

# HALSWELL/WIGRAM AREA STRATEGY

## FOR THE FUTURE SCHOOLING NETWORK

### CONSULTATION REPORT

SEPTEMBER 2007



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## Executive Summary

1. The Area Strategy for the future of the schooling network is being developed to deal with a forecast population increase of 22,000 residents over the next twenty years in the Halswell and Wigram areas. The community consultation programme began in June 2007 and concluded at the end of August 2007.
2. Eighteen state and state-integrated schools were identified as those schools that most of the students from these two areas currently attend. These schools, and through them, their communities, have been consulted through a series of face-to-face meetings and the wide distribution of consultation material. Māori, Pasifika, early childhood, tertiary and community-based groups have been consulted.
3. The consultation process focused on establishing the key educational influences, issues and important features the community felt should be embodied in any planning programme to deal with roll growth. The second aspect of the consultation was the collection of possible ideas to expand capacity to meet increased school rolls. These ideas are consistent with the identified community educational expectations.
4. The range of key community expectations included:
  - provision of the best learning opportunities for their children;
  - school environments that reflected the local community culture, expectations and needs;
  - school sites that are safely accessible;
  - availability of primary and secondary school sites to better support the wider community needs and interests;
  - the need to improve educational pathways during the early years by better provision of early childhood provisions;
  - a strengthened or increased range of opportunities to support the special needs of students from within the area; and
  - a strong home/school partnership that effectively supports learning.
5. Suggestions for the future schooling network to meet roll growth included ideas about early childhood facilities, school sites, school types, learning approaches, access and safety, community use of school facilities, and specialist opportunities. The range of suggestions may be summarised individually or in combination as:
  - all schools in the study area, including the state-integrated schools, stay the same and any growth should be accommodated through the expansion of school sizes on current or extended sites
  - a new secondary school be provided in the Halswell (towards Rolleston) area
  - a primary school be built on the existing Milns Road site;
  - a combination of primary schools of years 1-6, 7-8 or years 1-8, within the study area; and

- learning approaches reflect community expectations, and/or a range of special or designated character interests.
6. The consultation findings provide a check list of matters to be considered by both Ministry and Boards of Trustees when planning for the forecast roll growth. These matters include:
- Time scheduling for additional teaching space capacity across all identified growth schools, including the new school, to meet demand rather than responding after the growth
  - Roll management through enrolment schemes
  - Māori and Pasifika immersion and bilingual linkages and opportunities
  - Specialist teaching facilities
  - Early childhood provision and opportunities
  - Role of integrated schools in providing additional capacity
  - Community access to school facilities
  - Coordinated planning and implementation with Christchurch City Council and other key stakeholders
7. The Reference Group established to advise the facilitator on the consultation process records its impressions of a positive process, professionally resourced, transparent and with effective outcomes. The Group also notes the high number and extent of formal submissions as an indicator of the willingness of parents and other interested parties to participate in the process.
8. The facilitator concludes that the results of the consultation provide sufficient information about the expectations of the community to confidently develop options for the structure of the future schooling network for the Minister to consider. The consultation did not set out to determine levels of preference for a particular style or school approach and suggests that such considerations will best be determined in a further phase of consultation to be undertaken by the establishment board of any new school decided upon. Information about school types and learning approaches was made available through the consultation process and helped inform debate about future possibilities.



## Introduction

9. The Christchurch City Council's recently completed Greater Christchurch Urban Development Strategy (UDS) has identified both the Halswell and Wigram areas as significant residential growth areas. An additional 22,000 residents could be living in these communities in the next 20 years and this means there will not be enough classrooms in local schools.
10. To help plan for the additional students, the Ministry of Education is developing a strategy for the Halswell/Wigram area for the Minister's consideration and decision. An important part of preparing this strategy is the consideration of the views and preferences of the local community. The Ministry had previously consulted with the Halswell community and this consultation was with communities in the wider Halswell/Wigram area. This gave the chance for further discussions and/or to confirm previous comments.
11. Eighteen state and state-integrated schools were identified as those schools that most of the students from these areas currently attend. These schools, and through them, their communities were consulted through a series of face-to-face meetings and the wide distribution of consultation material. Māori, Pasifika, early childhood, tertiary and community-based groups were consulted.
12. This report describes the processes and outcomes of the consultation which concluded at the end of August 2007. The report outlines the background to the development of a strategy, including the demographics and schooling capacity. The consultation approach and process are described. One hundred submissions were received. An analysis of these, and comments received at face-to-face meetings and telephone conversations, is provided with commentary on emerging themes and suggestions for consideration. The report concludes with a summary of the consultation results and comments on possible follow-up activities.

