1

	School	Land & Infrastructure	Entity
Hammersley Park	Contributing (Yr1-6)	Repair	Continues
Banks Ave	Contributing (Yr1-6)	Repair	Continues
Richmond	Contributing (Yr1-6)	Repair	Continues
Shirley Intermediate	Contributing (Yr1-6)	Repair	Continues
Shirley School	Intermediate (Yr7-8)	Repair	Continues

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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OPTION 2 (Preferred Option)

	School	Land & Infrastructure	Entity
Hammersley Park	Contributing (Yr1-6)	Close site	Close
Banks Ave	Contributing (Yr1-6)	Close site	Change to full primary (re-capitation). Relocate to new site [redacted] or Hammersley Park School
Richmond	Contributing (Yr1-6)	Close site	Close
Shirley Intermediate	Contributing (Yr1-6)	Close site	Close
Shirley School	Intermediate (Yr7-8)	Repair	Change to full primary (re-capitation)



Access	Equity	Education and governance	Infrastructure	Scale of Investment
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This information has been deleted to prevent prejudice or disadvantage in relation to negotiations the Ministry of Education will have or is undertaking (s9(2)(j)).



OPTION 3:

School		Land & Infrastructure	Entity
Hammersley Park	Contributing (Yr1-6)	Close site	Close. Site held for future possible development
Banks Ave	Contributing (Yr1-6)	Close site	Close
Richmond	Contributing (Yr1-6)	Close site	Close
Shirley Intermediate	Contributing (Yr1-6)	Close site	Close. Open as new school (full primary)
Shirley School	Intermediate (Yr7-8)	Repair	Change to full primary (re-capitation)



Proposed Network Assessment:

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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Summary:

The preferred option would see two schools located in the Shirley cluster to serve the local community. The lack of available, suitable land restricts the ability to locate schools to meet demands. The proposed two schools are centrally located and within walking distance to each other which provides the opportunity to address the learner engagement at a cluster level.

**Senior-Secondary Pathway:** Intention learners enrol at Mairehau High School or new North East provision.

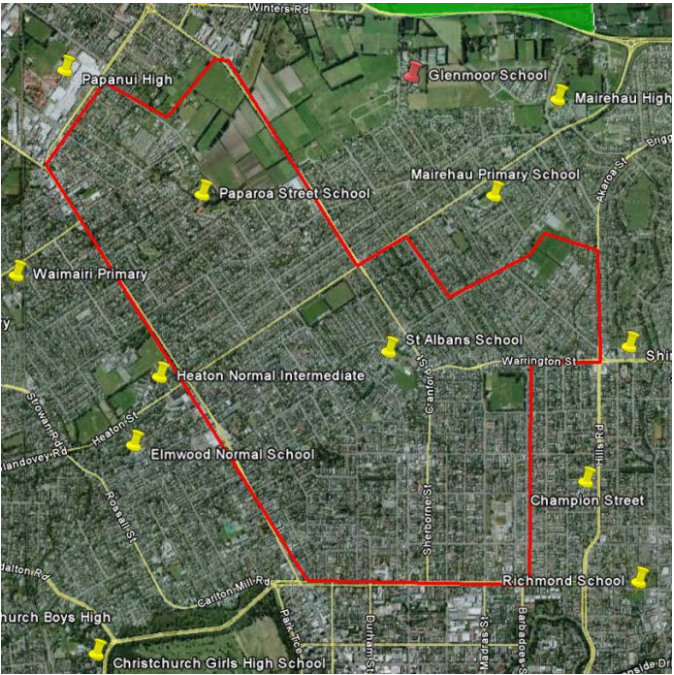
Consultation:

Consultation will be required if the option to close/merge schools is progressed.

ST ALBANS- Catalyst for Change: n/a

Access	Equity	Education and governance	Infrastructure	Scale of Investment
--------	--------	--------------------------	----------------	---------------------

Network Summary:



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners
Paparoa Street	489	96	2.4 ha	\$9,648,170	84%	3yrs	0
St Albans	454	21	2 ha	\$3,218,575	82%	3yrs	0

Key Determinants:

OPTION 1 (Preferred Option):

School		Land & Infrastructure	Entity
Paparoa Street	Contributing (Yr1-6)	Repair <sup>1</sup>	Continues
St Albans	Contributing (Yr1-6)	Repair <sup>1</sup>	Continues

<sup>1</sup> review projected demand and scope for rationalisation of buildings.

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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Summary: The preferred option is to repair the existing network.

Consultation

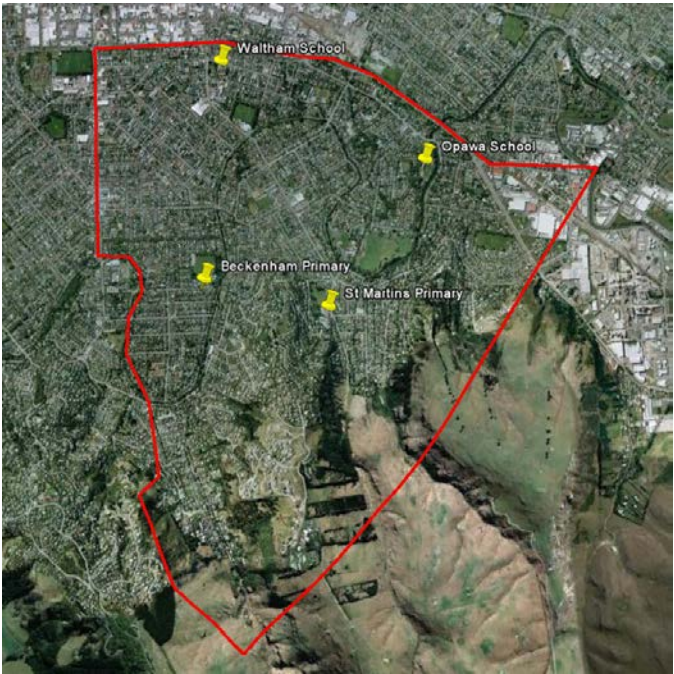
No cluster specific consultation required.



ST MARTINS- Catalyst for Change: n/a

Access	Equity	Education and governance	Infrastructure	Scale of Investment
--------	--------	--------------------------	----------------	---------------------

Network Summary:



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners
Beckenham	409	88	1.3 ha	\$3,346,027	91%	3yrs	2
Opawa	358	17	2.4 ha	\$2,185,156	78%	3yrs	1
St Martin's	442	101	1.5 ha	\$7,077,234	74%	3yrs	12
Waltham	121	0	1.4 ha	\$797,625	80%	3yrs	4

Key Determinants:

- Sites are small so there is limited scope for future expansion.

