

FUTURE OPTIONS FOR SECONDARY EDUCATION PROVISION IN ROLLESTON

COMMUNITY ENGAGEMENT REPORT

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EXECUTIVE SUMMARY

The Rolleston area is currently projected to have significant growth in the coming years, and the current Rolleston College does not have the capacity to meet this demand. The community were consulted, and a survey was conducted to assess the community's opinions of different secondary school options to alleviate the pressure created by rapid population growth.

- Option 1: A new secondary school
- Option 2: A second campus of Rolleston College

308 survey responses were included in the sample.

When asked which option they preferred, 54% preferred option 1 and 46% option 2, which is a relatively close split. Further investigation of the levels of support, however, showed that option 1 had higher levels of community support compared to option 2. Approximately 63% of participants gave scores which were in favour of a new secondary school compared to 43% for a second campus of Rolleston College. A new secondary school was also the preferred option for Te Taumutu Rūnanga.

Participants were asked about the positives and negatives of a new secondary school in Rolleston, and the responses were thematically analysed. The themes for the positives were:

- Growth
- Choice
- Teaching and learning
- Opportunities
- School identity
- Change in the community
- Convenience and location
- Facilities and resources
- Community
- Keeps kids together

The themes for the negatives of a new secondary school were:

- Community
- Zoning
- Cost and resources
- Change in the community
- Inconvenience
- School identity

For a second campus of Rolleston college, three options were presented:

1. Campuses arranged based on geography, i.e. where they live determines which campus they attend
2. Campuses arranged by year level, i.e. a junior and a senior campus
3. Campuses arranged by other criteria, such as the specialist facilities

The preferred configuration was campuses arranged by year level with approximately 66% of participants favouring this option. The reasons given by participants for why this was their preferred option fit into the following themes:

- Age group specialisation
- Age group separation
- Better than other options
- Sense of community and connectedness
- Reduced bullying
- Keeps kids together
- Effective transitions
- Cost- and resource-effective
- Innovative

The preferred year level configuration for campuses arranged by year level was year 9-10 and year 11-13. 67% of participants preferred this configuration, and 29% preferred year 9-11 and year 12-13, and 4% preferred a different configuration. The other configurations given were year 7-10 and 11-13 (such as a middle/senior school), an NCEA split (regardless of age), and a separation based on level irrespective of age.

Participants were asked about alternative ways of arranging campuses. They suggested the following (in order from most- to least- referenced):

- Specialty subjects
- Middle/senior campuses (year 7-10, 11-13)
- Single cell/traditional vs. modern learning environments
- Single sex
- Vocational learning
- Alternative learning
- Bilingual education

They were asked how much they supported these arrangements, but not enough numbers were obtained to make inferences about the community. Of those who gave a response, however, the most favoured were middle/senior campuses, single cell/traditional vs. modern learning, and single sex.

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RECOMMENDATIONS

- It is recommended that a new secondary school be developed with input from the community as this was a more favoured option compared to a second campus of Rolleston College.

If a new school is chosen

- The community need to be heavily involved in creating the school and ensuring that it aligns with the values of the Rolleston community.
- The placement of the school needs to consider the position of other schools, the concentrations of people in the projected future, and the congestion and flow of traffic, as well as positions of main roads.
- It needs to be created with assistance from Rolleston College to ensure that it complements Rolleston College.
 - This may mean that facilities, subjects, and programmes are offered at each location which may allow students additional opportunities through accessing the other school, rather than limiting the potential at each school.
 - This may also reduce competition as there is collaboration between the two schools.
- The board and principal of the new school need to have high collaboration with the governance of Rolleston College.
 - This may help with the relationship moving forward, ensuring that there is reduced competition, similar values, shared events etc.
- The implications of zoning need to be considered and made explicitly clear to the community. The community should be given ample opportunities to provide feedback on enrolment schemes and home zone boundaries to ensure fairness.
- Shared events and interschool competitions need to be considered as part of the educational network in Rolleston to capitalise on the opportunities that having a new secondary school may offer.
 - Socialisation events should aim to mix students through capitalising on the shared Rolleston community spirit so as to reduce bullying and rivalry.
- The design of learning spaces needs to consider increased adaptability so that environments can be easily configured to be single cell with the ability for spaces to be opened for open plan learning.
 - This will alleviate concerns from some participants that modern learning environments are not suitable for some students by ensuring that spaces are future-proofed but with the ability to be single cell for some students who may need this.
- Bilingual pathways need to be considered in the design of the teaching and learning models, the learning spaces, the governance team, and the specialist services provided.
 - This new school should act as a 'go-to' place for families who desire bilingual pathways. This will require advance planning.

If a second campus of Rolleston College is chosen

- It is recommended that if a second campus is chosen, the campuses be arranged by year level.
- The campuses should be split Year 9 – 10, year 11 – 13.
- Consideration should be given to making the new campus year 11 – 13 with new specialist facilities which can meet the interests and needs of senior students before they go into further education and work.
 - Facilities to help with NCEA, such as study rooms, should be considered in the design of a second campus.
- The size of the facilities should be considered to enable the inclusion of years 7-8 in the future, should this restructure be viable.
- The location of the second campus should consider the position of other schools, the congestion and flow of traffic, the placement of main roads, as well as the proximity to Rolleston College to enable safe student movement between campuses.
 - Allowing movement between campuses will increase the opportunities available to students at both campuses.
 - The safety and convenience of moving between campuses needs to be high priority, and busy main roads should be avoided where possible.
- Leadership and mentoring programmes should be considered to allow senior students to guide and teach junior students. How this should occur should be designed with input from the community.
 - This will help alleviate community concerns about juniors not having access to seniors.
- Consideration needs to be given to how students transition from junior to senior, and how they may be supported in year 10 so as to minimise disruption when starting NCEA.
- Te Taumutu Rūnanga expressed a desire that the cultural narrative continue across both campuses, in addition to aligning place-based pedagogy and content across curriculum delivery on both sites.
- The movement of staff between campuses needs to be considered as some specialist staff may be required at both sites.
- Consideration could be given to making the second campus a satellite of Lincoln High School, rather than Rolleston College.
 - This would require further consultation with the community as to how this would work and how it could be beneficial.
 - Issues of zoning and community division were prevalent in the survey which may not make this a favourable option.

FUTURE EDUCATION PROVISION FOR THE ROLLESTON AREA

This purpose of this project is to inform the Ministry of Education and Rolleston education network of what the Rolleston community want for their future secondary education network. This will help inform future decision making in this area. This is precipitated by projected growth in the Rolleston area and an identified need for additional secondary education provision to accommodate numbers.

Scope

Currently, Rolleston College is not able to accommodate the projected numbers of secondary students. Two options were posed to the community to increase secondary capacity.

- Option 1: A brand new secondary school

This option is for creation of a new secondary school in the Rolleston area which is independent from Rolleston College. It would have its own identity, own governance, own uniform etc. The design of this secondary school and how it is run would be developed with input from the community.

The Rolleston College enrolment scheme home zone would be adjusted to accommodate an enrolment scheme home zone for the new school. Students living in the home zone of Rolleston College would continue to have access to Rolleston College.

- Option 2: A second campus of Rolleston College

This option would involve the creation of a second campus of Rolleston College on a separate site. This would have the same Board of Trustees and management team, and a single vision and identity.

The campuses could be separated by geography and students would attend campuses based on location, similar to how an enrolment scheme home zone operates.

Juniors and seniors could be separated into separate campuses. The ideal groupings would be determined, such as year 9 – 10 and year 11 – 13. Staggered start and end times could be considered to facilitate drop offs/pickups. Each campus could be equipped with facilities which best meet the needs of those student year levels.

Some other arrangement could be used to differentiate the campus. For example, particular specialist facilities on each site or special programmes on each site could separate the campuses and determine which campus students attend.

The role of this consultation was to engage with the community on these options to determine what might be best for the Rolleston community going forward, ensure that they have a sense of ownership over their education provision, and ensure that their voice is heard and included in the reporting and future decision making.

METHODOLOGY

Face-to-face meetings

Two public meetings were held. One in the evening of Monday 10th August, and one in the evening of Tuesday 11th August, both at Clearview School. These public meetings had 16 and 24 attendees respectively. The purpose of the meetings was to provide community members with information on the project, answer their questions, and encourage them to provide responses in the survey.

A virtual discussion was also held with the Chairperson of Te Taumutu Rūnanga about the Rūnanga's preferences, and the influencing factors discussed by the Taumutu Education Committee in relation to a new school versus a second campus model.

Online survey

A survey was drafted to assess community opinions of the future education provision in the Rolleston area. The survey was conducted on Survey Monkey and a weblink was distributed for participants to access the survey. A webpage was created with in-depth information on the options to inform the community of what they needed to know in order to participate. A link to the survey was included on this webpage.

The survey informed participants that their anonymity and confidentiality were guaranteed in the survey and that any identifying information they give would be removed and not included in this report. They were instructed that consent was given by clicking 'next' in the survey and progressing to the questions.

Demographics were assessed by asking participants to indicate their connection to education (i.e. whether they are a student, parent, staff etc.) and which school they were affiliated with. Participants could belong to multiple groups, for example they could be a parent and teacher at the same time, thus they were instructed to select all which applied to them.

Participants were then told the survey was split into two parts; one for additional secondary provision and one for primary school enrolment schemes. They were told that they did not need to complete both parts and could either skip forward to the primary school enrolment schemes or complete the secondary school provision with the option of later skipping the primary school enrolment schemes.

Those who indicated they would like to answer questions about the secondary school provision (or who did not indicate either) continued to the next page. They were asked about what their preferred option was out of a new secondary school or a second campus of Rolleston College. They were then asked to rate a series of items for how important they felt they were. These were rated on a 10-point scale where 1 = Very unimportant to me and 10 = Very important to me.

Participants then gave feedback on the options for secondary provision. They were asked how much they support each option on a 10-point scale where 1 = Strongly opposed and 10 = Strongly in favour. For a new secondary school, they were asked about the positives and negatives in an open-response question. For a second campus, participants were asked to choose their favourite configuration, then for each different configuration they were asked to rate how much they support it (using the same 10-point scale as above), and what positive

and negatives there were for each configuration in an open-response question. If options were available (e.g. how year groups should be separated) then these were posed as multichoice questions. For configurations other than geography or year level, participants were asked how schools could be configured and then asked to rate how much they support this configuration.

If participants completed the section on secondary provision, they were asked if they would like to answer questions on the primary enrolment schemes, otherwise they could go to the end of the survey.

Recruitment

The following schools were contacted to advertise the face-to-face meetings as well as participate in the survey.

- Broadfield School - Te Kura Papahorapa
- Burnham School - Te Kura o Tiori
- Rolleston School - Te Ahi Kaikōmako
- Springston School - Te Kura o Makonui
- Waitaha School
- Weedons School - Te Kura o Karamu
- Clearview Primary - Te Kura o Mārama
- Rolleston Christian School
- West Rolleston Primary School - Te Kura o Te Uru Kōwhai
- Lemonwood Grove School - Te Uru Tarata
- Rolleston College
- West Melton School - Te Kura o Papatahora
- East Rolleston School
- Kidsfirst Kindergartens Burnham
- BestStart Rolleston
- Ako Rolleston
- Active Explorers Rolleston
- Kanuka Tawharau/Rolleston Playcentre
- Burnham Nursery and Preschool
- Selwyn Kids Limited
- The Cats Pyjamas Preschool
- Burnham Country Montessori
- Paradise For Little Angels
- Bright Beginnings Montessori
- Lollipops Rolleston
- BestStart Faringdon
- Rolleston Playgroup
- Stems from Homes 3
- Blossoms Educare Rolleston Limited
- Kidsfirst Kindergarten West Rolleston
- Three Trees Learning Centre
- BestStart Faringdon East

Ngā Peka ECE and Te Rūnanga o Taumutu were also sent information via e-mail. The Rolleston Residents Association and Selwyn District Council were contacted to participate in the meetings and survey, and to promote the process through their social media channels. An advertisement was also included in the Selwyn Times.

On the 10th of August a reminder e-mail was sent to schools and ECEs asking them to remind staff and parents about the online survey and public meetings.

A submission was received from Lincoln High School. This is discussed in the summary at the end of this report and content from the submission is included in the recommendations.

PARTICIPANTS

414 participants took part in the survey online. 1 participant was removed for not answering anything, 104 participants were removed for skipping through the survey (i.e. answering demographics, then not providing any answers for the rest of the survey and skipping through to the end of the survey), and 1 additional participant was removed for answering randomly. This left a total of 308 usable responses for analysis.

Table 1 shows the connections that participants had to education in Rolleston. Participants could belong to more than one group (e.g. they can be a teacher and a parent in the area), thus the percentages add to more than 100%. 13 participants indicated they were a student as well as a parent and/or teacher. Their responses were checked, and the language indicated that they were parents/teachers who were possibly answering on behalf of themselves and student. These participants were uncoded from student.

Table 1: Participants' affiliations to schools in Rolleston.

Group	Number	Percentage
Current student at a school in the Rolleston area	41	13.3%
Former student at a school in the Rolleston area	6	1.9%
Parent/primary caregiver to one or more students attending school in the Rolleston area	194	63.0%
Parent/primary caregiver to one or more children who will attend schools in the Rolleston area in the future	79	25.6%
Teacher or staff member at a school or ECE in Rolleston	24	7.8%
Interested community member	51	16.6%

The largest group of respondents was parents/primary caregivers, and those with young children who will attend schools in the area. Few teachers and staff participated in the survey and only made up 7.8% of the 308 responses.

Table 2 below details with which schools participants were affiliated with, if any (as they may be members of the community with a general interest). They may also be associated with multiple schools, for example may have attended multiple schools, may have multiple children of different ages, or may be a parent to a child in one school while teaching in another school, for example.

Table 2: Participant school affiliations.

School	Number	Percentage
Clearview Primary School	68	22.1%
Lemonwood Grove School	23	7.5%
Rolleston School	53	17.2%
West Rolleston Primary School	52	16.9%
Rolleston College	132	42.9%
Rolleston Christian School	7	2.3%
Another school in the Rolleston area	6	1.9%
A school outside the Rolleston area	46	14.9%
An early learning service	43	14.0%

The following ECEs were listed by participants:

- Three Trees Learning Centre
- BestStart Faringdon East
- The Cat's Pyjamas Pre School & Nursery
- Bright Beginnings Montessori Preschool and Nursery
- Blossoms Educare
- Selwyn Kids
- Paradise for Little Angels
- Burnham Kidsfirst
- West Rolleston Kids First
- Freckles Early Learning Centre
- Ako Rolleston
- Active Explorers Rolleston
- Lollipops Rolleston
- West Rolleston Kindergarten
- Burnham Nursery and Preschool
- Templeton KidsFirst

SECONDARY EDUCATION PROVISION RESULTS

Of the 308 participants, 294 provided data for the section of the survey on secondary education provision. 14 opted to skip this and move straight to the primary enrolment scheme questions.

The preferred options are shown in Table 3 below. The percentages are calculated from those who answered the question, thus add to 100%. 293 participants answered this question.

Table 3: Most preferred secondary education provision option.

Preferred option	Number	Percentage
A brand new secondary school	159	54.3%
A second campus of Rolleston College	134	45.7%

The results in Table 3 indicate that a new school in Rolleston is the preferred option, however, not by a wide margin. For this reason, it is important to assess the different reasons cited by participants, the varying levels of support, and suggestions offered. A new secondary school was Taumutu's preferred option.

Participants were asked which aspects of secondary education are important to them. 9 aspects were presented to participants which they could rate out of 10 in terms of how important it was to them. Table 4 shows the average levels of importance placed on each aspect as well as the standard deviations. All participants showed a range in their responses with no participants giving only extremely high or only extremely low responses.

Table 4: Rated importance of various aspects of secondary education.

Important aspects of secondary education	Average	Standard deviation
High-quality teaching and learning	9.52	1.77
High-quality facilities and buildings	8.47	1.95
Bilingual provision of Te Reo Māori	5.83	2.58
Open learning spaces	4.46	2.52
Traditional (e.g. single cell) learning spaces	6.71	2.87
Facilities which focus on specialised subjects and equipment	8.14	1.96
Facilities which are culturally responsive	6.91	2.35
Facilities which are accessible for all	8.52	2.21
Community use of spaces	6.65	2.46

The averages in Table 4 show the following three aspects of secondary education stood out as being of highest average importance:

- High-quality teaching and learning
- Facilities which are accessible for all
- High-quality facilities and buildings

This information from the survey shows what aspects of education need to be front and centre in the design of new secondary provision, whether this be through a new secondary

school or a second campus of Rolleston College. These features are also reflected in the comments made by the community in response to the different options for secondary education. Having facilities which are accessible for all is likely a reference to the process of zoning and only having access to education within your immediate vicinity as this issue was frequently raised.

New Secondary School

Figure 1 below depicts the level of support participants had for the concept of a new secondary school in Rolleston which would have a different identity to Rolleston College. Levels of support for this figure (and subsequent figures) were informed by the scores participants gave out of 10. 1-3 = opposed, 4-7 = neutral, and 8-10 = in favour. The results from this show that a majority of participants were in favour of the concept of a new secondary school with approximately one quarter being neutral.

This equated to an average of 7.70 out of 10 for level of support, with a standard deviation of 2.84.

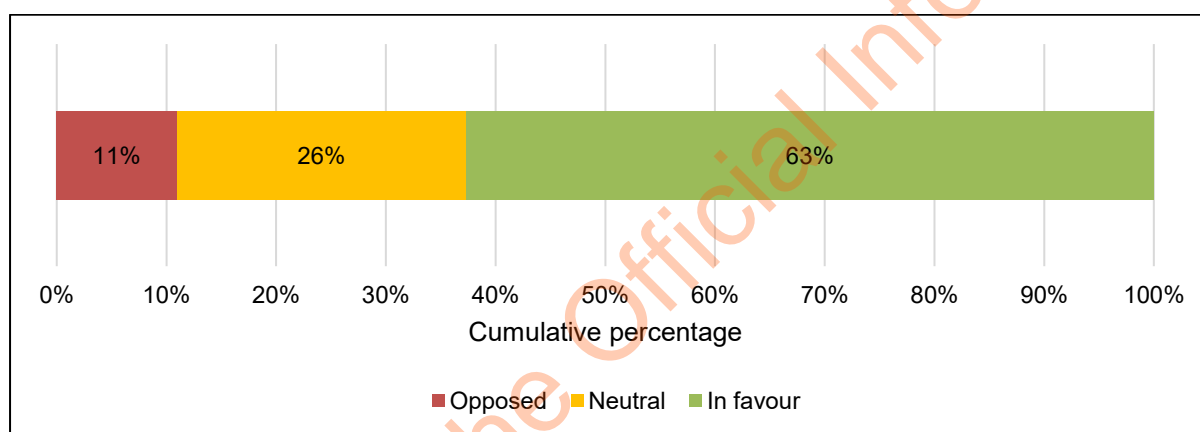


Figure 1: The level of opposition and favourability for a new secondary school.

Participants were asked about what positives and negatives there were with creating a new secondary school in Rolleston. These were analysed qualitatively and the number of approximate references are included in the tables below. Each theme is discussed with example quotes given.

Table 5 shows the positives of a second secondary school in Rolleston. This table (and the tables following) show the themes in order from most- to least-referenced.

Table 5: Themes for the **positives** of a new secondary school in Rolleston.

Positives (themes)	Approximate references
Growth <ul style="list-style-type: none"> Reduces roll size Secondary space is needed Growing community 	43 23 18
Choice <ul style="list-style-type: none"> More choice Something different from Rolleston College available 	63 11
Teaching and learning <ul style="list-style-type: none"> Different teaching and learning Traditional or single cell Able to meet student needs Bilingual pathways 	26 14 6 1
Opportunities <ul style="list-style-type: none"> Interschool opportunities Greater opportunities New programmes Specialist opportunities 	18 8 4 2
School identity <ul style="list-style-type: none"> New school identity Difference governance and leadership 	18 11
Change in the community <ul style="list-style-type: none"> Something different and new Healthy school competition Increased quality 	17 7 3
Convenience and location <ul style="list-style-type: none"> Proximity Convenience Traffic congestion Transport Pickups/drop-offs 	7 5 3 2 2
Facilities and resources <ul style="list-style-type: none"> New facilities 	7
Community <ul style="list-style-type: none"> Community input Greater community use Job opportunities 	2 2 2
Keeps kids together <ul style="list-style-type: none"> Mixing age groups Siblings stay together 	4 2

Growth

This theme discusses the growth in population in the Rolleston area. This was the most referenced theme as many participants believed that a new secondary school was necessary to alleviate pressure from Rolleston College and accommodate the growing population of secondary aged students now and into the future.

Taumutu likewise believed that having a second school would keep roll numbers smaller, and make it easier for each school to build a strong sense of whānau and identity.

Most of the comments in this theme were directed at having a reduced roll size at Rolleston College and at the new school. Several comments were directed at reducing the possibility or exacerbation of overcrowding at Rolleston College.

“Each school (Rolleston College and the new school) will have a reasonable number of students on their roll. Neither would be too big. I would prefer our children to attend a school, where they know their teachers and other learners and are not “lost” among a role of 2000-3000 students.”

“Would reduce the roll numbers for a single school and may provide smaller learning groups for students.”

“Smaller school size in terms of roll (hopefully) rather than increasing Rolleston College to a much larger school.”

Participants also commented that another secondary school is required due to growth.

“More space because the current college is now getting short on space.”

“The growth of Rolleston is continually increasing so a new secondary school is needed to help cater for all our youth. Now & in the future.”

“There’s lots of kids and they need to go somewhere- rolleston college won’t be able to cater for the numbers ongoing.”

Other comments were more general, reflecting on the growing Rolleston community. These comments may suggest that additional education provision is a natural outcome of an expanding community.

“There’s lots of kids and they need to go somewhere- rolleston college won’t be able to cater for the numbers ongoing.”

“It is needed for the growing community.”

“Capacity our community is growing fast.”

Choice

A particularly contentious issue for many people in the community was the concept of having choice over what school they send students to. This recurring theme was approached from both angles, depending on whether participants anticipated there being zoning for a new school or campus. Many comments were in favour of a new school as they believed that this

would offer another choice for families so that they may choose which school is best for them.

"It provides the community/parents with choice of where they send their children."

"Possibility of some choice around most suitable education for my child."

"Providing an additional option for secondary education in Rolleston."

Some comments were targeted at having an option different to Rolleston College as this school may not suit their needs. This is closely related to the next theme of teaching and learning as several participants do not like the teaching and learning model at Rolleston College.

"Giving parents a different option if the current secondary school does not suit their child's needs or learning style."

"Having an alternative style to what is currently available that does not work for all children. Provides another option for those looking for something different."

"Choice for parents who are unhappy with the current option."

While Taumutu acknowledged zoning restrictions, the Chairperson still stated that potentially have access to education delivered in a different way across two providers was a benefit of a new school compared to a second campus.

Teaching and learning

Some people in the community are less satisfied with the teaching and learning model at Rolleston College. They viewed the possibility of a new secondary school as a chance to change the teaching and learning model.

"A school with a different learning style to the current College would be great as a lot of families are choosing to send their children in to Christchurch as the style of the current College does not suit their child's learning style."

"Offer different way of learning."

"It will be a different type of school from Rolleston college as I don't really like that style of learning for my children."

Several participants referred to the fact that a new secondary school could be an option for single cell or traditional learning models. They saw this option as a chance to change teaching and learning to remove modern learning environments.

"A more traditional style of teaching other than MLE. A definite positive in my view..."

"Could try a dif style of learning not open plan."

"There could be an opportunity to have more single cell."

Changing the teaching and learning model may be able to better meet the needs of some students in the area through appealing to their learning styles.

“The possibility to appeal to more children and different learning styles.”

“The ability to cater for students who have a different learning style to rolleston college and the move to another school if there are social issues occurring at one of the schools.”

“Opportunity to enact different teaching styles, that may suit some students more (an additional option for schooling).”

One comment pointed out that a new secondary school is an opportunity to offer a bilingual learning pathway.

“Opportunity for a reorua space for all akonga requesting this. If provided for at the outset this could be done amazingly & could be done correctly; e.g co design with mana whenua.”

Opportunities

The largest referenced sub-theme was that having two secondary schools would offer inter-school opportunities such as sports events, competitions etc., as well as a chance for students to go to the other school for things such as specialist subjects.

“It would give More opportunities for inter school competition.”

“It provides the town with another school to compete with (healthy competition) e.g. sports, debating etc.”

“Also it could be good to create competition etc between the two schools, like sports etc. And could always have classes where you go to the other school for specialist subjects.”

Some participants commented that, in general, there could be greater opportunities generated through having a second secondary school in the community.

“It could give more opportunities to more children.”

“a variety of education opportunities for young learners.”

“...both school working together to provide broader solutions for education in Rolleston...”

Some participants stated that there could be new programmes and new things offered to students through this new school.

“...include new programs.”

“Ability to provide other services / facilities that aren't currently available.”

“A chance to implement things that are not happening at existing college.”

Two comments were made regarding the way that a new secondary school may be able to cater to students' specialist subject interests.

"Different interest subjects that can be focussed on for longer than a term."

"The ability to specialise a second school to complement the current one."

School identity

In terms of identity, comments were more focused on the concept of a second school as opposed to a second campus of Rolleston College. Some participants felt that a second school would benefit from having a different identity to Rolleston College and an opportunity to form its own unique identity within the community.

"creation of their own identity..."

"It can have a new identity, a different focus to the existing school."

"different school culture."

Taumutu also felt it was important that a second school have its own unique 'flavour' and identity. Some respondents also felt that having different governance and leadership was important. This could be in terms of the diversity of thinking that a new governance team may bring so as to differentiate the school from Rolleston College.

"New ideas and management."

"Fresh new ideas with its own BOT."

"They would have a different leadership team and vision."

Change in the community

Some participants were excited at the potential for a new school and commented on having something new and different being a positive for the community in general.

"Opportunity for new staff, new environment, new incentives, new grounds."

"We get to create a new positive learning environment for our kids."

"Each school has its own perks and quirks. The new school could gain perspective from Rolleston College on its operations and things they could or would change which the new school could then look at implementing."

Having healthy competition between two schools was also viewed as a potential positive through having schools striving to be the best and lift the educational status of Rolleston.

"It would create some competition in the aspect of learning. I think it would raise the learning bar for the current school."

"Could create healthy local competition with alternative school option."

"The chance to push the boundaries further than Rolleston College has."

A new school could also be an opportunity to offer high-quality of teaching and learning in the community and some participants felt that a new secondary school is an opportunity for high quality of education.

“better learning environment.”

“Better education.”

“Ensuring access to top educational models at each year level. Up to date learning environments & quality facilitators & leaders for the Arts & Academic studies.”

Convenience and location

Across the different options, participants gave feedback on how they (and others in the community) could be personally affected from the perspective of their convenience such as travel and transport.

Some of these comments focused on the proximity of the new school. These participants believed that the new school might be closer to many households in Rolleston so there would be less distance to travel.

“Less travelling time to get kids to preferred school on the other side of town.”

“Geographically closer for some students to their homes.”

“Also it may help students from traveling across the whole of Rolleston.”

Some comments were about how the new school could make things easier and more convenient in general.

“Possibly easier access.”

“[Greater] efficiency.”

Having two schools could also assist with the amount of traffic in Rolleston and reduce congestion by splitting traffic between two sites.

“If out of Central Rolleston may reduce traffic congestion.”

“This could assist in preventing traffic congestion.”

“more eco-friendly with less traffic.”

The convenience and reduced travel may be due to having alternative ways to travel to school if a school is closer to them.

“...enable local students the ability to walk/bike to school and not bus out to different venues (time wasted).”

“Children won’t have to travel as they’d have more options.”

Pickups and drop-offs are also an important factor to some participants. This was seen as a positive aspect of having a second school compared to a second campus arranged by year level as parents would have a single pickup/drop-off.

“ease of dropping off/collecting children in varying levels...”

“Having another option would be easier for parents, rather than trying to potentially get multiple children to different locations.”

Having new facilities was viewed as a positive outcome of having a new secondary school in the area. This includes sports spaces as well as environmental spaces.

“Modern facilities.”

“and possibly new basketball courts/gym. Also a proper cafeteria instead of a boring one.”

“Opportunity for innovative learning spaces to incorporate te taiao.”

Keeps kids together

Keeping students together or separating them was an issue raised frequently across options presented in the survey. In the context of a second primary school, some participants valued that students would remain in a single school and the age groups would not be separated.

“Keep the kids together in year levels and move them through the system together.”

“Also splitting year 9-10 to a different campus is unhelpful. I think it is good to have peers to look up to, and is more inclusive to be at one site.”

“Able to create a much stronger sense of community with all students present in one geographical location.”

Two comments were also made that a new secondary school would allow siblings to attend the same school (rather than be split if campuses were separated by year level).

“keeping families of students in different year levels together...”

“Siblings enrolled in the same school present at the same location.”

While it differs slightly from the participants' comments, Taumutu also spoke of aligning the secondary zones with the primary school zones. This would have the effect of keeping cohorts of primary students together as they transition to a single secondary school, and would create cohesive pathways between schools in the area. This should make transition more effective between primary and secondary schools, and allow for stronger pastoral networks.

Community

Finally, comments were made on how a new secondary school could be beneficial for the community. This included how the community could have input in this project (including contributing to it).

“It provides the community with the chance to have a say in how a new school will function e.g. more traditional learning spaces.”

“Opportunity [to incorporate] community resources.”

There could also potentially be greater use of the facilities by the community.

“Would be great if it wasn't a PPP like the current one so that the community may be able to use the spaces outside of school hours easier.”

“Spaces for community learning.”

Table 6 shows the themes for the negatives of a new secondary school.

Table 6: Themes for the **negatives** of a new secondary school in Rolleston.

Negatives (themes)	Approximate references
Community <ul style="list-style-type: none"> • Competition between schools • Community division • Better and worse school • Separates students 	36 24 13 3
Zoning <ul style="list-style-type: none"> • Opposed to zoning • Property value/demand • Lack of choice (missing out) • Separates friends 	15 9 8 1
Cost and resources <ul style="list-style-type: none"> • Cost of change • Work and time required • Cost to parents • Duplicates resources • Land use 	11 11 2 2 2
Change in the community <ul style="list-style-type: none"> • Teething issues of new school • Uncertainties • Not enough change • Disruption 	13 3 3 2
Inconvenience <ul style="list-style-type: none"> • Placement of schools • Traffic congestion 	2 2
School identity <ul style="list-style-type: none"> • No developed identity 	3

Overall, there were fewer reported negatives for a new secondary school compared to positives.

Community

The most referenced theme was how a new school would affect the community of Rolleston. Largely, this was due to the perception that there would be increased negative competition between the schools which would not be conducive to the teaching and learning.

“Rival school positioning, building competition over cohesive learning.”

“Rivalry between students, fighting etc. have seen this many times with different schools in close proximity.”

“It could create a rivalry in a small community having x2 high schools. Bullying etc with kids picking on others just because they go to the different high school.”

There were also comments that a new school could create unnecessary division in the community, making the community feel less united and connected.

“spilt the town. create division in the town.”

“if they are separate entities it will split the town in half.”

“I think it would divide the community. I do not think its a good idea to have two high schools.”

Some participants believe that creating a new school would create a perception of a ‘better’ and ‘worse’ school which they believe will have issues in the future.

“It could mean that one school is viewed it be better than the other one, therefore disadvantaging one school in the future.”

“May end up with one ‘good’ and one ‘bad’ school.”

“The perception, that a new school is better than the old one.”

There were also concerns about separating students. This may be from a perception that secondary students in the Rolleston area should attend the same school.

“We will be split and sometimes when you have friends wanting to go to your school they might be split.”

“Students may split up.”

Zoning

Zoning is an issue which was frequently perceived to be a bad thing for the community with regards to secondary education provision.

“Potentially being excluded from it due to zoning rules.”

“Zoning issues.”

"[!] don't want enrolment zones splitting community."

One reason zoning is not well liked by the community is the impact it can have on property value and demand.

"May impact the price of houses in both zones dividing the rich from the poor."

"If a separate secondary school is provided then it will also affect property values and split the community even further. People will win financially and others will lose out financially."

"If the schools do not have overlapping zones, the demand and cost of housing in the zone for the school perceived to be better will increase."

While some positives of the secondary school was that participants would have 'choice', this was also a negative of those who perceive zoning to inhibit them being able to pick the school they believe is best for them.

"or if one school would suit one child better than another yet not having the ability to go there because of the zoning."

"The zoning, can only choose one or another based on zone."

"if u wanted to go to rolleston college but because of the new school you couldn't and you had to go to the new school."

Zones can also be the reason that students are separated from one other.

"That it could mean that your children are separated from their friends if the school zones work out that way."

Cost and resources

The pragmatic aspects of constructing and developing a new school was viewed as a negative aspect by some participants. Some participants commented on the work and time that would be required to create this.

"The time and money it will take to set this up, and build a sense of community around the school."

"Being new will take time to get systems in place and up and running smoothly."

"All the hard work required around starting from scratch."

The creation of this school could also be very costly, and some participants commented on this being a negative factor of creating a new secondary school compared to a second campus of Rolleston College.

"Cost of setting up [a] new school."

"Seems a waste of tax payer money to have a separately run school within a close proximity to the existing. If I was to support a new secondary school it would need to be two new single sex schools."

"The cost of establishing a new BOT, school leadership and teaching staff. As well as new uniform development costs."

Some participants were concerned that a new school would result in a duplication of resources.

"Extra cost of potentially doubling up on resources."

"Not able to share resources with existing school."

"Duplication of resources."

There was concern that costs would be passed on to parents in the form of fees.

"Fees too much?"

Another concern regarding cost and resources was the procurement of land and having enough space for a new school.

"More land use."

"[It] takes up space."

Change in the community

One concern that some participants have is that creating a new school will result in 'teething' issues to get the school created and get settled into its teaching and learning model.