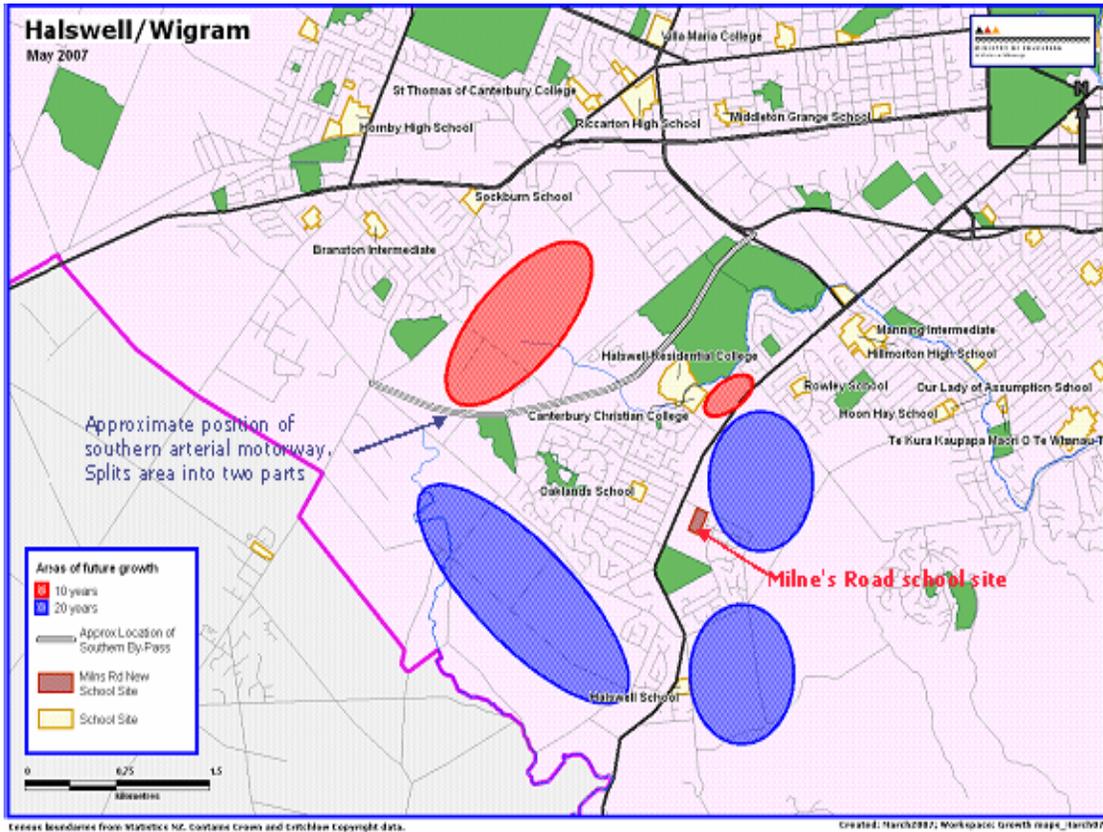
## Background

13. The Ministry has recently undertaken an analysis of the Halswell and Wigram areas, which involved input from a range of sources including Statistics New Zealand and the Christchurch City Council.<sup>1</sup> This report provides an update of an earlier report prepared in December 2005. The population growth trends remain consistent across both reports
14. The Halswell/Wigram area includes the communities of Halswell, Oaklands, Aidanfield, Hendersons Basin, Kennedy's Bush, Wigram and Awatea. The proposed Southern Arterial Motorway Bypass will split the area into two parts –

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<sup>1</sup> A Copy of the Ministry's Background Report, March 2007 is attached in Appendix One.

Wigram/Awatea and Halswell/Oaklands. The red ringed areas in the map below show growth that is expected in the next 10 years and the blue ringed areas, growth expected in the next 20 years. The Milns Rd site and the proposed bypass are also shown.



15. Considerable areas of land will be made available for residential development over the next 10 to 20 years in these areas. Based on the number of households projected by the UDS and the number of people estimated to live in each household from the 2006 Census data, it is estimated that there will be an additional 2600 primary and secondary students attending local state schools within the next 20 years.
16. The projected number of additional school age children likely to attend local state schools is set out in the following table:

	<b>Wigram/Awatea</b>	<b>Halswell/Oaklands</b>
5-10 year olds	346	919
11-12 year olds	106	281
13-17 year olds	256	678
<b>Totals</b>	<b>708</b>	<b>1878</b>

*Based on Statistics NZ 2006 Census, Christchurch City Council UDS and Ministry of Education data*

17. The schools shown on the above map were identified as possibly being directly affected by population growth. The map also highlights those areas where the greatest amount of growth is expected to occur.
18. The eighteen state and state-integrated schools identified as those schools currently attended by most of the students from the Halswell and Wigram areas are listed below. This grouping of schools is referred to as the ‘study area’ elsewhere in the report. The schools are:

School	Yrs	School	Yrs
Hoon Hay School	1-6	Canterbury Christian College	1-13
Rowley Avenue School	1-6	Middleton Grange School	1-13
Sockburn School	1-6	Te Kura Kaupapa Maori O Te Whanau Tahī	1-13
Halswell School	1-8	St Thomas of Canterbury College	7-13
Ladbrooks School	1-8	Villa Maria College	7-13
Oaklands School	1-8	Hillmorton High School	9-13
Our Lady of the Assumption School	1-8	Hornby High School	9-13
Branston Intermediate	7-8	Lincoln High School	9-13
Manning Intermediate	7-8	Riccarton High School	9-13

19. The study area includes a mixture of state and state-integrated school types. There are full, contributing and intermediate primary schools, composite schools and secondary schools within the study area.
20. The aggregate occupancy rate at the local state schools in the network is over 80% at the primary and secondary cohort levels; the year 7 & 8 cohort is around 80%. 80% is the threshold which tests the need for Roll Growth classroom provision within a network.
21. The Ministry’s planning begins with forecasting when the classroom needs for the expected additional student numbers will be more than what is currently available (capacity) in the schools of the study area as a total. Calculations to determine capacity are based on current Ministry guidelines. Although the situation with each individual school in the study area will be different, current predictions are that for the projected number of school age children anticipated in the study area, additional primary school provision (years 1-6) will be required. Projected demand at Years 7 & 8 and Years 9-15 could be accommodated through roll growth at existing schools. Both Halswell School and Oaklands School have capacity to add additional classrooms on their existing sites. The Halswell school site is almost at capacity, while more space is available at Oaklands School. The rolls particularly at Halswell School are at the upper limit of the typical roll for a primary school in Canterbury. There is scope for expansion at intermediate and secondary schools in the accommodating growth in the study area.



22. The Ministry has recently purchased a 3ha site in Milns Road, Halswell for an ECE and primary school. The funding provision for a further two ECE and primary school sites (Wigram and South West Halswell) is being made for the next 5 years.
23. An earlier consultation in the Halswell area was undertaken by the Ministry of Education in 2005. This current consultation included the wider communities of Halswell and Wigram and set out to provide a wider geographic and demographic context for decisions about the schooling network.
24. The New Zealand Learning Discovery Trust made application to the Minister in 2004 to establish a new discovery learning school under section 156 of the Education Act, 1989 in an area of roll growth. In February 2005, the then Minister of Education, Hon David Benson-Pope responded to the Trust that approval was given for the Ministry to 'promote the discovery learning option in the mix of potential options for meeting the growth in the Halswell/Oaklands area.' The consultation approach adopted by the facilitator associated with this aspect is elaborated in the following section.