OPTION 1 (Preferred Option):

	School	Land & Infrastructure	Entity	
	Beckenham	Full primary (Yr1-8)	Repair	Continues
	Opawa	Full primary (Yr1-8)	Repair <sup>1</sup>	Continues
	St Martin's	Full primary (Yr1-8)	Repair <sup>2</sup>	Continues
	Waltham	Full primary (Yr1-8)	Repair <sup>2</sup>	Continues

<sup>1</sup> review projected roll and need for building rationalisation.

<sup>2</sup> review projected roll and need for building rationalisation and address learner engagement.

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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Summary: The preferred option is to repair the existing network.

Consultation

No cluster specific consultation required.

UPPER RICCARTON- Catalyst for Change: n/a

Access	Equity	Education and governance	Infrastructure	Scale of Investment
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Network Summary:

The schools in this cluster are required to provide access to education provision.



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners
Riccarton	179	0	2.4 ha	\$3,795,283	60%	4-5yrs	3

Key Determinants:

- Largely commercial and light industrial. The network does not have strong connections to neighbouring areas.

OPTION 1 (Preferred Option):

School	Land & Infrastructure	Entity
Riccarton	Full primary (Yr1-8)	Repair <sup>1</sup>

<sup>1</sup> review projected roll and need for building rationalisation.

Access	Equity	Education and governance	Infrastructure	Scale of Investment
--------	--------	--------------------------	----------------	---------------------

Summary: The preferred option is to repair the existing network.

Consultation

No cluster specific consultation required.



WOOLSTON- Catalyst for Change: n/a

Access	Equity	Education and governance	Infrastructure	Scale of Investment
--------	--------	--------------------------	----------------	---------------------

**Network Summary:** The Woolston cluster borders Linwood with strong links for education delivery. It is a low socio-economic area and provision of accessible education is required.



School by School Information:

School	March 2012 Roll	Out of Zone Learners	Site Size	Investment	Utilisation	ERO Cycle	Unengaged learners
Woolston	220	0	1.5 ha	\$1,723,764	105%	3yrs	4
Bamford	79	0	2 ha	\$993,638	45%	3yrs	10

Key Determinants:

- Bamford plays a key role in providing access to learners in a low socio-economic area. The roll is likely to increase if Woolston Primary is relocated to a new site at Linwood College and addressed in the Linwood cluster.
- Learner engagement needs to be addressed across the cluster, in particularly at Bamford.

OPTION 1:

School		Land & Infrastructure	Entity
Woolston	Contributing (Yr1-6)	Repair	Continues
Bamford	Contributing (Yr1-6)	Repair <sup>1</sup>	Continues

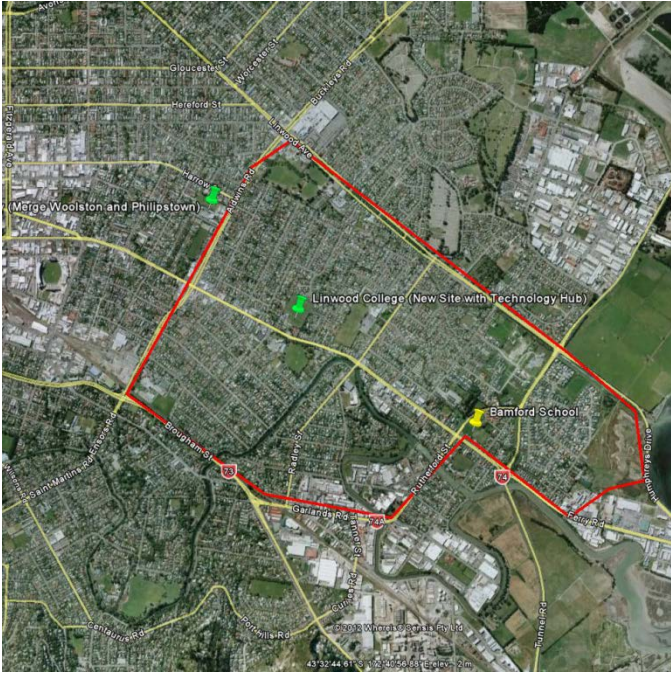
<sup>1</sup> review projected roll and need for building rationalisation.

Access	Equity	Education and governance	Infrastructure	Scale of Investment
--------	--------	--------------------------	----------------	---------------------

OPTION 2 (Preferred Option):

	School	Land & Infrastructure	Entity
Woolston	Contributing (Yr1-6)	Close site	Refer Linwood cluster
Bamford	Contributing (Yr1-6)	Repair <sup>1</sup>	Continues

<sup>1</sup> review projected roll and need for building rationalisation.



Access	Equity	Education and governance	Infrastructure	Scale of Investment
--------	--------	--------------------------	----------------	---------------------