"Perhaps Rolleston college will have worked through its teething issues by then and a new school will possibly still have them. Not keen on my children being guinea pigs at a new school either."

"Finding its feet."

"Risk it might take a while to get a new team up and running."

Some participants believe there are too many uncertainties with creating a new school with the potential for students to become lost in a new system.

"not sure of the standard of teaching your child will receive."

"If your child is due to start secondary school in the first year or two of the school opening, there is not much information available to help decide whether the school would suit your child or whether you need to look at other options."

"Kids could potentially get "lost" in the system."

There was also a perception that the creation of a new school wasn't enough change as the new school could be similar to Rolleston College.

“Similar open learning which does not suit all students.”

“If it's the same as the current one.”

“By making a brand new stand alone school it will just be replicating what Rolleston College already has...”

In terms of a new school changing the community, some participants were also concerned that the process of change would create significant disruption to other schools in the community.

“disruption of other high schools in the area.”

“This would also have a flow on effect to the feeder Primary Schools. A community that is constantly going through ongoing change would be asked to again change rather than build connections.”

Inconvenience

While convenience was something highly referenced in the positives of a new secondary school, some participants were concerned that having a new school could present issues in terms of where it is placed (if it is placed close to the other schools in a highly concentrated area) and the traffic congestion it could contribute to based on its placement.

“Location and traffic.”

“Busier town.”

“Placement is also important as in a town this small, we are already overloaded on schools in a small space around Rolleston College and Clearview. I would hate to see this further concentrated or recreated in another part of the town.”

No identity

While having a new identity was seen as a positive aspect for some, others were concerned that a new secondary school would lack an identity and that it would take time to develop tradition, history, and a strong identity.

“No tradition or history.”

“Lack of history and traditions.”

“Another school having to build up an identity.”

Second Campus of Rolleston College

Figure 2 shows the level of support participants had for a second campus of Rolleston College *in any configuration*. In contrast to Figure 1 which showed the support for new secondary school, this figure shows a higher level of opposition and a lower level of favourability. While it was initially shown in Table 3 that the number of participants preferring a new secondary school or a second campus of Rolleston College was reasonably similar (159 vs. 134), when looking at the levels of support, a new secondary score has higher levels of those in favour compared to neutral or opposed. This equated to an average of 5.87 out of 10 for support, with a standard deviation of 3.43.

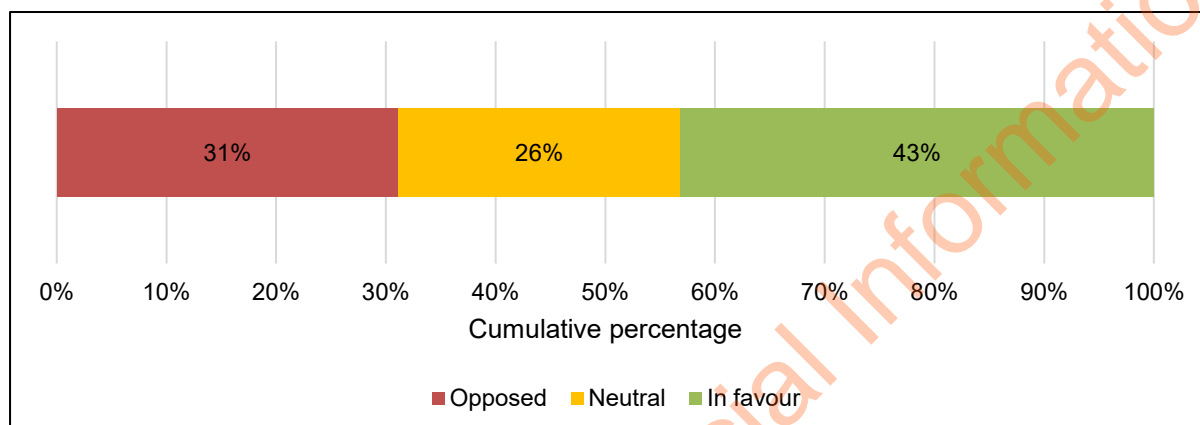


Figure 2: The level of opposition and favourability for a second campus of Rolleston College in any configuration.

Participants were asked to indicate their preferred configuration for a second campus of Rolleston College. These are shown in Table 7. The percentages are calculated from the 280 participants who answered, thus add to 100%. The numbers indicate that a second campus arranged by year is the preferred option should a second campus be the outcome.

Table 7: Most preferred second campus configuration.

Preferred configuration	Number	Percentage
Campuses arranged based on geography	51	18.2%
Campuses arranged by year level	186	66.4%
Campuses arranged by other criteria, such as specialist facilities	43	15.4%

Participants were asked about the reasons why they chose their preferred configuration option over other ones. These are shown in tables 8, 9, and 10, for each of the three configurations. These are not more deeply explored with associated quotes as following this the positives and negatives of the configurations will be discussed in more depth, and this will give a deeper understanding of what components were considered when participants made their decision.

Table 8: Themes for the reasons why participants preferred to arrange a second campus by geography.

Positives (themes)	Approximate references
Keeps kids together	16
Convenience and location	12
Minimises transitions	7
Better than other options	5
No interschool competition	1
Student leadership opportunities	1

Table 9: Themes for the reasons why participants preferred to arrange a second campus by year level.

Positives (themes)	Approximate references
Age group specialisation	56
Age group separation	25
Better than other options	17
Sense of community and connectedness	14
Reduced bullying	8
Keeps kids together	7
Effective transitions	4
Cost- and resource-effective	2
Innovative	2

Table 10: Themes for the reasons why participants preferred to arrange a second campus by other criteria.

Positives (themes)	Approximate references
Specialist facilities	10
Strength-based education	7
Better than other options	5
Avoids duplication	2
Different teaching and learning model	2
Career preparation	1
Keeps kids together	1
More option	1
Needs-based education	1
Cost- and resource-effective	1

While separation by age group was the most favoured option for a second campus of Rolleston College, assessing the various aspects of each allows for an understanding of what the community values to help with future decision making.

Figures 3 and 4 show the level of support participants had for arranging campuses based on geography and year level respectively. These results indicate a stronger level of support for separating by year level with 54% of participants answering these questions giving a high favourability score, compared to only 15% for separating by geography. This equates to an average of 6.72 for a year level split (SD = 3.14) and 4.26 for a geographic split (SD = 2.79).

This builds a stronger case for separating campuses by year level if a second campus of Rolleston College was the chosen path to take.

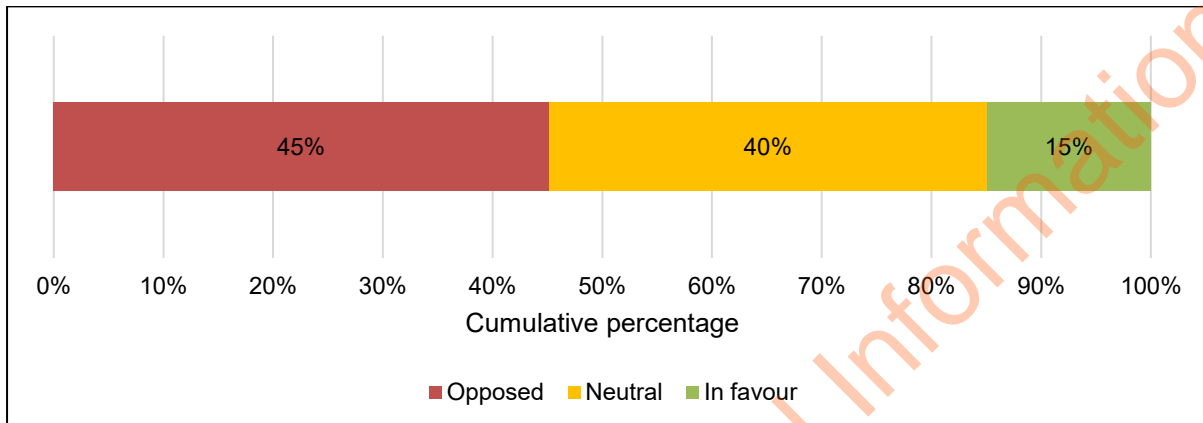


Figure 3: The level of opposition and favourability for a second campus of Rolleston College separated by geography.

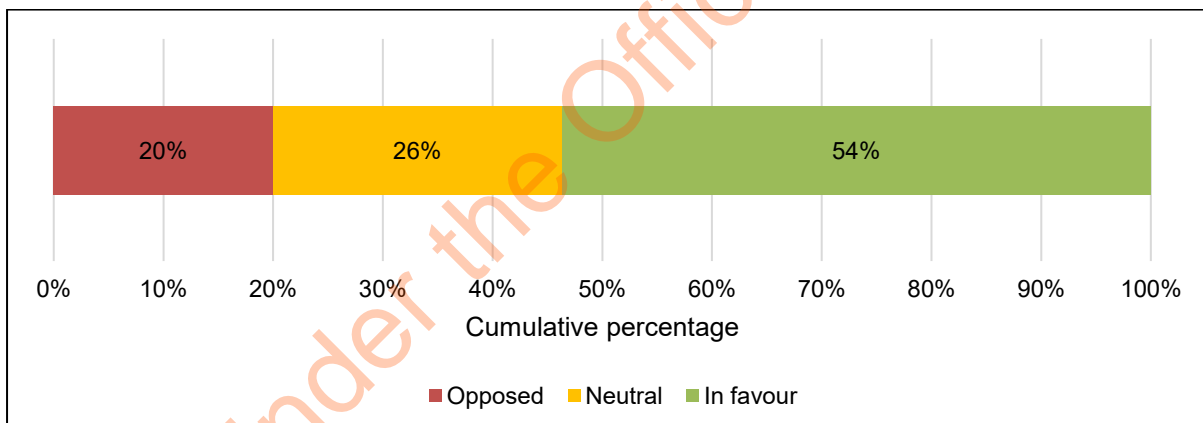


Figure 4: The level of opposition and favourability for a second campus of Rolleston College separated by year level.

The same figure could not be generated for separating campuses by some other criteria. This is because there was no clear way of how campuses could be separated and the scores given by participants depended on the concept they put forward. These will be discussed later.

Participants were asked, if campuses were to be separated by year level, what structure of separation they would prefer. These are shown in Table 11. Those who said “none”, or mentioned that they were opposed to the option, or stated they would prefer years 9 – 13 in one place, or anything of similar effect for ‘other’ were removed from this question as this feedback is reflected in other questions and does not give an accurate representation of the numbers choosing the valid responses. The percentages are calculated from the 253 who answered this question thus add to 100%.

This shows a strong preference for a junior/senior split with years 9 – 10 in one campus and 11 – 13 in another. The results of this are explored further when discussing the positives of this arrangement as many participants cited NCEA as a reason to separate year levels.

Table 11: Most preferred second campus configuration.

Preferred configuration of year level	Number	Percentage
Year 9 – 10, year 11 – 13	169	66.8%
Year 9 – 11, year 12 – 13	74	29.2%
Something else	10	4.0%

For those who indicated they would prefer a different configuration, the following were suggested:

- Year 7 – 10, year 11 – 13 as in a middle/senior school arrangement
- An NCEA split (as not all those in year 11 might be completing NCEA)
- Based on level irrespective of age

Table 12 shows the positives that participants listed for arranging a second Rolleston college campus by geography.

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Table 12: Themes for the **positives** of arranging a second campus by geography.

Positives (themes)	Approximate references
Convenience and location <ul style="list-style-type: none"> • Proximity • Accessibility and convenience • Transport • Traffic congestion • Pickups/drop-offs 	41 37 16 10 2
Keeps kids together <ul style="list-style-type: none"> • Siblings stay together • Local kids and friends • Age groups stay together 	9 7 6
Better than other options <ul style="list-style-type: none"> • The easiest option • The fairest option • Limits movement (between campuses) • Disadvantages of other options 	3 3 1 1
Growth <ul style="list-style-type: none"> • Helps overcrowding 	5
School identity <ul style="list-style-type: none"> • Same school identity • Same management/leadership • Strengthened culture or identity 	1 1 1
Opportunities and facilities <ul style="list-style-type: none"> • Furthers opportunities • More sports area • New facilities 	1 1 1
Transitions <ul style="list-style-type: none"> • Reduces transitions 	2
Community <ul style="list-style-type: none"> • Community involvement • Serves community 	1 1

Convenience and location

Arranging campuses by geography is similar to the concept of creating a new school in that students will (likely) attend the school which they live closest to or live within the home zone of. Because of this, the most frequently referenced positives of arranging campuses by geography is being able to live closer to the campus.

“Closer for students to get to school.”

“Students attend nearest school.”

Being geographically separated would also be more convenient and make Rolleston College more easily accessible for some families.

“Easy access depending on location of the campus.”

“Easier for learners to get to.”

Being in closer proximity to Rolleston College would allow greater ease for some families in terms of transport, such as enabling students to walk or bike.

“Might encourage more students to walk/bike to school.”

“Shorter travel for those nearby hence more students will walk .”

Having a campus in a different area of Rolleston could also help in reduction of traffic congestion by distributing traffic between the two campuses.

“reduce the impact on traffic in the area. The location of Rolleston collage isn't the most ideal for high traffic volumes.”

“Less traffic in town centre.”

Compared to separating different age siblings, this option would allow for easier pickups and drop-offs for parents/caregivers.

“Siblings will be at the same school so pickup/drop offs will be easier.”

Keeps kids together

When compared to arrangements which could separate students according to their age or other criteria, this option would allow for cohorts of students to stay in secondary together. Families with multiple children felt that it would be beneficial to keep siblings in one school together.

“Students from one family would all be at the same school.”

“I guess it would suit families with multiple children who would want them to all be at the same school.”

Students who live within the same area of Rolleston and who have attended the same primary schools would also be able to stay together in this arrangement.

“Well I guess all the same kids from a few primary schools would feed into that high school so they would know more kids.”

“Friends live close by...”

Some participants also value having students of different ages in one school together as they believe that contact between older and younger students is important.

“Allowed juniors to have positives roles models with senior students.”

“Having juniors and seniors in one campus is important for the social, academic and emotional growth of teenagers.”

Better than other options

Some participants believed that arranging campuses by geography was the best option as it was the most fair.

"Only fair option."

"[It] is fair."

From the perspective of what is feasible and logistically doable, three participants stated that this was the easiest option.

"Logistically, it would be the easiest of the "second campus of Rolleston College" options to manage."

"Simple option."

There was also a general statement that the other options had too many disadvantages and a comment that by separating by geography there would be less movement between the campuses.

"Too many disadvantages with other two options."

"Having two mirror-image campuses of the one school should limit the amount of student and teacher movement between campuses in the school day."

A second campus was not Taumutu's preferred option, however it was the preferred configuration if a second campus model is pursued. This was because it is seen to be preferable to a year level split or some other campus configuration.

Growth

As with other schooling options, participants commented that arranging campuses by geography may help with space and crowding at school.

"No over crowding in schools and zones do that."

"Less over crowding."

School identity

Three comments were made on the identity of the school. These comments were focused on maintaining the same Rolleston College identity in both campuses, the same governance, and strengthening the identity.

"same school identity and teaching model."

"They would still work similar to their own school just be managed by the same team."

"Creates a strong school culture."

Opportunities and facilities

Little was said in terms of the opportunities and facilities being a positive point of arranging campuses by geography.

"more options for students in having 2 campuses for extended facilities and opportunities."

“there will be more space to play sports.”

“there will be space and new facilities.”

Transitions

One positive feature of arranging campuses by geography rather than some other configuration was that there would be no transitions during secondary. Students would transition to secondary school and remain there.

“Not having to switch schools when moving up year levels.”

“That u are at the one school until u leave school.”

Community

Two comments were made that a separate campus somewhere else in Rolleston could engage and serve the community.

“Community engagement.”

“Serves local community.”

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Table 13 shows the negatives of arranging two Rolleston College campuses by geography.

Table 13: Themes for the **negatives** of arranging a second campus by geography.

Negatives (themes)	Approximate references
Community <ul style="list-style-type: none"> • Separates students • Better and worse school • Community division • Competition between campuses 	29 20 13 8
Zoning <ul style="list-style-type: none"> • Lack of choice (missing out) • Opposed to zoning • Property value/demand 	20 10 7
Cost and resources <ul style="list-style-type: none"> • Duplicates resources • Reduced funding capabilities • Staff teaching across campuses 	16 2 1
New school <ul style="list-style-type: none"> • Similar to new school model 	16
Teaching and learning <ul style="list-style-type: none"> • May not meet learning needs • Needs traditional/single cell model 	4 2
School identity <ul style="list-style-type: none"> • Maintaining single identity 	5
Age groups <ul style="list-style-type: none"> • Mixing age groups 	3
Opportunities <ul style="list-style-type: none"> • Specialist opportunities • New opportunities 	2 1

Community

The greatest concern that participants had was that two campuses separated by their geography would result in separating the community. This is similar to the feedback received for a new secondary school.

Of primary concern was the separation of students from one another within the community. This was not only the separation of local friends, but also the separation of students who live in different areas who could benefit from meeting and learning with one another.

“separation of local school friends.”

“Still at High School with the same students they went to Primary school with - sometimes it is good to meet new people!”

Participants were also concerned that having a geographically separated campus could result in the perception of a ‘better’ and ‘worse’ campus.

“Preference of one campus over another has the same issue as a new separate college - create demand for housing in one area over another - haves and have nots.”

“will still be very much an us and them, splitting the rich from the poor, I don't like this idea.”

Similar to the concept of a new secondary school, some participants were concerned that a second campus would split the community and it would lose its connectedness.

“Like two separate schools it will divide the town.”

“It will create the same divisions as having separate schools. One community one school.”

There was also concern that there could be negative competition between campuses.

“Negative Competition between the campuses will be created.”

“A competitive ‘my school is better than your school’ within the same community would go against the Rolleston Community ‘feel’ that the town still has.”

Zoning

Campuses arranged by geography could use home zones to determine which families attend which campus. Much like the option to have a new secondary school, there was concern that zoning would remove choice from families and some would ‘miss out’ on their favoured option.

“We can't choose which school we would like to send our children to.”

“Would take away choice from families according to what style of learning suits their children.”

Several comments were that participants in general did not like the concept of zoning and would like an alternative way to separate students into campuses.

“Rolleston has incredibly strict geographical zoning that is already a headache, I think any move to reduce that would be a good one.”

“Shouldn't hinder a child's education based on which side of the street they live on.”

As previous stated, zoning can have implications on property value and demand.

“School zones are likely to impact property prices.”

“House prices being too greatly affected. This is a small town, it cannot afford to be split in half.”

Cost and resources

Creating two campuses whose only point of difference is where they are located would mean that both would need to be equipped with the same facilities and resources. For some, the duplication of resources of resources was a negative of this kind of arrangement.

"Doubling of resources under the same current teaching model."

"Duplication of existing facilities and resources that already exist at Rolleston College."

Other issues of cost and resources was that there would be reduced funding capabilities and staff may need to teach across both campuses.

"Reduced ability for each school to have specialist facilities."

"Could impact staffing- would they have to teach across 2 campuses?"

New school

The separation of campuses by geography could be too similar to a new school model according to some participants. For this reason, some felt that this arrangement is unnecessary and that a new secondary school could be developed instead.

"No different to two complete different schools."

"Why do this? Why not just have two separate schools? It seems so arbitrary. It creates one big messy mega school."

Teaching and learning

The negatives of teaching and learning pertain to not being able to meet student needs (as something completely different from Rolleston College may be required for some) and that a more traditional/single cell environment is needed.

"It may not suit your child's learning needs and requirements, so learning could be compromised."

"Duplication of classes across 2 locations rather than focusing on the needs of the children."

"It is still the same style as Rolleston College and I think the town should have a more traditional option available locally for families to chose for their children."

School identity

Some participants felt that a single school with two geographically campuses may struggle to maintain a single unified identity.

"It could still feel like two separate schools, and may be a challenge to maintain a unified Rolleston College culture."

"developing a separate culture."

Age groups

Having a mix of age groups in each campus was an issue for some participants who would prefer more separation so that teaching and learning can be more consistently applied to each age group.

“Mix of age groups could make things difficult for consistency across campuses.”

“we can be put with multiple levels and not be able to know who the people who are the same year.”

Opportunities

Three comments were made that a second campus could adversely affect the specialist opportunities available to students and limit new opportunities which may be more possible with a different school.

“Could impact access to specialised spaces/staff.”

“You would need to have the same facilities on both campuses with no ability to have specialist facilities at either campus.”

“Different learning opportunities e.g. Sports teams and practices.”

Table 14 shows the positives of arranging campuses based on student year levels.

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Table 14: Themes for the **positives** of arranging a second campus by year level.

Positives (themes)	Approximate references
Age group specialisation <ul style="list-style-type: none"> Better able to meet needs Focus on NCEA Opportunities Preparing for senior education or work Supporting development 	53 18 9 9 7
Age group separation <ul style="list-style-type: none"> Reduced bullying Less distraction Keeps younger students safe from younger students Leadership opportunities Separates age groups Student mentorship 	15 11 7 6 4 2
Community <ul style="list-style-type: none"> Similar age groups together Community connectedness Campuses connected Keeps friends together Less competition 	25 5 3 2 1
Facilities and resources <ul style="list-style-type: none"> Age-based facilities Resources Less duplication Uniform 	17 5 3 2
Transitions <ul style="list-style-type: none"> Assist younger people transition Consistency/continuity Same-age peers transitioning 	9 5 4
Growth <ul style="list-style-type: none"> Helps overcrowding 	4
Convenience <ul style="list-style-type: none"> Traffic congestion Staggered start and end times 	1 1
Middle school <ul style="list-style-type: none"> Possibility for year 7-8 inclusion 	2
Better than other options <ul style="list-style-type: none"> No zoning 	1

Age group specialisation

Being able to better cater to the abilities and needs of learners of varying ages was viewed as a highly positive feature of arranging campuses by year level.

A high volume of comments were centred around how this arrangement could mean that campuses are better equipped and able to meet the different needs of age groups.

“Better age related learning.”

“Teachers can have better knowledge/skills to work with a smaller age range, than currently where they are having to work with kids of a 5 year age range.”

“The buildings, teaching staff and learning logistics of each campus can be tailored to the learner's age.”

Specifically, some stated that this arrangement allows for one campus to have a strong focus on NCEA with the other campus designed to prepare learners for entering NCEA.

“Specific focus on NCEA at one campus.”

“NCEA learners have the space to work on such things and juniors have the space to work on finding all the things that interest them.”

“It means that at Year 12-13, you can have a more specialist focus with in-depth thinking and skill development for the NCEA.”

Age-related opportunities and outcomes was also an important positive for several participants who stated that arranging campuses by year level may have the most positive outcomes for students and offer them more age appropriate opportunities.

“Greater opportunity to provide age appropriate learning opportunities.”

“Best outcome for learning.”

“It would provide opportunities for defined support for the differing needs of the age groups.”

Preparing younger students for senior education and preparing senior students for work/further education was viewed as a positive possible outcome of age group specialisation.

“Let's say like going to intermediate use to be ahead of high school. A sense of growth and skill set changes.”

“This may enable a really strong focus for year 12 and 13 students to have an environment uniquely structured to them accessing work skills.”

“...senior school having more direction towards careers and university and also more personal responsibility with things like access to kitchen facilities and common room type areas.”

Age group specialisation allows for schools to support development of students, and this was something that some participants felt was a positive feature of this arrangement.

"The different age groups have different social/ educational/sexual and developmental values and focuses and it could be beneficial for them to experience their needs among similar aged peers and environments."

"Can give more freedoms to more mature students."

Age group separation

Other aspects of separating age groups (beyond specialising education) were also discussed. This includes the possibility of reduced bullying between senior and junior students.

"May reduce likelihood of bullying."

"...may reduce peer pressure and bullying from older students."

Separating students at different educational and developmental levels may also reduce the distraction that seniors feel from students, particularly during crucial times such as exams and study periods.

"...keeps the younger ones separate from the seniors who have exams and more specialist subjects to focus on."

"Yr 11-13 might be able to study/learn NCEA better without distractions of 9-10."

Some participants believe that safety could be a factor in that younger students would be 'protected' from older students due to less exposure to certain behaviours etc.

"Could avoid younger students being 'led' by older students."

"Keep the young kids away from the issues of the older kids."

While leadership and mentorship is a contentious issue in the negatives of this arrangement, it was viewed as a positive for some who believed that more students may have access to leadership opportunities as there would be junior leaders at one campus and senior leaders at another.

"Having a junior campus opens up leadership opportunities for younger students."

"Allows leadership to be spread. Seen how Year 9 & 10s grew when there was no older age groups to take leadership in early days of school."

Few comments were generally in favour of keeping different age groups separated.

"Different age groups separated."

"...separates the older kids from the younger ones."

The concept of tuakana/teina relationships was referenced twice. It is unsure whether they specifically meant that this would be within each campus with the same year levels supporting one another or whether it would be across campuses.

“Opportunity for teina-tuakana relationships to be lived, maintained & experienced.”

“Connections across campus through Leadership, tuakana teina and Whanau activities could also thrive in this set up.”

Community

Several participants referenced that a sense of community could be supported through keeping similar age groups together rather than splitting them across campuses.

“Opportunity for community kids of same year levels to all come together - both socially and for learning.”

“All with people their own ages.”

“we get to know the people who are the same year level.”

Some participants believed that this would help support a sense of community and connectedness across campuses.

“give a bigger sense of community to the kids, wider social circles.”

“Potential to build better community feel for cohorts.”

“A stronger sense of belonging.”

Keeping students in campuses with their cohorts could help support friends which could be more easily formed or were more likely to remain intact.

“friendships and learning groups are easier formed.”

“You’ll able to go with friends the same age.”

Having campuses separated by year level may help them stay more closely connected rather than if they acted as separate entities of the same school.

“There will be more opportunity for integrations between the two sites and a better community outcome overall.”

“Learners needing access to the specialist spaces of either campus can still travel to “their other” campus to utilise them. There would still be a degree of “ownership by learners of both campus”.

There could also be less competition between the campuses.

“Less damaging competition.”

Facilities and resources

Arranging the campuses by age group could allow each campus to have facilities which are specific to the age groups using them.

“Can build to suit each year level, no switching between campuses regularly.”

“structure and buildings that suit that level of education.”

Resources are also something that can be more age-specific and more effectively used to focus on age-specific teaching and learning.

“Focus resources.”

“Using same resources to create a super school.”

Resources would be duplicated less as each campus could have the resources it needs for its age cohort, compared to separation by geography which would require the same resources at each campus.

“With the same year group and having the specialist saves with duplication of some equipment that is only relevant for certain levels.”

“may be less costly, as less duplication of facilities.”

Uniform is something that was raised by two participants who said that uniforms can clearly distinguish between junior and senior students at the different campuses.

“Existing uniform reflects the 9/10 and 11 to 13 split.”

“obvious which students go where based on uniform, helps identify learners to a campus.”

Transitions

Some participants commented on how transitions may be improved through assisting younger students to ease into senior education similar to how intermediate school acts as a step between junior and senior level education. For those transitioning to secondary school from year 8, having a smaller campus may help them adjust.

“For the juniors who don't have an intermediate school option in Rolleston it would certainly make the transition to high school less overwhelming.”

“A transition to school for Year 9 can prove to be traumatic. maybe a smaller campus could be less overwhelming.”

“A transition to school for Year 9 can prove to be traumatic. maybe a smaller campus could be less overwhelming.”

Some comments were that this arrangement assists in consistency and continuity.

“Cohesion.”

“Strong sense of cohesion, consistency of experience.”

This may be due to peer groups being able to transition through school together.

“More likely that siblings are aged within 2-3 years of each other which is helpful for times of transitioning into high school.”

“having people that you know would be better, because the year 9s and 10s will know each other better than the year 11s, 12s and 13s.”

Growth

As with other options, this theme pertains to how this option alleviates pressure from the growing community.

“Higher capacity (more students) in the growing Rolleston area.”

“Avoids overcrowding at the current site.”

Convenience

A couple of comments were made about how this option can reduce traffic and staggered start and end times may assist in getting students to and from school.

“...less traffic around the campus.”

“Staggered start and end times.”

Middle school

Shifting to a middle/senior school concept (year 7-10, 11-13) was favoured by some who wanted an option other than year 9-10, 11-13, and year 9-11, 12-13. While a middle/senior school was not offered in this engagement, this may have been viewed as an option for the future that could be enabled with an arrangement where campuses are arranged by year level.

“Year 7 and 8 children in Rolleston need a better option than full primary, would benefit from mixed aged school with year 9 and 10 to model and mentor. This arrangement would provide many more interesting learning opportunities for yr7 and yr8 children.”

“Allows for a split between Junior (Y7-10) and Senior (Y11-13).”

Better than other options

One participant explicitly said that they preferred this arrangement over others due to the fact that it would not require zoning.

“It is not determined by geography which essentially gets determined by where people can then afford to rent or buy property.”

The negatives for this arrangement are shown in Table 15.

Table 15: Themes for the **negatives** of arranging a second campus by year level.

Negatives (themes)	Approximate references
Age group separation <ul style="list-style-type: none"> • Lost leadership/mentorship opportunities • Age groups separated • Siblings separated 	53 36 6
Transitions <ul style="list-style-type: none"> • Additional transition • Loss of continuity 	19 3
Inconvenience <ul style="list-style-type: none"> • Children at both sites • Pick-ups/drop-offs • Distance 	11 6 3
Age group specialisation <ul style="list-style-type: none"> • Difficult to cater to exceptional needs • Less opportunities • Logistically difficult 	13 2 1
Staff <ul style="list-style-type: none"> • Need to specialise • Travel between campuses • More specialist staff required 	5 2 1
Community <ul style="list-style-type: none"> • Loss of connectedness 	8
Facilities and resources <ul style="list-style-type: none"> • Some duplication 	3
Middle school <ul style="list-style-type: none"> • Year 7-8 should be included 	1

Age group separation

While separating age groups was seen as a good way to specialise learning, separating students was also a negative for many people. Primarily, this was because of a loss of mentorship opportunities. These participants believed that it was important for junior students to be exposed to senior students as role models.

“Younger kids need role models and good examples set by their older peers, something to aspire to.”

“Loss of opportunity for Tuakana/Teina (peer support/buddy learning).”

“We lose the opportunity to teach older students concepts of responsibility to others, responsibility of leadership and being a role model. Younger students lose the opportunity to identify role models, and to see the education path (and options) before them.”

Several comments were made that participants didn't like separating age groups for various reasons, though mostly for learning and social reasons.

“Lose interactions between year groups.”

“lack of ability to mix all years. Juniors get experience from interacting with seniors and vice versa.”

“Minimises opportunity for whanaungatanga accross levels.”

Taumutu similarly did not like separating age groups, as it reduced the ability to build a feeling of school whānau, and removed some ways of providing tuakana teina learning opportunities. The Chairperson felt that the overall school feel would be different with a large number of same-aged students on a single campus.

Another issue raised is that siblings of different ages would be separated from one another.

“Siblings may be at different places.”

“You may not be with your younger/older sibling.”

Transitions

Having an additional transition is something that many people are against due to the disruption this can have. In particular, this transition could occur as students are about to start NCEA.

“Changing campus like changing school again in middle of secondary schooling too disruptive especially kids with special needs who benefit from long standing relationship with staff etc.”

“kids settle but only for a short term (2 yrs) then restart at new campus with new classrooms and classmates all over again- too disruptive.”

“Too disruptive for students. Senior students would have to begin NCEA with all the changes of a new campus - it's too much.”

An additional transition could also result in a loss of continuity and coherence.

“Also you would lose the continuity of teachers/location/community achiever by attending just one high school.”

“Yes it is a recent development in some parts of NZ, but continuity is a key part of education. Area Schools have it all over our secondary counterparts. All about developing values that support community building.”

Inconvenience

Families with students of different ages would possibly need to attend both campuses. This can have implications for pickups and drop-offs.

“Families having children at 2 different locations.”

“Split drop off for some parents.”

Distance could be a factor for some participants as students of different ages may need to travel further.

“Distance to school for some students and teachers.”

“Further travel for students at different stages of education.”

“Could be challenging if located too far apart. Some students could have to travel large distances.”

Age group specialisation

Specialising education for age groups was the most referenced positive, however some participants saw issues. One of these is that it could become difficult to cater to exceptional needs, such as students who work at a level above their age.

“Some students may need learning at a different level to their age and having campus arranged by age makes this difficult and even more divisive for the child if they have to do something different.”

“It would impact the junior students who are able to be extended with the senior options as they would not have easy access to learn with and from senior students.”

There was also concern that without mixed-age learning some opportunities may be less available to students.

“Teachers only teach a small age group so less room to extend education.”

“It removes some of the opportunities for mixed-age learning; I as a student have learned a lot from both older and younger students.”

One participant commented that this arrangement would be logistically difficult. This is due to how staff would be affected by the different timelines of junior and senior students.

“As a teacher, this would impact on teaching timetables/workload throughout the year as well as the end of the year when seniors leave and juniors are still being taught.”

Staff

This arrangement would result in changes to how schools are staffed. Some participants pointed out that staff would need to specialise their teaching to the age groups they have.

“The teachers would have to specialise in Year 9-10 or Year 11-13.”

“...or be pigeon-holed into teaching only juniors or seniors.”

Staff of some subjects may need to travel between campuses which may pose an extra stress for them.

“[Teachers] would have to travel across the two sites.”

“Staff needing to move between campuses.”

One participant commented that more specialist teachers would be required in this arrangement.

"You will need more specialist teachers to work split campus."

Community

Several comments were made that arranging campuses by year level would result in a loss of a sense of community and connectivity.

"Students missing out on school whole community feel."

"Must be communicated well and feel like one school - often this is not the case so the schools are run as separate."

Facilities and resources

As with other options, this arrangement could result in the duplication of some resources and facilities.

"Sports equipment and uniforms, along with some physical facilities, would need to be duplicated."