## Consultation

25. For the development of the strategy, the consultation phase is defined as the process of telling all interested people what is happening, giving them a way to comment on the situation, and a way to suggest ideas to the Ministry and Minister about meeting the schooling needs of the additional children in the area.
26. The consultation process<sup>2</sup> focused on gathering information, providing information, discussing ideas and answering questions. This happened through discussions with schools, school communities, and other groups, four open days, and receiving written submissions. The consultation process began with the dissemination of consultation material to the community through schools.
27. A reference group<sup>3</sup> was established in May 2007. The group included people with the following stakeholder interests:
  - school principals
  - school boards of trustees,
  - school proprietors
  - parent groups
  - early childhood education
  - Māori and Pasifika
  - teacher unions, primary and secondary
  - Christchurch City Council
  - community groups

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<sup>2</sup> See Appendix Four for a detailed description of the consultation process.

<sup>3</sup> See Appendix Three for details of membership, terms of reference and notes of meetings held.

28. Five meetings of the reference group have been held. The earlier meetings focused on briefings from Ministry officials and the group giving advice to the facilitator about the preparation of the consultation documentation and the consultation approach. The consultation documents are set out in Appendix Four. The fifth meeting focused on reviewing the consultation process. The group's comments are included below.
29. Consultation discussions began in early June 2007 with each of the schools listed above. The facilitators also met with a number of school community groups as part of the school's discussions with its community. A further fourteen schools were contacted about the consultation, provided with the consultation material and invited to participate.
30. As well as discussing the information, expectations and ideas with schools, consultation materials were provided to forty-six early childhood providers, seventy-two tertiary providers and sixty-one community groups. A full list of these organisations is attached in Appendix Two.
31. Members of the Reference Group also forwarded consultation material to organisations and groups within their own spheres of interest as a further way of encouraging a response.
32. The Ministry required the facilitator to ensure that the consultation process was consistent with the Ministry's stance that it does not have a preference for any one type of schooling over another. As well as providing consultation material on the range of school types, a website linkage was facilitated with The New Zealand Learning Discovery Trust website to ensure community access to information about such an approach.
33. Two *Open Days* were held, two each at the Hornby Library and the Halswell Library. These were well attended and provided an opportunity for individuals to discuss their expectations and ideas directly with the facilitator.
34. As well as providing the consultation documentation, flyers promoting the open days and the due date for submissions were also sent to all the identified organisations.
35. Three consultation newsletters were distributed to all contacts made during the process. These newsletters<sup>4</sup> described the process and summarised progress to date. They were formatted in way that made insertion into school and other organisation newsletters easy.
36. A website<sup>5</sup> for the consultation has been established. Over the period of the consultation over 2,150 hits on the site were recorded.
37. The local media were briefed about the process and provided with consultation material. It is pleasing to note that media response was positive/neutral to the process

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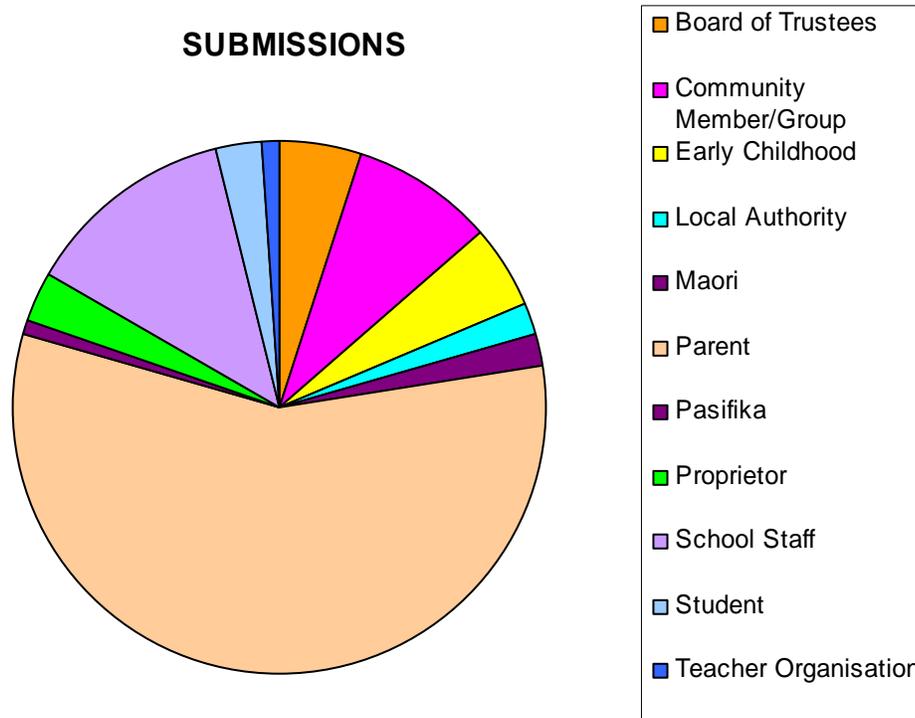
<sup>4</sup> See Appendix Five for copies of the Newsletters

<sup>5</sup> See Appendix Five for a printout of the website contents.

and supportive to the extent of promoting the open days and announcing closing dates for submissions.

38. The formal response to the consultation process compares very well with similar area strategy consultation exercises in Auckland and Tauranga. One hundred written submissions were received.