**Summary:** The preferred option is to close Woolston and provide investment into Bamford to ensure access.

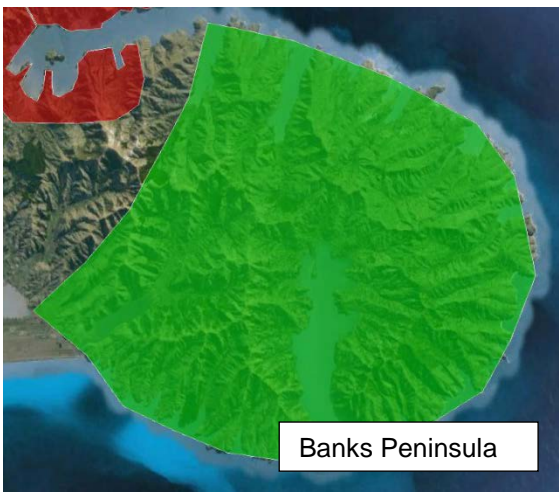
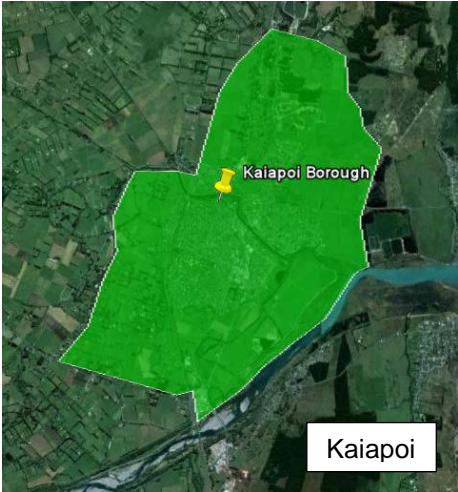
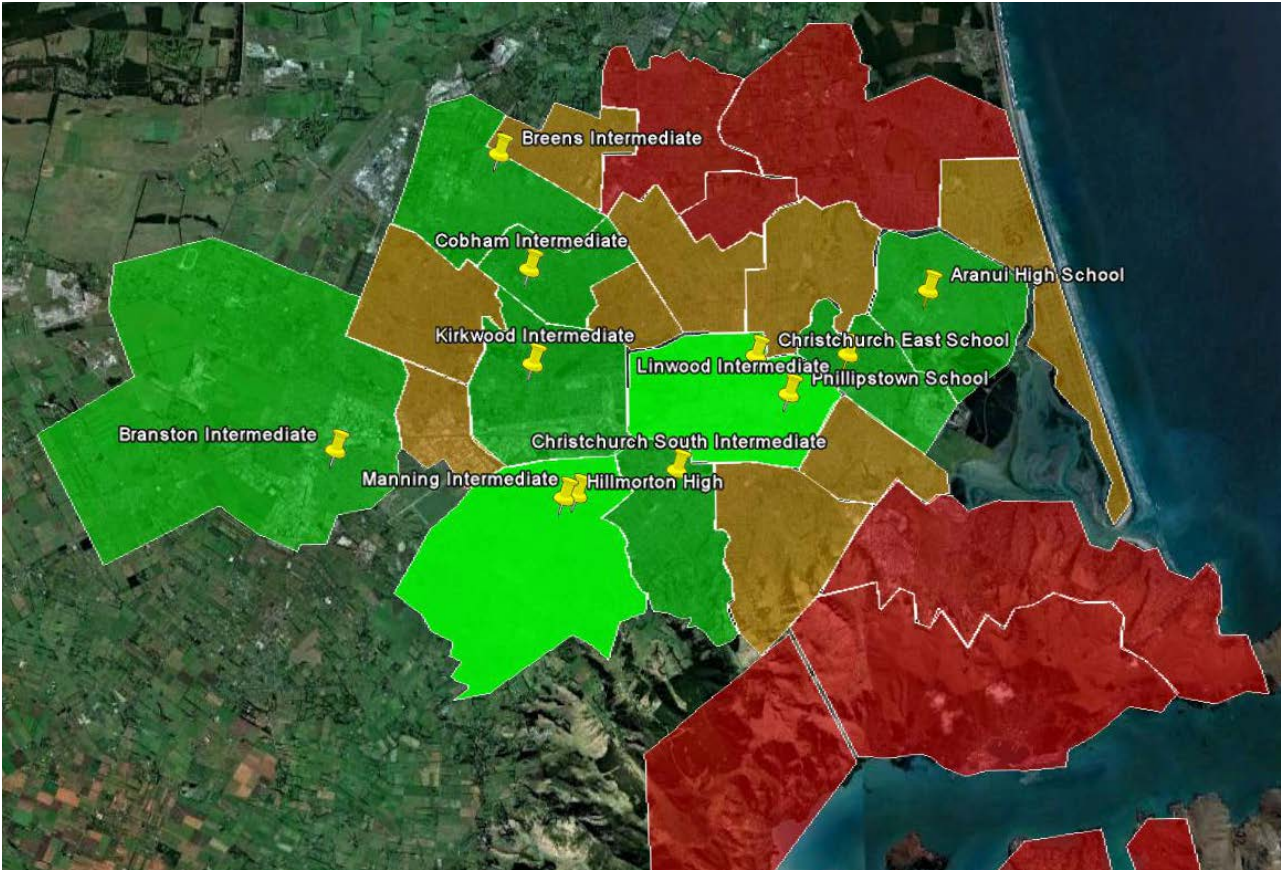