"Doubling up of equipment- teachers spread about."

Middle school

As was discussed earlier, some participants would like a middle/senior school (year 7-10, 11-13). They believe that not including this configuration of year levels is a negative.

"the absolute best option would be 7-10 then 11-13, but this has not been put on the table at this time."

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Other Ways to Arrange Campuses

The third option for arranging a second campus of Rolleston College was by some criteria other than geography or year level. While this was not a favoured option (refer to Table 7), some participants still gave suggestions for how campuses could be arranged.

Participants were asked what other ways they thought Rolleston College campuses could be arranged. Only answers which provided some form of alternative option were considered and are included in Table 16. This table also includes the number of times each arrangement was suggested, and the average level that these participants would support this configuration.

Table 16: Alternative ways to arrange Rolleston College campuses.

Arrangement	Number of references	Average level of support*
Specialty subjects (e.g. sports, science, technology, arts)	15	7.5
Middle/senior campuses (years 7-10, 11-13)	8	8.6
Single cell/traditional vs. modern learning environments	7	8.1
Single sex – boys' and girls' campuses	5	8
Vocational learning	4	6.5
Alternative learning (e.g. different needs, behavioural issues)	3	5.7
Bilingual education	1	6**

*The levels of support are from a 10-point scale where 1 = Strongly opposed and 10 = Strong in favour.

**Only one score was obtained, thus the figure is a raw score and not an average.

The number of references were very low, thus the averages given are not indicative of the entire sample or of the community as a whole. As with other comments made by participants throughout this report, the concept of a middle/senior school and provision of single cell/traditional learning environments is something that participants believe could differentiate campuses. Another highly rated arrangement was single sex education which was not raised anywhere else in the survey.

SUMMARY

Due to the projected populated growth in the Rolleston area, additional secondary school provision is required to meet education needs. A survey was conducted to assess the community's opinions of different secondary school options. The two options presented were:

- Option 1: A brand new secondary school
- Option 2: A second campus of Rolleston College

When asked which option they preferred, the sample was split with approximately 54% preferring option 1 and 46% preferring option 2. Further investigation of the levels of support though showed that option 1 had higher levels of community members in favour and less opposed, however. 63% of participants gave scores which were in favour of a new secondary school compared to 43% for a second campus. This was also Te Taumutu Rūnanga's preferred option. Because of this, future work in this area should consider the possibility of a new secondary school with a new identity, rather than extending Rolleston College with a new campus (however options for doing this successfully are discussed).

Several positives of a new school were given by participants which fit into the following themes: Growth, choice, teaching and learning, opportunities, school identity, change in the community, convenience and location, facilities and resources, community, and keeping kids together.

Negatives of a new school fit the following themes: Community, zoning, cost and resources, change in the community, inconvenience, and school identity.

For a second campus of Rolleston College, the preferred configuration was campuses arranged by year level which was the preferred option of approximately 66% of participants. When asked why this was their preferred option, the reasons given by participants fit into the following themes: Age group specialisation, age group separation, better than other options, sense of community and connectedness, reduced bullying, keeps kids together, effective transitions, cost- and resource-effective, and innovative.

The preferred year level configuration for campuses arranged by year level was year 9 -10 and year 11 – 13. This was preferred by approximately 67% of participants, while approximately 29% preferred year 9 – 11 and year 12 – 13, and 4% preferred a different configuration. The other configurations suggested were year 7 – 10, year 11 – 13 (in a middle/senior school configuration), an NCEA split regardless of age, and a separation based on level irrespective of age.

Participants were asked about alternative ways of arranging campuses, and gave the following suggestions: Specialty subjects, middle/senior campuses (year 7 – 10, 11 – 13), single cell/traditional vs. modern learning environments, single sex, vocational learning, alternative learning, and bilingual education. The numbers were not high enough to infer how the community would support these, however of the small sample that gave a response, middle/senior campuses, single cell/tradition vs. modern learning, and single sex were the most favoured alternative arrangements.

Some feedback was received from the Lincoln High School Board of Trustees regarding a new school/campus. They would like an option to be considered that the new school is a

satellite of Lincoln High School rather than Rolleston College. They propose that a proxy zone be created so those in vicinity of the new site attend the Lincoln High Satellite.

The reason Lincoln propose this is because they receive high numbers of out-of-zone enrolments from families in the Rolleston area which is largely due to some families not favouring the style of teaching and learning offered by Rolleston College. They would like a different teaching and learning option for people in Rolleston, and having a choice in education was a theme present several times throughout this consultation. However, having a zone for Lincoln High School in Rolleston does not offer choice as families would be in zone either for Rolleston College or Lincoln High School. This could contribute to division in the community over a 'better' and 'worse' school as was alluded to by participants in the survey.

The recommendations below consider the feedback from the community in all aspects of the survey. They consider the different options that may be chosen and suggest what things need to be considered to make the options more favourable to the community to meet their needs and wants.

Recommendations

- It is recommended that a new secondary school be developed with input from the community as this was a more favoured option compared to a second campus of Rolleston College.

If a new school is chosen

- The community need to be heavily involved in creating the school and ensuring that it aligns with the values of the Rolleston community.
- The placement of the school needs to consider the position of other schools, the concentrations of people in the projected future, and the congestion and flow of traffic, as well as positions of main roads.
- It needs to be created with assistance from Rolleston College to ensure that it complements Rolleston College.
 - This may mean that facilities, subjects, and programmes are offered at each location which may allow students additional opportunities through accessing the other school, rather than limiting the potential at each school.
 - This may also reduce competition as there is collaboration between the two schools.
- The board and principal of the new school need to have high collaboration with the governance of Rolleston College.
 - This may help with the relationship moving forward, ensuring that there is reduced competition, similar values, shared events etc.
- The implications of zoning need to be considered and made explicitly clear to the community. The community should be given ample opportunities to provide feedback on enrolment schemes and home zone boundaries to ensure fairness.
- Shared events and interschool competitions need to be considered as part of the educational network in Rolleston to capitalise on the opportunities that having a new secondary school may offer.
 - Socialisation events should aim to mix students through capitalising on the shared Rolleston community spirit so as to reduce bullying and rivalry.

- The design of learning spaces needs to consider increased adaptability so that environments can be easily configured to be single cell with the ability for spaces to be opened for open plan learning.
 - This will alleviate concerns from some participants that modern learning environments are not suitable for some students by ensuring that spaces are future-proofed but with the ability to be single cell for some students who may need this.
- Bilingual pathways need to be considered in the design of the teaching and learning models, the learning spaces, the governance team, and the specialist services provided.
 - This new school should act as a 'go-to' place for families who desire bilingual pathways. This will require advance planning.

If a second campus of Rolleston College is chosen

- It is recommended that if a second campus is chosen, the campuses be arranged by year level.
- The campuses should be split Year 9 – 10, year 11 – 13.
- Consideration should be given to making the new campus year 11 – 13 with new specialist facilities which can meet the interests and needs of senior students before they go into further education and work.
 - Facilities to help with NCEA, such as study rooms, should be considered in the design of a second campus.
- The size of the facilities could be considered to enable the inclusion of years 7-8 in the future, should this restructure be viable.
- The location of the second campus should consider the position of other schools, the congestion and flow of traffic, the placement of main roads, as well as the proximity to Rolleston College to enable safe student movement between campuses.
 - Allowing movement between campuses will increase the opportunities available to students at both campuses.
 - The safety and convenience of moving between campuses needs to be high priority, and busy main roads should be avoided where possible.
- Leadership and mentoring programmes should be considered to allow senior students to guide and teach junior students. How this should occur should be designed with input from the community.
 - This will help alleviate community concerns about juniors not having access to seniors.
- Consideration needs to be given to how students transition from junior to senior, and how they may be supported in year 10 so as to minimise disruption when starting NCEA.
- Te Taumutu Rūnanga expressed a desire that the cultural narrative continue across both campuses, in addition to aligning place-based pedagogy and content across curriculum delivery on both sites.
- The movement of staff between campuses needs to be considered as some specialist staff may be required at both sites.
- Consideration could be given to making the second campus a satellite of Lincoln High School, rather than Rolleston College.

- This would require further consultation with the community as to how this would work and how it could be beneficial.
- Issues of zoning and community division were prevalent in the survey which may not make this a favourable option.

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FUTURE OPTIONS FOR SECONDARY EDUCATION PROVISION IN ROLLESTON

THE SECOND ROUND OF COMMUNITY ENGAGEMENT

APRIL 2021



PREPARED FOR: MINISTRY OF EDUCATION
PREPARED BY: D & G CONSULTING

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EXECUTIVE SUMMARY

This is the second round of community engagement following an engagement process that occurred in 2020 in the Rolleston and wider community. The first round of engagement gauged community opinions surrounding primary school zoning following the introduction of a new school in Rolleston East, and how secondary education may be structured to meet projected growth. This second round of engagement focuses on the provision of secondary education with additional information that may affect the community's opinions.

The first round of engagement found a small preference for a new independent secondary school in Rolleston rather than a second campus of Rolleston College. This was from a sample of 308 people including parents, staff, and students. Positive and negative feedback on all options was obtained. It was also determined that if a second campus of Rolleston College was the chosen option, the community would prefer the campuses to be split by age rather than geography or some other alternative.

The community indicated that some things could change their preference for the two options. This included:

1. What the zone of a new school would be;
2. Whether a second campus of Rolleston College would be separated by geography, age, or something else; and
3. What teaching and learning would look like at a second campus of Rolleston College.

Additional information was provided in this round of engagement to reassess the preference for secondary options. This information was included online, in the online survey, and in communications sent out to schools, iwi, community groups, and others. The information included maps of the potential enrolment zones, information on how Rolleston College would likely be split by year levels in a two-campus model, and information on how teaching and learning would occur at Rolleston College if they were to have a junior and senior campus. The information on teaching and learning at Rolleston College was given in a video curated by the college. Information on how a new independent secondary school would operate and what facilities it had would be speculation at this stage in the process and the community were told that this would be informed down the line if it was the chosen option.

Community evenings were run to answer questions and gather feedback, and an online survey was primarily used as the tool of data gathering. Online submissions were also received. We gathered feedback from Te Taumutu Rūnanga who restated that their preference was for a new independent state secondary school.

496 participants take part in the current survey. A large proportion of these are parents/primary caregivers to students attending school in the Rolleston area. 63.3% of participants chose Option 2 (a second campus of Rolleston College) as their preferred option compared to 36.7% picking a new secondary school. Option 2 also had a higher proportion of participants 'in favour' and less 'opposed' compared to Option 1. If Option 2 were chosen, 61% of participants would like a year 9 – 11, year 12 – 13 split (as suggested by Rolleston College). 39% voted for a year 9 – 10, year 11 – 13 split.

Many participants were neutral regarding the proposed zones. While some believed that the proposed zone of the new school accommodated growth, it was criticised for being too small and not encompassing wider area in Rolleston and West Melton where many people are

continuing to move to. Many participants are also opposed to the concept of zoning in Rolleston. Namely, this is because it could introduce division, competition, and rivalry in the community. Participants believed that zones affect things like house prices and house demands, and participants showed concern toward the creation of an 'us' vs. 'them' mentality within the Rolleston area. Zones are also perceived to take away choice. Participants stated that having two schools should offer families a choice in sending their child to the school that best suits their needs.

A common theme throughout the findings was that some participants prefer a more traditional approach to learning in smaller classrooms, rather than the more open learning environments at Rolleston College. These participants recommended that a new school or a second campus of Rolleston College focus more on flexibility and offering traditional learning environments. There was also concern though that this could result in an unfair split in the community with some families in one another having access to a particular type of learning, and other families in another area having access to a different type of learning, based on where they live and which school they are in zone for.

If Option 2 were the chosen option, participants would like the campuses to be age specialised. This would include having specialist senior facilities and dedicated study spaces. Learning could be enhanced through a strong focus on tertiary and career pathways, offering subjects not currently offered at Rolleston College, practical work skills and trades training, and a technology centre.

Some participants identified that the search area for a new site is too far from Rolleston College if a second campus is to be built. This would have safety and convenience implications as students and staff would need to travel between campuses. The community would like to see accessible transport options available to facilitate movement between campuses if this were to be the chosen option. Some also recommended that a closer site be obtained.

Largely, the community would like a site that can be used by the community. This would need to be accessible and affordable as some indicated it is currently too expensive to do so at Rolleston College due to it being a public-private partnership (PPP). The community could use the site for night school/adult education, as a venue for events and activities, for sports activities and games, and for pathway and career education of youth.

There was concern that the options do not consider the long-term growth of Rolleston. Some participants believe that further problems could be met down the line if the right changes are not made now as more secondary schools could be required in the future.

Recommendations

The recommendations below are based on the feedback received in this survey and consider some of the concerns raised by the community.

1. Based on the feedback of the community, it is recommended that the Ministry strongly consider Option 2, a second campus of Rolleston College.

Despite feedback regarding the search area for a new site and some concerns about the type of teaching and learning provided at Rolleston College, Option 2 was the most preferred option. This option allows for the community to be united with a single secondary school that provides for all of Rolleston and its surrounding areas. It also allows for specialist learning

opportunities at the junior and senior levels with the potential for new specialist facilities and resources beyond what is currently available at Rolleston College.

If this is the chosen option, the following recommendations will ensure the best possible outcomes may be achieved based on the feedback of the community.

Recommendations if a Second Campus of Rolleston College is Chosen

2. Consideration should be given to the zone boundaries, and ensuring these accommodate upcoming developments in Rolleston and the surrounding areas.
3. If possible, a site closer to Rolleston College could be considered.
4. The junior campus should be years 9 – 11, and the senior campus should be years 12 – 13.
5. The Ministry should work alongside Rolleston College and the wider Rolleston community in designing the senior campus.
6. If students and staff are required to move between campuses, a form of shared transport (such as a regular shuttle) could be considered to ensure students are supervised during this travel time and do not need to walk during poor weather conditions.
7. The senior campus should focus on specialist senior facilities and include dedicated study and quiet work areas.
8. Consideration could be given to a technology centre usable by other schools in the community, and a careers hub that connects learners to tertiary education and careers.
9. A new campus should have highly flexible spaces that allow for students to learn in varying class sizes so that a mix of modern learning and traditional learning may be used.
10. Strong connectivity with Waitaha School at the senior campus should be retained.
11. Rolleston College will need to consider the connectivity between campuses with plentiful opportunities for juniors and seniors to interact.
12. Community usage should be considered with facilities being affordable and accessible for the community.

Recommendations if a New Secondary School is Chosen

1. Consideration should be given to the zone boundaries, and ensuring these accommodate upcoming developments in Rolleston and the surrounding areas.
2. Further work in aligning the secondary zones with the primary zones should be considered.
3. If possible, a site further west in Rolleston could be considered.
4. The Establishment Board should work alongside the community in designing the physical spaces as well as informing the pedagogies, values, and culture of the school.
5. The Boards of Trustees of both Rolleston College and the new secondary school should consider the number of out-of-zone enrolments they offer.
6. Strong connectivity with Rolleston College and the community as whole should be prioritised.
7. Community usage should be considered with facilities being affordable and accessible for the community.

INTRODUCTION

This community engagement is the second round of engagement for the Rolleston community. The first round of engagement occurred in the second half of 2020 and served two purposes: To gain feedback on amended primary enrolment scheme home zones following the introduction of a new school in Rolleston East and to gauge community opinions around how secondary education is best structured to meet projected growth.

This second round of engagement is to further explore the options for secondary education that meet projected growth in the area. This is following some of the key questions raised in the first round of engagement.

First Round of Engagement

The community were engaged on two options:

- Option 1: A new independent secondary school with its own enrolment zone
- Option 2: A second campus of Rolleston College

308 responses were included in the sample. Approximately 55% preferred Option 1, and 45% Option 2. In examining the levels of support, it was found that Option 1 had a higher proportion of participants rate in favour, compared to Option 2 which had more either opposed or neutral.

Participants gave positives and negatives of these options. This included accommodating growth, offering choice, improved teaching and learning, additional opportunities, age group specialisation, age group separation, sense of community, among others.

Participants were also asked, if the chosen option was a second campus of Rolleston College, whether the college should be separated by geography (where they live, similar to zoning), age (junior and senior), or some other separation such as art vs. sports. The community indicated a preference for an age split, and for this to be years 9-10, 11-13 to offer NCEA specialisation.

While the results indicated a preference for a new, independent secondary school, the community indicated several things could change their opinion or that they felt they should know prior to answering. This included:

1. What the zone of the new school would be;
2. Whether a second campus of Rolleston College would be separated by geography, age, or something else; and
3. What teaching and learning would look like at a second campus of Rolleston College.

Addressing Questions and Concerns

Given uncertainties raised by the community in the first engagement, the Ministry of Education chose to engage the community again with more information available. This answers questions raised by the community and ensures there is maximum transparency before a decision is made. In this round of engagement, information addressing the above uncertainties was posted online and included in other communications to ensure that everyone engaged was aware of these prior to providing feedback.

- New school enrolment zone

The Ministry of Education developed a potential zone for a new secondary school as well as a school site search location. This site would be for a new secondary school as well as a second campus of Rolleston College. If a second campus of Rolleston College was chosen, this new zone would be captured within the existing Rolleston College zone.

- Second campus separation

Based on the first round of engagement, it was determined that a second campus of Rolleston College would be separated by age and Rolleston College would have a junior and senior campus.

- How teaching and learning would occur at a second campus

Rolleston College was approached to answer the final question, how teaching and learning would occur. This information was summarised into a video and presented to the community. Rolleston College advocated for a year 9 – 11, 12 – 13 split, despite this not being the most popular in the first engagement. This was to coincide with changing trends in NCEA, specifically, the potential removal of the NCEA level 1 qualification. Based on this further information, the community were still engaged with on year level what split they prefer for Rolleston secondary education.

Rolleston College specified that quality teaching and learning would be sustained across both sites, with the second site being a more specialised senior facility with specialist facilities and resources that suit senior learners. It would retain its model of having foundational skills developed in years 9 – 11 through the three learning types: Ako (personalised learning with Ako guide), Connected (learning concepts connected and integrated around a main theme or idea), and Selected (pathways of interest). There would be further development and specialisation in years 12 – 13 through less integrated learning and more blended and specialised learning with a focus on pathways out of school. Self-directed learning and advisory sessions would be integrated into an amended senior timetable. Health and P.E. would remain a focus at all levels.

A second campus would allow for further specialisation for age groups and age-specific needs. A senior campus could also allow for quiet study zones and individual work. Whānau links would be retained across campuses to ensure there is strong school identity and a sense of pride. Partnerships with tertiary education providers and local business could be further emphasised and strengthened to strengthen out of school pathways.

Logistically, the second campus would be an approximate 25-30 minute walk from the existing campus. This time would be reduced with a bike or scooter, and staff or senior students may also drive between campuses. Flexible timetabling would allow students at

either campus the freedom to utilise the other campus such as using specialist facilities, and would also allow for senior students to accompany junior siblings to and from school. The college envisions an earlier end of school time and shorter breaks for a senior campus which would allow for extracurricular activities, study, tertiary provision/outpost, and going to the junior campus to meet younger siblings.

Scope of Second Round of Engagement

Based on this information, this second round of engagement will further explore the options for secondary education in Rolleston now that the additional information requested in the first round is available.

- Option 1: A new independent state year 9 – 13 secondary school with its own enrolment zone

This option would involve the creation of a new independent state secondary school in the southern Rolleston area. It would have its own identity, governance, uniform etc.

Participants were informed in the first engagement that a new school would have a zone, and the enrolment zone for Rolleston College would be amended to accommodate this. Despite this, several participants raised the issue of zoning and personal choice, indicating that a new school could allow for greater choice for parents if a zone were not implemented. This round of engagement was an opportunity to further ensure that community members were aware of the zoning implications of a new school, and if necessary, adjust their preferences based on this knowledge.

Transitional arrangements / Grandparenting provisions may apply, which ensures that those community members who become out-of-zone for Rolleston College as a result of an amended zone would still be considered “in-zone” as long as it contains children who are younger siblings of current students, or for the period specified in the zone description.

How this school would look and operate is not known at this stage, and if this was the chosen option, an Establishment Board would consult with the community to inform design and pedagogies, among other elements.

The information provided to the community which was displayed online is included in Appendix A of this report. This includes the maps of the new zone and amended Rolleston College zone and the indicative search area for the new site.

- Option 2: A second campus of Rolleston College, separated by age

This option would mean a senior campus of Rolleston College would be built on a site located in the new school search area. As stated earlier, the two campuses would be specifically designed to cater to the needs of junior and senior students, including specialist facilities and quiet study zones in the new senior campus.

The community were engaged on their preference for a year 9 – 10, 11 – 13, and year 9 – 11, 12 – 13 split. Rolleston College provided information on why a year 9 – 11, 12- 13 split might be favourable for a junior/senior campus model.

This model would not change the zone for Rolleston College from what it is currently.

METHODOLOGY

Face-to-Face Meetings

In January 2021 venues were sourced in West Melton and in Rolleston to host community engagement meetings to be held in March 2021. The meeting times and venues were:

- Monday 1st March 7pm, Rolleston Rugby Football Club
- Wednesday 3rd March 7pm, West Melton Community Centre
- Thursday 4th March 7pm, Rolleston Rugby Football Club

Communications were sent out on 16th February. Schools were sent an e-mail explaining the process, an information sheet (which contained a link to the online survey) plus a letter addressed to their Board Chair outlining the options for engagement. Early learning services and the Rolleston Residents' Association were also e-mailed explaining the process with an attached information sheet. Schools and early learning services were asked to circulate the information sheet to staff and to promote it to their local communities via social media or similar.

A ¼ page advert was placed in the Selwyn Times, 17th February edition.

The project facilitator, Dr Gabrielle Wall, also spoke with Mark Larson (the Rolleston Christian School Board Chair) directly, as per his request, and Liz Brown (the Chair of Te Taumutu Rūnanga).

Meetings were an opportunity for the public to hear additional information about the options and to provide feedback. Option 1 had little information available regarding how the school would look and operate, as this would be decided further down the line with community input. Rachel Skelton, the Rolleston College Principal, was present at meetings to provide a short presentation on the college's vision for teaching and learning at a second campus. 2 – 3 current Rolleston College senior students spoke at each meeting also.

Questions and feedback were recorded at these meetings so that they could be included in qualitative analyses. Attendees were made aware of the reason for recording the discussion and advised they could give confidential feedback following the meeting if they preferred.

The presentation also included a link to the online survey which attendees were encouraged to participate in and share with others.

Online Survey

The online survey was administered via Survey Monkey. The link for the survey was included in information sheets which were distributed to schools, early learning centres, and the Rolleston Residents Association, and included in all communications. A reminder for people to participate in and promote the survey was sent on 8th March. Recipients were reminded that the survey closed 12th March, which was also the closing date for Board submissions.

The survey assessed community opinions surrounding the two options for future secondary education provision. Available information was uploaded to help people in the community provide feedback. This included information on the two options, pictures of the proposed zone maps, and a video curated by Rolleston College to explain how teaching and learning

could occur in a two-campus model. The information put online is included in Appendix A. This webpage also included a link to the online survey.

The survey informed participants that their anonymity and confidentiality were guaranteed in the survey. Any identifying information they gave would be removed and not included in any reporting. They were informed that consent was given by clicking “next” in the survey and progressing to the questions.

The survey was broken down into four sections. The first assessed demographics. Participants were asked to indicate their current connection to education in the Rolleston, with which school(s) they are affiliated with, and their ethnicity. Participants could pick all options that apply to them,

The second section introduced the first option. It provided information on a new independent year 9 – 13 state secondary school with its own enrolment zone and included a link to the online information so that participants could see the enrolment zone maps. They were asked to indicate their level of preference for the option on a 10-point scale where 1 = Very low and 10 = Very high. They were asked how much they support the proposed enrolment zone on a 10-point scale where 1 = Highly opposed and 10 = Highly in favour. They then had the opportunity to provide comments on positives and negatives of the potential home zone, any changes they would suggest for the potential enrolment scheme boundaries, what they think could set this school apart from others, and anything that could make them like the option more or less, all using open-response comment boxes.

The third section assessed the second option with a referral to the online information. Preference was assessed as above on a 10-point scale. Participants were asked which year group separation they preferred. They were given two options, year 9 – 10 junior campus and year 11 – 13 senior campus, or a year 9 – 11 junior campus and year 12 – 13 senior campus. They were asked what they would like to see introduced to a second campus, and what could make them like the option more or less using open response comment boxes.

The fourth and final section asked which of the two options were participants' favourite using a forced response (picking only one option). This was done in the first round of engagement in order to assess which option, in general, was the most “favourite”, as well as assess the levels of preferences to determine whether there were strong preferences for and against each option individually. They were also asked how a new school or second campus might be best used for the community in an open response comment box. Finally, participants were given the opportunity to make any final comments before being thanked for their time and their response being recorded.

Responses were analysed using basic descriptive statistics and qualitative analysis. Comments were analysed using thematic analysis, meaning that comments were organised into categories based on their content, similarities in language etc. This was done inductively, thus themes were not decided prior to analysis. Where open-ended questions were asked, the themes are given with the number of references made by participants. Some participants made feedback that others did not raise, thus some themes emerged which had very few responses. Because of this, for a theme to be included, the cut-off was at least *five* references.

Recruitment

Recruitment was done by contacting schools, giving them the information sheet, directing them to the online information, and asking them to distribute the information sheet to staff, parents, and students (such as through e-mail and advertising on their social media pages).

The following schools were contacted to participate and distribute information, as well as to invite their Boards to make a submission:

- Broadfield School
- Burnham School - Te Kura o Tiori
- Rolleston School
- Springston School
- Waitaha School
- Weedons School
- Clearview Primary
- Rolleston Christian School
- West Rolleston Primary School
- Lemonwood Grove School
- Rolleston College
- West Melton School
- Te Rōhutu Who
- Lincoln High School

The following Early Education Services were contacted to participate and advertise to parents:

- Kidsfirst Kindergartens Burnham
- BestStart Rolleston
- Ako Rolleston
- Active Explorers Rolleston
- Kanuka Tawharau/Rolleston Playcentre
- Burnham Nursery and Preschool
- Selwyn Kids Limited
- The Cats Pyjamas Preschool
- Burnham Country Montessori
- Paradise For Little Angels
- Selwyn Kids
- Bright Beginnings Montessori
- Lollipops Rolleston
- BestStart Faringdon
- Rolleston Playgroup
- Stems from Homes 3
- Blossoms Educare Rolleston Limited
- Kidsfirst Kindergarten West Rolleston
- Three Trees Learning Centre
- BestStart Faringdon East

The Chairperson of Te Taumutu Rūnanga was also approached to provide feedback on the options. The Chair of the Rolleston Residents Association was contacted to relay the information to others in the community.

Submissions

Six submissions were received. This included three e-mailed responses from the public, one website submission (general comment submitted via the website contact form) from the public, one school Board response, and feedback received from Te Taumutu Rūnanga.

The four public submissions were incorporated into qualitative analyses (thus their feedback is reflected in the thematic analyses presented in this report).

The Board response was from Lemonwood Grove School stating that they did not have a preference for either Option 1 or 2 as they felt that there would not be a significant impact on their school.

Te Taumutu Rūnanga stated that the additional information provided in this round of engagement did not affect their preference for a new independent state secondary school.

Released Under the Official Information Act

PARTICIPANTS

654 people in total participated in the online survey. 157 participants were removed from the dataset for not answering any questions or providing any feedback beyond demographics. 23 participants indicated that they were students as well as parents. These responses were not automatically deleted but were assessed individually for authenticity based on their responses to other questions. It is possible that parents participated in the online survey with their child present as a joint response. These participants all answered questions and gave non-random, genuine feedback, and thus were retained in the dataset. 1 additional respondent was removed from the dataset for responding randomly (ticking all tick boxes).

After removals, the remaining data set consisted of 496 participants.

Table 1 below shows the connections that participants had to education in Rolleston. Participants could belong to more than one group, for example being a parent as well as a teacher, thus the percentages add to more than 100% and the participant numbers add to more than 496. Participants who selected 'other' and then wrote something that could fit into one of the other categories (e.g. "Teacher") were recoded to that category.

Table 1: Participants' affiliations to schools in Rolleston.

Group	Number	Percentage
Current student at a school in the Rolleston area	91	18.3%
Former student at a school in the Rolleston area	10	2.0%
Parent/primary caregiver to one or more students attending school in the Rolleston area	283	57.1%
Parent/primary caregiver to one or more children who will attend schools in the Rolleston area in the future	105	21.2%
Teacher or staff member at a school or ECE in the Rolleston area	90	18.1%
Interested community member	53	10.7%
Other	19	3.8%

Parents and primary caregivers made up the largest participant group. Nearly one fifth (18.1%) of responses were from teachers and staff in the Rolleston educational network. This is a much larger sample of staff compared to the first round of engagement in 2020 (7.8%).

Those who put 'other' gave the following details:

- Parent with student(s) attending school outside of the Rolleston area
- Ministry of Education staff
- Board member of a school
- Parent of a former student who attended school in the Rolleston area
- Grandparent of student(s) attending school in the Rolleston area
- Grandparent of student(s) attending school outside of the Rolleston area

- Volunteer
- Road Safety Coordinator
- Partner of parent/primary caregiver
- In-zone for Rolleston College but will send students to school outside of the Rolleston area
- Parent planning to move to Rolleston
- Teacher at a school outside of the Rolleston area
- PLD consultant

Table 2 below shows the schools participants were affiliated with. Again, people could be affiliated with more than one school (e.g. having multiple children at multiple schools, being a parent and staff member etc.). This means the percentages add to more than 100%.

Table 2: Participant school affiliations.

School	Number	Percentage
Burnham School – Te Kura o Tiori	8	1.6%
Clearview Primary School	90	18.1%
East Rolleston School	2	0.4%
Kingslea School	2	0.4%
Lemonwood Grove School	67	13.5%
Lincoln High School	13	2.6%
Rolleston Christian School	9	1.8%
Rolleston College	256	51.6%
Rolleston School	61	12.3%
Waitaha School	4	0.8%
Weedons School	11	2.2%
West Melton School	26	5.2%
West Rolleston Primary School	67	13.5%
Other	22	4.4%

The schools listed as 'other' include:

- Villa Maria College
- Our Lady of Victories School
- Darfield High School
- Lincoln Primary School
- Christchurch South Intermediate School
- Broadfield School
- Fendalton Open Air School
- Westburn Primary School
- Templeton School – Te Kura o Rātā
- St Bernadette's School

Participants also listed early learning services they are affiliated with. These include:

- Burnham Kidsfirst
- Paradise for Little Angels Preschool
- West Rolleston Kindergarten
- BestStart Faringdon East

Rolleston College was the school with the highest level of representation from participants, followed by Clearview Primary School, Lemonwood Grove School, West Rolleston Primary School, and Rolleston School.

Table 3 details the ethnicities of respondents in the survey.

Table 3: Participant ethnicities.

School	Number	Percentage
New Zealand European / Pākehā	425	85.7%
Māori	50	10.1%
Pacific Island	4	0.8%
Asian	34	6.9%
Other	32	6.4%

Other ethnicities include:

- Indian
- United Kingdom
- South African
- European
- South American
- American (United States)
- Australian
- Canadian
- Mixed race (without specifying)

PREFERENCE FOR BOTH OPTIONS

Preferences for the two options at this stage of engagement was assessed in two ways. Participants were asked which of the two options is their preferred (forced-choice) and what their level of preference is for each option. Table 4 below shows the number of participants preferring both options when they can only pick one. 469 participants answered this question, and the percentages are calculated from this number.

Table 4: Preferred provision option.

Preferred option	Number	Percentage
Option 1: A brand new secondary school with its own enrolment zone	172	36.7%
Option 2: A second campus of Rolleston College	297	63.3%

These results are quite different from the results from the same question in the first round of engagement. In 2020, the split was more even with more people preferring Option 1 (54.3% for Option 1 vs. 45.7% for Option 2).

Additional information, such as the knowledge of how a Rolleston College senior campus would operate or how zoning would look for a new school, is likely to have influenced the preferences of some community members since the first round of engagement. Feedback on these two options, including the issues of zoning, will be discussed in the following sections of this report.

Participants assessed their level of preference for each option on a 10-point scale where 1 = Very low and 10 = Very high. The values 1 – 3 were coded as opposed, 4 – 7 as neutral, and 8 – 10 as in favour. Figure 1 shows the preference of participants for Option 1. 493 participants answered this question. Due to the nature of this engagement, many participants gave 1's or 10's, showing solidarity to their favoured option.

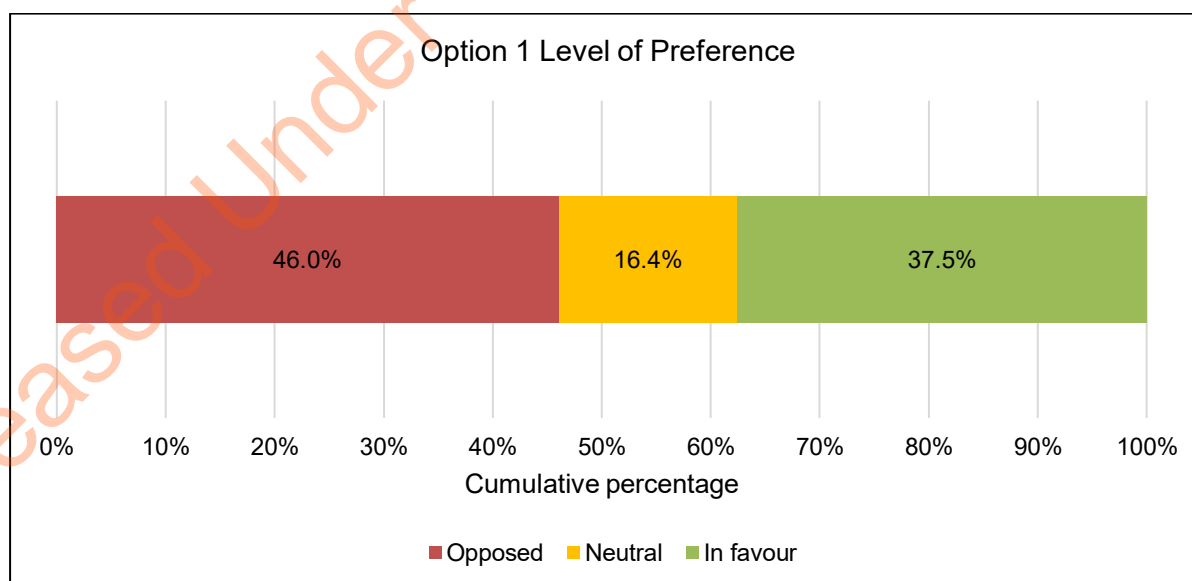


Figure 1: The level of preference for a new independent state secondary school.

