

<b>Special School</b>	<b>Possible Satellite Locations</b>
Allenvale School	<ul style="list-style-type: none"> <li>• Northern network (Primary or secondary satellite at co-located school)</li> <li>• Rangiora network (Primary)</li> <li>• Burnside network (Primary)</li> <li>• Northcote/Redwood network (Primary)</li> <li>• Additional secondary option to be considered if required</li> <li>• Post secondary</li> </ul>
Ferndale School	<ul style="list-style-type: none"> <li>• <b>Aranui network (Primary and secondary satellite at co-located school)</b></li> <li>• Linwood network (Primary and secondary)</li> <li>• Shirley/Parklands network (Primary)</li> <li>• Additional secondary option to be considered if required</li> <li>• Post secondary option</li> </ul>
Waitaha School	<ul style="list-style-type: none"> <li>• <b>Rolleston network (Primary and secondary)</b></li> <li>• Hornby network (Primary)</li> <li>• Additional secondary option to be considered if required</li> <li>• Post secondary option</li> </ul>

42. For the most part, the identified locations for possible satellites are intended as a starting point for planning and discussion, and may change as these discussions with schools and communities progress.
43. The exceptions to this are the future satellites for Aranui and Rolleston. In these cases, the Ministry's view is that the need for special education provision in these areas makes it essential that the opportunities provided by planned new builds are taken advantage of. As discussed later in this report, consultation with the Aranui and Rolleston communities about future education provision in these areas found community support for local special education provision.
44. To align with the development of geographical catchments, the Ministry's preference would be that the primary/secondary satellite at Aranui Community School would be a satellite of Ferndale School (the base school of which may also be co-located on this site), and the satellites at West Rolleston Primary School and Rolleston Secondary School would be operated by Waitaha School (the base school of which may also be co-located on one of these sites). However, as the Ministry considers it imperative that satellite provision be developed at these locations, if necessary the Ministry would work with the Boards of other schools to develop this provision. It is noted that during the consultation about new education provision in Rolleston, the Board of Waitaha School indicated that it wished to develop satellite provision at the new Rolleston schools.
45. In developing the possibilities for the future network of satellites, current special school roll numbers have been used and in doing so account for present capacity requirements. This will also provide capacity as the number of unverified students enrolled in special schools reduces over time, and as students aged between 18-21 develop a range of post-school pathways through initiatives such as Enabling Good Lives.

46. An overall increase in students attending satellites and base special schools is not the strategic intention of the extension of satellite provision. The ongoing development of inclusive practices in all schools will enable students to attend their local school, supported by special education expertise.
47. Burnside Primary School is one example of a well-located school which will be undergoing a significant rebuild. As part of the Burnside Primary School Board's submission to retain its school, the Board identified an opportunity for special education to be part of its proposed "community hub". This has now been progressed conceptually between Boards.
48. The Ministry will work with the Boards of the special schools and potential host/partner mainstream schools to progress the development of new satellite provision.

### Capital Implications of Relocation, Co-location and Extension of Satellite Provision

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49. Funding was specifically provided in the Greater Christchurch Education Renewal Programme Business Case for relocating the three day special schools and for providing satellite classrooms at other schools. A forecast of the indicative costs for the proposed relocations and possible satellites are attached as Appendix 6.
50. Cost estimates indicate that a total of \$6.332 million would be required to repair the three special schools on their current sites, against an estimated cost of \$14.128 million for the proposed reshaping of the special education network. Reshaping the network is preferred in order to make the best possible investment in the future special education network, rather than simply putting things back the way they were. Property place-holders for proposed base/satellite options are marked in the Greater Christchurch Education Renewal Plan (GCERP).
51. As well as providing more accessible locations and the benefits of co-location, the proposed relocations will increase access to Modern Learning Environments (MLEs) for this priority student group.

### Special Schools Capital Works programme

52. Under the Special Schools Capital Works programme Allenvale School was allocated \$2,876,460 to address space deficiencies in school property. This is as yet unspent. The intent of this funding is to provide local solutions for students with special education needs which optimise their integration into mainstream settings (eg. expanding existing satellites, or establishing new satellites).

### Public Private Partnership Procurement

53. Aranui Community School and Rolleston Secondary School, two of the possible partner schools for special school co-location, were included in the Detailed Business Case for Public Private Partnership Procurement of New School Property (PPP Schools Project 2). The schools are two of four schools within this PPP bundle, which was approved by Cabinet in February 2014.

54. The assets in a PPP are always owned by the Ministry, and the design, construction, finance and maintenance of the facilities are not removed from public control. In a PPP contract the Board (or Establishment Board) and Ministry would work with the private sector partner to provide these services. This is the same as the approach to other procurement regarding the design and build of new schools. The Ministry expects that Boards would be fully engaged in the design of education facilities that are procured through the PPP process.
55. The inclusion of the Special Schools as part of the PPP bundle is not a constraint, however they are currently outside of the scope of the Detailed Business Case. The final scope and details for the PPP will need to be amended to incorporate the outcomes of the Special Education decisions. A fast resolution of the decisions will assist in lowering the risk profile and ensuring suitable engagement.
56. If you agree to further engagement on the relocation/co-location proposals, the Ministry will start incorporating the Special Schools into the Output Specifications for the new Aranui and Rolleston schools. This does not pre-empt or predetermine your decision on the proposals, but will ensure that the options for including the special schools in the PPP processes are kept open while engagement is ongoing. If you then decide that the proposals will not be progressed, these will be removed from the Output Specifications