Consultation:

Consultation will be required if the option to merge schools is progressed.



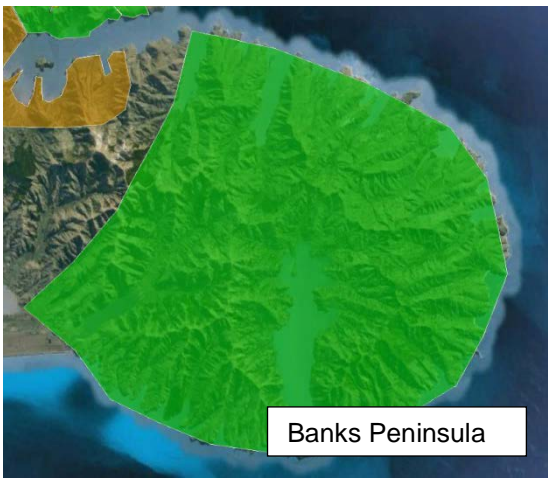
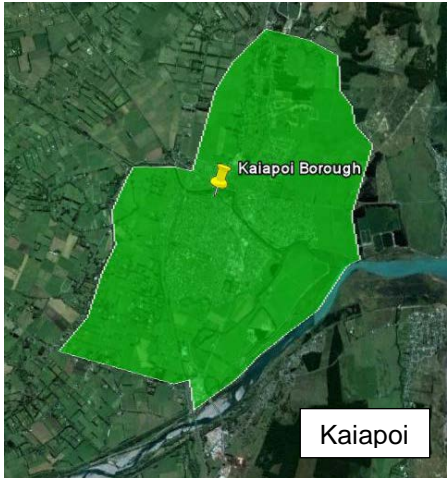
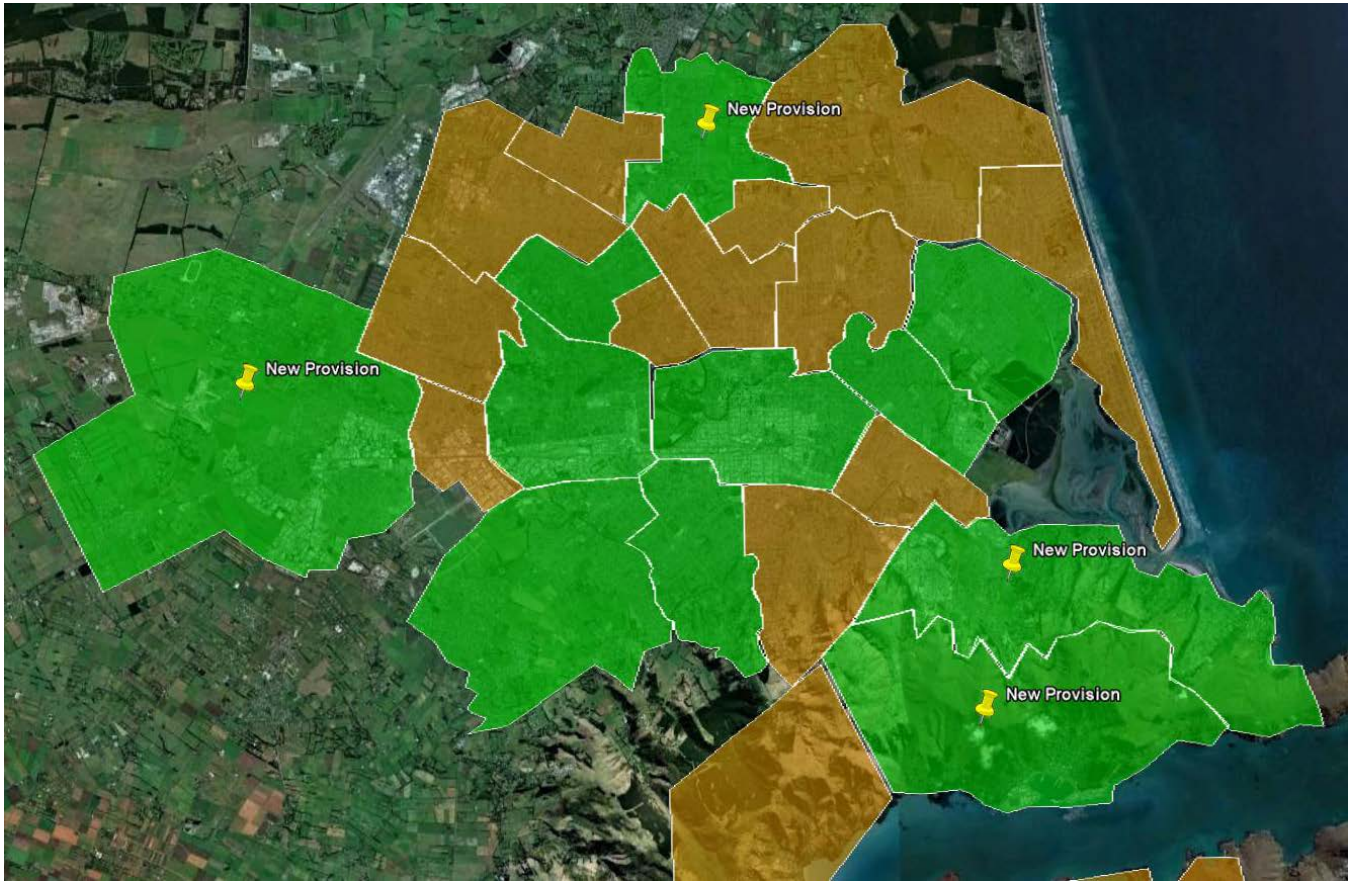
TECHNOLOGY