39. The following illustrates a grouping of respondents.



40. The results of the consultation will be given to the Ministry to inform the development of the area strategy. The area strategy will be proposed to the Minister with recommendations on which strategy option should be adopted. The Ministry's advice will include a copy of the facilitator's final report. The final decision about any eventual new school, change in school type or location is made by the Minister. This consultation does not replace any statutory consultation obligations of the Minister if there is a proposal to establish a new school and/or change the class of a school. The Minister is required by the Education Act (1989) to formally consult with Boards of Trustees of schools likely to be affected by a decision to establish a new school or change the class of a school before a decision is made.

41. The prime objective of the consultation was the development of a range of suggestions for the structure of the future local schooling network. These suggestions are presented below following comments on the submissions.

## Comments on the Process

42. An aspect that emerged as an issue early in the process was the how this consultation related to an earlier consultation undertaken by the Ministry of Education in 2005. The Reference Group advised that the consultation material should include a statement of context – that this consultation included the wider communities of Halswell and Wigram. This advice ensured that any potential early reluctance to comment and cynicism about the process were quickly dispelled.

43. The reference group make the following comments on the process:

*The reference group records the effectiveness of the development of a consultation process that was seen to be thorough, transparent, professionally resourced and well managed. The group noted the importance of a known and planned process. This had a positive effect and ensured that its advice about the consultation process was heeded. The group's efforts ensured a wide distribution of information and importantly the necessary support for the initiation of school and community-based discussions. Communication channels have been well used and the level of response reflects the effectiveness of the overall process.*

*The group expressed a willingness to be part of an advisory group to assist the implementation of any consequent decisions by the Minister.*

## Community Expectations of the Local Schooling Network

44. A set of themes and statements of significant expectations likely to emerge in response to starter questions about community and parent expectations of the future local schooling network were initially drafted by the reference group for inclusion within the discussion material<sup>6</sup>. These likely themes included:

- Early childhood facilities and provision
- School sites, types and sizes
- Access and safety
- Community use of school facilities
- Specialist learning and teaching opportunities
- Special Education
- Educational opportunities for parents and other community members

The following statements were suggested for the more significant expectations:

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<sup>6</sup> See the Discussion Document in Appendix Four.

- Parents want the best learning opportunities possible for their children. That means their children being taught by effective teachers in the best possible conditions.
- Travel time, transport and traffic are significant for considering the safety of students going to and coming home from school.
- The school and its approach should reflect local community culture, expectations and needs.
- Schools could offer a choice of curriculum delivery through Māori medium teaching at various levels of language immersion. Pasifika needs could be considered through established groups set up to provide more effective linkage between schools and the Pasifika communities.
- The school is a community asset and it can meet many community needs beyond schooling for students. The buildings, grounds and equipment of a school can support wider (adult) learning and recreational needs of the community.

45. These anticipated expectations were supported through submission comments received:

*Parents are wanting high quality learning opportunities for their children and this involves the school's strategic plan identifying ways it can achieve this – socially, physically, emotionally and academically.* *Submission 39*

*... there is a growing need and interest for this student centred, future focussed learning style.* *Submission 44*

*...take on board the new school curriculum with enthusiasm.* *Submission 13*

*We consider having schools within safe walking/biking distance to be important for community e.g. helping (hopefully!) to reduce the amount of school related traffic/congestion.* *Submission 46*

*It is very important to ensure that any new educational facilities are located in close proximity to current or future public transport services as these are key destinations which people need to travel to daily.* *Submission 41*

*We are all wanting to have a friendly, positive and supportive community and for this to happen and to continue in the long term we need to start with the children.* *Submission 27*

*Recognising a diverse society – It is important for children to be schooled in an environment which reflects society. Therefore people from a variety of backgrounds should have access to schools in any area.* *Submission 100*

*Schools are a key resource for communities in terms of the facilities and access to information and technology for the wider community (particularly in low income areas).* *Submission 71*



46. Further expectations that emerged through consultation discussions and submissions included:

- the need to improve educational pathways during the early years by better provision of early childhood opportunities.

*Developing early childhood centres on school grounds enables very strong relationships to be developed, where resources can be shared and very effective transition to school programmes implemented.* Submission 2

*There is a large proportion of Māori in the area and a lack of Early Childhood services to cater (to them).* Submission 19

- a strengthened or increased range of opportunities to support the special needs of students from within the area.

*...provide special programmes that meet the needs of the gifted and the remedial.* Submission 37

*(Other issues to be considered) are learning styles such as dyslexia as well as special needs across the curriculum.* Submission 33

*Special consideration should be given for students with disabilities.* Submission 36

*... employing a social worker that works with children, youth and their families at all of the schools, preschools and kindergartens in the Halswell area.* Submission 37

*More opportunity for schools in the local area to share specialisations and resources such as technology, services for children with special needs, swimming facilities etc* Submission 67

- a strong home/school partnership that effectively supports learning.

*(In the future, the group of local schools could help us meet these goals by:)  
Talking with the wider community about what they are doing at their school in terms of both educational and sporting achievements as well as involving the community in understanding what school policies and philosophies are about.* Submission 68

*Provide a setting for a congenial workplace for future students who will be able to access the support of their parents and peers in a manner that is conducive to good standards and benefit all those who have a respect for good living practices.* Submission 10

- there be options of learning approaches within the schooling network.

*...it needs to be recognised that our Catholic integrated schools exist to provide education with a catholic Special character in a parish or pastoral area. ...these schools are an integral part of parish life and the mission of the Catholic Church.*

*Submission 23*

*...set up to serve parents who choose an education for their children which supports the beliefs and values taught in the home and their faith community.*

*Submission 29*

*...there is a growing need and interest for this (Discovery Learning) student centred, future focussed learning style.*

*Submission 44*

## Emerging Themes

The following issues and matters emerged from discussions about expectations and are presented as background to the discussion about ways of meeting the expressed needs.

### *Sense of Community*

47. The place and role of the local school in a community was commented upon by many of the people responding to the consultation. A school is recognised as a community asset and has the potential to meet many community needs beyond schooling for students. As well as helping develop a community focal point for new subdivisions, the buildings, grounds and equipment of a school can support wider (adult) learning and recreational needs. Partnership arrangements with other community organisations are possibilities.