Relatively few participants felt neutral about this option with the data skewed to the extreme ends of the data. Nearly half of participants were opposed to this option. Feedback on the

zones is discussed in the following section of this report which sheds some light on why many participants felt this way. Positives and negatives of both options were discussed in detail in the first engagement.

Figure 2 displays the data in the same way for Option 2, a second campus of Rolleston College. 476 participants provided an answer to this question.

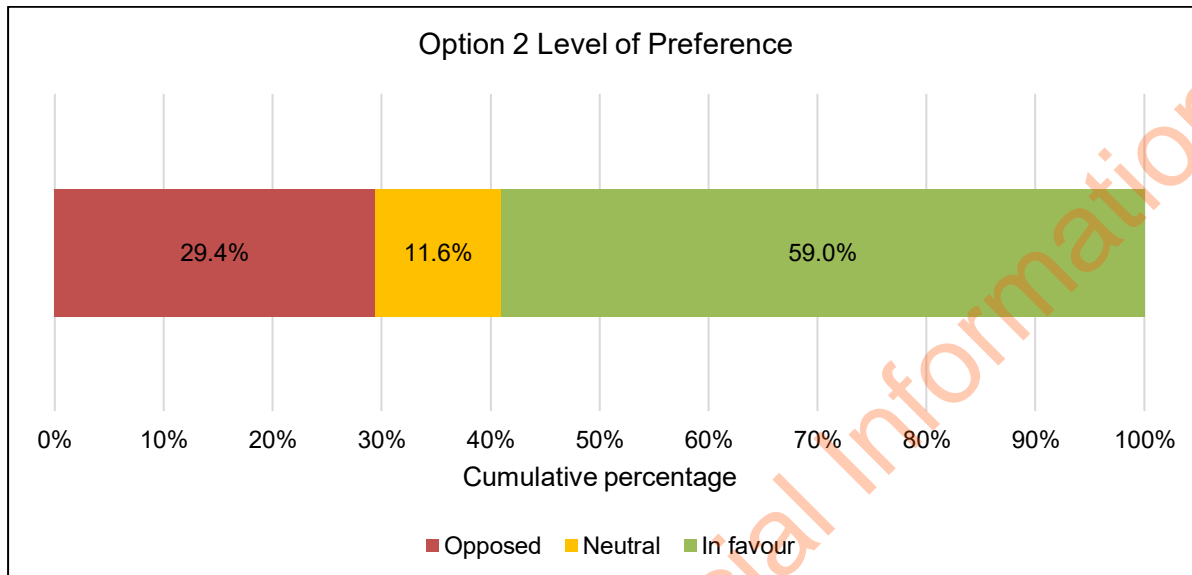


Figure 2: The level of preference for a second campus of Rolleston College.

Again, relatively few participants were neutral and many gave ratings of 1 or 10. More than half of the participants were in favour of this option. Compared to Figure 1 above, there was less opposition to this option.

Based on these findings, Option 2 had a higher preference among the community and should be considered as a future option for secondary education in the Rolleston area.

OPTION 1 FEEDBACK

This section outlines the feedback received on a new independent state secondary school. The additional information that was given to participants is shown in Appendix A of this report. This includes the information that participants were told regarding the proposed zone for a new school and the search area for the site.

Zoning was a contentious issue in the first round of engagement and this information was necessary for participants to align themselves with either option. For many, zoning in the area could make them more opposed to a new secondary school, thus the information on a proposed zone could have dissuaded them from this option when they originally indicated they would prefer a choice between two schools without zoning.

Figure 3 below shows the levels of support participants had for the proposed zone of a new independent state secondary school.

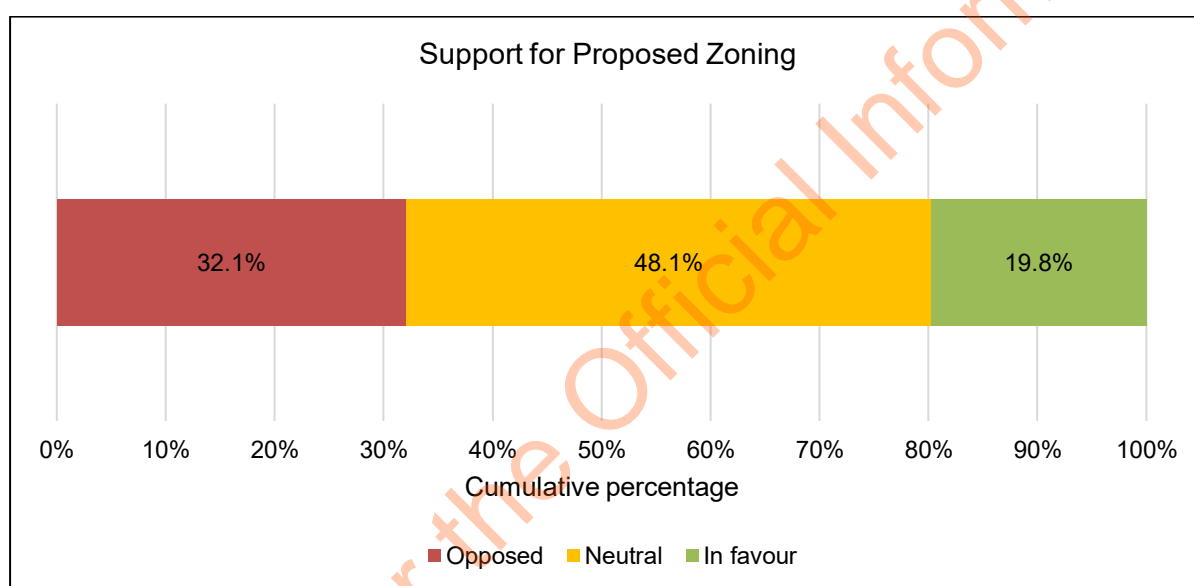


Figure 3: The level of support for the proposed home zones of Rolleston College and a new independent state secondary school.

The results in Figure 3 show there was disagreement among participants regarding the proposed zones for both secondary schools with approximately one third being opposed to the potential zone and a majority being neutral.

Zone Feedback

Participants were asked what positives and negatives there were of the proposed zones for Rolleston College and the new secondary school. The maps they were provided are shown in Appendix A.

Table 5: Themes for the **positives** of the potential zone.

Positives (themes)	Approximate references
Accommodates growth	31
Do not perceive positives	24
Proximity to schools	9
Convenience	8
School rolls	8
Does not affect them personally	5
Logical split	5

Accommodates growth

The most positive feature that participants identified regarding the proposed zoning was that it would accommodate growth in the Rolleston area. The rapidly growing population and current crowding at Rolleston College has been a concern for some families and introducing zoning with a new school had the potential to alleviate roll stress on Rolleston College and accommodate additional families moving to the area.

“The proposed area for the second college is growing in population quickly, so will service the needs of that area.”

“Rolleston is certainly growing out the Faringdon way so makes sense for a new school zoned for there.”

Do not perceive positives

When asked what positives there were with the proposed zones, some participants responded that they didn't perceive any benefits with the zoning or with the concept of a new secondary school.

“Cannot see any positives with the proposed home zones.”

Proximity to schools

Some participants viewed the distance between homes and the schools positively as the zones would mean that families are in zone secondary schools that are closest to them.

“the students zoned for the college would be close to it.”

“Localization, is good. Kids get to go to a school close to home.”

Convenience

This theme encompasses the ease of access and time to travel to the nearest secondary school. Some participants felt that a new zoned secondary school could provide families with the convenience of getting a student to a school nearest to them.

"It would divide the lower half of Rolleston and make it so it is easier for the students that live in that area to access school."

"The home zones also saved students time in transporting to their closest schools. Their ability to travel by themselves frees parents from dropping off and pick up kids."

School rolls

A new secondary school with zoning could alleviate high school rolls at Rolleston College and ensure that secondary schools do not become overcrowded in the eyes of some participants.

"...keep numbers at schools manageable."

"The zone looks to produce a smaller school which would be nice."

Does not affect them personally

Some participants approved of the zones because it did not affect them personally and they would still be in-zone for Rolleston College.

"Accessibility to current college remains for full time at school. New college is further away for us."

"We are zoned for the current Rolleston College by being West of Rolleston. That means our zones won't change."

Logical split

This feedback pertained to how the zones were perceived to be logical splits and appropriately placed.

"seems a sensible split for CURRENT Rolleston development."

"The zoning for Rolleston College seems appropriate."

Table 6: Themes for the **negatives** of the potential zone.

Negatives (themes)	Approximate references
Community division	51
New zone very small	41
Opposed to zoning	32
Zones not evenly split	23
Will not accommodate further growth	15
Do not perceive negatives	15
Search area too close to Rolleston College	10
Does not accommodate surrounding areas	10
Separates students	5

Community division

The division of Rolleston into two zones was the biggest concern raised by participants regarding the proposed zones. They are concerned about the impacts of potential 'us' vs. 'them' mentalities, negative interschool competition, and areas of high demand/affluence that could be brought about by zoning. There is some belief that proposed zones include different levels of affluence which could create socio-economic divides in education, and these participants would prefer to see Rolleston united as a single community through its college.

"I don't support this option it will divide the community too much."

"Very high density living in this area. Concerned that the two schools would have quite different socio-economic profiles creating a negative perception in our community and a sense of separatism which goes against our vision of building communities (and Rolleston is a community focused town)."

"These zones will also create a bit of a divide ie Faringdon/acland park families will probably be wealthier and then there will be a divide via income in the area which could lead to some negative consequences."

New zone very small

In the maps provided to participants, the proposed zone for a secondary school appears smaller in size compared to Rolleston College and situated in an area where there is further development planned and the population is forecasted to rapidly grow. Some participants felt that this proposed zone was too small and could not adequately service the community.

"Why is the second school (blue zone) so small? Rolleston is going to continue growing and that needs to be taken in to account when zoning."

"Its a pretty small zone even with the expanding growth in Rolleston."

Opposed to zoning

As was a common theme in the first round of engagement, many participants expressed a dislike for the concept of enrolment zones and pointed out that the proposed zones take away the potential for families to have a choice in where they send students and picking a school suited to their chil(ren)'s needs. These participants expressed that residents in Rolleston should have access to their chosen schools rather than need to live in the zone for the school they believe is best for them.

There was also an assumption by some participants that the new secondary school would operate differently from Rolleston College and have different fundamental philosophies of teaching and learning.

"I am not a great fan of zones as I would like to have the freedom to choose where I can send my kids to high school regardless of which zone we stay in."

"I believe Rolleston is still a small town and all young people should be able to choose their preferred school. Create two different styles of learner, giving young people options instead of creating schools where all types of learners must fit into one environment."

Zones not evenly split

Similar to the issue of the new proposed zone being too small, some participants felt that the zones should be more evenly split, essentially 'halving' the secondary population of Rolleston with two schools equal in capacity. These participants were concerned that the proposed enrolment zones result in too many students at Rolleston College and not enough at the new secondary.

"There is clearly an inequity relating to the current allocated school zones. How can a starting roll of 230 be considered appropriate compared to 1300 on current site (data quoted at meeting #1)."

"The zones look very uneven and Rolleston College looks like it would still have high numbers."

Will not accommodate further growth

There was concern that the size of the proposed new secondary school enrolment zone would not be able to cater to the growing population and further developments planned in Rolleston and that continued growth needs to be addressed early to avoid overcrowding at current schools.

"Does not take plan changes currently in process into account. Please keep an eye on rapid development here, there will be another 4000 kids to educate before you know it."

"I think that if you are going to have a second high school and make it big as well to plan for more future growth. 500 pupils to cater for is not enough. You should be building a school to accommodate the same as what the college is now. Do it once and do it right."

Do not perceive negatives

As with the positive feedback, some participants did not perceive there to be any negatives and were happy with the proposed enrolment zones.

“There are no negatives... We live in a good zone is not the current rolleston college one.”

Search area too close to Rolleston College

If a new secondary school were to be built in Faringdon, some participants believe that the search area provided is too close to Rolleston College. With further development planned in Faringdon, this could mean the school is positioned too far north for it to be close to the majority of residents' homes.

“The new school is set too close to the College.”

“I guess means both schools will be located on one far edge of the zones rather than centrally located within each zone.”

Does not accommodate surrounding areas

Some participants gave feedback regarding the surrounding areas in Selwyn. They indicated that the proposed enrolment zone for a new secondary school does not accommodate projected growth in surrounding areas and developing areas in Selwyn.

“Doesn't take into account any new large scale development in outlying areas like West Melton with over 500 new sections proposed in zone changes.”

“Given the catchment why is the second school going in in Rolleston central- why is it not on the other side of the main south road where it could be the main high school for all those who currently travel from weedons, west Melton burnham etc.”

Separates students

There was a concern that student peers could be separated from one another in the transition to secondary school as some would be attending the same feeder school but be separated into different zones. Keeping strong student links throughout education was important to these participants.

“Children that attend primary school but have moved (still within Rolleston) then would not be able to continue on to high school with their friends.”

“Has there been any consideration for children who currently go to Primary schools who fall into the Rolleston College zone and therefore have made friends there but will then be zoned to the potential new high school and therefore away from their friends. This would have large wellbeing issues for these kids.”

Feedback was gathered on what changes and amendments participants would recommend to the proposed zones (and search area). The themes are summarised in Table 7 below.

Table 7: Themes for the suggested amendments to the potential enrolment zones and search area.

Amendments (themes)	Approximate references
Increase new zone size – create a more even split	32
Don't zone Rolleston	29
Extend zone outside of Rolleston	14
Change search area	11
Increase zone size to accommodate growth	6

Increase new zone size – create a more even split

Comments about increasing the size of the proposed enrolment zone and splitting the enrolment zones more evenly were grouped together as both suggested the same change to be made: for the proposed new enrolment zone to take a higher proportion of Rolleston students. Some participants specifically said that the new proposed enrolment scheme should aim to alleviate roll stress at Rolleston College.

“Try and get the projected role to be even between the two schools.”

“Make the zone for the new school larger. The two school's don't have to be the same size, however there shouldn't be as sizable a variation.”

Don't zone Rolleston

A lot of negative feedback on the proposed enrolment zones was due to participants being opposed to zones. As a result, several participants recommended Rolleston doesn't have zones or the entire area be encompassed within one very large zone. They repeated feedback that families should have choice of what secondary school they utilise and the Rolleston community should not be split.

“Open enrolments to both schools to allow for greater parent choice over which high school our children attend and what suits their needs best.”

“I wouldn't have boundaries within Rolleston believing that families should be able to choose what school they wish to attend. This allows for diversity within communities instead of separation/boarders which will therefore split the community in half.”

Extend zone outside of Rolleston

Some participants felt that the proposed enrolment zone for the new secondary school should extend outside of Rolleston into surrounding areas such as West Melton, Burnham, Dunsandel, Weedons, and Springston. In some instances this did not take into account the current zone boundaries.

“Please keep the local rural kids in mind - there are plenty and we don't want to have to travel to Chch for schooling.”

“To expand the zone past Selwyn river, to Dunsandel as the new proposed school would be closer.”

“Explore the potential for Burnham, West Melton and Weedons to be zoned for the new school.”

Change search area

Some participants wanted the search area for the new school to change. Some of the recommended sites were:

- Further away from Rolleston College
- Across the road from Clearview Primary School (putting it next to Rolleston College);
- On the other side of Main South Road closer to Weedons, West Melton, and Burnham; and
- In West Rolleston

“Both high schools would be situated in close proximity. The second state high school should be moved out west as this would work better for zoning toward west melton.”

“If a new school is to go ahead then I believe the suggested campus is too close to the Rolleston College campus. If a new school is created it should serve to provide a more convenient location for students who are having to travel longer distances into Rolleston College.”

“I think the location could be closer to the West Rolleston area and spread the high school out a bit more.”

Increase zone size to accommodate growth

Several participants were concerned about the ability of the new secondary school to accommodate further growth in Rolleston. They recommended that the zone increase in size to accommodate areas that are expecting significant growth in coming years.

“I am just concerned that the rapid pace of growth isnt being fully catered for.”

“maybe just extend area out more, left and right of proposed zone as this is likely where Rolleston will extend.”

What a New School Can Offer

Participants were asked what could set a new independent secondary school apart from others. The themes shown in Table 8 are the unique value propositions perceived by participants.

Table 8: Themes for what could set a new school apart from others.

Amendments (themes)	Approximate references
A different learning model (traditional learning)	20
School culture	10
Specialist facilities/resources	7
Wider community school	5

A different learning model (traditional learning)

A common theme throughout this engagement is that many people in the community would like to have other options of education available in the community other the style of teaching and learning offered by Rolleston College. These participants specifically reference 'traditional learning', including things such as single-cell classrooms, smaller classroom sizes, one teacher per classroom, and single subjects (rather than blended learning).

While some argue that traditional learning models are superior, others state that the merit is in having systems that allow for all learners to flourish and for families in the community to have access to schools that best suit their children's needs.

"It could cater for those who don't want 'modern learning' and want students in quieter more traditional classrooms."

"Provide different learning environments than Rolleston college, there is a lot of demand for flexible learning environments that are not solely MLEs such as at Cashmere high school. Classrooms that can be separate or slide a soundproof door and group some classes together. Not all students find navigating MLE in high school easy. Easy to do if building from scratch."

"Less MLE structure to give the students who aren't coping at the current college a chance to stay schooling in Rolleston. There is more and more drive to leave Rolleston because the current school isn't in fitting."

School culture

Some participants felt that a new school could be characterised by the community that it builds, the culture and reputation it manifests, and the values that are developed and lived by students. If a second secondary school were to be the chosen option, participants stated that the schools should be a part of the same wider community to not create negative rivalry and ensure that all secondary school students in Rolleston are valued equally.

“That it links well with the Rolleston college. Chch has an interesting view on High Schools - where your worth is based on where you went. Not sure how, but would be great to stamp this out in Rolleston, if two separate high schools went ahead.”

“The values and environment of the community and people. West Rolleston school has a fantastic vibe and energy in the school, be great to see that carry through to a high school.”

Specialist facilities/resources

Having the facilities and resources to be a school of the future that prepares students for the future was valued by some participants. They stated that there should be high-quality specialist facilities and resources that enable a high calibre of education.

“Good indoor basketball gym and good weights room, also go cooking facilities.”

“It could have a different focus of education, focus on more farming subjects, horticulture and create ties to Lincoln University.”

Wider community school

Those who advocate for extending the zone to include surrounding areas such as West Melton believe that a new secondary school could be school that accommodates these areas. They also state that it could have a rural focus to bring these communities together. Again, these responses sometimes did not accurately reflect the current enrolment scheme boundaries.

One of the quotes below highlights that the school, rather than being differentiated, should align with the principles and values held by the Kāhui Ako and be integrated into the Selwyn community, rather than be an outlier.

“Be purpose built for local students I.e. weedons/west Melton, not built just for Rolleston.”

“Why should there be something that sets it apart from others? It should closely align with the principles and values held by the Kahui Ako. It should be a part of the community. Nothing should set apart from others. Which is why we shouldn't have another independent secondary. MOE needs to show some vision.”

Feedback on Option 1 Preference

As with the first round of engagement, participants were asked what could change their preference and make them like Option 1 more or less. This helps inform if Option 1 were to go ahead, what could make it more or less appealing to community members. Table 9 shows what could make participants like Option 1 more.

Table 9: Themes for what could make participants like Option 1 **more**.

Amendments (themes)	Approximate references
A different learning model (traditional learning)	17
A school different from Rolleston College	8
No zones	6
Out-of-zone application opportunities	5
Specialist facilities/resources	5

A different learning model (traditional learning)

As with earlier feedback, some participants prefer a more traditional model of teaching and learning. Having a new school which is more traditional could make some participants like this option more.

“A different teaching style that moves away from student directed modern learning environment to a single cell style classroom.”

“I think it would be good for students and parents to have the option of a different type of learning environment.”

A school different from Rolleston College

Similar to the above piece of feedback, some participants would like a school that’s fundamentally different from Rolleston College with different offerings and its own unique identity.

“I really think a new standalone school should be established and allowed to develop its own strengths and identity.”

“Offering something different from the current high school.”

No zones

As some participants are against the concept of zones, some feedback received was that they would prefer a new secondary school to not have a zone or share one large zone with Rolleston College to encompass the entire community and offer families a choice in what secondary school they utilise.

“If the schools weren’t zoned and we had options of either school.”

“Getting rid of zones.”

Out-of-zone application opportunities

Those living outside of either zone would like there to be out-of-zone application opportunities so that, even with zones, there is a degree of choice.

“Have an out of zone ballot system in place for both colleges so there are more options. It's all well and good adding a new school, but if the new school doesn't suit the child they may not be able to attend Rolleston College due to boundaries and they might still have to go to Lincoln or Hornby if the family is unable to relocate.”

“Ability to consider enrolment of Rolleston College zone students who are unhappy with Rolleston College. Without this option, students will still need to apply to other schools much further away - eg Lincon High School, CGHS, CBHS etc.”

Specialist facilities/resources

While the physical aspects of a new secondary school cannot be determined at the current stage, participants would prefer a new school knowing that it would be equipped with specialist facilities and resources.

“That this was a state of the art school...”

“If the design was approached from a highly sustainable viewpoint. A lot more areas for wellbeing and outdoor engagement.”

Table 10: Themes for what could make participants like Option 1 **less**.

Amendments (themes)	Approximate references
A different learning model (traditional learning)	8
A school similar to Rolleston College	6
A modern learning (MLE) school	5
Interschool / community competition	5

A different learning model (traditional learning)

While feedback has shown that several participants would value a new secondary school with more traditional learning, some people indicated that traditional learning that deviates from what is currently offered in secondary education in Rolleston would deter them from this option. This is not solely due to disliking traditional learning, but the view that Rolleston would be divided by two types of secondary learning with students being split into whichever one they lived close to.

“I think if the new school goes with a more traditional pedagogy model it could create a lot of tension in the community. Students being forced into learning through a particular model because of where they live.”

“Traditional and boring with kids sitting in a single cell classroom with set subjects.”

A school similar to Rolleston College

As earlier, participants would like a school different from Rolleston College. Some participants stated that a school that operates similarly to Rolleston College and with a similar identity would make them like Option 1 less.

“If it ends up being a copy of the existing school, that would be wasted opportunity.”

“If the second independent school ran similarly to Rolleston College it would not make us like the option of having a second independent school. If we did not have access to the second independent school we would not like this option.”

A modern learning (MLE) school

As with previous feedback, some participants would not like a modern learning environment in a new secondary school.

“Having a new non open plan school.”

“The modern learning environment. Maybe build a less modern learning environment so that parents and learners can choose the school that best suits them. I wonder how much control the community has over the decision of the physical environment of the new school.”

Interschool / community competition

If the school were to result in unnecessary competition between secondary schools or within the community where there is a ‘us’ vs. ‘them’ mentality.

“I think the community is just really starting to find it's identity and to add another school to the area would create unnecessary rivalry. We have healthy competition with Lincoln Darfield and Ellesmere, we don't need it within our community.”

“Division within a small community.”

OPTION 2 FEEDBACK

This section discusses feedback specific to a second campus of Rolleston College separated by age. The additional information provided to participants is shown in Appendix A. This includes a video curated by Rolleston College on how teaching and learning would operate across two campuses where a new campus would be either a year 11 – 13 campus or a year 12 – 13 campus.

Year Level Split

The principal of Rolleston College indicated that NCEA level one could be phased out of Rolleston College and a year 9 – 11, 12 – 13 split could be preferable to some if this were to happen. The second campus, which would accommodate seniors, would be purpose-built to facilitate the curriculum at Rolleston College.

The first round of engagement found a preference for a year 9 – 10, 11 – 13 split if this option were to be chosen. With more information at this round of engagement (provided by Rolleston College), this preference has changed and is shown in table 11 below. 439 participants answered this question.

Table 11: Preferred year level split.

Preferred option	Number	Percentage
Year 9 -10, year 11 – 13 split	171	39.0%
Year 9 – 11, year 12 – 13 split	268	61.0%

The results indicate a preference for year 11s to stay in the junior campus before entering senior education at year 12. This would align with the potential for Rolleston College to stop offering NCEA level 1 certificates.

What a Second Campus Can Offer

Participants were asked about what a second campus could offer the community. These are shown in Table 12 below.

Table 12: Themes for what a second campus of Rolleston College could offer.

Amendments (themes)	Approximate references
Specialist senior learning / dedicated study spaces	44
Tertiary learning and career pathways	24
Traditional learning / small classes	21
Sports facilities	20
Community spaces	16
Practical work skills and trades	15
Performing areas and arts spaces	9
Specialty subjects not offered	7
Technology centre	6
Flexible learning spaces	6

Specialist senior learning / dedicated study spaces

The most referenced theme was that participants would like a second campus to have specialist facilities for senior education including quiet spaces for dedicated individual work and study.

“Chance for specifically specialized work spaces around NCEA for level 2 and 3.”

“Quiet spaces for study blocks that can be signed into with a system like the one at the reception instead of signing in with a teacher trying to teach another class. More specialised spaces for subjects like sciences, with equipment tailored to higher learning.”

“I really like the idea of setting up a new senior school with specific design based around the needs for year 12 - 13 students.”

Tertiary learning and career pathways

Participants would also like to see a second campus focus on preparing students and connecting them to tertiary learning opportunities and careers. This can be through strong connections with tertiary providers and local businesses. Specialist spaces such as a careers hub could also enable strong career pathways within the campus.

“Specialised vocational pathway programs.”

“More programs to help with pathways to trades and other optional other than university.”

“More specialised areas/spaces to allow for greater connections between tertiary education and employment.”

Traditional learning / small classes

In line with other feedback on modern learning environments, some participants believe that a second campus could provide traditional learning spaces for senior students and smaller, more focused classrooms.

“Smaller classrooms so children can focus more on just the one subject they are studying in a quieter environment with more teacher guidance.”

“A change in learning to be more structured than activity based.”

Sports facilities

Some participants wanted specialist sports facilities such as large fenced areas, gym facilities, a pool, wet weather sports areas, squash courts, courts, and a large rugby field that can accommodate various sports and activities. Having spectator areas and tiered seating would enable community sports events to occur.

“More sports facilities that account for spectators, as there aren't any such spaces here so we can't host a sports event. Dance/ yoga spaces near the sports area so changing spaces can be shared.”

“Another gym, covered outside sports/turf.”

Community spaces

Some participants expressed that it is too expensive to use the current Rolleston College facilities. They would like the new campus to enable community usage with spaces for meetings, classes, events, and other community activities.

“Ability for community to book space at reasonable prices. Community education (e.g. night school, ARA outreach).”

“The first schools is a PPP which makes community use of the facility a little difficult. We have a fantastic chance to create another site that has more open facilities for community use.”

Practical work skills and trades

Some participants would like there to be more facilities for teaching trades and practical work skills. Some specifically referenced a trades academy that could facilitate this type of hands-on education.

“More of a Trades Academy.”

“...more trade focus and other facilities. The current college seems short on hard materials, trade type jobs.”

Performing areas and arts spaces

A dedicated theatre with tiered seating, as well as specialist arts spaces was recommended by some participants who would like to see a new campus foster creative pursuits.

“More emphasis on the arts. The current school has superb sports/P.E facilities, but the ‘theatre’ is only a simple auditorium.”

“Larger performing arts area.”

Specialty subjects not offered

Some people stated that a new campus could offer specialty subjects that are not currently offered at Rolleston College specifically for senior students. Specific examples given were multiple languages, automotive mechanics, and other types of technology and hard materials.

“Hopefully a larger number of senior students would allow for a greater range of specialist subjects and activities for senior students, such as multiple languages being taught and a large range of sport, cultural activities and clubs.”

“Further options for languages and other non-core subjects. Double the number of student numbers in each year group would allow for more options than if they were split in half at separate independent secondary schools.”

Technology centre

A dedicated technology department with specialist technology spaces could be an opportunity for senior learning but also provide the wider community with a technology space. This could be used by junior schools as some still travel to Lincoln for technology education.

“Technology areas where the local primary schools can use for Years 7/8, to save them having to bus in to town or to Lincoln every week.”

“greater technology focus - innovative Tech centre.”

Flexible learning spaces

While some participants have discussed converting to traditional learning or retaining open learning spaces, others have stated that learning spaces should be flexible to allow for open classrooms as well as smaller, more focused learning environments. Flexibility can be achieved by accommodating both large and small learning spaces, incorporating more breakout spaces, and having dedicated quiet work areas.

“A mix of modern learning spaces and quiet focussed learning spaces.”

“More quiet spaces, and opportunities to adapt spaces for different needs.”

Feedback on Option 2 Preference

Participants were asked what would make them prefer Option 2 more or less. This may help inform if Option 2 were the chosen option, how it might best be implemented to meet community expectations.

Table 12: Themes for what could make participants like Option 2 **more**.

Amendments (themes)	Approximate references
Different (closer) search area	28
Transport between campuses	13
Strong connection between campuses	11
More information / research	8
Age specialisation	6
Community connections	5
Traditional learning / small classes	5
Tertiary learning and career pathways	5

Different (closer) search area

The search area for a new campus is the same as a new independent secondary school. Under Option 2, some participants believe this is too far from the original campus and that this would inhibit connectivity and travel between the campuses. They would like Option 2 more if the campuses were in closer proximity. There is fear that having campuses geographically separated will result in the campuses running independently, rather than as a united school.

“If this option was to be implemented then the two campuses need to be next to each other. The proposal had the two campuses 2k apart which is not workable for kids and teachers to switch between the two during the day, especially during winter when rain and ice may be present. This will result in the two operating independently. This will be detrimental for the kids, especially the kids operating above their peer group and those operating below their peer group. It would also lead to the junior campus struggling to get specialist teacher to work their as teacher junior grades is more demanding and less intellectually stimulating than teaching senior classes. For this option to work the campuses must be next to each other with a common staff room.”

“If the location of the second campus was closer to rolleston college... IE the Dog Park or Helpet park. Maybe the dog park could move to another site in rolleston.”

“Definitely if the two campuses were closer. I feel they are too far apart to make a proper connection. Year 13 leaders will not be able to lead so far

apart. Students will not have connections with junior to senior teachers if they moving to a different campus. The school will be too unconnected with the distance. How will the large number of students travel to a school so far away from the center of Rolleston.”

Transport between campuses

Travel between campuses needs to be considered as students and teachers will likely move between campuses at times. This will occur in seasonal weather and will involve crossing roads, so there are concerns regarding comfort and safety in enabling this. Participants would like to see consideration of safe transport between the campuses which allow students to conveniently travel between campuses.

Families with different aged students should also be considered as senior students may travel with juniors to and from school. The school start and end times should consider how different aged students travel together.

“Showing a great way of transport for learners to move between campus’s.”

“Provisions for siblings to travel together to school i.e. senior campus students being able to meet junior campus students at the days end to travel home.”

Strong connection between campuses

Having a strong connection between two campuses could make Option 2 more appealing. This would ensure that juniors and seniors are able to mix and interact, that facilities and spaces are shared and highly valued, and that joint activities and programmes can occur.

“Confidence the schools would be run to compliment each other with continuity for students as they progress through the years.”

“Not setting up ‘rivalries’ between schools etc. Opportunities for senior students to still mix with juniors.”

More information / research

Some participants would value having more information and research on how two campus school models work and how they benefit education and the community as a whole. Providing the community with information on how such models operate in other areas in New Zealand and what outcomes these can have for student learning and opportunities may help some participants better understand Option 2.

“More information around how the different age groups would be catered to.”

“Some definite research about the benefits of this option as hasn’t been widely done anywhere before.”

Age specialisation

Being able to specialise education for juniors and seniors could improve participants’ opinions around Option 2. This would mean that knowing a new campus would offer

specialised education and opportunities to senior students through things such as the facilities and resources offered, as well as the pedagogies and practices adopted. Specialising for seniors would also mean including learning opportunities for tertiary education and careers.

“Senior campus with consideration for senior learning. Eg ara's newest buildings.”

“More specialisation available for senior students = more alt education providers coming to Rolleston to offer more for students and potentially adult learners eg Ara.”

Community connections

A guarantee that a new campus would cater to the community (through allowing the community to enter and use the spaces) would make Option 2 more appealing to some. Hiring spaces should be affordable and accessible to enable the school to act as a community hub.

“I would like to see the new campus not a public private partnership... this partnership has removed a valuable resource from our community because people cannot afford to run events and night classes there.”

“Not sure if it will have it but would be keen on night classes - so specialist spaces that would allow for this.”

Traditional learning / small classes

As with the feedback on what a senior campus could offer, participants listed traditional learning and smaller class sizes as something that would make Option 2 more appealing.

“If it was run in a more traditional manner.”

“Smaller classes, different learning style.”

Tertiary learning and career pathways

Knowing that a second campus has strong connections with tertiary providers and career pathways could improve preferences for Option 2. This would include offering tertiary opportunities to students such as having access to university papers. Some would also value real world learning experiences, such as working in spaces that resemble office/working environments.

“...perhaps linking to tertiary pathways beyond Rolleston college.”

“Make it more like a real world office work environment.”