Existing Network



Kaiapoi

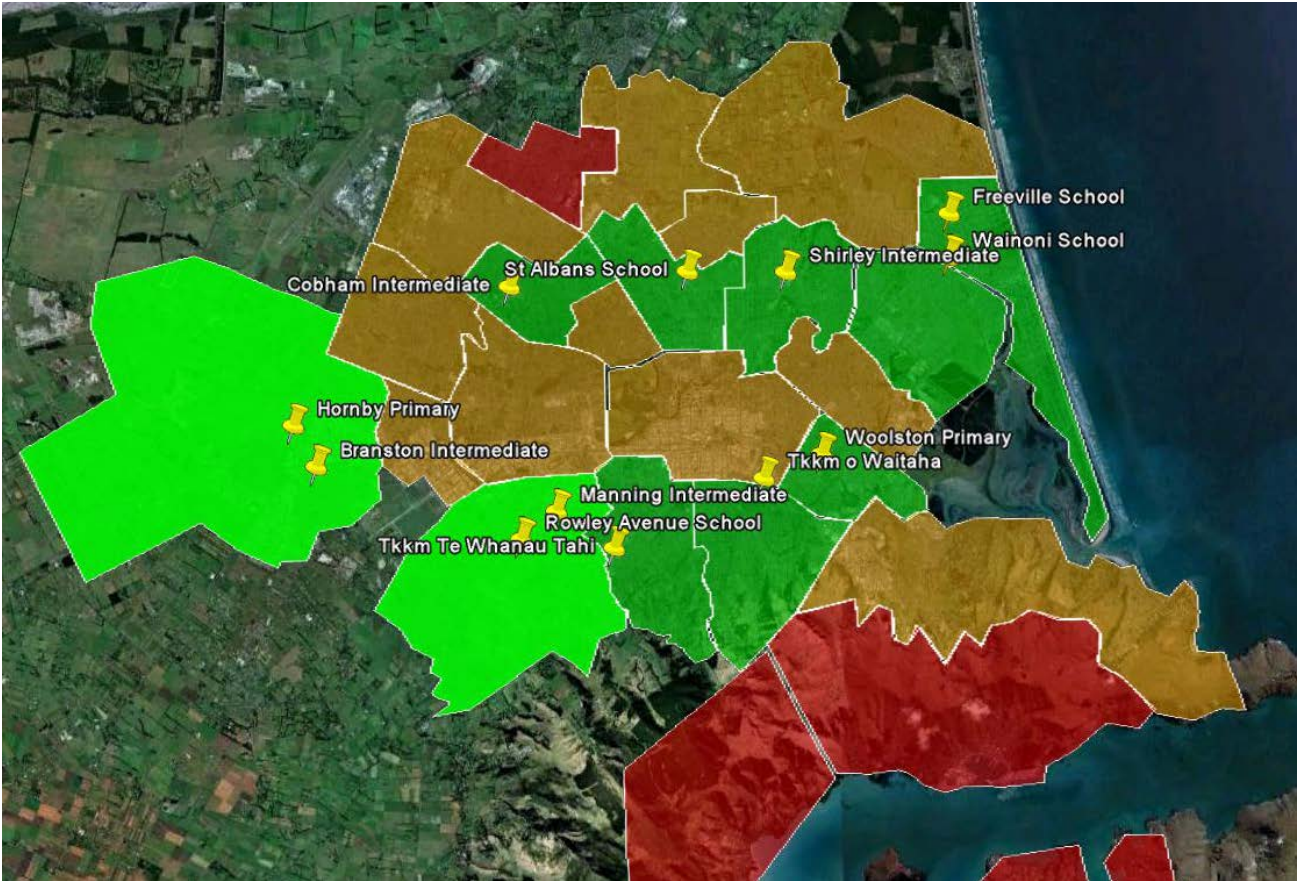
Renewed Network



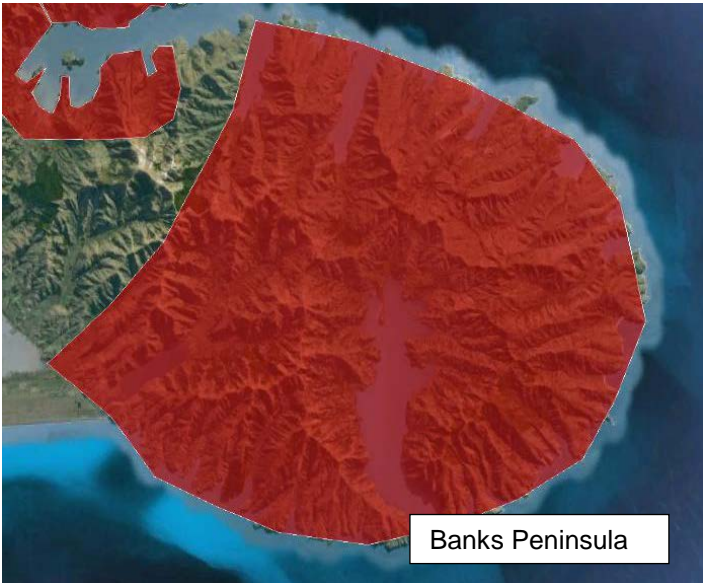
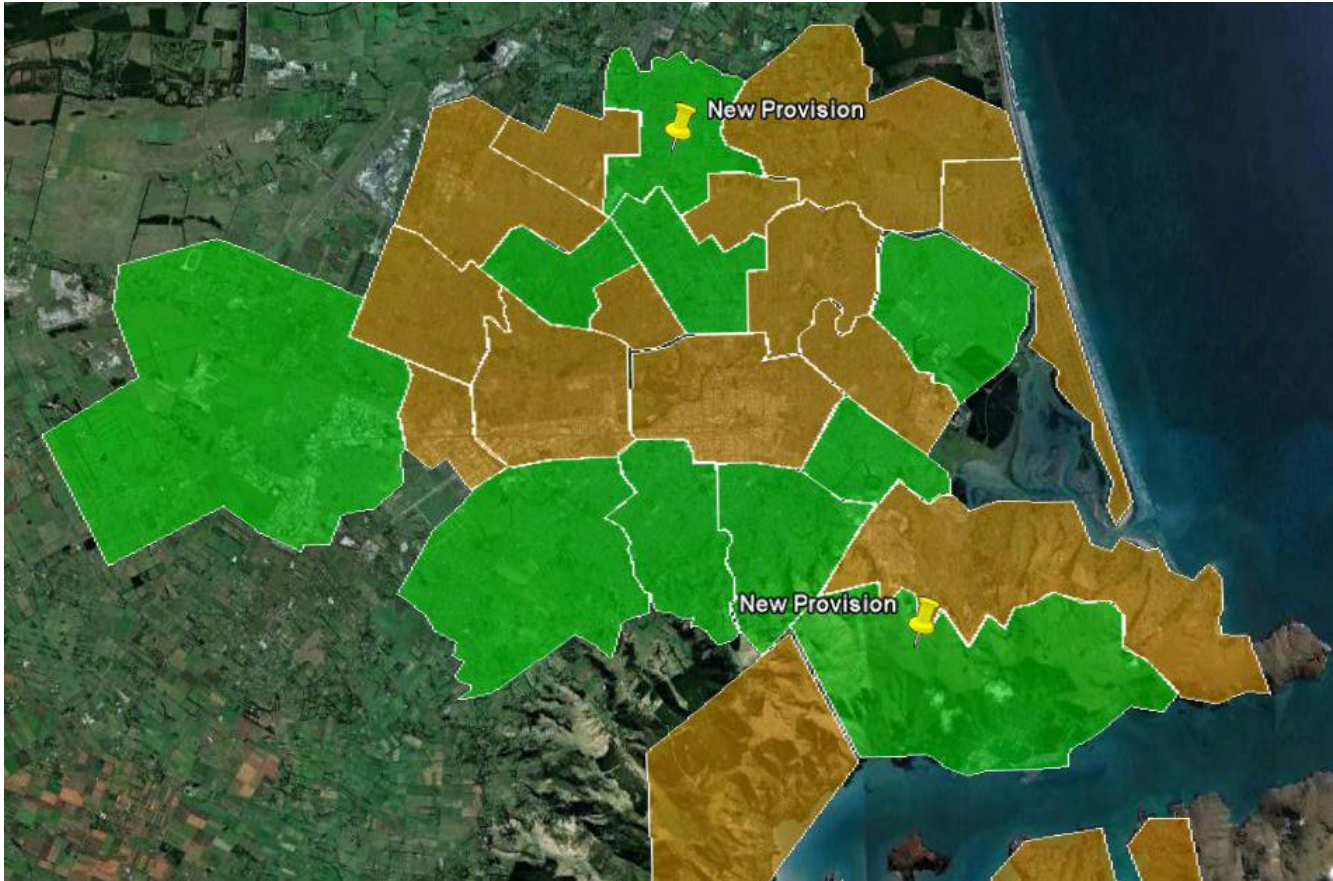


MME

Existing Network



Renewed Network





# Appendix N

## Special Education

This section excludes Residential Special Schools

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## SPECIAL EDUCATION 5 June 2012

Success for All *Every School Every Child* articulates Government's commitment to achieving a fully inclusive education system by 2014. NZ also has an obligation to provide an inclusive education system under the UN convention on the on the Rights of Persons with Disabilities and the New Zealand Disability Strategy.

The planning for the future development and design of the Special Education network in greater Christchurch supports the purposes and objectives of the Inclusive Education Taskforce. Christchurch has an opportunity to ensure all new school/facility builds and remodels provide state of the art provision and physical accessibility for any learners with special education needs wishing to enrol. This would see all schools built/remodelled able to immediately accommodate any learner regardless of their disability (eg with wheelchair and lift access to every part of the school; desks and learning environments able to adjust as required to meet learner needs).

The network also has the chance to ensure equitable and authentic education choice for parents of children with special needs, regardless of their ethnicity, socio economic status, or where they live. Flexible learning pathways from ECE to Tertiary will be a feature of the network. Quality specialist teaching for learners with special education needs is supported across the network irrespective of setting whether mainstream, special school or satellite.

In Christchurch and the Selwyn and Waimakariri Districts at present there are 569\* High and Very High Needs ORS verified students, of whom 352\* are included in the mainstream environment at their local school. 217\* High and Very High Needs learners are enrolled at Special Schools and of that number 69\*\* attend Special School satellite provisions.