48. A number of submissions related the aspect of access and travel associated with secondary schooling to community belonging.

*I have spoken to many parents who feel the same – that a local high school would help build a stronger sense of community in our teenagers.*

*Submission 5*

*...much of the surrounding community has a major dearth of community facilities. For this reason, even if for no other, the school will have to become a major community facility.*

*Submission 11*

*The school sites should become community focal points that help build a sense of community.*

*Submission 36*

*Given the sparsity of community facilities in the Oaklands/Halswell area we think the school should include as many facilities as possible.* Submission 44

*...having 'local' schools can help improve the sense of community – particularly in recently developed area – where community use of facilities and parent participation is encouraged.* Submission 46

*(Community is) ... family orientated, integrated...Despite being part of CHCH city, retains an element of small town NZ and its own 'village' feel."* Submission 49

*The area has a sense of community, families have lived here for generations. It is a community that has been developed around working people, as a number of industries traditionally had a base here.* Submission 53

*...the development of shared facilities...provides a sense of ownership by the community and a greater sense of inclusion.* Submission 72

*I like the semi rural feel of the community. It is close to the city, yet everything is handy and close to the country.* Submission 79

*Halswell is a growing area with a diverse mix of people, groups, young, old, and different races.* Submission 92

*Ensure that as a school, we can provide for the needs of ALL students within our catchment area (wherever that might extend to) in the hope that we don't need to lose so many.* Submission 99

### **Māori Education**

49. A significant number of students within the area are Māori. The need to ensure viable Māori language education was strongly emphasised in particular in the discussions with the principal of the kura in the study area.

50. The provision of a Māori language unit, or opportunity, is a board of trustees' decision rather than a Ministry or Ministerial one. As well as the opportunity for new immersion capacity (for example a wharekura), there is the issue of how boards of trustees can best support Māori language in a mainstream setting as they plan how to respond to receiving available resources generated through roll growth.

*...the importance of providing bi-lingual facilities like Whare Kura, in the area.* Submission 72

*Maori demographics also say Maori rolls will increase in schools in CHCH. You have a broad socio-economic spread in the Halswell/Wigram area with some focussed pockets where Maori are living. There will be some specific localised needs in those areas – need input from those Maori communities.* Submission 95

## ***Pasifika Education***

51. There is a growing Pasifika population within the study area and educational opportunities specific to the needs of these students were also expressed.

- *I was also thinking of the group looking at how the buildings and surrounding area may reflect the cultural diversity of the community*
- *Our focus should also be on the growing Pasifika population in the area. Language provision for Pasifika... seamless provision in the future (eg. Rowley Avenue community)*
- *Our focus on seamless language provision for Samoan, Tongan, Cook Islands... is a priority. The need to plan for a Pasifika community that has one of the fastest growth rates second only to Aranui.*
- *In preparation for Pasifika growth in the area and particularly in the area of Education for our young children, it is very important to have a strong Pasifika presence in schools. Teacher knowledge (cultural knowledge) of Pasifika students and their aiga is vital for our children learning process, must also take into consideration Pasifika languages to be implemented in school life.*
- *The right of children to attend their local school should be protected. Essentially the consumer chooses the school as far as space allows, while always having the right to attend their local school. The school should not be choosing their clientele.*  
*Submission 100*

52. There were submissions that touched on the theme of cultural diversity in the context of the learning environment and opportunities. The comments are aspects that Boards of Trustees, in particular may wish to discuss in relation to their current practices and perceptions of the community about the school's approach.

*There is a tension between a local-only school, and a school which is broadly inclusive and multicultural.*  
*Submission 6*

*(School needs) ...An accepting and friendly, fun atmosphere, inclusive of children from many different cultures.*  
*Submission 31*

*We have a mix of different ethnicities; cultures and belief systems within our community.*  
*Submission 47*

*...the community sees the future leaders of our society growing and learning in multicultural environments.*  
*Submission 62*

*(New schools must) ... consider the increasing multicultural make up of the communities."*  
*Submission 71*



### ***Transition Points and School Types***

53. In responding to the questions about the ideal mix of schools there was considerable discussion both informally at meetings and through the submissions about school size and the transition between primary and secondary education.

*By ensuring close links between children's early childhood, primary and secondary schooling providers, children develop a strong sense of belonging and community.*

*Submission 2*

*(Ideally) Having a mix of students who have spent their primary years together, familiarity with their fellow students.*

*Submission 56*

*We think it is important at this planning stage to look at the development of the whole range of schooling infrastructure from primary right up to high school. Currently it seems there is pressure on primary schooling facilities in the area; however, in the short term this has to translate to pressure for spaces at the intermediate and high school level as well.*

*Submission 68*

*What I would like to see built however is an intermediate school and a high school in the area.*

*Submission 1*

*Build/strengthen the existing primary schools in the area and work out a strong networking of these into high schools ... so that education is as seamless as possible.*

*Submission 9*

*The current mix works*

- *primaries Years 1-6*
- *full primaries Years 1-8*
- *intermediate Years 7&8*
- *high schools Years 9-13*

*Submission 26*

54. Most of the formal submissions indicated a preferred school roll size. An overall range and average for the school types are:

Primary Schools:	155 – 600	375
Intermediate Schools:	120 – 800	330
Secondary Schools:	250 – 1800	785

While these figures are general in nature, the averages do provide a useful indicator of school size expectations of the community and are a valuable benchmark for planners.

### ***Specialist Opportunities***

55. The provision of specialist teaching/teachers and facilities arose in discussions with some primary schools though mostly focused on the need to provide such opportunities at years 7 and 8.