Table 13: Themes for what could make participants like Option 2 **less**.

Amendments (themes)	Approximate references
Site too far away	12
Campuses not connected	10
Poor transport between campuses	6
No junior / senior interaction	6
More information / research	5

Site too far away

Some feedback was received that the search area for a new campus is too far from the current Rolleston College campus. Participants stated that having the campuses further apart, or too far apart, could lessen their preference for Option 2.

“Further away. 20-30 mins walk away is pretty far. Be better if only say 10 min walking distance.”

“As above, if both campuses are geographically spread out then less appealing - would rather have my children at the same place.”

Campuses not connected

If the two campuses were not connected as a united school, the school could suffer from having two independently run institutions where teachers and students do not spend time at the other campus.

“I would be concerned that school pride might suffer with 2 campuses.”

“Logistics for teachers getting between campuses. Would teachers be forced into teaching one age group because they could not make it to classes on the other campus?”

Poor transport between campuses

Having geographically separated campuses is a concern for participants due to having students and teachers who need to travel between them. This can occur in various weather conditions and requires crossing roads. Due to concerns with safety and convenience, participants would like Option 2 less if transport was not provided or did not cater to the students and teachers needing to move between campuses.

Transport should also be considered for families who live far from the proposed site of a second campus. A free bus or shuttle was suggested as a way to alleviate this problem.

“I am concerned about how students travel between the 2 sites. During the day to move between sites is lost learning time. Also concerns around safety moving between sites if unaccompanied. How can the school ensure student safety during school hours when they are responsible (in loco parentis)? My concerns are for vulnerable children (even up Year 13

students) who may be targeted during this transition time e.g. bullying or inappropriate behaviour. May also give distractions on the way between campuses e.g. stop at shops, stop in at home, stop at the park, safety walking through the park from other students and other members of society.”

“How people would move between the campuses. It would be a waste of time for student moving backwards and forwards like it was discussed at the meeting.”

No junior / senior interaction

As campuses may become disconnected, some participants are concerned that juniors and seniors would not have opportunities to interact. They reference leadership, role modelling, and inspiration as important reasons for juniors and seniors to interact and that issues in learning and wellbeing could arise if interaction is not enabled.

“If the interaction between all age levels is lost with the different campuses.”

“Losing the connection between young learners and seniors. One the major benefits of year 1-13 schools.”

More information / research

Additional information and research of a two-campus model being detrimental to learning and wellbeing could make participants like Option 2 less.

“Research that shows it a bad idea.”

COMMUNITY USAGE

Feedback on both options 1 and 2 showed that participants would value having a site that enables community usage and may act as a hub for the community. This could facilitate various community activities such as night classes, community meetings, events, competitions, performances etc.

The survey asked participants about how a new secondary school or second campus of Rolleston College could be used by the community. Note that the feedback in this section is specific to community usage of a new site, not overarching community benefits such as providing education to youth etc.

Table 13: Themes for how a new site could be used by the community.

Amendments (themes)	Approximate references
Night school / adult education	100
Venue for events / activities	68
Sports facilities and games	41
Pathway / career education	9
Non-PPP	7
Usable by other schools	6

Night school / adult education

The most referenced theme was for a new site to enable community learning opportunities outside of typical school hours. This could include night school to teach adults and various people in the community a range of different skills such as languages, cooking, technology etc.

“After school adult education opportunities.”

“Community classes would be amazing for Rolleston.”

Venue for events / activities

Participants would also like the community to have access to classrooms, a hall/theatre, and other areas for various events and community activities such as performances. It was stressed that hiring venues should be affordable. Venues for meetings were frequently referenced so community groups have a place with tables and chairs to regularly meet.

“the theatre and specialist meeting spaces could be used by the community for educational and non educational use.”

“They're is a lack of space for craft, coffee, reading and community groups. The new school could facilitate that with more traditional tables and chairs.”

Sports facilities and games

It was frequently referenced that a new site could have the facilities and resources to enable physical exercise, sports, and games for the community. This would accommodate spectators and have all necessities such as changing areas, showering facilities etc.

"I would hope that we would have a gym where there is room for spectators that could be hired as a venue for community events."

"Sports grounds would be available enabling more games to be held locally."

Pathway / career education

Community members and local businesses could enter the school to offer vocational training and work experience to students. This could not only support career pathways for students but also retain students within Rolleston as they move into jobs within the community.

"Yr 12&13. Specialist training that heads them towards a career with career advisors. Connections to local businesses to help transition them and retain our town population."

"Senior campus needs to develop strong links with the community so that future career pathways are built locally and local business can come into share their expertise and learner can go there as well."

Non-PPP

Specific feedback was obtained that a new site should not be a public-private partnership as this has resulted in schools such as Rolleston College being too expensive for the community to use. These participants would like the site to be a part of the community and easily used and accessed by the community.

"By offering difference it can potentially offer very different things to community. Not being a ppp will allow school more control over who uses facility and when."

"By not being PPP the new campus could be utilised more by the community outside of school hours."

Usable by other schools

Finally, the new site should have facilities and resources that can be used by other schools. This would allow opportunities for learning to be extended to the entire Rolleston community and no schools would need to go without access to specialist equipment and spaces.

"Hopefully facilities maybe be used by some primary school ie tech units."

"At the moment year 7/8 travel to the city to do manual classes , surely there can be more Facilities in the local school s that they can use!"

ADDITIONAL FEEDBACK RECEIVED

Some feedback was received from participants beyond those questions summarised in earlier sections. The final part of the survey allowed participants to offer a single comment or provide additional feedback. These comments were also analysed thematically and organised into categories depending on what component of this engagement they were specifically referring to.

Feedback on the Engagement Process

Some participants gave overarching feedback on the engagement process.

The need to address further development

11 participants referenced the growing population in the Rolleston area and stated that this engagement needs to address further development effectively. This is because without mitigation of accelerated population growth, the chosen option may quickly reach capacity before provisions are put in place for further education requirements.

If a second campus of Rolleston College were to be the chosen option, then further secondary requirements in the future beyond the projected growth numbers could prove problematic. This would result in two campuses of Rolleston College in two different locations, with the identified need for another secondary school somewhere which could divide the community.

Because of these reasons, people would like this engagement process to ensure that it adequately provides for the Rolleston community both now and long into the future before problems are faced with additional students.

This issue was raised at community meetings, and these people were encouraged to include their feedback in the survey also.

“There possibly will be the need for another high school still do if Rolleston College has a second campus closer to the existing site then a new school could be built somewhere else at a later date and not affect the current workings of the college.”

“There is a lot of land applications at the moment. It appears Rolleston is going to climb. They’ve been reactive. I’d hope as Rolleston’s growth continues it will see more primary schools and sustained growth, such as another high school. I’d like to see them move to being proactive rather than reactive.”

“To future prof the wider future growth in Rolleston. I think there has to be 2 independent high schools. if the growth is what it is now imagine what the numbers would be like in 10 20 30 years time, Seems short term thinking to try and control that from 1 leadership campus.”

Feels biased toward Rolleston College

At this round of engagement, no concrete information can be given on how an independent secondary school would operate and what facilities and resources it would have. This would require an Establishment Board as well as engagement with the local community about their

aspirations for a new school in the area. Because of this, however, seven participants voiced their concern that the engagement process feels biased toward a second campus of Rolleston College.

A video was made by Rolleston College on how a two-campus model could operate, and this was given time at the community meetings. Students also came to present their aspirations for a second campus of Rolleston College. These participants felt that this showed a preference for Option 2 and that a decision had already been made.

Without having information on a new secondary school, some participants have speculated on how this school would operate and have assumed that it will be fundamentally different from Rolleston College.

“Having Rolleston College present at the evenings including the principal creates massive bias towards one model. This indicates to me that the decision for a 2nd campus has already been approved.”

“As mentioned earlier, the time allocated to each option was not equitable. 5mins vs over 40mins. There was no fancy video to work through how an independent school would work, nor was there anyone providing a student/staff voice for this option - this does not seem equitable.”

Further engagement is needed

3 participants felt that further engagement is required to ensure that all voices in the community are heard, that both Options 1 and 2 are explored thoroughly, and that zones are adequately discussed.

“I have 3 children who have the potential to school in this area. I do not feel that all voices have been heard.”

“I feel that both options need to be explored further before I can make an informed decision.”

“Zones should be discussed/proposal if final decision is two independant schools.”

Feedback on Proposed Zones and the Zoning Process

Should be about choice

Something that was highly prevalent throughout this report was the idea that people in the community would like there to be choice for the community in what school they send their children so they may choose a school they think aligns with their students' needs. This was reiterated in the final comments.

“I would love to be able to choose the best high school suited to my children rather than be forced to move house in order to get the school of our choice. It shouldn't be about zones, but about choice.”

“It would be great for rolleston students to have a choice in the type of secondary school they attend. Many currently commute into CHCH schools because the rolleston college model would not suit them.”

“Stop allowing people to think that a second high school would allow choice. Rolleston schools are all zoned and with the growth the way it is this will remain in place for at least the minimum seven years and beyond.”

Change search area

Some other common feedback that was reiterated in the final comments was that the search area for a new site should be changed. For a new independent school, it is too close to Rolleston College for some, and for a second campus of Rolleston College, it is too far from the original campus.

“Please see sense and use the alternative land options within Rolleston along or around Broadlands to make it a bustling and vibrant education hub that is accessible, workable and physically connective. Saying that learners and staff will move between campus if the new site is off Selwyn Road is an idyllic dream.”

“Location currently proposed for the second school is not inclusive of the wider Rolleston population other than the Faringdon communities. What travel options will be put on the table for students living in the South West of Rolleston. Ideal location for a second school would be neighboring West Rolleston school.”

“It is sad that this was not looked at sooner and the right land was purchased. The second campus would have worked well but not from that distance. However a second school might disconnect a community.”

Search area safety concerns

Safety needs to be considered with search zones, and a couple of participants pointed out that expecting students and staff to move between campuses raises safety concerns as they will need to cross busy roads.

“The proposed location on a busy arterial and collector road will be a road safety issue that will be passed to Selwyn District Council to 'fix'.”

“Please give careful consideration to the location of either option to ensure safe and accessible options for the children in our community.”

Feedback on New School

Positive feedback

10 comments were made by participants at the conclusion of the survey saying that a new school was a good option and would be good for the community. Some also addressed concerns of others about school/community division.

“A lot of people see an independent school as a threat or opposition. I would like to think that if there were two independent schools that they would work collaboratively for the best for the community- students at other schools share curriculum courses across the different schools. There is no reason why this would be an issue if two independent schools existed. A kahui ako environment would also nurture this.”

“We have an opportunity to create a larger learning community by opening a second school that will benefit the wider Rolleston Community giving the opportunity of more experience and variety to join and build the community through a new school. A monopoly is never a good option.”

Community division

Some negative feedback on Option 1 is that it could result in a division in the community and create an ‘us’ vs. ‘them’ mentality within Rolleston. This was reiterated by 13 comments at the conclusion of the survey. Division within the community could also affect house prices as demand.

“We dont want bullying or devide in the community with kids fighting just because they go to a different uniform on etc. High is hard enough for kids. Make it easier for them. Thanks.”

“The social and housing aspect of the final decision needs to also be considered. Let's not separate into two colleges where certain areas in Rolleston potentially become more affluent than others based on what college students attend. This can cause division. Let's prevent a diversity split in the future. We have a unique opportunity to move Rolleston forward as one people.”

Time / cost of establishment

An issue that was identified by five participants was that a new school would take time to build its identity, develop its brand, and create its culture. This would also be costly due to needing to replicate facilities that are already offered at Rolleston College.

“The costs of setting up an independent school I.e. branding, logos, uniforms etc. should preclude this option as this money would be better spent in other areas of education.”

“I think it is a bad idea to do a separate school as it takes too long to establish it and the kids that go there will be disadvantaged. Less sports teams, music groups etc whilst the school sets themselves up. Rolleston college is already established so it makes sense to just add the senior campus.”

Opportunity for change

Offering a new secondary school could also be an opportunity for change in the community by offering something unique. This was suggested by participants who don't like the education offered at Rolleston College and want an alternative.

“Please consider a high school that is closed learning and structured. I am not a fan of rolleston college and while it may work for 20% of students who are self-motivated, I dont think the rest benefit greatly from this model at all.”

“I think you really need to look at what parents in the area are wanting. Many do not like full MLEs. There is a large amount of parents out here

sending their kids into town schools because of this which really isn't what it's meant to be. I know there's research for it but there's also research for a half and half MLE approach such as what they are doing at Cashmere High School."

Feedback on Second Campus of Rolleston College

Positive feedback

16 participants gave general positive feedback for Option 2 in their final comments, saying that it was a good opportunity for the community and a good opportunity to improve secondary education in the area.

"The Year 9-11 and Year 12-13 is a model which has proven successful overseas and I believe for our community would be a good solution!"

"I think the option of a second age separated campus of Rolleston College is the best option. They have been successful in the North Island and it would be a great opportunity to have this provision in Rolleston."

Do not like education at Rolleston College

As with earlier feedback, 10 participants reiterated that they don't like the education offered at Rolleston College. Because of this, a second campus of Rolleston College would be less favourable for them.

"Regardless of what the decision is, I have grave concerns for the 'trial and error' approach Rolleston College has taken with students' education. As a teacher in the area, I have been disappointed in the lack of boundaries and guidelines put in place and the low expectations for work completion... We have sent our eldest child to another high school as I do not trust the quality of education at the college. How will this change at a second campus if the same mindset is in play? I would hope to send my younger child there but I continue to be concerned with the lack of direction the school has. Please consider the leadership team and structures wisely."

"While they might advocate that the MLE environment is highly successful (again with no evidence), research would suggest otherwise. Mark Wilson's paper found 'no consistent evidence that the use of open learning spaces make any positive difference to student achievement' (Wilson 2015). As a very senior teacher, there is a reason that I drive past Rolleston College and work in a highly successful school on the other side of Christchurch."

Transport between campuses

Transport between campuses needs to be considered as this could be unsafe and inconvenient for students and staff. Travel between campuses needs to be prioritised if Option 2 is chosen.

"Travel between campuses would be the number one risk for a two campus school. The thought of kids and staff requiring to do this in poor

weather is frightening. It would also likely lead to kids catching rides in cars during school time which would be hard to manage and likely to lead to extremely bad outcomes. If a two campus school is chosen, I would expect the risk management of travel between the two to be clearly understood with a risk management plan in place with adequate funding. This needs to be clearly articulated to the community with appropriate feedback endorsing the plan (as it is the communities kids who are at risk)."

"25-30min walk from second campus to junior campus. Unlikely my child 'could be bothered'. Most seniors will stay in their own environment."

Separating juniors and seniors

6 comments expressed concern that juniors and seniors would be separated as they believe that they should interact, seniors should be role models and juniors should look to seniors for inspiration and guidance.

"I've got a lot of teacher friends, and their experience is that a junior and senior break up of campuses can get out of hand, and isn't their preference. I think it's important for the juniors to be able to see and look up to the leaders of their college, as role models, and also as a peer support go to as well."

"Last night I raised a few concerns about splitting Rolleston College into two campuses based on my experience teaching in this environment and I was a little concerned with Rachel Skeltons reply. One observation I shared was having junior high school students seperated off from the seniors is you lose that leadership and role modelling that is provided by the senior students in a standard high school."

4 comments made at the end of the survey were that the separation between juniors and seniors was ideal for students and this made Option 2 favourable to them. Separating students allows for education to be specialised and for each campus to have a different focus.

"I think having a separate senior school would be benefit both sets students. Ncea would concentrated in one area for the seniors and smaller class sizes. For the younger students, more concentration, smaller class and more attention from staff."

"A second campus allows for separation of a wide range of developmental stages and gives space to tailor the environment to the needs of those stages."

Too much division

Some negative feedback regarding Option 2 at the conclusion of the survey was that it involved too much separation. This could mean keeping students and staff separated at two different sites which won't allow for sharing of expertise and opportunities.

“There would be pressure on teachers to mainly focus on just one level of schooling. Diversity would be more difficult to cater for.”

“I feel that splitting Rolleston College over two campus would mean that there would be a loss of focus for the students as far as school culture goes, I think the kids would feel that they are at separate schools.”

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RECOMMENDATIONS

The community were engaged on two options for secondary education in the Rolleston area.

1) A new independent state secondary school with its own enrolment zone, or 2) A second campus of Rolleston College separated by age. The results indicate that the additional information given to the community at this round of engagement changed the preferences expressed in the first round of engagement.

Participants showed a preference for Option 2, a second campus of Rolleston College where the new campus would become a senior campus. While this was the preferred option, there are important considerations such as the distance students and staff need to travel between campuses as this can be an issue of safety with crossing busy roads and being outside staff supervision for 20-30 minutes during travel.

The recommendations below are based on the feedback received in this survey and consider some of the concerns raised by the community.

1. Based on the feedback of the community, it is recommended that the Ministry strongly consider Option 2, a second campus of Rolleston College.

Despite feedback regarding the search area for a new site and some concerns about the type of teaching and learning provided at Rolleston College, Option 2 was the most preferred option. This option allows for the community to be united with a single secondary school that provides for all of Rolleston and its surrounding areas. It also allows for specialist learning opportunities at the junior and senior levels with the potential for new specialist facilities and resources beyond what is currently available at Rolleston College.

If this is the chosen option, the following recommendations will ensure the best possible outcomes may be achieved based on the feedback of the community.

Recommendations if a Second Campus of Rolleston College is Chosen

2. Consideration should be given to the zone boundaries, and ensuring these accommodate upcoming developments in Rolleston and the surrounding areas.
3. If possible, a site closer to Rolleston College could be considered.
4. The junior campus should be years 9 – 11, and the senior campus should be years 12 – 13.
5. The Ministry should work alongside Rolleston College and the wider Rolleston community in designing the senior campus.
6. If students and staff are required to move between campuses, a form of shared transport (such as a regular shuttle) could be considered to ensure students are supervised during this travel time and do not need to walk during poor weather conditions.
7. The senior campus should focus on specialist senior facilities and include dedicated study and quiet work areas.
8. Consideration could be given to a technology centre usable by other schools in the community, and a careers hub that connects learners to tertiary education and careers.
9. A new campus should have highly flexible spaces that allow for students to learn in varying class sizes so that a mix of modern learning and traditional learning may be used.

10. Strong connectivity with Waitaha School at the senior campus should be retained.
11. Rolleston College will need to consider the connectivity between campuses with plentiful opportunities for juniors and seniors to interact.
12. Community usage should be considered with facilities being affordable and accessible for the community.

Recommendations if a New Secondary School is Chosen

1. Consideration should be given to the zone boundaries, and ensuring these accommodate upcoming developments in Rolleston and the surrounding areas.
2. Further work in aligning the secondary zones with the primary zones should be considered.
3. If possible, a site further west in Rolleston could be considered.
4. The Establishment Board should work alongside the community in designing the physical spaces as well as informing the pedagogies, values, and culture of the school.
5. The Boards of Trustees of both Rolleston College and the new secondary school should consider the number of out-of-zone enrolments they offer.
6. Strong connectivity with Rolleston College and the community as whole should be prioritised.
7. Community usage should be considered with facilities being affordable and accessible for the community.

APPENDIX A: WEBSITE INFORMATION

Thank you to all those who contributed feedback via the online survey and public meetings. Feedback is now being collated for analysis and to inform a report to the Ministry of Education on the community's views and preferences.

There is ongoing and projected growth in the Rolleston area, meaning that additional secondary provision will likely be required by 2025. In the second half of 2020, we engaged with the community from Rolleston and its surrounding area regarding the educational needs given the population growth in the area.

The community was presented with options for a new secondary school which is required to meet this growth. The options were for a new independent state year 9 – 13 secondary or a second campus of Rolleston College. A second campus could be separated by geography, age, or some other criteria.

The findings from the first round of engagement last year indicated that there were two preferred options. Participants also indicated that there was further information that they wanted about those two options that could influence their preferences. The first of the preferred options was a new independent state secondary school. Participants indicated that their preference for this option would be influenced by the site location and the school's enrolment zone.

The second preferred option was a second campus of Rolleston College separated by student age. Participants indicated that their preference for this option would be influenced by what teaching and learning would look like in a second campus model.

This second stage in the engagement process provides you with additional information on these aspects so that you may give informed feedback about the two options:

- A new independent state year 9 – 13 secondary school with its own enrolment zone
- A second campus of Rolleston College, separated by age

If you have any questions regarding the process, please do not hesitate to e-mail gabrielle@dandgconsulting.co.nz

Additional information

Additional information on each of the two options is included below, and these points may influence your thinking and preference prior to completing the survey or attending the meetings.

A new independent state year 9 – 13 secondary school with its own enrolment zone

This option would involve the creation of a new independent state secondary school in the southern Rolleston area. It would have its own identity, governance, uniform etc.

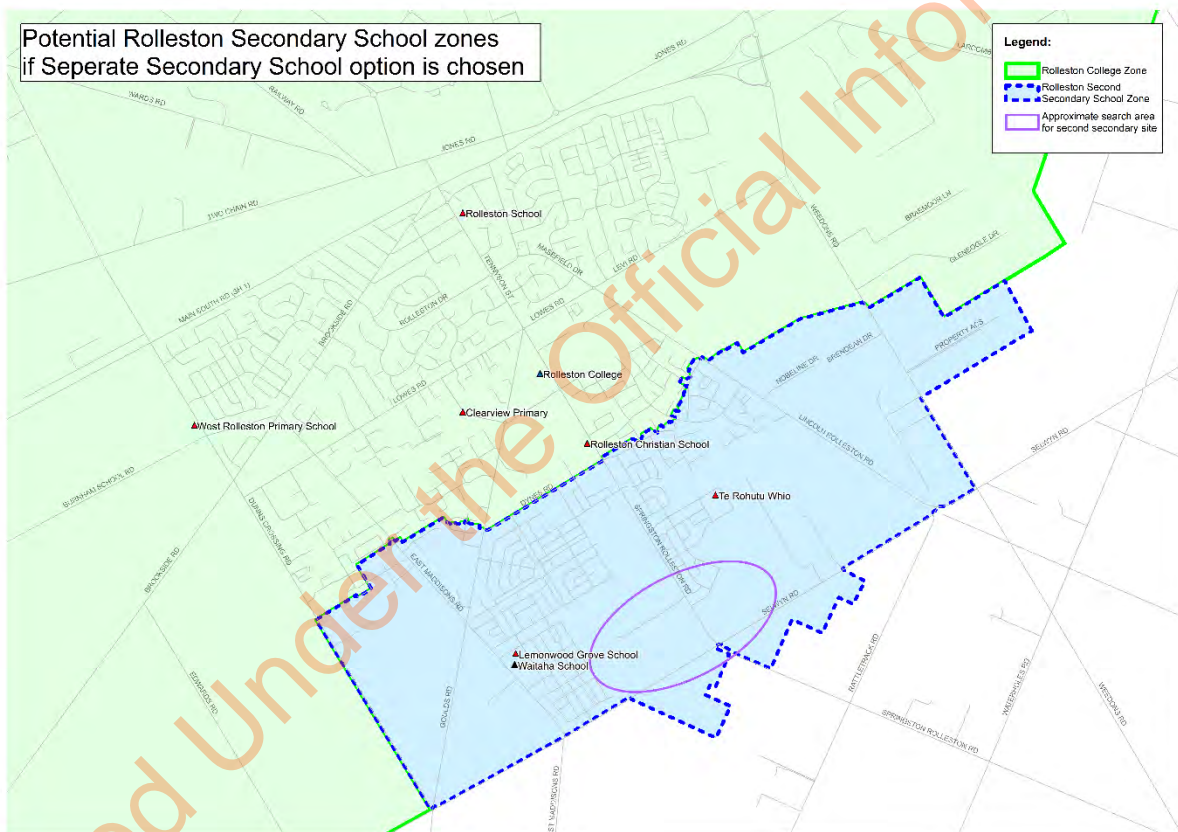
Currently, it is too early to know specific details of what this school would look like and how it would operate, and all these features would be informed by the community down the line.

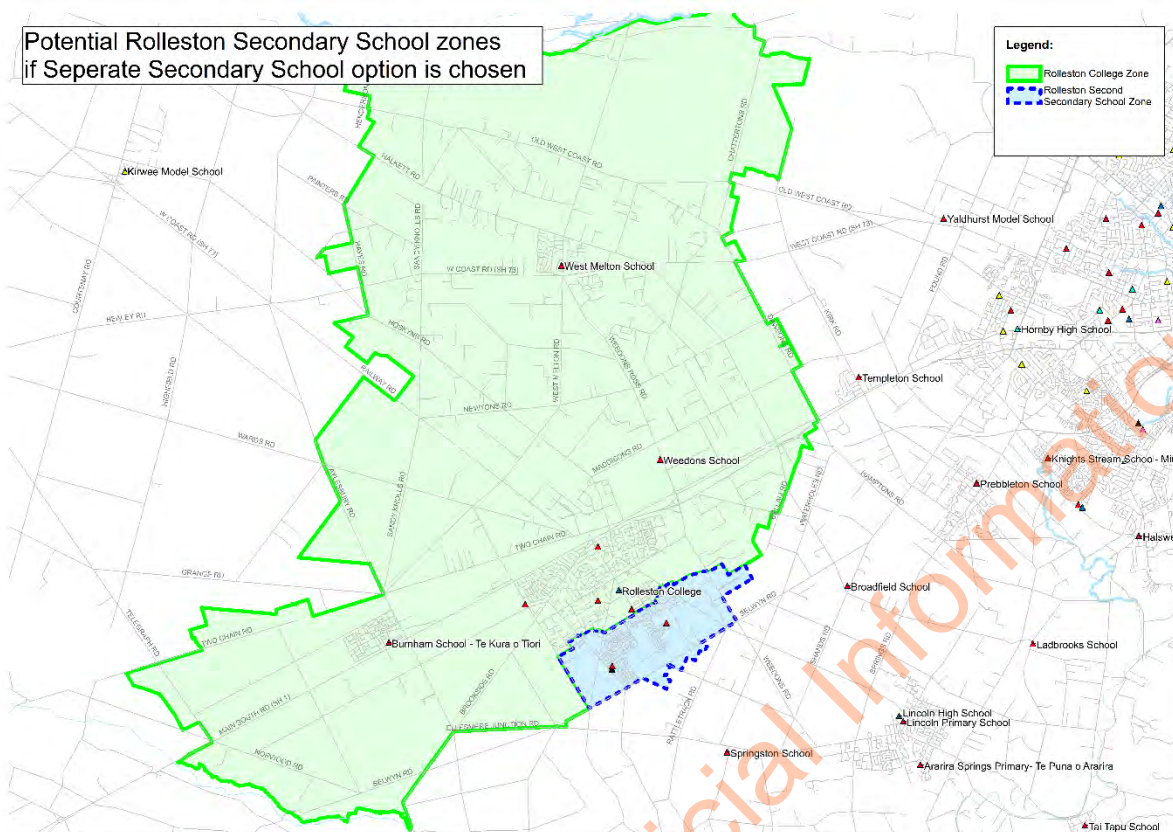
This new independent state secondary school would have its own enrolment scheme home zone and the current Rolleston College home zone would be adjusted to allow for this. Students living in the home zone of the new school would have access to that school, and students living in the home zone of Rolleston College would continue to have access to

Rolleston College. It is likely that neither school would take out-of-zone students, as is current practice in the Rolleston area.

Students attending Rolleston College who are living in the area that becomes part of the new school's home zone would continue to be able to attend Rolleston College. Also, 'grandparenting' provisions may apply which ensures that if an address becomes out of zone of Rolleston College due to a reduction in the size of its zone, the address will continue to be considered 'in-zone' for as long as it contains children who are younger siblings of current students.

The maps below details how Rolleston College and the new independent state secondary school home zones could be configured. The Rolleston College home zone is shown in green and the potential home zone for the new secondary school is shown in blue with a dotted line. The purple circle shows an approximate area where the school will be located. This area is just over 2km from the Rolleston College site.





These potential zones would result in a July 2020 local Year 9 – 13 state school demand of 1,383 for Rolleston College and 230 in the new independent state secondary school. The new school is expected to be ready by 2025. The southern area encompassed in the new secondary school zone is expected to experience rapid growth due to residential growth and the movement of large cohorts into secondary year levels. This will see the local demand increase to over 500 by the year 2025 when the school is projected to open.

In the first stage of the enrolment process, zoning was an important consideration for several participants, and participants indicated the potential zone may affect their preferences around a new independent school. The survey will provide you with the opportunity to comment on the proposed zones shown in the maps above.

A second campus of Rolleston College, separated by age

This option means that Rolleston College would have a second campus. One of the two campuses would be a junior campus and the other would be a senior campus. The campuses would be designed to cater to the needs of different ages and stages of students in the wider Rolleston area. The senior campus would likely be designed with further senior specialist facilities and quiet study zones. Whānau group links would be retained across campuses. Flexible timetables would allow for strong connections between campuses and also allow for older siblings to assist younger siblings in getting to school. A senior campus could also allow for stronger tertiary education and local business partnerships.

The first stage in this engagement process showed a preference for these campuses to be year 9 – 10 and year 11 – 13, with participants suggesting the senior campus have an NCEA specialisation. This option was preferred by two thirds of the participants in the first engagement.

Another potential split is year 9 - 11 and year 12 - 13 as there are significant national changes occurring to NCEA. Rolleston College believes that this age split could better align with these changes. This could also give year 11 students leadership opportunities as the most senior students on the junior campus.

In this option, the zone for Rolleston College would remain as it currently is without needing to be changed. The new campus would be located in the same location as a new independent state secondary school (indicated by the purple circle in the above map).

Participants in the first stage of the engagement process were interested to understand more about how teaching and learning could operate in a two-campus model. Rolleston College has prepared the short video below to clarify some of these wonderings so that you have a greater understanding of how two campuses of Rolleston College could operate.

Released Under the Official Information Act



MEMO

To: Coralanne Child
From: Carey Clark, Regional Lead Advisor, Network
Cc: Liz Riley, Education Advisor; Fue Seinafo, Education Manager, Fiona Scott, Regional Development Lead Advisor, Garry Williams, Education Manager – network portfolio
Date: 15 November 2018
Subject: Recommendation to Education Infrastructure Services to include a new secondary school site into the site acquisitions programme: South Rolleston Secondary

Purpose

1. This memo recommends the inclusion of a new secondary school site into the site acquisition programme. The site is located in South Rolleston (Selwyn District) and would provide for a second site for secondary schooling in the township.

Rationale for acquiring a secondary school site

2. The Ministry is moving to a longer planning horizon to be better placed to respond to the local schooling needs of growing communities. The master planned capacity of Rolleston College is projected to be exceeded around 2026-2028.
3. Acquisition for this site was signalled as part of the NEGP for the Rolleston Catchment, along with a number of responses to meet the growing demand for primary schooling (Lemonwood Grove Stage 2; new primary school in East Rolleston).
4. Proactively identifying and acquiring a site for future secondary provision ensures that residential outline development plans can be developed taking into account the location of a future education facility. This is particularly relevant for transport networks to ensure that there is good pedestrian and cycle access as well as a suitable road network to the school site.
5. The Ministry has engaged with Selwyn District Council (SDC) planning staff regarding the Ministry's intent to acquire land for a future secondary school site. There are no plans in place for further Council facilities in the south of Rolleston. It was concluded that the Ministry should progress its plan to acquire land and keep SDC staff informed of progress. Early acquisition signals where the future provision will be located allowing for Council planning to reflect its location.
6. Discussion with the Principal and Board Chair of Rolleston College explored the location of a future site. The discussion also touched on possible governance options including the existing school operating across both sites. Under this scenario having the two sites close together would be beneficial. However the closest available is still approximately 1 km from the site of Rolleston College, not close enough to satisfy walkability between the sites. Given this the site search area looks to provide better separation between the sites to improve the accessibility of the site to the future school age population in the south of the catchment.

Timing of the site acquisition

7. Current projections suggest funding to construct new secondary school facilities will be required in Budget 2022.
8. The Ministry is entering negotiations with the developer of a Special Housing Area (approx. 900 dwellings) to acquire a site for East Rolleston primary school. The search area for a new

secondary school would include part of this Special Housing Area along with land owned by another developer.

Action

9. It is recommended that you refer this memo to the Regional Infrastructure Manager and the Manager of Acquisitions and Designations and request this be included into the site acquisition programme.