(\*1 March 2012 Roll return (digital only); \*\* Special School Principal's Report)

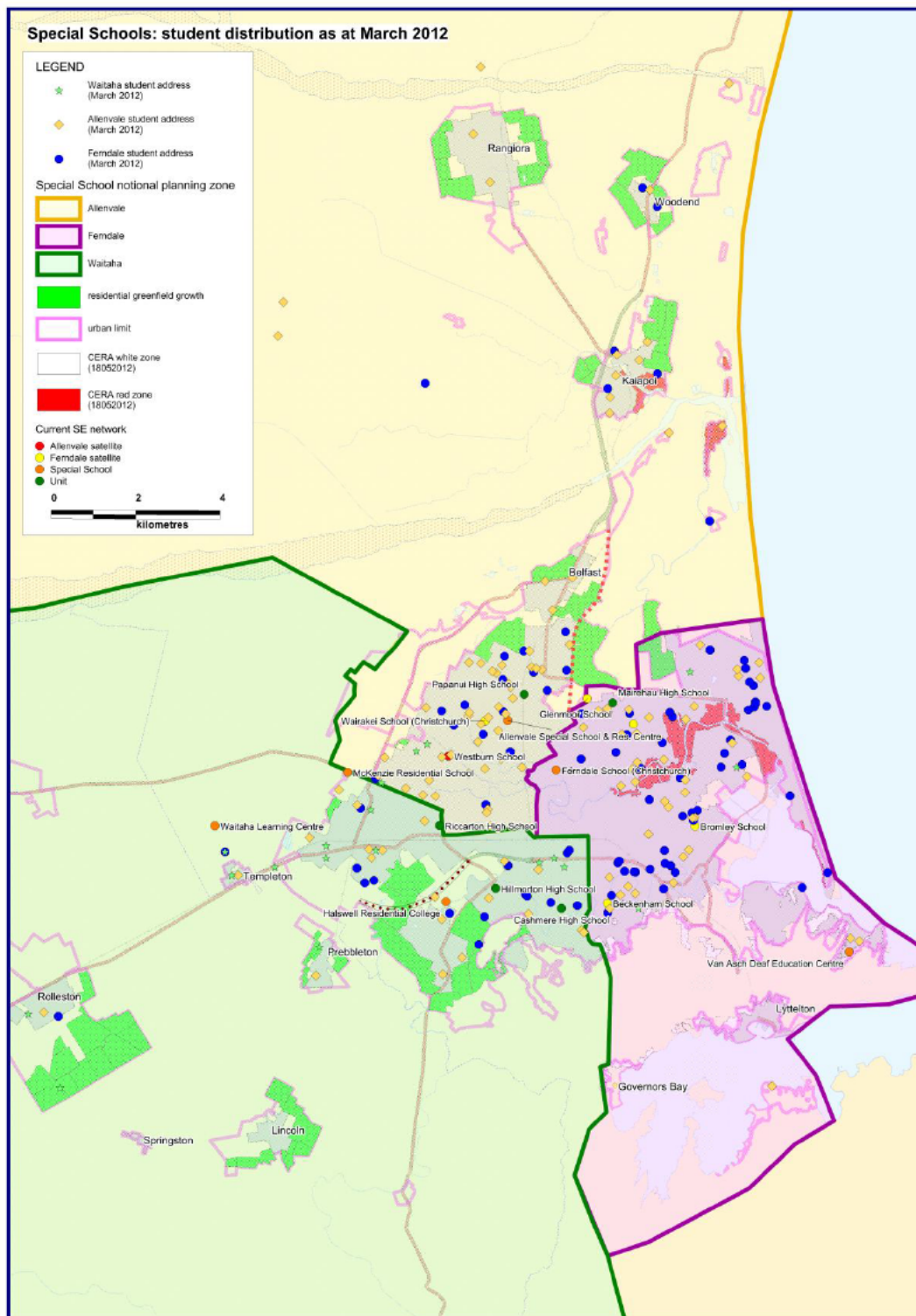
The MOE has worked with the Special Schools in Christchurch to develop a proposed network model that provides for seamless provision of education, redistributing current and future learners closer to their local communities and decreasing transport.

Key elements include:

- Improved access to a range of education options for learners with special education needs
- A closer interface between Special Schools (and their satellite classrooms) and mainstream schools, and their local communities
- Extension of the Specialist Teacher Outreach Services (managed by Special Schools)

The current situation sees students transported out of their local communities and bypassing other special schools in some cases. [Ref:Map 1]

Geographical review of the greater city area proposes 3 areas, 1 for each of the Special Schools, as defined by demographics. The service focus area for Ferndale School is the central and eastern city; Allenvale School is the northern part of the city and Waimakariri, and Waitaha School is to the west and across the Selwyn area. [Ref:Map 1]



Source from LINZ data. Crown and Critchlow Copyright reserved. Census boundaries from Statistics NZ.

Workspace: SE network\_Canby.wor Created May 2012



Over the past five years roll numbers at Special Schools have remained relatively constant.

Table 27: Special Education March Return Roll Data

	ALLENVALE	FERNDAL	WAITAHA
2008	127	92	18
2009	117	85	19
2010	123	89	20
2011	130	105	21
2012	127	96	30

Source: Consolidated Schools Information System (CSIS)

This represents a range of students, from those with the highest level of education need (eg high behaviour; medical fragility) through to others who attend satellite provisions at local community based schools and, with support, are able to attend selected mainstream classes.

Not all Special Schools have developed satellite facilities, however given the rebuild opportunity in Christchurch it is proposed that satellite provisions are established in a geographically logical manner across the city, and within each Special School's identified area. It is recognised that the current positioning of satellites will not fit with future Special Education network planning and consequently this is being reviewed.

Newly positioned satellites would be managed from strategically sited special school bases or 'hubs' (3) ideally collocated with secondary schools/education campus settings. The proposal that the satellites be integrated with school/tertiary establishments, will enable redistribution of learners from special school classes to satellite classes, and in doing so increasing access to mainstream opportunities and transition to work/community.

Population growth and forecasting out to 2040 supports the thinking around where these base schools and satellite provisions might be located. [Ref:Map 2]. It is proposed that each Special School have 2-3 satellites integrated into community based schools in their areas.

A satellite with a Kura Kaupapa Māori, or integrated into a tertiary setting, although not presently noted, could feasibly be established as part of the future network.

## MAP 2:





The Specialist Teacher Outreach Service, designed to provide greater levels of support and capability building for teachers in mainstream schools, and specialist teaching for identified ORS students, is growing across greater Christchurch. Each of the three day Special Schools are developing this service which could be logically positioned out of the base school, and/or from satellite provisions integrated with other schools.

Positioning of the RTLb/SLS/RTLit service, as examples of other layers of service provision for learners with special education needs, could also be considered within this network planning, with new build/rebuild options featuring community school based facilities for itinerant Resource Teachers.

In addition to the day Special Schools the Sensory providers: VADEC and BLENNZ, are also being considered within the rebuild/renewal options for greater Christchurch. Both have issues relating to the current location of their base facilities and require placement within the new network picture. Location (collocation is a possibility) and site access for learners and their families, and itinerant staff are critical factors. VADEC also requires an additional centrally located secondary satellite provision, and an EC centre and residential and boarding facilities.

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# Appendix O

## Swimming Pools

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## Background

Earthquake damage to school swimming pools is excluded from the Ministry's property insurance policy. To gain a sound understanding of the current school swimming pool assets in the Christchurch area, including what earthquake damage has occurred, the Ministry has engaged a consultant (LHT Designs) who has completed an assessment of 65 school pools.