*Provide facilities within Halswell – a technology centre and a High School so our children don't have to travel so far...Provide spaces for after school activities eg large gymnasium for indoor sports and fitness.* Submission 42

*The development of a technology centre would remove pressures from other schools and allow for a purpose built, 21<sup>st</sup> century facility to cater for the needs of children in this area.* Submission 94

### ***Distance to School***

56. Parents expect their children to be within walking or riding distance of the nearest school. This issue was raised both in the primary and secondary school contexts in discussions and submissions. While raised mainly in the contexts of access and safety, the issue also surfaced in discussion about lifestyle.

*The proportion of children being driven to and from school has increased dramatically in recent years, and the careful location of any future educational facilities will be crucial to reversing this trend in favour of more sustainable travel modes.* Submission 41

### ***Sustainability***

57. A number of submissions developed the theme of sustainability, particularly as it relates to building design. There is an expectation that planning will demonstrate an environmentally conscious approach.

*The building and the site should model best practice to ensure that it is a totally green building, light and welcoming. ... a model of energy efficiency and sustainability ...* Submission 11

*Develop an understanding of the world we live in and the importance of environmental awareness and trusteeship of the world for future generations.* Submission 67

*Providing education promoting environmental care ...* Submission 92



## *Place of Integrated Schools*

58. A significant number of submissions supported the provision of state-integrated special character schooling as an ongoing option for the area. Most of the submissions elaborating on this theme suggested that an expansion of the current capacity of the existing state-integrated schools as a viable contribution to meeting a share of the forecast roll growth and parent choice expectations.

*I see a growing need in the Halswell/Wigram area for quality non-denominational Christian education to help guide our children not just with their education but with our community values.*

*Submission 40*

*To have our children at a Christian school with the support of other Christian parents and teachers would be an opportunity for us to be supported in our role as Christian parents, and develop an awesome home/school partnership.*

*Submission 45*

*A mix of schools in the community are ideal for pupil learning and for parent choice to best meet the needs of their children. Each school in the area provides significant educational opportunities for the community it is in. Special Character integrated schools meet the needs of a portion of the community seeking education that supports their beliefs and family practices.*

*Submission 74*

*Schools with special character and moral teaching help behaviours and expectations in our community.*

*Submission 90*

59. The proprietors of the four integrated inter-denominational Christian schools in Christchurch – Middleton Grange School, Canterbury Christian College, Hillview Christian School and Emmanuel Christian School, have formed an alliance referred to as the Christchurch Christian Schools Network, (CCSN). Of this network, two schools are included in the study area - Middleton Grange School, and Canterbury Christian College. CCSN have developed a strategic plan that includes capacity growth and structural changes to support the network of these schools. These plans include the negotiation of increased maximum roll numbers for each of schools. Comments on this process are made below.

60. The Catholic Education Office<sup>7</sup> notes the significant contribution made by Catholic state-integrated schools associated with this area. The Catholic primary and secondary schools associated with the area are; Our Lady of the Assumption School, St Thomas of Canterbury College, and Villa Maria College. Our lady of Victories School is also identified by the Office as a school that can contribute capacity to met roll growth in the study area. The Office further notes that these schools have rolls

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<sup>7</sup> The Catholic Education Office represents the Bishop's canonical authority over the Catholicity of the schools. Proprietorship of the Catholic state-integrated school in the study area is not all vested with the Bishop. The proprietors of Villa Maria College and St Thomas of Canterbury College are Religious Institutes.

that are at or exceed the 85% capacity benchmark for triggering an enrolment scheme.

61. The key to expansion of capacity of the state-integrated schools is the maximum roll negotiated with the Ministry. Where there is a negotiated maximum roll increase based on population increase and representing a saving to the Crown, Policy Two state funding may be applied to assist with the capital costs of capacity expansion. The facilitator makes a suggestion below regarding a strategic approach to medium term planning for such increases.

### ***Designated Character Schools***

62. There is one Kura Kaupapa Māori within the study area. This kura provides education for years 1-13. The opportunities to strengthen links with other schools in the network through professional and educational relationships should be fostered. Promotion of, and support for the Kura being a *school of excellence* was mentioned in discussions.
63. Discovery 1 and Unlimited Paenga Tawhiti, co-educational state schools, established under #156 as designated character schools, and operating in central Christchurch have expressed a desire to create additional schools of the same designation. Both have indicated that they would be happy to work with a new primary school in the Halswell area. The opportunity for discussions between the schools and the establishment board of any new school should be facilitated by the Ministry at the beginning of the process of establishment. In suggesting such an approach, the facilitator in no way pre-empt any particular outcome of those discussions.

### ***Territorial Authorities***

64. Developing partnerships for the more efficient use of community facilities was raised with the expectation of community access to school facilities. The Ministry has formal relationships with the Christchurch City Council and Environment Canterbury. Regular meetings provide a forum for joint forecasting, planning and implementation.
65. Determination of the appropriate zoning to accommodate the anticipated activities on a school site will be made at the time of purchase. The engagement of boards of trustees at the planning stage in a co-ordinated and complementary partnership manner also provides an opportunity for partnership.

*By working together with the Ministry of Education and the local council, we can ensure that schools are not built in areas which can not be accessed by public transport and that roading conditions near new schools are conducive to providing a convenient and efficient public transport system*

*Submission 41*



*The Board supports a partnership approach to future educational developments and notes that partnerships can include facilities like libraries, community centres (including school halls), swimming pools and other joint facilities like auditoriums.*