Agreed – and referred to:

Simon Cruickshank, Regional Infrastructure Manager
Clive Huggins, Acquisitions & Designations National Manager

~~Disagreed – further discussion required~~

Signed:  _____ Date: 3 /11/2018

Coralanne Child, Director of Education, Canterbury

Attachments:

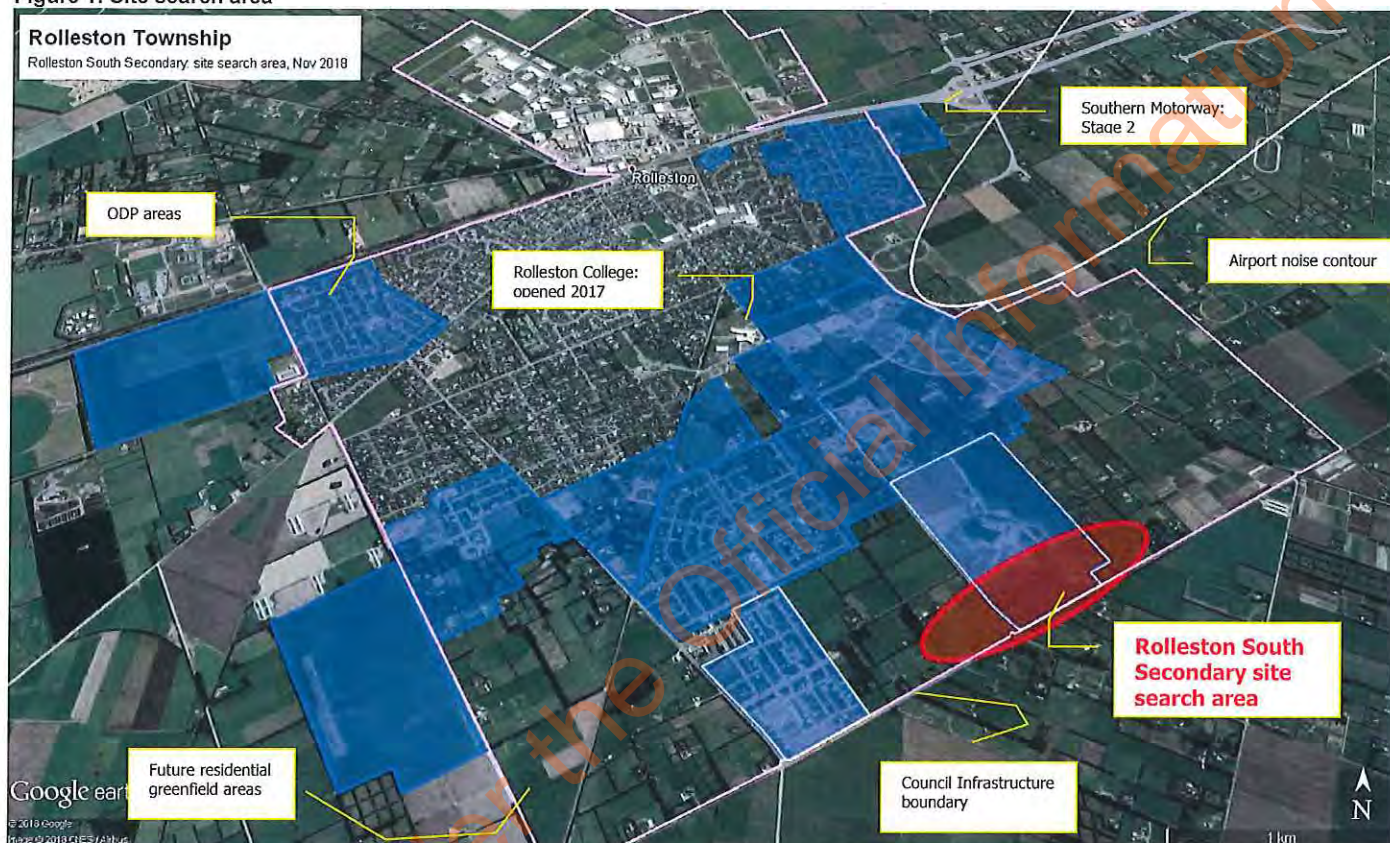
Rolleston Sec Network forecast July 2018 (demographic analysis)

Rolleston South Secondary site requirement – Network Brief

Site Acquisition Brief: Secondary Provision in Rolleston South, Selwyn District

The purpose of this brief is to request the acquisition of a site for a future secondary school to be located within the south of Rolleston Township. Roll growth is expected to continue at Rolleston College which opened in 2017. Rolleston already has more state school students residing in it than current capacity. Recent post-quake residential development is anticipated to continue with a number of large residential developments about to release sections to the market. Current projections indicate that even with stage 2 roll growth increasing capacity to 1,800 students, Rolleston College's roll will exceed capacity by 2026-2028. Acquiring a second site for secondary provision is considered the best option for meeting the medium to long term needs of Rolleston.

Figure 1: Site search area



Current school aged population	Year 9 – 15 state school students residing in Rolleston urban limit
Geocoded March 2018 Roll Return data	1,404 (increasing to 2,060 in 2028)

Current schooling provision	Deficit / Surplus				
Type of school	Yr 9-15 Secondary School				
School rolls & capacity					
Current capacity (student spaces)	March 2018 Funding Roll (Source: K2)	TS count	Current Capacity (Stage 1)	Current Surplus/ Deficit	Master Planned capacity
Rolleston College (opened 2017)	433	tbc	1,100 ¹	667	1,800

¹ Capacity based on the agreed build capacity for Rolleston College (PPP Stage 1).

Optimum site	Located within the search area (see figure 1)
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Projected change overtime²	Projected Year 9– 15 school students attending local state school in Rolleston
→ 5 yrs (2018 to 2023)	+1,140
→ 10 yrs (2018 to 2028)	+1,480

Future schooling provision	
Type of school	Yr 9-15 secondary school
Optimum site	8-10 Ha
Projected roll growth	Dependent on final catchment. As the entire catchment is current Greenfield, undeveloped land the rate and timing of growth is uncertain. Master Planned capacity of Rolleston College is 1,800. Projections indicate that the master planned capacity will be exceeded in 2027/2028 and is forecast to continue to growth in the long term.

School Site Specifics	
Type / Local opening date	Secondary School (Yrs 9-15) PROJECTED opening 2026-2028
Preferred location	South Rolleston as per the site search area
Specified features	Other Council planning – TBC
Relocation	No – new school provision
Special Education provision	None required

Prepared by:

Regional Lead Advisor, Network
Southern Region
(Carey Clark)

Carey Clark

Date: 15/011/2018

Appendix 1: Network analysis to support site acquisition

[Rolleston Sec Network forecast 2018.docx](#)

²Based on the projected roll for Rolleston College. See appendix 1.

Secondary School Provision in Rolleston July 2018

Timing and Scale of Rolleston College Stage 2 and
Timing and Scale of further secondary provision in Rolleston.

Prepared by	NA, Canterbury
Date	July 2018
Status	Final
Related documents X Network Provision\Network Management\Demographic Analysis\Gtr Chch Ntwrk\Network Assessments\Rolleston\Rolleston 2018\Rolleston Network Forecast 2018.docx X Network Provision\Network Management\Demographic Analysis\Gtr Chch Ntwrk\Network Assessments\Rolleston\Rolleston 2018\Rolleston Sec network workings 2018.xlsx

Purpose:

This report will examine roll and population trends to inform;

- a) the likely time at which stage 2 of Rolleston College will be required, and
- b) the likely time at which further secondary provision will be required in Rolleston, and the scale of such.

Note: reference is made in this analysis to a companion document "Rolleston Network Forecast 2018" that examines state primary school rolls in Rolleston, focussing on a) the required timing and scale of a fifth state primary school in Rolleston, and b) the required timing and scale of stage 2 at Lemonwood Grove School.

Background

Population growth in Rolleston continues at a rapid rate.

As outlined in the companion document "Rolleston Network Forecast 2018", there is a current lull in building consent applications. This is likely to be due to the established residential developments nearing completion, with the next developments being some months away from delivering sections to the market.

Despite a reduction in Building consents in 2018, the Year 1-8 population has continued to grow, due to a) completion and occupation of construction currently underway, and b) younger siblings entering the schooling system.

There is currently a high prevalence of families with young children in Rolleston and West Melton.

Rolleston College opened in 2017 to Year 9 enrolments, and is opening to an additional year level each year. This resulted in the roll increasing from 221 in 2017 to 433 in 2018, and will result in similar increases in 2019, 2020, and 2021.

After 2021, growth will slow, as growth will only be due to population increases, and not increases in year levels offered. However, secondary age population growth from 2021 onwards is expected to occur at a fast rate.

Methodology:

The design of roll projection methodology requires consideration of different methodologies at different time periods, as with the analysis of Primary school rolls in the companion document.

For the short term, Roll trend projections are a good basis for roll projections.

In projecting Primary School rolls, assumptions must be made regarding the Year 1 rolls each year, and there can be limited data available to support this. For secondary schools, the relationship between the Year 8 rolls at local primary schools and the Year 9 roll at the secondary school the following year provides a strong basis for projecting Year 9 rolls.

1 Roll Trend Based projections:

Primary School Rolls and roll trend forecasts

The following table shows historical rolls by year level for the state primary schools in Rolleston.

Schools included are all state primary schools which are located within the Rolleston College enrolment zone. Rolleston Christian School and Waitaha Learning Centre are therefore excluded from this analysis.

Primary Schools included are; Rolleston School, Clearview Primary, West Rolleston, Lemonwood Grove, Weedons School, Burnham School, and West Melton School.

Total Full primary rolls by year level

October	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
2010	310	226	167	226	169	172	123	102	1,495
2011	291	230	228	175	228	169	136	129	1,586
2012	346	250	232	247	177	227	143	147	1,769
2013	356	279	263	225	258	184	193	136	1,894
2014	378	324	298	264	246	267	148	178	2,103
2015	402	315	341	298	278	247	217	165	2,263
2016	457	354	337	372	319	305	207	221	2,572
2017	477	362	377	358	378	332	262	222	2,768

The total number of students enrolled across the Rolleston primary schools increased from 1,495 in 2010 to 2,768 in 2017.

The following table projects future rolls by year level based on a weighted average in Year 1 growth rate, and a four-year weighted average change within cohorts for Years 2-8.

4yr average change forecast

October	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
2018_proj	509	409	383	395	372	392	289	271	3020
2019_proj	540	440	430	401	408	386	350	298	3253
2020_proj	572	472	461	448	415	423	343	359	3493
2021_proj	603	503	493	479	461	429	380	352	3700
2022_proj	635	535	524	511	493	476	386	389	3949
2023_proj	666	566	556	542	524	507	433	395	4189

The above table assumes a four-year weighted average growth rate for future Year 1 rolls. The growth rate declined from in the 2016-2017 period, compared to the previous years trend.

The following table assumes this lower Year 1 growth rate.

4yr average change forecast - assuming 2016-2017 Y1 growth rate

October	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
2018_proj	497	409	383	395	372	392	289	271	3008
2019_proj	517	429	430	401	408	386	350	298	3219
2020_proj	537	449	450	448	415	423	343	359	3424
2021_proj	557	469	470	468	461	429	380	352	3586
2022_proj	577	489	490	488	481	476	386	389	3776
2023_proj	597	509	510	508	501	496	433	395	3949

The above projections suggest that the total primary school roll will increase by 9% from 2017 to 2018. Provisional March 2018 data shows a comparable 10% growth from March 2017 to March 2018.

The above projections suggest that the total Year 1-8 roll across primary schools in Rolleston will approach 4000 by 2023. This assumes a continuation of rapid growth rates experienced by the local community in recent years.

The above projections suggest that the Year 8 roll is likely to approach 300 in 2019, exceed 350 in 2020, and approach 400 in 2023.

Secondary school rolls and roll trend forecasts

Rolleston College is opening in a staged manner to one additional year level each year. In 2017, Rolleston College was open for enrolments in Year 9 only.

The Year 9 roll at Rolleston College at March 2017 was 221. This matches the Year 8 roll across local primary schools in 2016.

Historic Rolleston College rolls

March	Year 9	Year 10	Year 11	Year 12	Year 13	Total
2017	221	0	0	0	0	221
2018	213	220	0	0	0	433

The Year 9 roll at Rolleston College at 1 March 2018 (provisional data) was 213. This represents 96% of the Year 8 roll across local primary schools in 2017.

The number of enrolments at Rolleston primary schools grew significantly from 2011 to 2012, and has grown at a steady rate since. The large Year 6 cohort in 2017 will result in a large cohort of students moving into Year 9 in 2020, with increasingly large Year 9 cohorts in future years.

Assuming that there continues to be a 100% relationship between the Year 8 roll at local schools and the Year 9 roll at Rolleston College, and assuming retention rates into years 12 and 13 as experienced recently by Lincoln High School, the Rolleston College roll may grow as follows;

	Year 9	Year 10	Year 11	Year 12	Year 13	Total
2019	271	213	220	0	0	704
2020	298	271	213	198	0	980
2021	359	298	271	192	167	1287
2022	352	359	298	244	161	1414
2023	389	352	359	268	205	1573

Assuming the lesser 96% (2018) relationship between the Year 8 roll at local schools and the Year 9 roll at Rolleston College, and assuming retention rates into years 12 and 13 as experienced recently by Lincoln High School, the Rolleston College roll may grow as follows;

	Year 9	Year 10	Year 11	Year 12	Year 13	Total
2019	257	213	220	0	0	690
2020	283	271	213	198	0	965
2021	341	298	271	192	167	1269
2022	334	359	298	244	161	1396
2023	370	352	359	268	205	1554

It is likely that the Total Roll at Rolleston College will exceed 1200 in 2021 (upon opening to all year levels), and may approach / exceed 1400 in 2022.

Current Year 1 students will enter Year 9 in 2025. Extension of projections past 2025 therefore require the introduction of more assumptions regarding future Year 1 roll growth, so there can be less confidence in utilising this methodology for 2026 and beyond.

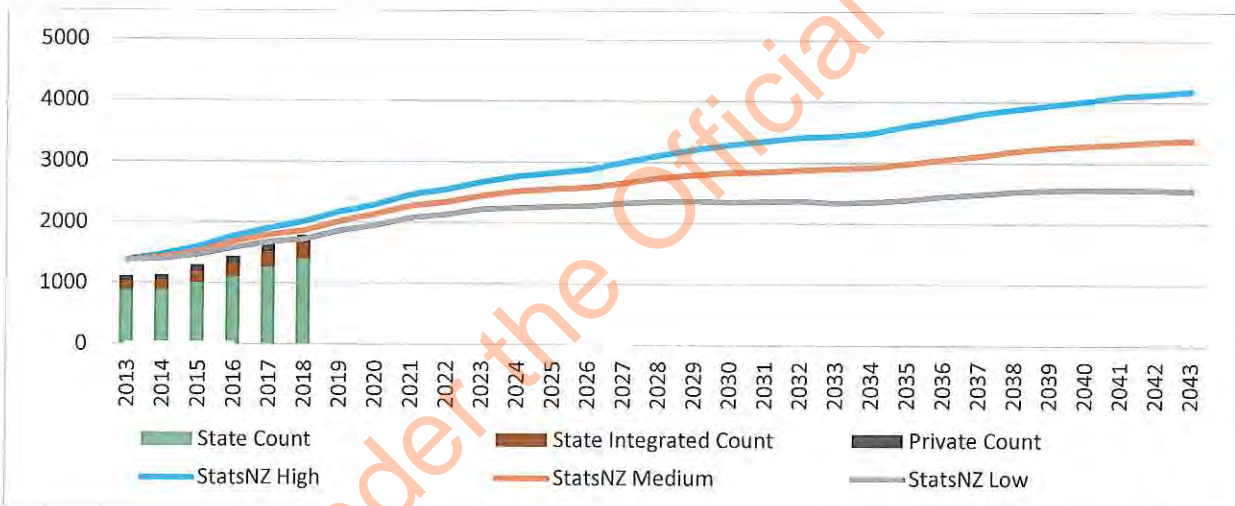
2 Population Trend Based projections:

While current and historical Primary school rolls provide a good basis for roll projections at Rolleston College out to 2023, confidence in this methodology decreases at longer time periods.

For the medium to long term, population projections for the secondary age population provide the strongest basis for generating roll projections.

The following chart shows the Secondary age population projection for the Census Area Units (CAUs) of Burnham Military Camp, West Melton, Rolleston North West, Rolleston Central, Rolleston North East, Rolleston South West, and Rolleston South East.

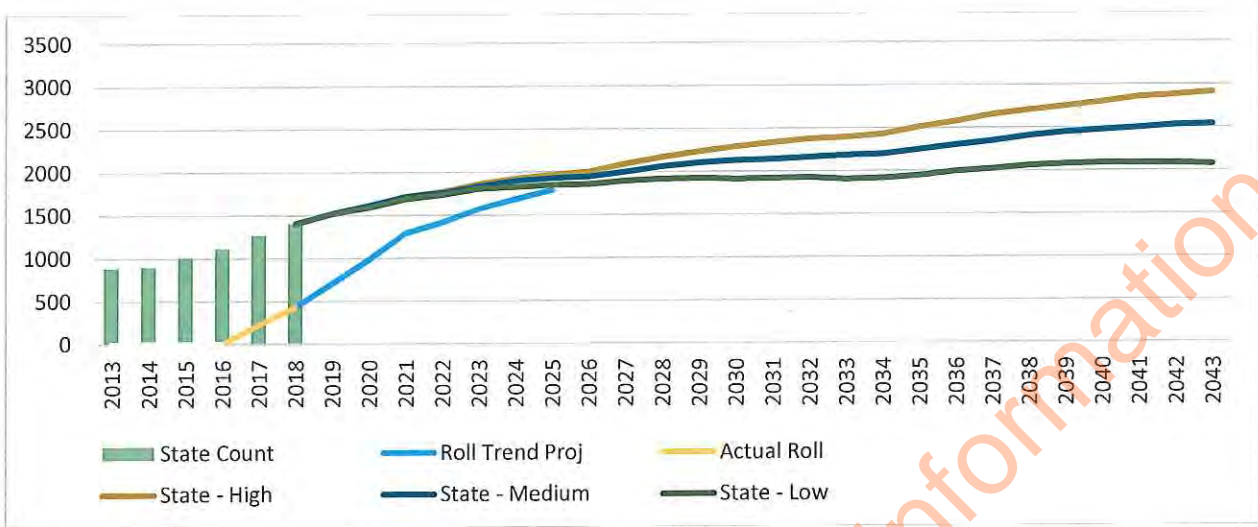
Also shown are the historic counts of State, State Integrated, and Private school students in the same CAUs. The State student count includes students attending co-ed and single sex schools, and those attending Designated Character, Kura, and Special Schools. Of the 1404 Year 9-15 state school students in the CAUs of interest at March 2018, only 1286 (92%) attended a State Co-ed School.



The total population includes students attending State, State Integrated, and Private schools, home schoolers, and age 13-17 persons not in education.

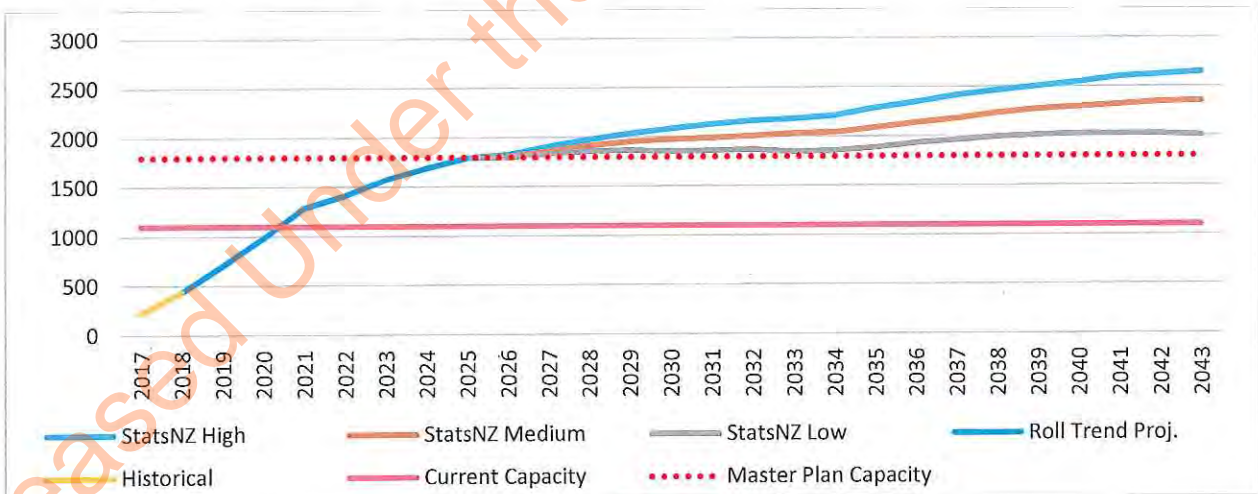
The count of students has grown at the medium to high growth rates projected by Stats NZ.

The following chart applies the projected population trend to the State student count. Also shown are the 2017-2018 rolls of Rolleston College and the roll trend based roll projection, extended out to 2025.



It is likely that a proportion of local students will wish to attend state education providers in Christchurch, either Single Sex schools, Designated Character Schools, Kura, or Special schools. Therefore it is unlikely that the roll will meet the total local state school demand shown.

The roll trend projection approaches total local demand by 2025. The following chart shows roll projections for Rolleston College that incorporate roll trend based projections for 2019-2025, and population trends in the years thereafter.



Based on the above projection, the Rolleston College roll would exceed the Master Plan Capacity of 1800 by 2027.

Based on the above projection, the roll would reach 2350 by 2043 under the Medium projection, or exceed 2650 by 2043 under the High projection.

An alternate method to examine potential long term capacity that may be required is to utilise the total population projection and the current proportion attending a state school.

The total age 13-17 population is projected to approach 3400 in 2043 under the Medium projection, or approach 4200 by 2043 under the High projection. The state school student count at March 2018 represented 70% of the 2018 population projection.

Assuming the same proportion of the population attends state schools in the future, by 2043 the local state Secondary school demand could be between 2350 and 2900.

At March 2018, 92% of State students attended a State Co-ed (non-designated character, kura or Special) School.

This suggests that in the long term, should the proportion of students attending each school Authority and Type remain constant, there may be local demand for between 2160 and 2670 students in the Rolleston College catchment in the long term.

Conclusion:

There can be a very high level of confidence that roll will exceed current capacity in 2021.

Therefore, it is anticipated that additional capacity will be required at Rolleston College by 2021.

It is likely that the Master Plan Capacity will be fully utilised by around 2027.

Additional secondary provision in Rolleston is therefore likely to be required by around 2027.

In the long term, the local demand for state (co-ed, non- designated character, Kura or Special School) demand is likely to be between 2350 and 2700.

This equates to a long term demand that is 550-900 students greater than the Master Plan capacity at Rolleston College.



MEMO

To: Coralanne Child, Director of Education for Canterbury and Chatham Islands

From: Clive Huggins, National Manager, Acquisitions and Designations
Deb Taylor, Senior Delivery Manager, Acquisitions and Designations

Cc: Simon Cruickshank, Regional Infrastructure Manager
Carey Clark, Regional Lead Advisor, Network
Fue Seinafo, Education Manager
Fiona Scott, Regional Development Lead Advisor
Garry Williams, Education Manager – Network Portfolio

Date: 13 August 2019

Subject: Acceptance of Acquisition of land for a Second Secondary Site in Rolleston into the Acquisition and Designation Programme of Work

Purpose

1. The purpose of this memorandum is to confirm to the Director of Education for Canterbury and Chatham Islands, the acceptance of the acquisition of land for a second secondary site in Rolleston into the Acquisition and Designation (A&D) programme of work.

Background

2. The Ministry is moving to a longer planning horizon to be better placed to respond to the local schooling needs of growing communities. The master planned capacity of Rolleston College is projected to be exceeded around 2026-2028.
3. The Rolleston: Blueprint for Growth (in the National Education Growth Plan) identifies the rapid growth in this area and need for a strategic approach to land acquisition in the Rolleston area. One of the immediate requirements is the start of the land acquisition process for a future secondary school.
4. An instruction memorandum requesting the acquisition of a site in Rolleston, Canterbury, was received by A&D in early 2019 (Appendix 1). The need has been identified for a site for a Year 9-15 secondary school opening in 2026-2028. The recommendation provides a preferred search area.
5. The search area is within the locale of the recently acquired Rolleston East primary school site.
6. The optimum site area in the network brief is specified as 8-10 hectares.

Risk

7. The primary risk to the successful delivery of this land acquisition is the speed of growth within the Rolleston area. Development is occurring at such pace that, should the Ministry delay this acquisition, there is a significant risk that available land of the area required will not be available. This risk is partly mitigated by this memorandum, accepting this project into the A& work programme.
8. The search area for this land acquisition is not particularly large. There may be a risk that the land within this search area presents challenges to acquisition. If this is the case, A&D will report back to Network with a mitigation strategy.

Timeframes

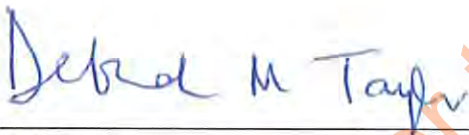
9. The required opening date of the secondary school in 2026-2028, suggests a land acquisition process complete by the end of 2022. The A&D team will work towards completing the acquisition and designation of a preferred site as efficiently as possible. The challenge to timeframes for this specific project will be the risks outlined above. The timeline therefore, could be subject to matters outside of A&D control. The A&D team will ensure appropriate communication with other Ministry colleagues to keep all informed of progress.

Additional Requirements

10. No additional provisions are requested in the brief provided.
11. A&D will require confirmation of potential other services to be required on each school site prior to commencing the acquisition and designation process. Requirement additions and changes (such as type of school and opening dates) should be presented to A&D through the project "Scope Change" proforma.

Next steps

12. The Acquisitions and Designations team will proceed to obtain seed funding approval to progress the site evaluation phase for the proposed site via the EIS Investment Board.
13. A&D will organise a meeting with MoE colleagues associated with this project within the next month.
14. Once the preferred site(s) is nearing acquisition, SE&S Network's support to prepare a business case/attendance at the appropriate Investment Board meeting would be appreciated.



Deb Taylor
Senior Delivery Manager – Acquisitions and Designations

Date: 13 August 2019

Endorsed



Clive Huggins
National Manager – Acquisitions and Designations

Date: 15/8/19

Appendices:

- Appendix 1: Network Brief



MEMO

To: Coralanne Child, Director of Education – Canterbury/Chatham Islands
From: Fuetanoa Kose Seinafo, Education Manager
Cc: Karyn Wilson, Education Adviser
Gill Maher, Infrastructure Manager | Education Infrastructure Services
Carey Clark, Regional Lead Advisor, Network
Date: 27/9/2019
Subject: Rolleston Secondary Provision: Rolleston College and the second secondary provision

Purpose

The purpose of this memo is to ask you to

- Note the contents of this memo which outlines the basis of the recommendation to EIS, and
- Agree to forward this memo to EIS to:
 - commence delivery of stage 2 Rolleston College
 - provide temporary teaching space at Rolleston College
 - update Acquisitions and Designations of the revised date the site is required (end of 2020).
 - Commence planning for the delivery of new secondary provision on the second site ready for January 2025.

Background

Rolleston College opened in 2017 in response to rapid population growth in the local area. The school initially opened to Year 9 enrolments only, increasing by one year level each year. In 2019, the school is open to enrolments in Years 9, 10, and 11; and will have a full complement of Year levels 2021.

The school has been constructed as a Public Private Partnership (PPP).

The establishment report was completed in February 2014. Rolleston College was constructed with an initial Build Capacity of 1,100 and a Master Plan Capacity of 1,800. At the time of this analysis, the roll was projected to be above 1000 by 2021, with Stage 2 projected to be required in 2024. However, the rate of population and roll growth has exceeded that anticipated at the time of the 2014 Education Report.

Residential growth continues at a rapid level and population growth will result in sustained roll growth following the opening of the school to all year levels in 2021. In July 2018 updated analysis revised the timeline for providing Stage 2 capacity to 2021.

A further update at July 2019 supported the findings of the 2018 report, but additionally indicates that the full Master Plan capacity may be required as soon as 2025. This is when the planned second secondary school provision would be required. This is two years earlier than the 2018 analysis had projected.

Catchment Planning

Funding for Stage 2 of Rolleston College was signalled as part of Rolleston's Plan in the National Education Growth Plan (NEGP). A Business case for expansion of PPP schools is being prepared for Cabinet's consideration by mid 2020.

The Rolleston Education Growth Plan also signalled the need for secondary provision beyond the master planned capacity of Rolleston College. The initial step is the acquisition of a site for future secondary provision in the South of Rolleston. The Ministry has held initial discussions with the Principal and Board Chair about initiating the site acquisition process for a future secondary site. Further engagement is planned in 2020 to

explore options for providing more secondary capacity in Rolleston. Initial feedback from the Principal and Chair regarding a second campus was one of interest in exploring that further.

Current Situation (source: [Rolleston College 654 July 2019 Demographic Report](#))

The roll has increased from 221 in 2017 to 433 in 2018 and 686 in 2019. Local Year 9-13 state school demand in the school zone has increased from 861 at March 2014 to 1,446 at March 2019.

The school has an enrolment scheme, as do neighbouring schools. Rolleston College is offering no spaces to out-of-zone applicants.

Analysis was completed in July 2018, and updated in July 2019. The July 2019 report supported the findings of the previous (2018) report, but suggests that roll growth will occur at an even more accelerated rate.

The following table shows the 2019 roll and local student population count for Rolleston College.

Current Situation:

March 2019 roll (Years 9-11)	Local School aged population in zone (Yr 9-13)	Current school capacity	Ratio of Capacity to demand
686	1,446	1,100	0.76

A capacity to demand ratio is used to express the total local demand for a school compared to the capacity available at the school. This measure helps ensure we are not providing more capacity at a school than is needed to meet the demand for local students.

A capacity to demand ratio of 0.76 is an undersupply of capacity compared to local demand. This means the current capacity of 1,100 student spaces at Rolleston College is only sufficient to accommodate 76% of local Year 9-13 state school students living within the enrolment scheme.

Planning for Secondary Provision in Rolleston

The Stage 1 capacity of Rolleston College is projected to be exceeded in 2021. Stage 2 will add 700 student spaces, bring total capacity to 1,800 students. Demand for secondary schooling in Rolleston is projected to exceed 1,800 in 2025.

The earlier than previously projected timing for a new secondary facility (from 2027 to 2025) means that plans for this provision need to be bought forward. The Acquisitions and Designations team have already received a network brief identifying the search area for a future secondary site¹. Initial discussions have been held with the major developers that own land in the search area.

Engagement with the local education sector and community about the different options for governance configurations of the new provision are planned to commence in early 2020.

Funding for the new secondary facility is proposed for Budget 2021, with an opening date of January 2025. The current design and master planning is 1,100 and 1,800 student spaces. This will be confirmed following the conclusion of the community engagement process.

Planning roll for Rolleston College

The roll at Rolleston College will continue to grow rapidly as the school opens to enrolments at Year 12 in 2020 and Year 13 in 2021. Further roll growth will occur past 2021 due to sustained residential development and the movement of large cohorts through from Year 8 at local full primary schools.

Growth in the secondary population is due to the movement of large primary aged cohorts into secondary year levels and sustained residential growth rates. The roll is projected to exceed current capacity of 1,100 by

¹ [South Rolleston Secondary site acquisition network brief and signed memo.pdf](#)

around 200 student spaces in 2021. The roll is projected to be around 980 in 2020, 1,300 in 2021, 1,420 in 2022, 1,600 in 2023, 1,700 in 2024, and 1,800 in 2025.

Based on current capacity, there will be a shortfall of around 200 student spaces in 2021 and 300 spaces in 2022.

There can be a very high level of confidence in projected rolls over the 2020-2025 period, as these projections are principally based on the progression of current Primary students through to secondary school.

There is no potential for neighbouring schools to increase their enrolments from the local area, as neighbouring schools are experiencing population growth within their own zones.

Recommended Design Capacity

The table below shows the current build capacity, the design capacity and master planning roll along with the capacity to local demand ratio based on the design capacity.

The ratio of capacity to demand would be 1.24 based on the Stage 2 / Master Plan capacity of 1,800 and the March 2019 level of local demand. However, the capacity to demand ratio will fall to 1.0 by 2025 due to growth in the local secondary age population.

Roll	Rolleston College
<u>Current Build capacity</u> i.e. funded student places (includes current and funded but not built)	1,100
<u>Local Student Population</u> *based on March 2019 data	1,446
<u>Design capacity (B19-22)</u> i.e. the projected number of student places based on proposed roll growth funding in the current Four-year Budget	1,800
<u>Master Planning Capacity</u> i.e. the greatest projected number of students the school will need to cater for over the next 10-25 years and is used to future proof property provision on the school site. This is a planning roll, with no budget for students over and above the Build Roll.	1,800
Design capacity to projected demand ratio (2025)	1.0

Risks

Funding for PPP expansions are anticipated to be funded in Budget 2020. Assuming two and a half years to deliver the additional capacity, this will be available to the school in January 2023. Rolleston College is projected to reach 1,400 in 2022, 300 spaces more than the Stage 1 capacity of 1,100 students.

The mitigation for this is provision of temporary capacity until Stage 2 is completed.

How will Property deliver this?

Stage 2 will be delivered through the PPP model. A review of the Stage 1 design has commenced and this will inform design for Stage 2. The estimated completion date for Stage 2 is the end of 2022 – assuming funding approved in July 2020.

Options for providing the necessary temporary capacity are being explored. These include providing temporary capacity on the Rolleston College site; and leased land adjacent to the current site.

The table below summaries the projected roll and estimated number of temporary teaching spaces that will be required, depending on the completion of Stage 2.

Year temporary capacity needed	Assuming Stage 2 available	Cumulative Roll (over 1100 - stage 1 capacity)	Cumulative Teaching spaces
2021	Feb 2022	100	5
2022	Feb 2023	300	15
2023	Feb 2024	500	25

Summary

- a) The Rolleston College roll continues to increase rapidly.
- b) The roll will exceed current capacity of 1,100 at the start of the 2021 school year. This had been signalled in 2018 and reflected in funding forecasts.
- c) Funding for PPP expansion projects will be considered by Cabinet in late 2019/early 2020. Rolleston College Stage 2 funding is included in this. If approved, this funding will be available in July 2020. Consequently, the estimated completion date is February 2023.
- d) It will be necessary to provide temporary capacity at Rolleston College from January 2021. Assuming Stage 2 is available in January 2023, temporary space for 300 students will be required (estimated 15 teaching spaces). If Stage 2 isn't available until February 2024, then space for 500 students will be required (25 teaching spaces).
- e) It is proposed that these teaching spaces will be located on site or on land near the Rolleston College site, subject to work determining the feasibility of location options.
- f) With the delivery of Stage 2, the Master Planned Capacity of 1,800 student spaces is projected to be exceeded by 2025, at which point new secondary provision will be required.
- g) Planning for the new secondary provision is underway with the site search process commenced. Acquisitions and designations team will be advised of the new date the site will be required (end of 2020).
- h) Discussions with Rolleston College will be held during Term 4 2019; with wider engagement commencing in Term 1 2020 to develop options for future secondary provision in Rolleston.

PEER REVIEW SIGN OFF:

Network:

- I have read the memo and confirm the information contained is based on the most accurate and up to date data we have at the time of writing
- I confirm that the recommendations site within the network planning framework.