In order to develop a strategy for best managing and investing in the swimming pool assets going forward, the ministry has established a dialogue with the Christchurch City Council (CCC) Recreation and Sport Unit. Through this we have identified that there are significant synergies in the supply of swimming facilities to meet both the ministry and CCC objectives.

Through this cooperation with CCC a network of twenty three key school pools were identified as being of strategic importance and when combined with the temporary and available CCC pool facilities, will meet minimum swimming facility requirements in greater Christchurch. This network of swimming pool facilities will allow for the provision of the "Learn to Swim" programme (part of ministry curriculum).

## Scope of Swimming Pool Repairs

LHT Design were engaged to undertake a survey of the entire swimming pool complex at each school, this included the following:

- Earthquake damage
- Swimming pool structure and fabric
- Filter system
- Changing sheds
- Swimming pool fencing
- Hardstand surrounds
- Compliance with current regulations

At all individual sites LHT Designs were asked to provide two options (if applicable)

- Option A – A quick fix to make the swimming pool complex useable
- Option B – Full refurbishment, complying with all current standards

Reports have been received on all of the sixty five swimming pools requested.

## Option – 23 Key Schools quick and full refurbishment

Generally the repair option selected for each pool is only that required to bring the pool back to an operational condition. In the few instances where the cost of carrying out full repairs is not significant, the latter option is being proposed.

The following table outlines the budgets being proposed for the twenty three key schools. These estimates are as supplied by our consultant LHT Designs:

	Budget Estimate
17 'quickfix' repairs	\$536,000
6 full refurbishment	\$277,000
23 key swimming pools	\$813,000

As a comparison the estimate to fully repair all sixty five school swimming pool complexes is as follows:


This information has been withheld to maintain the constitutional convention to protect the confidentiality of advice tendered by officials. This information is still under consideration by Ministers and no decisions have been reached. (section 9(2)(f)(iv))

Note the \$813,000 for the twenty three key schools is included in the full repair of the sixty five schools.

The full table of schools and costs is attached for reference

The schools identified have all been confirmed at this stage as being required in the network.

At this time we are requesting ministry funding for the full \$813,000 to undertake the swimming pool repair works as outlined above.

[REDACTED]

This information has been withheld to maintain the effective conduct of public affairs through free and frank expression of opinions (s9(2)(g)(i)).

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# Appendix P

## Early Childhood Education

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## FROM EARLY DRAFTING OF A RENEWAL PLAN

### EARLY CHILDHOOD EDUCATION

#### **The situation we face**

The physical damage from the earthquakes and changes to family circumstances has changed the provision and demand for early childhood education (ECE) across greater Christchurch.

Patterns of ECE participation have changed as a result of the earthquake. Families are relocating, including to new subdivisions. New families are expected with the reconstruction workforce. Longer term a drop in ECE participation is anticipated and evidence suggests this will have the greatest impact on priority groups including Māori, Pasifika and lower socio-economic communities as well as children with disabilities.

Some ECE services have needed to change the way they operate, relocating either temporarily or permanently and/or reducing staffing, to meet the needs of the changed community and remain financially viable.

We need a strong network of ECE services to support children's social and educational development, support parents to work or study, and enhance community well-being. To ensure equity of outcomes we need ECE services to be responsive to the identity, language and culture of Māori and Pasifika children and those from lower socio-economic communities.

ECE service providers will need to respond to rapid and uncertain population movements. This includes the need to be able to respond quickly to the needs of a rapidly expanding labour market as rebuilding commences.

#### **The impact on children, parents, whānau and early childhood education services**

Pre-earthquake, early childhood participation in Canterbury was at or above the national average for all children.

	Participation Rate					
	European/ Pākehā	Māori	Pasifika	Asian	Other	Total
Canterbury Region	98.7	95.9	91.8	96.6	97.4	98.0
New Zealand Total	98.3	90.1	86.0	96.6	95.4	94.8

#### *Fewer children overall are enrolled in ECE following the earthquakes*

ECE enrolments in the earthquake affected areas of greater Christchurch decreased by 1,039 between June 2010 and June 2011. For Christchurch City this decrease was 1,080. While the change in enrolments from July 2010 to July 2011 may look small in between these times services faced temporarily lower numbers of enrolments and reduced hours of attendance, which saw funding to ECE services decline across Christchurch, significantly in the east.

#### *In particular fewer children three years old and younger are enrolled in ECE*

Fewer children three years old and younger are enrolled in ECE. This reflects a change in parent/whānau preferences and behaviour following the earthquakes. Additional reasons include: a choice by parents to remain at home or make alternative care arrangements; parents being apprehensive about leaving their child; or the child being nervous about separation; and loss of income meaning spending on ECE was not a priority.

#### *...and fewer Māori and Pasifika children are enrolled in ECE*

Between June 2010 and June 2011 the number of Māori children enrolled in ECE decreased by 85. For Pasifika children there was a decrease of 60. Before the earthquakes, enrolments of Māori and Pasifika children were more common in the eastern wards of Burwood-Pegasus and Hagley-

Ferrymead than in other areas of Christchurch City. These areas were severely affected by the earthquakes.

#### *Fewer places are available in ECE services*

Overall the number of ECE services in the greater Christchurch area (Christchurch City, Waimakariri and Selwyn Districts) has increased between July 2010 and July 2011. While ten services were permanently closed, 22 services opened. However, the overall number of licensed child places available in greater Christchurch has reduced by 157 including 143 for under two year olds because ten services are still not operating.

<b>Licensed child places in services operating as at 1 July 2011</b>	<b>All children</b>	<b>Under 2-year-olds</b>
Total places now available	15,537	4,383
Change from last year	-157	-143

For Christchurch City between July 2010 and July 2011 the overall number of child places decreased by 378 with the number of places for under two year olds decreasing by 169.

Pre 2010, greater Christchurch appeared to have areas where there was over-capacity. This is no longer the case. However as the movement of individuals, families and communities is ongoing continual monitoring is required to facilitate services to respond quickly to meet demand.

#### **Outcomes for children, parents and whānau**

*Te Whāriki*, the early childhood curriculum, has the following aspiration for children:

*“to grow up as competent and confident learners and communicators, healthy in mind, body, and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.”*

For children, parents and whānau ECE can support:

- Education: Providing a strong learning foundation through increased participation and quality of services. Ensuring all children in greater Christchurch have access to, and participate in, quality ECE.
- Equity of outcomes: Access for Māori, Pasifika and those affected by the earthquakes. Providing ECE learning environments that are responsive to the identity, language and cultural needs of diverse communities.
- Social benefit: Keeping people connected to their communities, addressing risk of isolation. Ensuring access to other social supports such as housing, welfare, health. One of the strengths of greater Christchurch post-quake has been the support within communities for neighbours and those vulnerable in the community, a risk in the renewal is this is lost or becomes weakened with significant transience and those new to city could be isolated.
- Economic benefit: Supporting parents' participation in the workforce especially those at risk in the labour market (unemployed/underemployed).