*Submission 72*

## Key Planning Elements

66. One of the prime aims of this consultation was to establish a series of agreed base-line planning elements. These elements apply equally to boards of trustees as they plan to best use resources generated by roll growth and Ministry planners to consider when discussing medium to long-term options or models for expanding the schooling network in the Halswell and Wigram area.
67. The following key planning elements represent a synthesis of contributions.
- Each school site is a community asset with an educational role foremost but also with a prime social role.
  - Strengthening the schooling network must strengthen Māori and Pasifika education opportunities at all levels.
  - Strengthening the schooling network must strengthen the learning opportunities for students with special needs, both gifted and challenged.
  - The expansion of buildings on existing school sites or the provision of new schools should occur prior to forecast roll increases.
  - The expansion of buildings on existing school sites or the provision of new schools should aim to contribute to better education-related traffic flows.
  - Early childhood and primary school transition opportunities should be maximised.
  - Education capital works planning must be co-ordinated with Christchurch City Council strategic and project planning.
  - The current and potential capacities of state-integrated schools must be considered in plans for meeting the forecast roll increases.
  - School roll size does impact on the range of learning opportunities that can be offered.
  - The educational and transitional needs of students should be supported.
68. This list of key elements is not an exhaustive or ordered checklist for Ministry and boards of trustees' planners but does represent those aspects that emerged as being important to the communities of Halswell and Wigram. There is a strong expectation that these elements will be reflected in the options for the Ministry's area strategy or ideas that BOT planners bring to their communities for consideration.

## Suggestions for Meeting Community Expectations

This section presents the range of suggestions and ideas for meeting roll growth, expectations and issues raised by the communities of Halswell and Wigram, during this consultation.

69. Discussions over the past twelve weeks about ideas and suggestions for the Halswell/Wigram Area Strategy development have generated a range of possibilities about how to cater for increased numbers of school-age children forecast for these areas. Other ideas and suggestions relate to early childhood provision have been discussed above. Many suggestions considered how individual schools might cater for roll growth, seeing it as an opportunity to expand existing facilities. Most submissions included comments about preferred school size. An average for each of the primary, intermediate and secondary school types is set out above.
70. The following summary of suggestions in no way sets out to give any indication of levels of support or preference for any of the suggestions. The consultation process did not present a list of options for consideration. Common suggestions received are grouped below.
71. Suggestions emphasised an expectation of a partnership approach between the Ministry of Education, local Māori and Pasifika communities and the wider communities, through boards of trustees and proprietors of state-integrated schools to planning.
72. The consultation referred to the Halswell/Wigram area and acknowledges that the development of the Southern Arterial Motorway is going to create a separation that will define two separate areas for the purposes of planning. Submissions consistently referred to these areas as separate.
73. It is also noteworthy that some submissions referred to development to the south west of the study area in the context of future secondary education capacity. The facilitator understands that the Ministry intends to address this aspect in a planned area strategy development based on the Rolleston area growth in the near future.
74. Some suggestions were received about learning approaches that should be available within the network. These suggestions included approaches consistent with existing special or designated character features of schools within the study area and the New Zealand Discovery Trust. Determining learning approaches associated with any new school to be established is more appropriately determined after the decision on the network structure is taken. Seeking preference for options of learning approach would likely fall within the mandate of an establishment board of trustees as discussed above.



## ***Primary Schooling***

### **New Primary School on the Milns Road Site in Halswell:**

75. Two school types were suggested for a new primary school on the Milns Road site site:
- Years 1-6
  - Years 1-8

The former of these suggestions is in association with the development of a new intermediate school for the area to serve the new and existing primary schools in this area. The capacity of the existing years 1-8 schools would be increased by virtue of years 7 and 8 students going to the new intermediate school. Most submissions assumed a new years 1-8 school similar to schools close by.

76. Associated with these suggestions about a new primary school and expansion of the capacity of existing primary schools were comments about:
- the important social role of a local primary school in creating a sense of community
  - maintenance of the status quo school type for existing schools in the Halswell and Wigram areas
  - co-location of new early childhood provision with primary schools
  - support for te reo and Pasifika languages
  - support for special needs
  - support for specialist teaching and facilities to support years 7 and 8 learning
  - need for managed roll growth across existing schools and any new school
  - proximity to Oaklands Primary School as a risk to roll fluctuations and managed growth
  - parental choice in relation to increased state-integrated schools' capacity.

### ***Comment***

77. The need for additional primary school capacity to meet the forecast growth is well established. The 3ha site in Milns Road for a new primary school was purchased in anticipation of forecast green field growth and current capacity pressure on Halswell Primary School. The suggestions regarding an alternative site to the Milns Road site related to the proximity of the site to the existing Oaklands Primary School site and the slower than anticipated green field growth. These suggestions tended to focus on the risk of establishing a new school adversely affecting the current roll catchment area for Oaklands Primary School and hence the roll numbers in the medium to long term.
78. While there was an assumption that a new school site would be associated with the Wigram area's new subdivisions in the submissions referring to this area, one submission going as far as suggesting a name for a new school, the overall tenor of

the comments was not of any sense of urgency and that existing site capacity could prevail.

### **Expansion of Primary Schools on their Current Sites**

79. Suggestions were in the main for expansion on current sites and the status quo for school type. There were suggestions of acquisition of adjacent sites to enlarge school sites to cope with increased rolls. These suggestions were common to both state and state-integrated schools.

#### *Comment*

80. It is interesting to note that suggested preferred (average) school size for primary schools, including intermediate schools, were in the range of 330 - 375 which reflects the average urban roll sizes of Canterbury schools.
81. The provision of a new intermediate school in the Halswell area as an alternative approach to expanding capacity in the existing years 1-8 primary schools is a compelling approach on first reading. To support such a move would require a change in school type for three schools and a high degree of community support. To advance this option would require more specific consultation in the area. Such an undertaking is likely to create a significant distraction and at best delay provision for expanded capacity or at worst unnecessarily divide the community.
82. Socio-economic and cultural diversity aspects featured in many descriptions about the local community. These aspects could affect parents' decisions about enrolment in the local school – both positively and negatively. These comments were the context for some suggestions about enrolment schemes to manage roll fluctuations, particularly as to how such fluctuations may impact on the socio-economic profile of a school. There were also suggestions to encourage teaching and learning special(ist) features within a school for a whole school approach recognising identified needs of a particular group. Examples included a particular learning approach, language specialisation and religious affiliation.