Carey Clark
Regional Lead Advisor, Network

Date:

10/10/2019

Gill Maher
Infrastructure Manager

Date:

Garry Williams
Education Manager

Date:

10/10/2019

Recommendations

I recommend that you:

- a) **note** that the roll will exceed Stage 1 capacity of 1,100 student spaces in March 2021.
- b) **note** that funding for PPP expansion projects, including Stage 2 capacity of 700 student spaces at Rolleston College, is being considered by Cabinet. A decision is expected late 2019/early 2020. If approved funding is anticipated as part of Budget 2020.
- c) **note** that, assuming funding is approved in 2020, the earliest Stage 2 will be available is January 2023.
- d) **note** that temporary capacity for 300 students will be required to meet demand until January 2023, when Stage 2 is estimated to be completed. This could be up to 500 students if Stage 2 is completed after March 2023.
- e) **agree** that the design capacity be increased to 1,800 – the master planned capacity for the College.
- f) **note** that the Master Plan Capacity remains at the previously approved 1,800 student spaces.
- g) **note** that current projections indicate that this capacity will be exceeded in 2025.
- h) **note** as part of the plan to meet demand beyond the master planned capacity of Rolleston College, acquisitions and designations team have commenced site evaluations for a site for future secondary provision.
- i) **agree** that Acquisitions and Designations team be advised that the new secondary site is required by the end of 2020.
- j) **Sign** the attached summary and forward this memo to EIS to
 - a. commence delivery of stage 2 Rolleston College
 - b. provide temporary teaching space at Rolleston College
 - c. update Acquisitions and Designations of the revised date the site is required (end of 2020).
 - d. Commence planning for the delivery of new secondary provision on the second site ready for January 2025.

Fue Seinafo
Education Manager

Date: 10.10.2019

Coralanne Child
Director of Education, Canterbury and Chatham Islands

Date: 11.10.19.

To: Simon Cruickshank, Regional Property Mgr, IAS – South Island
David Hobern, Capital Works Programme Mgr, Southern

From: Coralanne Child, Director of Education, Canterbury

Date: 27/9/2019

Subject: Rolleston Secondary Provision: Rolleston College and the second secondary provision

Purpose

In summary this recommends EIS:

- o commence delivery of stage 2 of Rolleston College
- o provide temporary teaching space at Rolleston College
- o update Acquisitions and Designations of the revised date the site is required (end of 2020).
- o commence planning for the delivery of new secondary provision on the second site ready for January 2025.

Rolleston College

The Table below outlines the key roll information required to commence Stage 2 at Rolleston College.

Roll	Rolleston College
<u>Current Build capacity</u> i.e. funded student places (includes current and funded but not built)	1,100
<u>Local Student Population</u> *based on March 2019 data	1,446
<u>Design capacity (B19-22)</u> i.e. the projected number of student places based on proposed roll growth funding in the current Four-year Budget	1,800
<u>Master Planning Capacity</u> i.e. the greatest projected number of students the school will need to cater for over the next 10-25 years and is used to future proof property provision on the school site. This is a planning roll, with no budget for students over and above the Build Roll.	1,800

a) Note that the roll is projected to exceed Stage 1 capacity in March 2021.

The table below summaries the projected roll and estimated number of temporary teaching spaces that will be required, depending on the completion of Stage 2.

Year temporary capacity needed	Assuming Stage 2 available	Cumulative Roll (over 1100 - stage 1 capacity)	Cumulative Teaching spaces
2021	Feb 2022	100	5
2022	Feb 2023	300	15
2023	Feb 2024	500	25

- b) Note that, in addition to the property entitlement generated from the above roll, the specific needs of the school regarding the following types of provision need to be considered:

Specific property provision	Capacity/roll	Source
Current ORS students	3	K2 roll data (July 2019)
Maori Medium education (Levels 1 & 2)	nil	K2 roll data (July 2019)
Yr 7 & 8 'outside' technology roll	nil	K2 roll data (July 2019)
Special school satellite provision	Provided as part of Stage 1	Special Schools Project lead

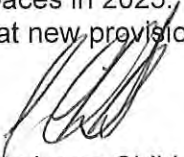
- c) note that these figures have been discussed with the school.

Site Acquisition

The search for a second secondary site in south Rolleston has commenced. The date this site is now required has been bought forward to the end of 2020 to enable the delivery of new provision from the site by January 2025.

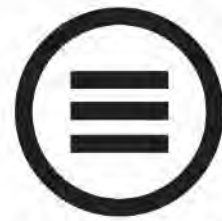
New secondary provision

The roll of Rolleston College is projected to exceed the master planned capacity of 1,800 student spaces in 2025. Planning for the establishment of new provision should commence on the basis that new provision will be needed in January 2025.


 Coralanne Child
 Director of Education, Canterbury and Chatham Islands
 Dated:

Released Under the Official Information Act

Released Under the Official Information Act



TOWNPLANNING
GROUP

Site Evaluation Report for **Ministry of Education**

Site Selection and Evaluation:
Rolleston South Secondary School, Rolleston,
Selwyn

23 November 2020

Document prepared by:

Town Planning Group (NZ) Limited

Phone: 0800 22 44 70

Email: office@townplanning.co.nz

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Offices in Queenstown, Christchurch & Auckland



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Supporting Information

- [A] Methodology for New School Site Evaluation, Version 6C, July 2017
- [B] Stage 1 Site Assessment and Evaluations
- [C] Stage 2 Detailed Site Assessment and Evaluations
- [D] Site and Context Plans
- [E] Transport Assessment (Abley)



1 Introduction & Context

1.1 Introduction

Town Planning Group (NZ) Limited (**'Town Planning Group'**) has been engaged by the Ministry of Education (**'the Ministry'**) to evaluate sites in the south Rolleston area (refer **Figure 1**) capable of accommodating a new secondary school (Year 9 to 15).

By way of background, the Ministry undertook a comprehensive analysis of the school network in Rolleston in 2018. Rolleston College opened in 2017 to Year 9 enrolments and each subsequent year it opens to a higher year level. After 2021 (when all levels are catered for), growth at Rolleston College is expected to slow and reflect that of population growth. Notwithstanding this, secondary age population growth from 2021 onwards is expected to continue at a fast rate, such that it is likely that the master planned capacity for Rolleston College will be fully utilized around 2026-28. As a consequence of this continued population growth in Rolleston and associated expected roll pressure on Rolleston College, the Ministry considers that acquiring a new site for secondary school provision is the best option for meeting the medium to long term needs of the Rolleston locality, and meet the requirements of the Education and Training Act 2020.

The site selection assessment and evaluation has been based around the Ministry's land area requirements for a full secondary school, which is 8 – 10 hectares. The evaluation methodology used by Town Planning Group is based upon the Ministry's *Methodology for New School Site Evaluation, Version 6C, July 2017*, a copy of which is included at **Attachment [A]**.



Figure 1: Rolleston Context (Canterbury Maps) – Site Evaluation Area in Yellow Outline

1.2 Structure of Report

This site selection and evaluation report is based on the Ministry's standard methodology, and is structured as follows:

- Section 1 introduces the scope and evaluation context of Rolleston and the particular site evaluation area.
- Section 2 provides the methodology used in terms of the Stage 1 and 2 evaluations, including outlining the information basis for the assessment that follows.
- Section 3 reports on the Stage 1 assessment criteria.
- Section 4 reports on the Stage 2 evaluation criteria.
- Section 5 outlines the overall conclusions from the evaluation, and outlines a recommendation.

A number of attachments are provided in support of the evaluation, with this including the detailed Stage 1 and 2 Site Assessments and Evaluations (**Attachment [B]** and **[C]** respectively), associated Site and Context Plans (**Attachment [D]**) and a Transport Assessment (**Attachment [E]**).

1.3 Evaluation Context

Rolleston is located in the eastern area of the Selwyn District, which has been one of the fastest growing regions in New Zealand for over a decade, with strong growth expected to continue into the future. Selwyn District Council ('**Council**') has undertaken

a variety of work to strategically plan for and guide growth and development in the Selwyn District.

1.3.1 Ministry Network Analysis

As noted in **SECTION 1.1**, the Ministry has undertaken a comprehensive network analysis, with this identifying that secondary age roll growth is expected to continue at Rolleston College at a fast rate. Recent post-quake residential development is anticipated to continue into the future with this largely occurring in the south Rolleston area. In the context of the high population growth in the Rolleston area, the Ministry's detailed network analysis has identified a requirement for at least one new full secondary school in order to meet the anticipated secondary school roll growth in Rolleston by 2026-28. The site evaluation area provided by the Ministry is therefore focused on catering for the additional capacity projected in the South Rolleston area where significant development is occurring, with the evaluation area identified in **Figure 2** below.

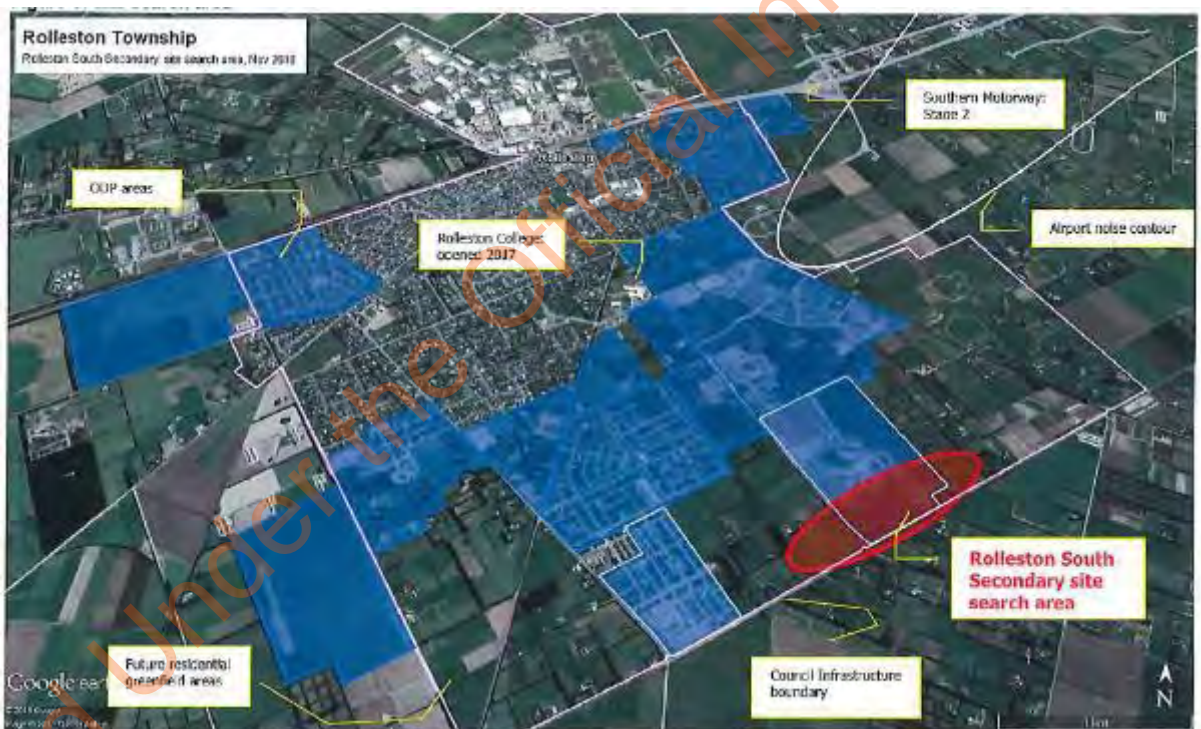


Figure 2: Site Evaluation Area – Ministry of Education Network Acquisition Brief

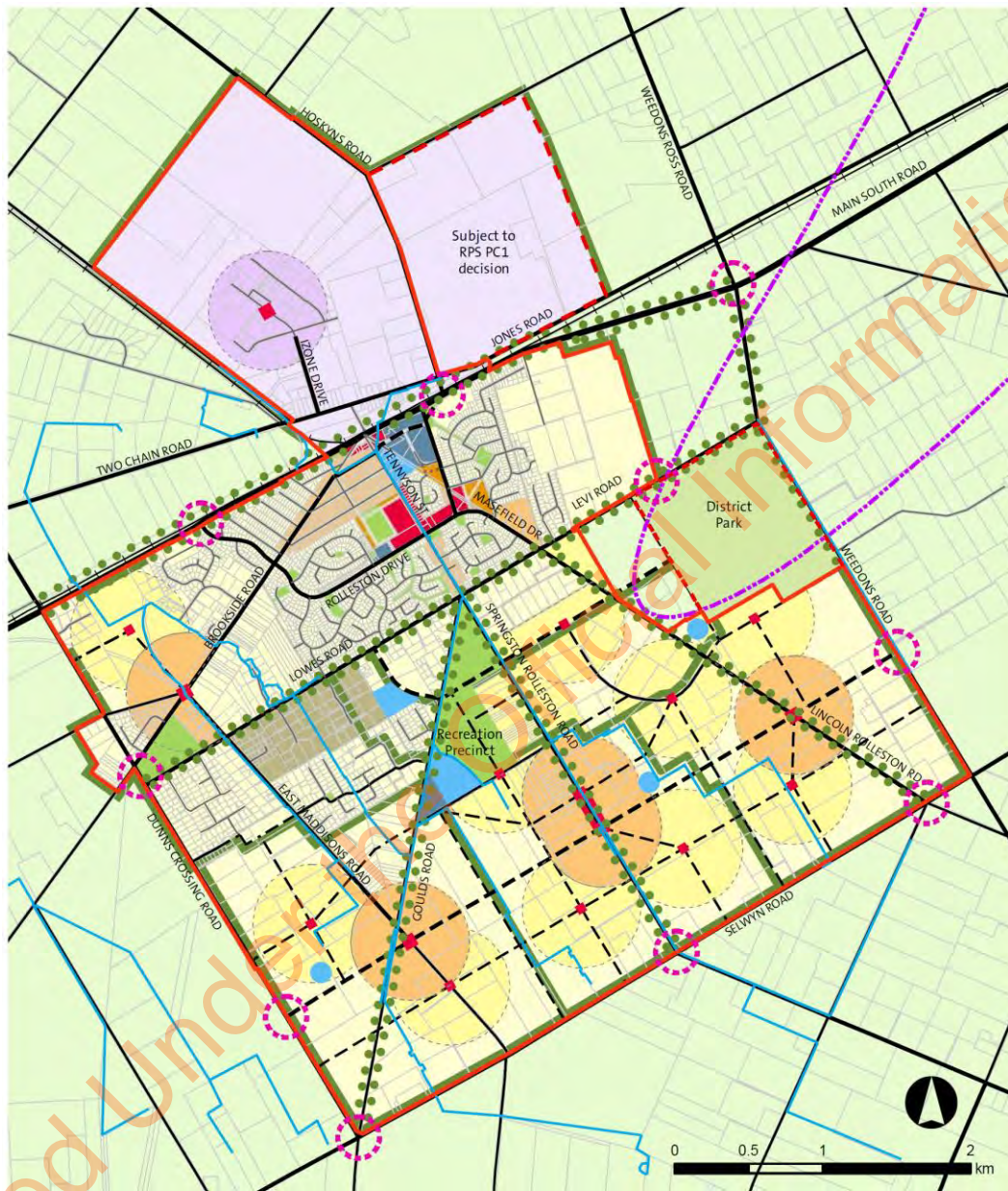
In detail, the network analysis has identified the following key school requirements and site specifics:

- Full secondary school (Year 9 –15); and
- 8 – 10ha land area.

The Ministry has identified that the new school site would be best located in the South Rolleston area, near the urban limit boundary within an identified growth area.

1.3.2 Rolleston Structure Plan

Of particular relevance to the evaluation area is the Rolleston Structure Plan ('Structure Plan') which was adopted by Council in 2009 as shown in **Figure 3** below.



Rolleston Structure Plan • September 2009

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Rolleston Structure Plan

- | | | |
|----------------------------------|--------------------------------------|----------------------------------|
| Study Area | Town Centre | Green Corridors and Green Belt |
| Railway | Neighbourhood Centre | District Park |
| National Arterial | Local Centre | Recreation Precinct and Reserves |
| Main (primary) roads | Comprehensive Housing | Rural Land |
| Proposed main (primary) roads | Medium Density Residential (20HH/Ha) | Avenue Planting |
| Local (secondary) roads | Medium Density Residential (15HH/Ha) | Izone Southern Business Hub |
| Proposed local (secondary) roads | Low Density Residential (10HH/Ha) | Water Races |
| Local (minor) roads | Low Density Residential (7HH/Ha) | Noise Contour |
| Walking and Cycling Link | Community Facilities | 5 Minute Walk (400m) |
| | Education Facilities | Key Gateways |

Figure 3: Rolleston Structure Plan



The Structure Plan has been developed as a framework for transforming Rolleston from its semi-rural environment into an urbanized community and guides future development by defining land use patterns and the location, timing and provision of infrastructure. The Structure Plan is not a statutory document and therefore in order to implement the same, changes to the District Plan are generally required (unless development has been granted through other mechanisms (i.e. a 'Special Housing Area')).

The urban limit boundaries in the Rolleston environs are principally determined by the Canterbury Regional Policy Statement ('CRPS'), and fall along Dunns Crossing Road in the west, Weedons Road on the east and Selwyn Road to the south. Greenfield development within these boundaries was planned to occur in a staged manner in accordance with the Structure Plan, based on the progressive availability of infrastructure required for residential development. However, since the development of the urban limits there has been significant growth such that the planned timing and sequencing of development within stages in Rolleston has been, and may continue to be, superseded by the approval of Special Housing Areas, further discussion under **SECTION 1.3.3** below.

1.3.3 Housing Accords and Special Housing Areas Act 2013

The Housing Accords and Special Housing Areas Act 2013 ('HASHAA') was introduced to enhance housing affordability by facilitating an increase in land and housing supply in certain regions or districts listed in "Schedule 1 – Regions and districts that have significant housing supply and affordability issues for purposes of the Act¹". The Ministry for Business, Innovation and Employment identified Selwyn as an area experiencing a shortfall of residential land and anticipated increased demand for dwellings in Rolleston in particular². The Selwyn District was added to Schedule 1 in 2015.

In 2015 the Selwyn Housing Accord was established under HASHAA between Council and the Crown. The Selwyn Housing Accord immediately established two Special Housing Areas south of Rolleston; 'South Faringdon' and the 'Dryden Trust – Dean Geddes Block' (subsequently developing as Acland Park). The Selwyn Housing Accord identified that Rolleston was expected to grow from a population of 6,800 in 2009 (based on the Rolleston Structure Plan) to approximately 22,000 in 2041, equating to approximately 500 persons or 160 households per year on average³. The 2013 Census placed the population of Rolleston at 9,555, however significant growth has occurred in the intervening period since, with a population estimate from Council at July 2016 being 13,287 and a growth estimate for 2025 as being 17,997.

¹ www.selwyn.govt.nz/property-And-building/planning/special-housing-areas

² <https://www.hud.govt.nz/assets/Residential-Housing/Housing-Affordability/Housing-Accord-and-Special-Housing-Areas/Regulatory-Impact-Statements/264e9ba6da/Regulatory-Impact-Statement-Establishing-special-housing-areas-in-Auckland-Nelson-Selwyn-and-Tauranga.pdf>

³ https://www.selwyn.govt.nz/_data/assets/pdf_file/0009/183726/SIGNED-ORIGINAL-Selwyn-Housing-Accord.pdf



A substantial number of residential allotments have been consented in the south of Rolleston between East Maddisons Road and Lincoln Rolleston Road. These residential developments are within Outline Development Plan Areas or Special Housing Areas, all of which have commenced subdivision works. This includes the following major developments:

- The Dryden Trust – Dean Geddes Special Housing Area (now ‘Acland Park’).
- Farringdon East and South Special Housing Areas.
- Falcons Landing.
- Branthwaite.

1.3.4 Selwyn District Plan

At the current point in time, Council is undertaking a review of the District Plan with the Proposed District Plan recently notified for public consultation, with the submission period closing 11 December 2020. Subject to a further submission period and associated hearings, the Council do not expect the plan to be fully in place until late 2022, albeit this will remain subject to Environment Court appeals. Until such time as the Proposed District Plan provisions are beyond appeal, both the Operative and Proposed District Plans require consideration in terms of land use and development.

Significantly, the Proposed District Plan has not proactively advanced any ‘new’ rezoning of land from that contained within the Operative District Plan, with this to be left to be addressed and considered by way of landowner submissions on the Proposed District Plan. However, the Proposed District Plan has rationalised the zoning framework, with the introduction of a ‘General Rural Zone’ broadly replacing the various rural zoning framework under the Operative District Plan. In this regard, the land within the evaluation area is zoned ‘General Rural’ under the Proposed District Plan (refer **Figure 4**), with this broadly providing for primary production activities and other compatible activities (including residential activity of appropriate densities), consistent with the purpose of the current operative Rural Inner Plans (‘**Rural IP**’) zoning.

For the purposes of our assessment we have principally relied on and assessed the Operative District Plan provisions, which at the present time are considered to have greater weight in terms of guiding development in the Selwyn District. Under the operative provisions the search area falls entirely within the Rural IP Zone, with this identified in **Figure 5** and detailed as follows:

- **Rural IP Zone** – the purpose of the Rural IP Zone is to recognise the more intense pattern of rural settlement in the area surrounding Christchurch City (generally within 30km). Accordingly, this zone has a lower minimum allotment size (4ha) than the Rural Outer Plains Zone. The zone is characterised by a variety of farming activities and rural lifestyle development.

There are no other specific notations in the Operative District Plan which are relevant to the site evaluation area.





Figure 4: Proposed Selwyn District Plan – Planning Map (Evaluation Area in Red Outline)

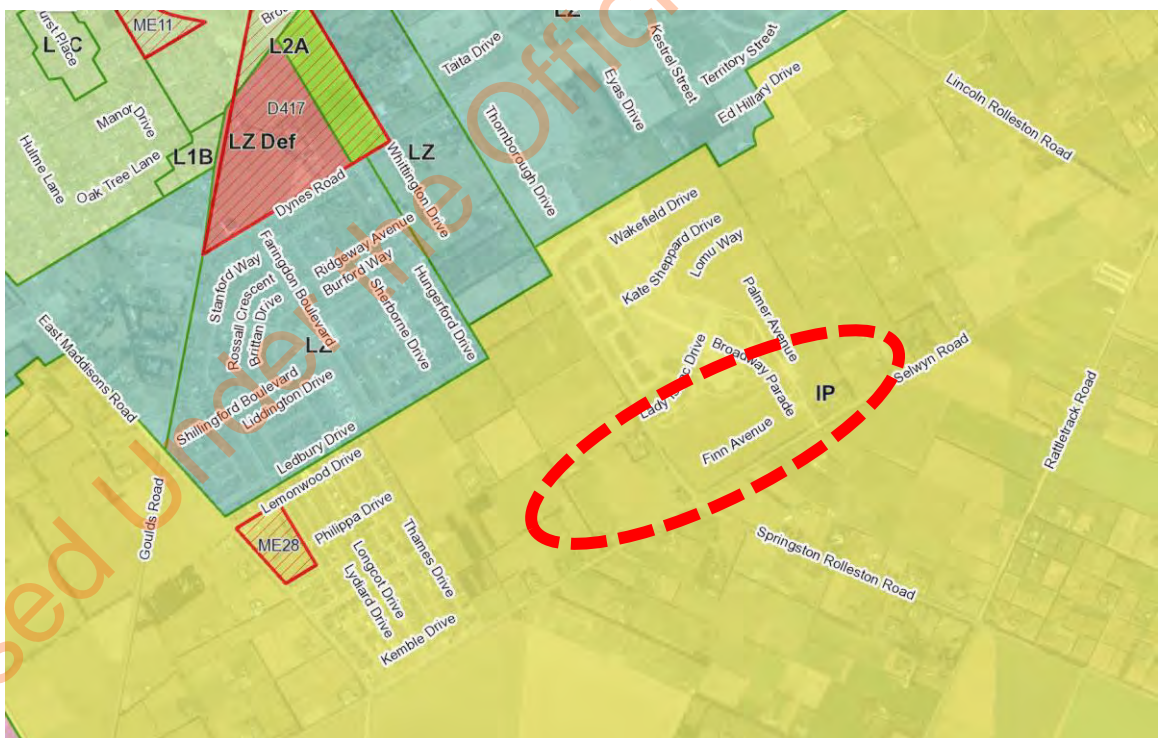


Figure 5: Operative Selwyn District Plan – Planning Map (Evaluation Area in Red Outline)

With regard to the above zoning and the site evaluation area, it is important to note that urban development has and continues to occur within the Rural IP zone, with this most notable in terms of the Dryden Trust – Dean Geddes Special Housing Area (now ‘Acland Park’). The consent conditions of the Special Housing Area resource consents

enable development to be broadly undertaken in accordance with the Living Z standards, despite the current Rural IP zoning.

In addition to the above, Hughes Developments Limited have recently sought via Private Plan Change 64 ('PC64') the rezoning of a large area of presently rural zoned land for residential purposes⁴, with this relating to approximately 35ha and 42ha of land located at the corner of Selwyn and Springston Rolleston Roads and between Selwyn, East Maddison and Goulds Road respectively. PC64 was accepted for notification by Council 23 September 2020, with the public submission period closed 19 November 2020. At the time of writing, the summary of submissions has yet to be released by Council, with a further submission period to follow. Whilst subject to a detailed assessment by Council, there do not appear to be any significant impediments arising from PC64.

1.3.5 Our Space 2018-2048: Greater Christchurch Settlement Pattern Update

The Greater Christchurch Partnership Committee ('the Committee') was developed to collaboratively review Greater Christchurch's settlement pattern to meet the statutory requirements of the National Policy Statement on Urban Development Capacity 2016⁵, with this settlement pattern including the Rolleston locality. In June 2019, the Committee endorsed the final 'Our Space 2018-2048' document as the future development strategy for Greater Christchurch. This document has set out a schedule of future work (described as 'Actions') to address the priority growth issues for Greater Christchurch.

The Ministry's search area falls over areas identified by the Our Space document as being 'Future Development Areas' and over a Special Housing Area, therefore this document is of relevance to the search area. This document has outlined specific actions to be undertaken to provide for growth within Selwyn with the actions of particular relevance summarised below:

- Action Point 7 requires the insertion of housing targets directly into the CRPS and District Plans. For Selwyn this means 8,600 dwellings to be enabled in the medium term (2018-2028) and in the long term (2028-2048) 8,690 dwellings bringing the total 30-year period number to 17,290. This development capacity must be feasible in both the medium and long terms meaning it must be zoned and either already serviced with development infrastructure or the infrastructure must be provided for within Council Documents such as within the Long Term Plan and Infrastructure Strategies required under the Local Government Act 2002.
- Action Point 9 of the schedule requires interim changes to Chapter 6 of the CRPS with a full review scheduled in 2022. In the interim Map A, within Chapter

⁴ <https://www.selwyn.govt.nz/property-And-building/planning/strategies-and-plans/selwyn-district-plan/plan-changes/plan-change-64,-rezone-land-from-rural-inner-plains-to-living-z,-faringdon>

⁵ The National Policy Statement on Urban Development Capacity 2016 has been replaced by the National Policy Statement on Urban Development 2020 (NPS UD), however the documents are broadly aligned, and the 'Our Space' actions are considered to be entirely applicable and relevant in terms of meeting the local authority obligations under the NPS UD.

6 is to be modified so that the Future Urban Development Areas as shown in **(Figure 6)** below are included (notably these areas match those areas identified for greenfield development within the Rolleston Structure Plan). The Council is also required to undertake structure planning and a review of their District Plan for these Future Development Areas to provide for the projected medium-term housing availability. The Ministry's search area falls over a 'Future Urban Development Area' and 'Special Housing Area'.

- Action Point 10 of the schedule requires detailed planning work to be undertaken (in accordance with directions outlined in the CRPS Chapter 6 and the proposed change identified in Action Point 9) within Selwyn which is to include evaluating zoning options, investigating opportunities to encourage the provision and uptake of a range of housing typologies and reviewing town centre masterplans and strategies and exploring options to increase land supply for existing key activity centres.

We understand that all relevant local authorities will introduce the relevant Our Space housing targets and adopt the settlement pattern update within their respective planning documents, in accord with the policy requirements of the National Policy Statement on Urban Development.

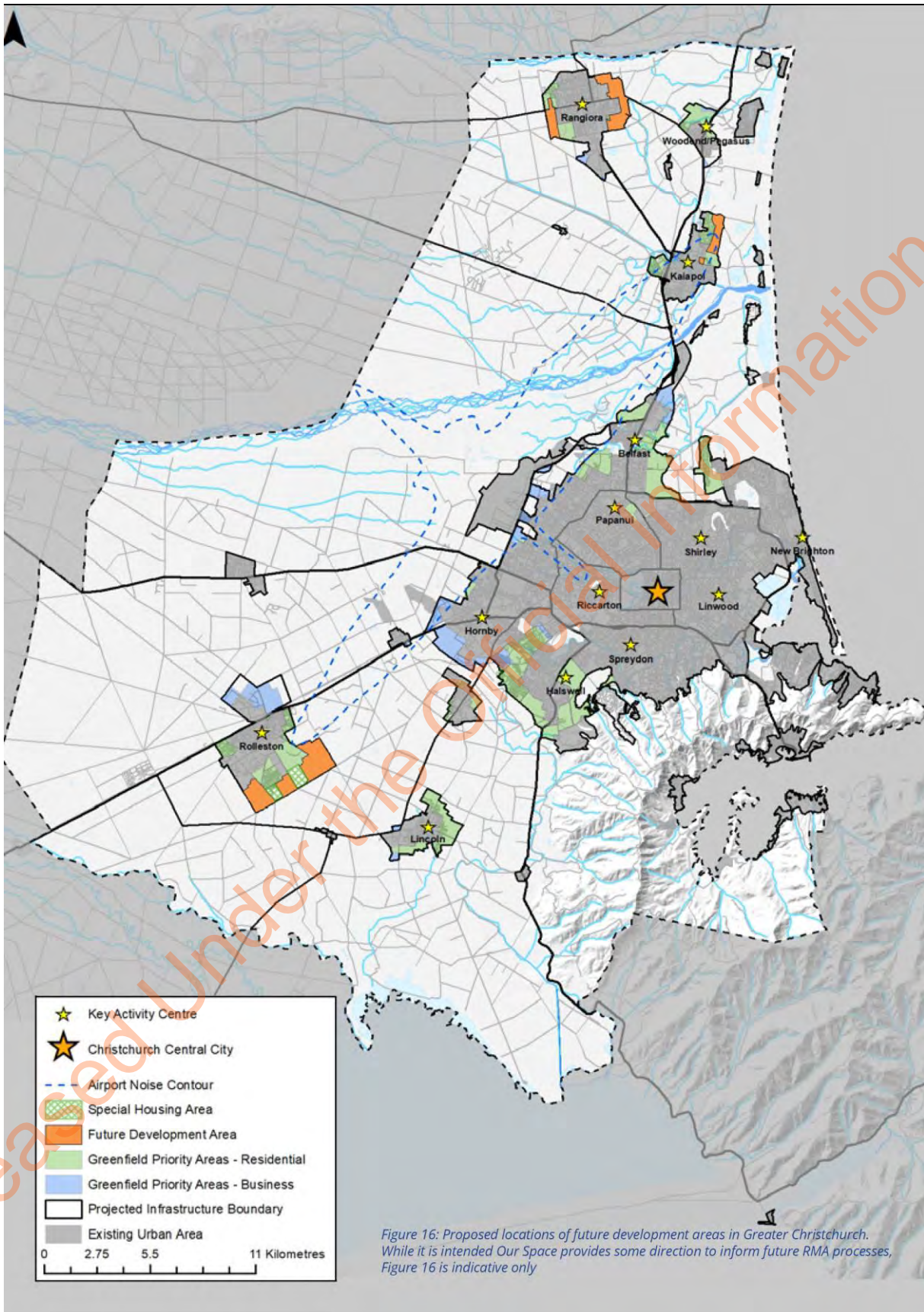


Figure 6: Excerpt of Future Development Locations from Our Space 2018-2048: Greater Christchurch Settlement Pattern Update

2 Methodology

2.1 Introduction

The site selection methodology used is based upon the Ministry's Methodology for New School Site Evaluation, Version 6C, July 2017.

The sites selected were identified through a desk-top study, high level discussions with landowners and Ministry staff, along with site visits. The following resources were utilised in undertaking the evaluation:

- QuickMap data (with all property information, valuations, topography, transportation networks, land ownership details and associated property information);
- Google Earth aerial and historical imagery;
- Environment Canterbury public GIS (for aerial images, land use zoning, hazards, identified contamination areas, cultural heritage and natural features and hard infrastructure);
- Selwyn District Plan (Operative and Proposed);
- Special Housing Area documentation (including relevant decisions and technical reports associated with Acland Park);
- Private Plan Change Request 64 (including section 32 analysis, assessment of effects and various technical reports⁶);
- Heritage New Zealand Pouhere Taonga public database;
- New Zealand Archaeological Association website database.

In addition to the above, and following an initial review of the draft evaluation report by the Ministry, the two highest scoring sites were the subject of a brief review of the relevant Records of Title was undertaken by The Property Group, and a Transport Assessment undertaken by Abley Consultants, with this used to assist in site evaluation and scoring, with this enclosed as **Attachment [E]**.