Early childhood education is not compulsory and is dependent on parents/ families/whānau wanting their child(ren) to attend for education and social development as well as to support parents to work or study. We also need to address the risk of isolation and lack of belonging for those families moving to new communities, both those moving within greater Christchurch as well as new families to greater Christchurch.

To support participation it is important to ensure there is suitable ECE available. ECE services need to be accessible, affordable, and relevant in terms of the type of provision (eg part-time, all day or casual), with appropriate philosophy, identity, language and culture.

We need the provision of a Māori immersion network and to ensure effective transitions between ECE and school for children/tamariki and their family/whānau.

#### **Our goals for early childhood education in greater Christchurch**



We want all children in greater Christchurch to:

- Participate in high quality early childhood education to gain the knowledge, skills, and attitudes to support their early learning, provide a strong foundation for life-long learning, and support them to reach their full potential.
- Experience effective transitions into ECE, between ECE services and from ECE to school or kura.

We want all children and their parents and whānau in greater Christchurch to have access to ECE services that:

- place the child at the centre
- support their identity, language, and culture
- support parents and whānau to engage with their children's early learning
- support parents to work or study
- are an integrated part of their community and support community well-being
- collaborate with other ECE services, schools, parents, whānau and communities.

### **Strengthening ECE provision**

The renewal of a strong early childhood network is critical for the redevelopment of greater Christchurch and its economy. The current situation creates opportunities to re-establish provision in a different form than it was a year ago.

Generally, the ECE sector responds to the needs of children and their families with government funding providing sufficient subsidies to enable ECE services to set fees at the level their community can afford. Where there is insufficient response by the sector, the Ministry can use a range of incentives to prompt the establishment of ECE services. Given the situation in greater Christchurch, the Ministry will work with the sector to ensure service provision is meeting need quickly and effectively.

New and more effective approaches to supporting Māori, Pasifika children and those from low socio-economic communities are required to ensure ECE is doing all possible for these learners to continue their learning journey at school. We need to focus on specifically affected groups such as:

- Families from east Christchurch with a particular focus on Māori, Pasifika and lower socio-economic;
- Families whose children have not returned to pre-earthquake patterns of ECE attendance;
- Middle and higher income families who have previously been well served in Christchurch for ECE, such as those from Sumner, Redcliffs and parts of the Port Hills areas and who may need to move elsewhere;
- The reconstruction workforce who may result in a growing demand for ECE as they move into the city for the rebuild.

## What we propose

### *Supporting full ECE participation*

What we propose	What this means	Who are the key players
Providing information to parents and whānau	An information campaign about available ECE services to facilitate access to ECE services.	Ministry of Education ECE services Government Agencies Parents, whānau and communities
Supporting priority families	Identifying families not currently participating in early childhood education and working with them to establish and maintain ECE participation and ensuring effective transitions to school/kura.	Ministry of Education Government Agencies Non-government organisations ECE services Community groups
Ensuring accessibility	Working with social service agencies to ensure that parents and caregivers are fully aware of their entitlements and available support.	Ministry of Education Government Agencies Non-government organisations ECE services Community groups

### *Supporting the provision of high quality ECE to meet demand*

What we propose	What this means	Who are the key players
Supporting existing ECE services affected by the earthquakes to maintain business viability in the short term	Actively monitoring demand and available capacity to support sector investment and decision making. Providing business advice and support to individual services.	Ministry of Education ECE services and organisations Non-government organisations
Ensuring ECE provision can respond to rapidly changing demographics	Making greater use of relocatable and modular buildings to quickly provide services in areas of need. These can be relocated as demand changes.  Provision of grants, where needed to quickly establish new early childhood centres in areas of need.	Ministry of Education ECE Services
Ensuring ECE provision responds to the opportunity provided by the renewal of schooling	Making provision in the renewal of the schooling network for the establishment of early childhood facilities on school properties where appropriate.	Ministry of Education ECE services Schools
Ensuring ECE need is met through utilising local planning processes	Using the Public Works Act to incentivise new early childhood service provision in areas of low capacity where land and facilities are under extreme pressure.  Ensuring provision for ECE is made in any local planning for housing	City and District Councils



	development.	
Utilising ICT to achieve efficient resource use	Increasing the use of ICT to achieve administration and management efficiencies in running ECE centres	ECE Services
Utilising ICT to support professional development for ECE teachers	Use of ICT to aid teachers in accessing resource material and online professional development assistance.	ECE workforce
Responding to the needs of Māori	<p>Working with Ngāi Tahu to encourage early childhood provision to better meet the identity, language and cultural needs of Māori and enable Māori to achieve and enjoy education success as Māori.</p> <p>Supporting a strong Māori immersion network including the establishment of teacher study awards to train in Māori immersion and bilingual teaching</p>	<p>Ministry of Education</p> <p>ECE services and organisations</p> <p>Ngāi Tahu</p> <p>Te Kōhanga National Trust</p>
Responding to the needs of Pasifika	<p>Exploring shared use of professional services for administration and management.</p> <p>Establishment of an umbrella organisation to aid Pasifika early childhood services in their administration, management, development of resources, and teaching staff.</p>	<p>Ministry of Education</p> <p>ECE services and organisation</p> <p>Pasifika community groups</p>

#### *Supporting smooth transitions*

<b>What we propose</b>	<b>What this means</b>	<b>Who are the key players</b>
Transition support for children changing ECE services or transition to school or kura	Introducing a transition support package to support families transitioning between ECE services and into school.	<p>Ministry of Education</p> <p>ECE services and organisations</p> <p>Schools</p> <p>Non Government Organisations</p> <p>Government Agencies</p>

*Increasing community belonging*

What we propose	What this means	Who are the key players
Developing supported playgroups	Developing supported playgroups which are culturally responsive for vulnerable and isolated families to establish a community connection and a sense of belonging.	Ministry of Education ECE services and organisations Non-government organisations
ECE services co-located with other social services where appropriate	Locating early childhood services as part of collective education hubs where other social services may also be co-located.	Ministry of Education ECE services and organisation Non-government organisations Government Agencies



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# Appendix Q

## State Integrated School Network Overview

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## Summary of Integrated School networks

### Catholic network

#### Current status

- St Pauls School (Dallington) is temporarily located on the MOE's Champion St site due to the St Paul's School site being deemed un-usable
- Marian College is temporarily located on the Catholic Cathedral College site

#### Proposed network change

- "merger" of St Paul's School with Our Lady of Fatima School following the merger of Parishes in the area
- Marian College – tbc

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]

This information has been withheld to maintain the constitutional convention to protect the confidentiality of advice tendered by officials. This information is still under consideration by Ministers and no decisions have been reached. (section 9(2)(f)(iv))