### ***Secondary Schooling***

#### **New Secondary School**

83. Suggestions for a new secondary school provision were made in the context of state-integrated increased capacity and provision to service new expected growth between Halswell and Rolleston.
84. Associated with these suggestions about a new secondary provision were comments about:

- the social impact on a local community of having or not having a local secondary school
- need to plan for the whole network of schooling
- synergies between school and community facilities (sports)
- opportunities for the inclusion of a wharekura within the network of schools
- expansion of the existing secondary schools to cater for the increase in secondary age students in the areas without a new secondary school
- economies of scale and range of learning opportunities
- an alternative structure of middle and senior schools (years 7-10 and years 11-13)
- defining catchment areas (zoning) in the context of on-going viability for existing (and any new) secondary schools

*Comment*

85. A desire by participants in the consultation process, for significantly increased secondary schooling capacity over the next twenty years was expressed. There were no specific site suggestions regarding a new site other than generally to serve the area of Halswell and south west, notwithstanding the impact on Lincoln High School.
86. The comments about the size (roll number) of a secondary school suggested an average size of about 800. This is a useful guide to planners both in the development of enrolment schemes and provision of capacity.

***State-integrated Schooling***

87. State-integrated schooling options for students living in the Halswell and Wigram areas are provided by the Catholic Diocese of Christchurch, and The Christchurch Christian Network. These schooling options are a significant contribution to meeting schooling capacity requirements. Each of these providers has indicated plans for meeting additional demand through expansion on current sites. The forecast capacity needs (Ministry of Education) has factored in the likely demand for places in these schools in their capacity needs analysis for state-owned schools on the basis of local and national trends.
88. Suggestions regarding these schools included comments about the need to maintain diversity of choice within the schooling network.

*Comment*

89. The roll management instruments for state-integrated schools are the setting of a maximum roll and the setting in place of an enrolment scheme. To assist with medium to long term planning by the proprietors of these schools and to help meet the forecast community needs, it is suggested that a longer-term proactive approach be

taken to the setting of maximum rolls. This may be in the form of five and ten year forecast roll levels based on population growth projections and percentage share of the schooling provision in an area, adjustable in two or three yearly rests based on actual rolls and demand.

### ***Language Immersion***

90. A conclusion of the discussions and submissions was the need to encourage discussions as to how boards of trustees can best support Māori language in a mainstream setting as they plan how to respond to receiving available resources generated through roll growth. Similarly, the provision of Pasifika orientated learning opportunities is a board of trustees' decision, rather than a Ministry or Ministerial one. To assist boards in their discussions about language immersion opportunities (Māori and Pasifika) the discussion document included a focus question to help gauge a likely level of support for such opportunities within a school.
91. There were suggestions about a range of learning opportunities from full immersion, transition and through to bilingual opportunities in stand-alone, co-located and attached (to an existing or new school) settings. Partnership approaches with local Māori and Pasifika communities are essential.

### ***Early Childhood Facilities***

92. Provision should be made for funding the establishment of early childhood facilities on, or associated with, existing school sites. Such opportunities should extend to include as wide a range of community-based early childhood providers and types as possible.
93. It was also suggested that planning takes into account the need for after-school care opportunities in recognition of the numbers of households with both parents working parents.

### ***Access and Safety***

94. While the suggestions for this aspect are not directly connected to a schooling capital works programme, joint planning with the appropriate authorities, such as the Christchurch City Council and Environment Canterbury could work to implement them. The suggestions tend to focus on easing traffic congestion and related safety issues and include bus and car drop-off zones around schools; off-street car-parking; traffic-light controlled pedestrian crossings outside each school but away from street corners; avoidance of arterial routes as the front entrance for a school; well defined walking-bus routes; and designated cycle lanes on main roads.



### ***Community Use and Partnerships***

95. The need to strengthen home/school relationships to forge partnerships that support learning has emerged as a strong driver to shape new capital works. Suggestions include a focus on purpose-built buildings that will not only serve the learning needs of students but also provide learning and recreational opportunities for parents and the wider community. After-school care facilities, multiple agency use facilities (eg health clinics) and office space for community-based groups are suggestions that could support a strengthening of access to school facilities by the community.
96. Entering into partnerships with territorial authorities for the shared use of facilities is suggested as a means of increasing the efficiency of the use of funding from both local authorities for recreational purposes and from the capital works programme. This approach could reduce duplication of resources on the one hand and increasing the opportunities on the other.

### ***Specialist Opportunities***

97. Suggestions for strengthening the provision of special needs support in the schooling network were general in nature, mostly recognising that there should be provision but without specificity. It is suggested that provision for special needs be included as a core element in planning for expansion of the schooling network.
98. General suggestions were also received about the designing of new buildings to support specialist teaching such as performing arts, and technology. The need for specialist opportunities tended to focus on the year 7 and 8 levels. Specialist facilities were also suggested as a way to effectively support Māori education and for the architecture to reflect the local community cultural diversity.

### **Facilitator's Comment**

99. The results of the consultation provide a good opportunity to develop some viable options from the range of community expectations expressed and the ideas presented for meeting the expected roll growth. What has emerged is a model that includes a new primary school in the Halswell area and growth of existing school sizes.
100. The Ministry will have a significant advisory role in developing the options to ensure a wider strategic and policy context is considered as well as the educational and financial viability of an option.
101. We wish to recognise the efforts of parents, school boards, principals, staff, community groups and individuals with an interest in the future of education in the area, to engage willingly in this consultation phase. The Reference Group has



provided frank and timely advice which greatly assisted the consultation process. The goodwill and support of this and other groups ensured a wide dissemination of material and discussions leading to a very good response. The additional time and organisation that was required has not been without stress and we sincerely thank all those who have contributed.

102. The quality and timeliness of the technical advice provided by the Ministry of Education has supported the process well. We wish to acknowledge in particular the work of the technical advisers to the Reference Group which has at all times been thoroughly professional.

Jo Dawkins and Eric Pedersen  
September 2007