## **Further Planned Developments in the Special Education Network**

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### **Ongoing Development of Specialist Teacher Outreach Service**

57. Ongoing development of the Specialist Teacher Outreach Service by the three day special schools also contributes to strengthened inclusive practice in regular schools. It is expected that the Specialist Teacher Outreach Service (provided by special schools under contracted agreement with mainstream schools) will increase to support a greater number of ORS funded students who choose to enrol in their local mainstream school.
58. This specialist teaching service is intended to support student learning achievement and also to strengthen inclusive practices and teaching capability in mainstream schools. The growing availability of this specialist support, together with a more inclusive mainstream environment, are likely to be considerations for parents when choosing a school in which to enrol their child with special education needs.

### **Consideration of Shared Governance**

59. The Ministry intends to encourage the Boards of the three special schools to give consideration to the possibility of shared governance or collaborative leadership across their schools. While enabling the schools to each retain their own unique identity and character, a combined Board could provide:
- Combined vision and direction for the special schools across Christchurch;
  - Enhanced sharing of expertise and good practice;
  - Greater strategic planning for the development of the Outreach Service; and

- A stronger voice for the special schools and their students within the wider sector.

### **Strengthening learning pathways for students with special education needs**

60. Flexible learning pathways from Early Childhood Education through compulsory education and on through to tertiary/post-secondary will be an ongoing feature of planning and the Learning Community Cluster networks will also provide forums for these pathways to be considered and developed.
61. The current and developing pathways to post-secondary networks and initiatives include the Enabling Good Lives (EGL) demonstration, and the opportunity to use ORS funding with other agency funding in the community for students aged 18-21 years. Ferndale School operates a post-secondary/transition satellite class in New Brighton, and Allenvale School is currently piloting a post-secondary transition facility in Papanui. Property funding placeholders for a tertiary/post-secondary satellite of each of the three schools has been included in GCERP.

### **VADEC and BLENNZ**

62. In addition to the day special schools, the accommodation needs of the Regional Sensory providers, Van Asch Deaf Education Centre (VADEC) and the Blind and Low Vision Education Network New Zealand (BLENNZ), are also being considered within the rebuild/renewal options for greater Christchurch.

### **Engagement with Boards and communities on the proposed plan: Steps taken so far**

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63. To date the Ministry has prepared information documents for affected schools about the network, held meetings and discussions with each of the special schools, held preliminary meetings with some Learning Community Clusters and Principals of potential partner schools for co-location or satellite development. The closure/merger process in greater Christchurch schools has been an ongoing consideration and pressure in terms of timing. Satellite provision as a necessity of business as usual has been developed within the proposal framework.
64. There is no specific legislation requiring consultation about relocation or co-location of a school. However, the Ministry considers it essential to seek the views of the Boards and communities involved and give full consideration to these views before making any decisions. This is particularly important with regard to the co-location proposals, as achieving the goals of the co-locations would rely upon the willingness of the Boards involved to work positively together toward these goals.
65. The Ministry has met with representatives of the Boards of each of the day special schools to discuss the proposed changes. There is broad agreement across the three day special schools with regard to the development of geographical catchments, the development of a network of satellites, and the continued development and expansion of the Specialist Teacher Outreach Service.



66. Each Board has now provided an informal submission about the proposals. These are attached as Appendices 7-9, and the main points are summarised below.

### **Allenvale School**

67. Feedback from the Board of Allenvale School includes the following:
- The school is open to co-location: a base school (with classrooms) standing independently on a partner school site with shared access to facilities. Satellite classrooms may exist within the partner school and will also feature across the wider geographical catchment.
  - The school is also open to a stand alone new build school, replicating Allenvale School on a separate site with a new purpose built facility to meet the base school requirements.
  - The school wishes to be recognised as first and foremost a primary school teaching environment, but with the facility to provide education to a wider age range of high needs learners.
  - The school is interested in establishing an Early Learning Centre for children under five who are on the autistic spectrum.

### **Ministry Comment**

68. In response to the Board of Allenvale School's wish that the school be recognised as a first and foremost a primary school teaching environment, both primary and secondary school options for co-location would be considered in the next period of engagement.

### **Waitaha School**

69. The Board of Waitaha School is opposed to the proposed relocation and co-location of its school. It considers that the school is best placed to meet the needs of its students on its current site, and has given the following reasons for its view:
- The school on its current site is a centrally located hub for Outreach, cluster schools and future satellite provision;
  - It offers easy access to local community facilities and activities;
  - It is a safe, modern purpose built facility for complex needs students and enables a sense of belonging for whānau and students.

### **Ministry Comment**

70. The Ministry acknowledges the views and the strength of feeling that have been expressed by the Board of Waitaha School and its community about the school on its current site. It is recognised that for co-location to be successful in enhancing inclusiveness, there would need to be support for the co-location from the special school's Board and community. It should be noted, however, that many of the priorities that have been identified by the school's community are not dependent on the school staying on its current site.