2.2 Consultation

2.2.1 Landowners

The Ministry held high level discussions with property developers Avanda (developing Acland Park) and Hughes Developments (developing Faringdon), both of which own land within the site evaluation area. Both developers indicated interest in

⁶ <https://www.selwyn.govt.nz/property-And-building/planning/strategies-and-plans/selwyn-district-plan/plan-changes/plan-change-64,-rezone-land-from-rural-inner-plains-to-living-z,-faringdon>

accommodating a secondary school within their respective developments. Avanda did not identify a specific site within Acland Park for consideration but did identify broadly where in their overall land parcel that they considered a site of approximately 8-10 hectares would best be located given the current staged subdivision plan, with this located in the south west portion of their development (at the corner of Selwyn and Springston Rolleston Roads). This site was identified as 'Site 3'. To accommodate a site over this land would require changes to be made to their approved resource consents. Hughes Developments identified a specific piece of land of 10ha that they considered would be suitable for a secondary school and work in with their proposed Structure Plan for the development, with this located at the corner of Selwyn Road and Springston Rolleston Road. This site was identified as 'Site 2'.

Both the developers for Sites 2 and 3 have indicated a willingness to work with the Ministry to provide a suitable site, with services to the boundary within the timeframes required for the school project. This willingness has included responding to queries with the overall knowledge provided being used to inform the site evaluations.

2.2.2 Mana Whenua

In addition to consultation with landowners, early consultation with Te Taumutu Runanga was undertaken to assist with the initial site identification, and to determine whether there were any sites or matters of cultural significance which could influence the site identification and evaluation process. The feedback received was appreciative of the opportunity for early involvement, and a keenness to ensure the new school location was not located near the existing Rolleston College to ensure accessibility to whanau outside of that area.

2.2.3 Selwyn District Council

As part of the detailed site evaluations, feedback was sought from Council planning and transportation staff to determine any particular issues of concern or preference in terms of site location, with the following feedback provided:

- A preference for a location in southeast Rolleston further north below Falcons Landing, and at the location of the proposed CRETS road. This location is along a key transport route that can readily handle high traffic generating activities like a school, with direct connections to other key routes (ie Lincoln Rolleston Road and Springston Rolleston Road).
- Initial concern around the Selwyn Road / Springston Rolleston Road intersection, particular in relation to the establishment of a high traffic generating activity such as a school. There are no Council plans to upgrade this, although it is on the radar as an issue as Rolleston grows.
- The preference for a site (from those identified by the Ministry) would be Site 2 or 3, however there is a very strong preference that there be no direct access on to Springston Rolleston Road to avoid a high traffic generator between Selwyn Road and Lady Isaac Drive. PC64 for Site 2 provides for an extension



to Lady Isaac Drive across Springston Rolleston Road, with direct access off Lady Isaac Drive strongly preferred.

With respect to the above feedback, the particular evaluation area is focused taking into account the expected catchment, with the area around Falcons Landing considered too far to the east. In this regard, PC64 seeks rezoning of 35 and 42ha of land to the west of Springston Rolleston Road for residential development, suggesting that a significant catchment area for the new secondary school will be focused to the west, as opposed to the east. The intersection capacity issues associated with Selwyn Road and Springston Rolleston Road have been recognised by Abley in their Transport Assessment, with further investigations recommended in relation to this intersection. In terms of having direct access to Springston Rolleston Road, this is considered to be a matter of detailed design, however it is noted that both Site 2 and 3 provide an opportunity for access from within an internal subdivision, whereas Site 1 would likely require direct access to Springston Rolleston Road.

2.3 Stage 1 Evaluation

Stage 1 of the evaluation involved the consideration of the potential sites under four broad criteria in accordance with the Ministry's Methodology for New School Site Evaluation. These criteria are as follows:

- **Locality:** the position of the site within the study area;
- **Size and shape:** whether the shape and topography of the site is suitable and available in the order of 8-10ha, and the opportunity to retrofit existing facilities or buildings used for an educational purpose.
- **Current land use/form:** the limitations such as transmission lines, high cultural or environmental values, historic buildings, watercourses, geotechnical hazards or past contamination issues; and
- **Access:** whether a site has legal road frontage, sufficient parking/drop off areas, and future road networks and accessibility.

Given the relatively narrow site evaluation area, a total of three sites were identified for initial evaluation as part of Stage 1, with all of these sites also progressing to Stage 2. These sites are identified as follows:

- **Site 1:** Springston Rolleston Road, Rolleston (Cartright and Day)
- **Site 2:** 417 Springston Rolleston Road and 694-700 Selwyn Road (Hughes / Faringdon)
- **Site 3:** 614 Selwyn Road and Springston Rolleston Road (Long Vision / Acland Park)

The Stage 1 evaluations are contained in **Attachment [B]**, with the results summarised in **SECTION 3**. The Site and Context Plans identifying the location of the Stage 1 and 2 sites are contained in **Attachment [D]** and shown in **Figure 7** below.

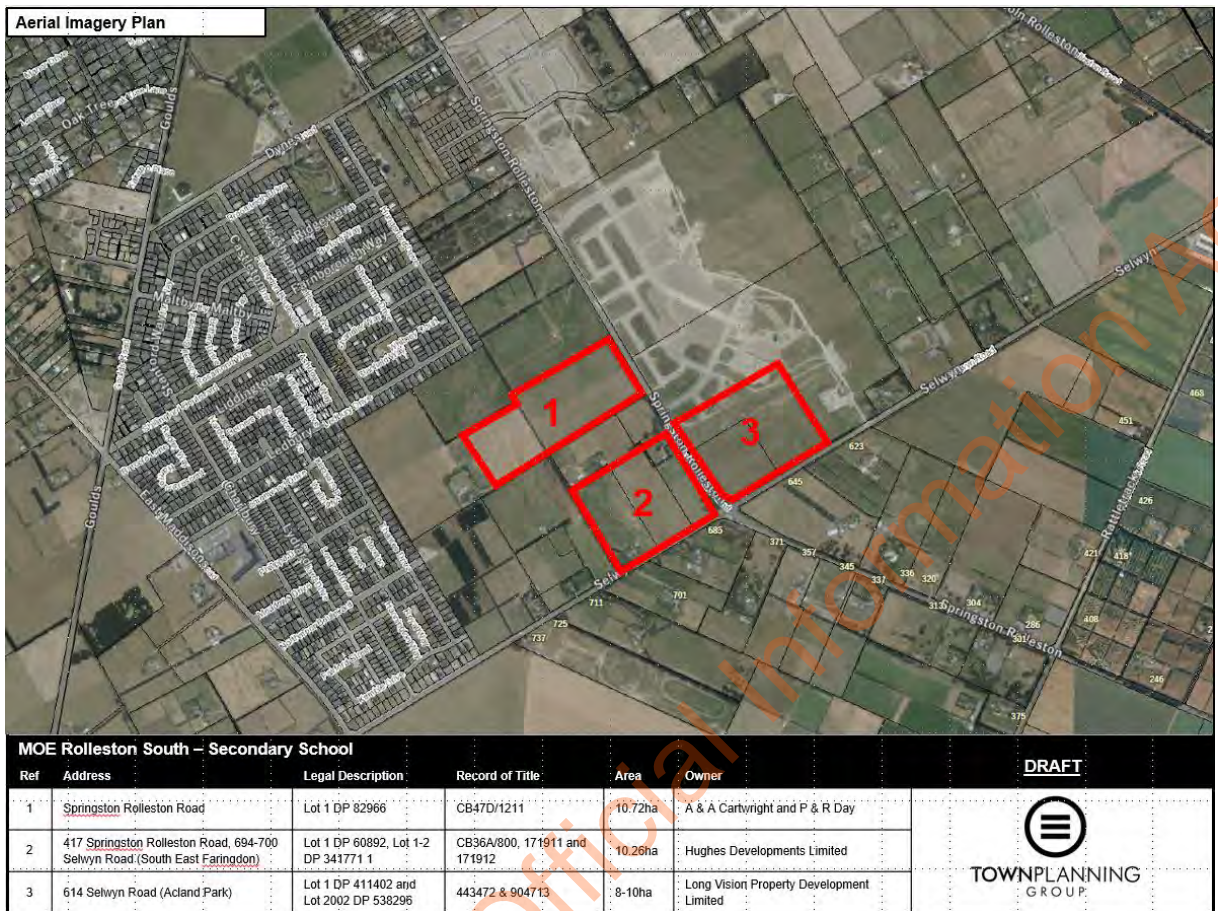


Figure 7: Stage 1 Site Identification – Aerial Imagery

2.4 Stage 2 Evaluation

Stage 2 of the evaluation involved a detailed appraisal of the specific sites that have progressed through Stage 1, and as noted, given the relatively defined evaluation area, all three sites identified as part of Stage 1 were evaluated as part of Stage 2.

This detailed appraisal adopts a multi-criteria analysis methodology, requiring each site to be scored against a large range of specific criteria as detailed in the Ministry's Methodology for New School Site Evaluation. A score was assigned to each site for each criterion, with 0 at the low end of the scale (indicating the least suitability of a site for a criterion) and 5 at the high end (indicating the best suitability). The scores have then been tallied and the sites ranked to identify the most suitable school site location, with this forming the basis of the overall conclusions and recommendations.

The detailed Stage 2 evaluations are contained in **Attachment [C]**, with the results summarised in **SECTION 4**.



3 Stage 1: Site Evaluations

3.1 Common Attributes

Given the prescribed evaluation area and the close proximity of all three sites, there are a number of common attributes, with these detailed as follows.

Sites 2 and 3 fall within the Ministry’s search area, with Site 1 located marginally outside of the search area.

All three sites are located with the Rural IP Zone as shown in **Figure 8** below. However, while Site 3 is still located within this zone it also falls within the Acland Park Special Housing Area. Significant development is occurring within Acland Park (including a new primary school), with development occurring in accord with resource consents authorising broadly a Living Z Zone development framework. Further, Site 2 is subject to PC64 which has recently been notified for public submissions, with this seeking to rezone the site from Rural IP to Living Z under the Operative District Plan.

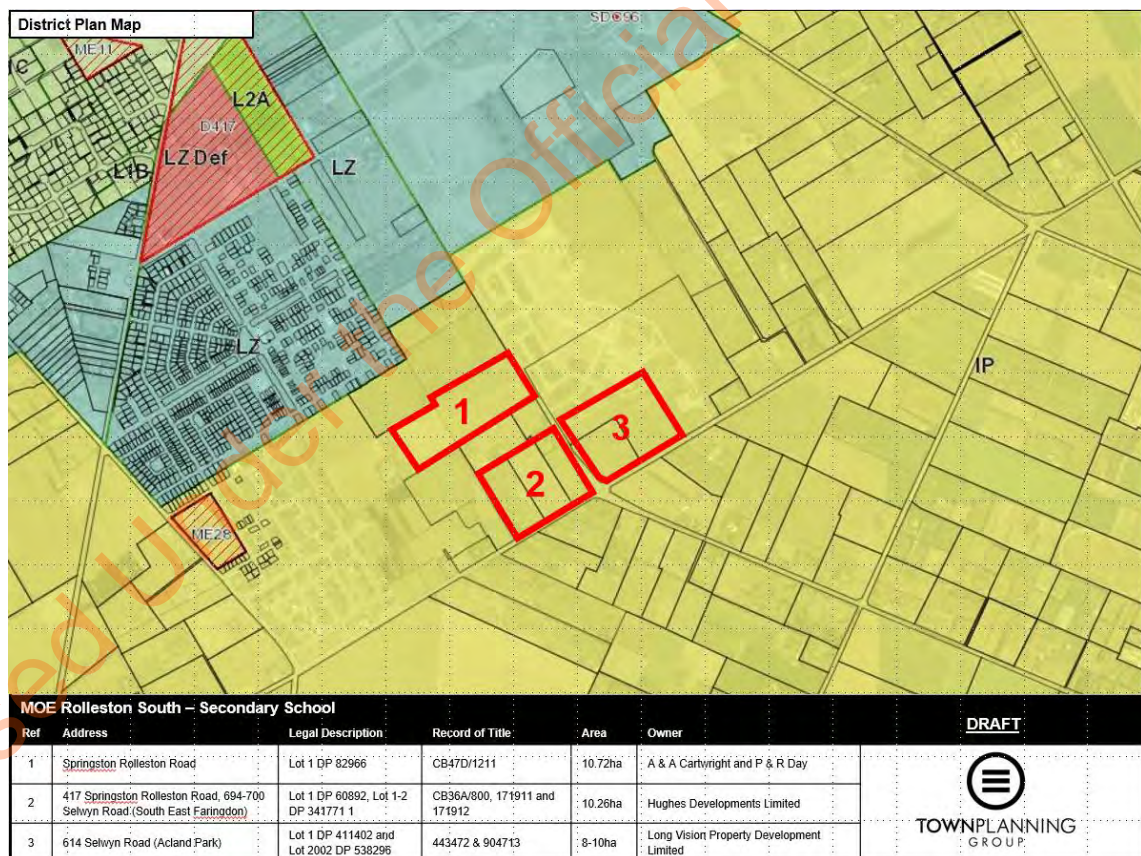


Figure 8: Stage 1 Site Identification – District Plan Zoning

Sites 1 and 2 are located within a Future Development Area as identified in the Our Space 2018-2048 strategy, and as noted, Site 2 is presently subject to PC64. All three sites are located within the planned urban limit for Rolleston (in line with that identified

in the Rolleston Structure Plan (refer **Figure 9**) and Our Space strategy). Overall, while the current zoning does not reflect the desire for continued growth within the area, future statutory planning changes are expected to be implemented, noting the directions provided by Our Space and the National Policy Statement for Urban Development.

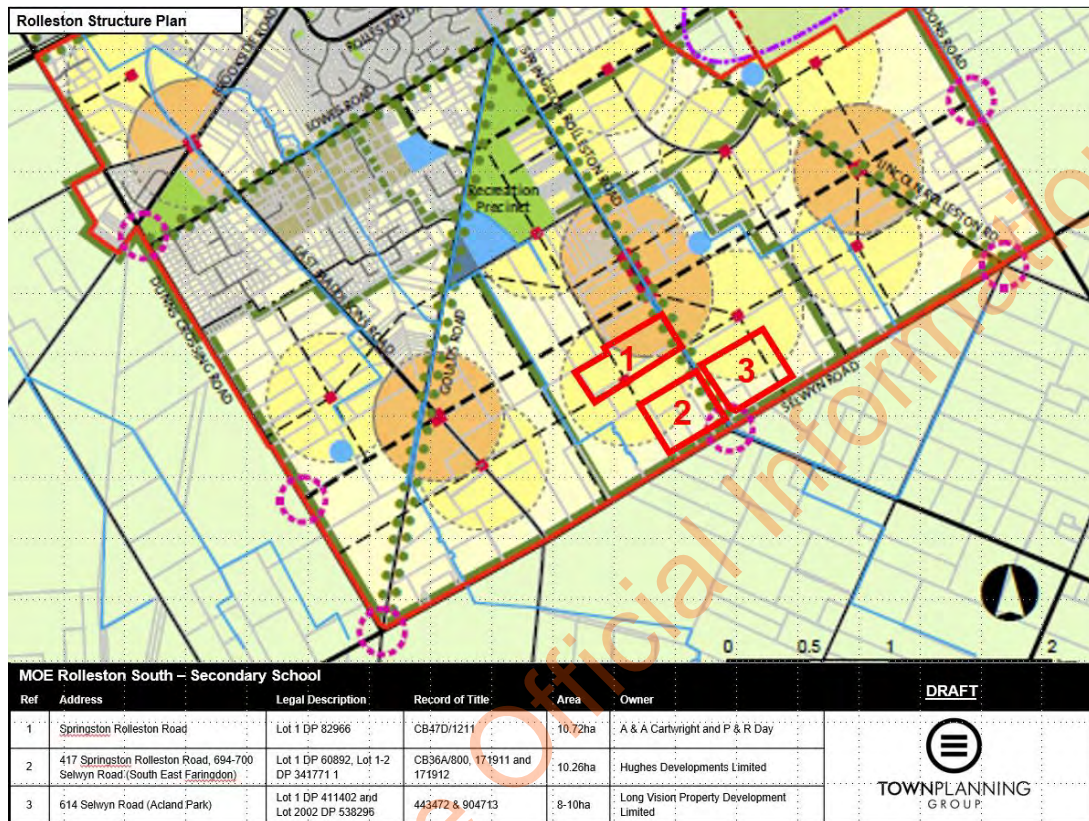


Figure 9: Stage 1 Site Identification – Rolleston Structure Plan

All three sites are currently privately owned, with two (Sites 2 and 3) being owned by property developers (Hughes Development and Long Vision Developments Limited respectively).

The land parcels which the three sites are located within all allow for sites of 8-10 hectares or greater as required by the Ministry for secondary school development. Hughes Developments have specifically identified a site of approximately 10 hectares for consideration by the Ministry, while Avanda (on behalf of Long Vision Developments) have indicated an area of land at Acland Park where a secondary school site could be accommodated in different configurations which would best suit their development staging. The existing subdivision plan for Acland Park would need a redesign, and a variation sought and approved through Council to accommodate a school site.

All three sites have historically been used for rural primary production purposes. This use continues on Sites 1 and 2. Site 3 is located within the wider Acland Park development where subdivision works are occurring and a Notice of Requirement for educational facilities catering for full primary school age students from year 0 to 8 (inclusive) has recently been confirmed. There is no rural use of this site at present.

Given the past use of the site, HAIL activities have been identified on Sites 2 and 3, with further testing and reporting required for these sites before determining whether soil remediation is required. For Site 3 this is covered by the conditions of the subdivision consent. It is possible that HAIL activities have been undertaken on Site 1 and that soil contamination is potentially present, however this matter has not been investigated as is the case for Site 2 and 3, and therefore this matter remains uncertain. It is anticipated that given the past rural use of Site 1 there may be the potential for the same to have HAIL status.

The sites all have existing legal road frontage adjacent to an arterial road (Springston Rolleston Road). Site 1 currently has one road frontage, while Sites 2 and 3 have road frontage to two arterial roads (Springston Rolleston Road and Selwyn Road). Based on the Transportation Assessment undertaken by Abley (**Attachment [E]**), the proposed trip generation of a secondary school will likely be able to be accommodated on both Springston Rolleston and Selwyn Roads. However, taking into account cumulative trip generation from a secondary school and the significant growth occurring in the locality, there could be potential impacts on the capacity and safety of the Springston Rolleston Road and Selwyn Road intersection, with this requiring further investigation.

Footpaths within the area are currently provided intermittently, largely aligning alongside the extent of development. A new footpath is required through conditions of the subdivision consent (including variations) to be developed adjacent to the Acland Park (Site 3) development. Along Springston Rolleston Road this is to be a pedestrian off road footpath and adjacent to Selwyn Road this is to be a shared pedestrian and cycle shared footpath. The Transportation Assessment prepared for PC64 relating to Site 2 identified that road frontages will be reconstructed with an urban formation that includes kerbs and footpaths, along with an extension of the existing shared path along Selwyn Road, although details of this will only be provided at the time of subdivision. There are no known plans for a footpath along Site 1 at this time.

New infrastructure is required and planned to service the authorised and proposed residential development within Site 2 and Site 3, however no plans are in place for servicing of Site 1. The Rolleston Structure Plan identifies infrastructure services that are required to service development within this area, with some infrastructure already provided as part of the Acland Park development, with this expected to continue along Springston Rolleston Road to serve Site 2, and subsequently will be in place prior to the planned opening date for the school.

Environment Canterbury's GIS mapping contains information relating to multiple hazards layers, including flooding and liquefaction potential. In the Rolleston area in general, there is a distinct lack of recorded natural hazards. The nearest rivers are the Waimakariri and Selwyn Rivers, both kilometres away from the search area. Rolleston is generally underlain by alluvial gravels at shallow depths, with very low liquefaction potential. There is little variability across the Ministry's search area in this regard.



A search of Heritage New Zealand Pouhere Taonga's list of significant and valued historical and cultural heritage places does not identify any archaeological sites of significance in the area. Similarly, there are no heritage or cultural features noted in the District Plan of relevance to the evaluation area.

3.2 Stage 1 Evaluation

The detailed analysis of each site is contained in **Attachment [B]**, however a summary of the Stage 1 analysis is contained in **Table 1** below.

3.2.1 Evaluation Summaries:

Site	Assessment	Pass / Fail
1	<p>Springston Rolleston Road, Rolleston (Lot 1 DP 82966)</p> <p>The site is owned by Allan and Andrew Cartwright and Penelope and Robert Day. The site is marginally outside of the Ministry's search area but is centrally located for the student catchment.</p> <p>The site meets the size requirement specified by the Ministry and generally has a regular shape and flat topography, however compared to both Site 2 and 3, the site has a much more narrower shape (with a minimum dimension of approximately 185m). The site is currently vacant and used for rural – primary production purposes. The site is zoned Rural IP but is located within an identified 'Future Development Area', and as such it is anticipated that in time the site and surround will be rezoned residential, although there is currently no certainty with this.</p> <p>There are no listed heritage buildings or sites of cultural, spiritual or other significance. The site is not subject to flooding and no geotechnical hazards have been identified on it through a search of Canterbury Maps. The site is not registered as having contaminated land on it on Environment Canterbury's Listed Land Use Register. However, given the site is currently and has historically been used for productive agricultural purposes a site-specific Preliminary Site Investigation and potentially a Detailed Site Investigation would need to be commissioned to provide certainty.</p> <p>The site is not currently serviced. However, the Rolleston Structure Plan anticipates servicing within this area as greenfield development occurs. In terms of water there is an existing Council reticulated supply along Springston Rolleston Road which it is anticipated that this site could connect into for potable and fire-fighting supply. In terms of wastewater there is an existing reticulated wastewater main along Springston Rolleston Road which the site could drain to. Stormwater is disposed of to ground on all sites throughout Rolleston, it is anticipated that this would also be the case here. The site is not currently serviced by reticulated gas and is not connected to power and phone although it is expected that power and telecommunications could be readily supplied to the site.</p> <p>There is one road frontage of a good length (approximately 198m). Springston Rolleston Road is straight in this location and it is considered that there could be a number of suitable locations for access points along this frontage. However, the potential for internal access opportunities to</p>	Pass



Site	Assessment	Pass / Fail
	<p>adjoining residential developments is somewhat limited when compared to that associated with Acland Park (Site 3) and Faringdon (Site 2).</p> <p>Site 1 is considered suitable for further evaluation.</p>	
<p>2</p>	<p>417 Springston Rolleston Road and 694-700 Selwyn Road (Lot 1 DP 60892, Lot 1-2 DP 341771)</p> <p>This site is comprised of three allotments which are all currently used for rural lifestyle purposes, but they are all held under the one ownership (Hughes Developments Limited). The site is currently located within the Rural IP Zone but it is subject to PC64 which seeks to rezone the land from rural to residential.</p> <p>The site is located on the north-western corner of the Selwyn Road/ Springston Rolleston Road intersection. As such there are currently two road frontages of a good length approximately 368m and 420m. Should PC64 be approved there is the potential for further road frontages to be provided to the site as/if the surrounding area is developed for residential purposes.</p> <p>The site is not subject to any geotechnical hazards or flooding. There are a number of buildings located on the site which will likely be required to be removed.</p> <p>The site is not currently connected to reticulated water or wastewater systems although the Infrastructure Report submitted with PC64 identify connections to the services along Springston Rolleston Road and along Selwyn Road in front of the site. The Council wastewater pipes flow to the RADAR sewer pump station at the corner of Springston Rolleston and Selwyn Roads from the Faringdon Development Area. Stormwater within Rolleston is managed on site via ground disposal, which we anticipate will also apply to the site. Power and phone connections to the site will be supplied as part of any approved subdivision and it is anticipated that these services will be provided underground, with reticulated gas proposed to be provided (as is the case for Faringdon).</p> <p>In terms of soil contamination a Preliminary Site Investigation has been carried out for 417 Springston Rolleston Road and 694 & 700 Selwyn Road. At 417 Springston Rolleston Road two areas of potential soil contamination have been identified being a rubbish pit (containing green waste and household waste) and a burn off area, with these located in the northern most portion of the allotment, largely falling outside of the indicative school site boundaries. Similarly, a burn pit has been identified on each of 694 & 700 Springston Rolleston Road, along with the presence of vehicles, drums and containers, albeit no evidence of contamination was observed. Further investigations were recommended in relation to the existing dwelling on 700 Selwyn Road to determine whether the same contains asbestos products.</p> <p>Overall, the site is considered suitable for further evaluation.</p>	<p>Pass</p>
<p>3</p>	<p>614 Selwyn Road and Springston Rolleston Road (Lot 1 DP 411402 and Lot 3000 DP 544404)</p> <p>The site is comprised of two allotments which are currently owned by Long Vision Developments Limited. This site falls within the Geddes/Dryden</p>	<p>Pass</p>



Site	Assessment	Pass / Fail
	<p>Special Housing Area and is currently being developed as 'Acland Park' by Avanda Group. Acland Park is being developed in a staged approach, with Stages 1-4 completely finished in the northern portion of the development, with the Ministry's primary school site at Stage 7 of the development recently completed. By 2021/2022 Avanda anticipate development works to progress to Stage 15 in the southern portion of the site, with the indicative secondary school site located in this locality.</p> <p>Currently the land is larger than required by the Ministry, however there is the potential that an 8-10 hectare site could be acquired to suit the Ministry's purpose. Given that there are already subdivision and land use consents for development in Acland Park, Avanda will need to obtain new or varied consents to accommodate new roading layouts, infrastructure locations and a change to the number and location of sections. In this regard, there are some existing sections in close proximity which have already been sold for residential development.</p> <p>There are no particular constraints on the site as the site is currently vacant, it is not subject to existing designations and no mapped hazards have been identified and given there are no major rivers in proximity to the site flooding hazards have not been identified on the site.</p> <p>The site is not currently serviced by any Council reticulated mains but reticulated servicing for water and wastewater will be provided as part of the broader Acland Park development. It is likely that in accommodating a secondary school site, the planned servicing will need to be revised particularly as the service pipelines are currently planned to cross through the potential MOE site.</p> <p>In terms of potential soil contamination Preliminary and Detailed Site Investigations were undertaken as part of the Special Housing Area application process. One HAIL site was identified being a piggery building which had ACM cladding (asbestos cement material, asbestos containing material) both internally and externally in a deteriorated condition. This building is located in the proximity of the school site and depending on the redesign of the subdivision to accommodate a school site could potentially fall within the boundaries of the school site. It is noted that the subdivision consents for Acland Park require any areas of soil contamination be remediated in accordance with MfE Contaminated Land Management Guidelines and a Site Validation Report is to be provided to Council following remediation works.</p> <p>There are two site frontages (onto Selwyn Road and Springston Rolleston Road) both offering options for access. There is also the potential that a revised Acland Park development would also result in further road frontages or access options to the site internally within the development, although there is no certainty of this at present.</p> <p>Overall, we consider this site as being suitable of further assessment.</p>	

Table 1: Stage 1 Evaluation Summary

3.2.2 Summary

Given the relatively confined search area for a new secondary school site in Rolleston, and the land requirements associated with the same, a total of three sites have been identified as suitable for further evaluation. Two of the sites (2 and 3) are located within the target search area, with one site (1) located marginally outside of the search area, but still within the student catchment area. Based on the Stage 1 evaluation undertaken, it is recommended that all three sites are accepted for further evaluation under Stage 2.

4 Stage 2: Detailed Site Evaluations

4.1 Introduction

The detailed options assessment as part of Stage 2 involved undertaking a grading exercise for all sites based on the site selection criteria contained in the Ministry of Education Methodology, enclosed at **Attachment [A]**.

A score was assigned to each site for each criterion, with 0 at the low end of the scale (indicating the least suitability of a site for a particular criterion) and 5 at the high end (indicating the best suitability). The scores have then been tallied and the sites ranked in order of favourability.

The Ministry methodology prescribes that each of the criteria is to be weighted equally, unless the objectives of the project determine that differing weightings to be applied. In this instance, no different weighting was considered necessary.

The detailed Stage 2 evaluations are contained in **Attachment [C]**, with the results summarised in **SECTION 4.2** below.

4.2 Summary of Evaluation Criteria

4.2.1 Site acquisition costs

This component considers the land values in the locality so that the cost of purchasing land can be considered.

Current land values were obtained from Quickmaps, which provides data on current government valuations for individual properties. However, it should be noted that the Quickmaps data and government valuation is a relatively broad assessment of land value, and given the development potential of the sites under consideration, the figures from the Quickmaps data are best treated as rough estimates only.

A comparative analysis has been undertaken to determine an estimated land value per hectare based on the registered capital valuations for each of the sites, accessed from Quickmaps (a desktop GIS and land information tool). Estimated land values per hectare range from \$187,465 to \$268,821 as identified in **Table 2** below.

Site	Land Values	Capital Values	Land Area (hectare)	Land Value per hectare (based capital values)
1	\$2,000,000	\$2,010,000	10.722	\$187,465
2	\$2,900,000	\$3,910,000	14.545	\$268,821



3	\$6,900,000	\$7,085,000	35.9773	\$196,930
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Table 2: Stage 2: Land Valuation Estimates (QuickMaps)

Despite the above, it is noted that these values are not considered to be consistent with the value of land evident from recent school site purchases in the Rolleston locality. Further, the impact of Covid-19 on property values and ongoing residential development and growth in the Rolleston locality is unknown at this stage. To this end, and in broad terms, Site 3 within Acland Park which already has consented development potential may have a greater potential value than Site 2 owned by Hughes Developments which remains subject to rezoning under PC64. Site 1 is considered to have the lowest potential value due to its rural zoning with no plans in place for future development. In the absence of specific valuation advice, and the broad value indicated by QuickMaps, it is considered reasonable to conclude that Site 1 is anticipated to have the lowest land acquisition cost and has therefore scored the highest **(5)** against this criterion. Site 2 has then scored **(4)**, with Site 3 anticipated to have the highest anticipated acquisition cost, scoring **(3)**.

4.2.2 Ease of acquisition

This component of the method considers whether the site is owned by the Ministry or other Crown department, or whether it is currently being marketed for sale.

All three sites evaluated are under private ownership. The owners for Site 1 have not been approached as outlined in the Ministry methodology, and therefore it is not known whether they would be willing sellers to the Ministry. The owners/developers for Sites 2 and 3 have approached the Ministry following previous land acquisition work with the Ministry and the awareness of the need for secondary provision in Rolleston. Both developers are willing to consider accommodating the Ministry's requirements in their respective developments.

The Acland Park developers (Site 3) have advised that they would need to give due consideration to how the removal of residential sites from their development may impact on their planned commercial centre, however they remain willing to enter negotiations.

The evaluation criteria is geared towards sites owned by the Ministry or other Crown entities scoring the highest – this situation does not apply to any of the search sites, and therefore scoring is directed to be relatively low.

Sites 2 and 3 have been scored as **(1)** as the owners/developers have indicated to the Ministry that they are interested in selling to the Ministry. Site 1 has scored **(0)** as the owners have not been approached by the Ministry nor have the owners approached the Ministry themselves.



4.2.3 Site size

The method contains minimum criteria (including buildings and playing fields) for the area of a school. The minimum size requirement for secondary schools is 8-10ha

All three sites are greenfield in nature (at this time) and provide flexibility in terms of size and shape requirements. All sites are greater than 10 hectares. Site 1 is approximately 10.72 hectares in area and although slightly larger than required for a secondary school it is not significantly so. Further, the whole site could be purchased, or a portion of the site amalgamated with an adjoining parcel of land also under the same ownership. The land parcels within which Sites 2 and 3 are located are significantly larger than that required by the Ministry, but it is expected that the Ministry could easily acquire an 8-10 hectare parcel of land to suit their purposes. In this regard we note:

- Hughes Developments have identified an approximate 10.26-hectare site within their land (Site 2) that they believe would be suitable for a school, but also work well within their planned structure plan.
- Avanda has identified their preferred school site location in the south-western corner of their development (Site 3). This land has not yet been developed but does have subdivision consent for a range of residential sections. Avanda would need to seek new or varied consents to allow for changes to road layout, infrastructure and for the change from residential sites to a large school site. Because a redesign would be required, it is anticipated that the most suitable layout, configuration and location of a school site could be further developed through the redesign process.

These indicative site areas within the context of the existing and proposed development layouts are broadly detailed in **Figures 10** and **11** below.



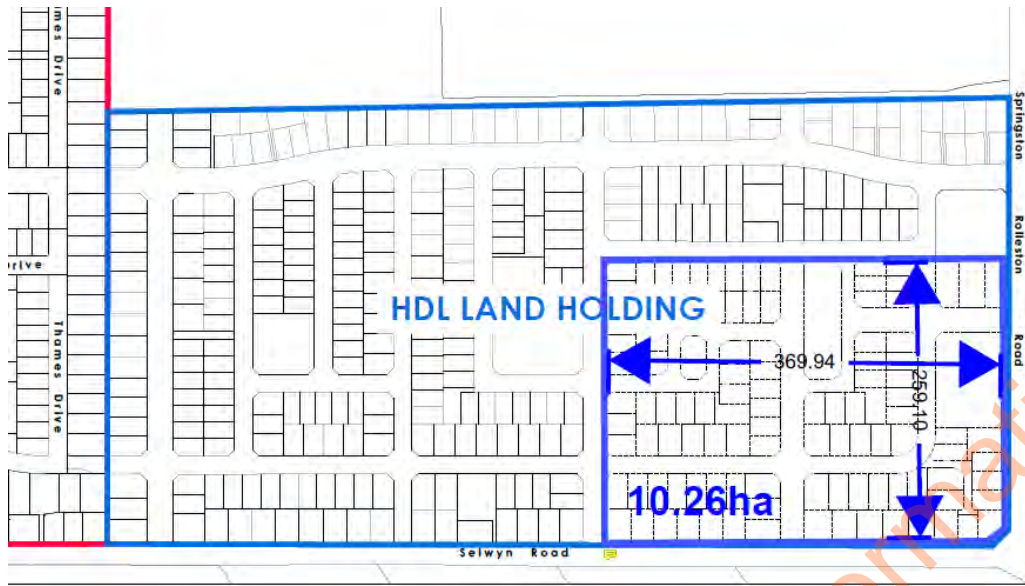


Figure 10: Indicative School Boundaries – Site 2 (Town Planning Group)

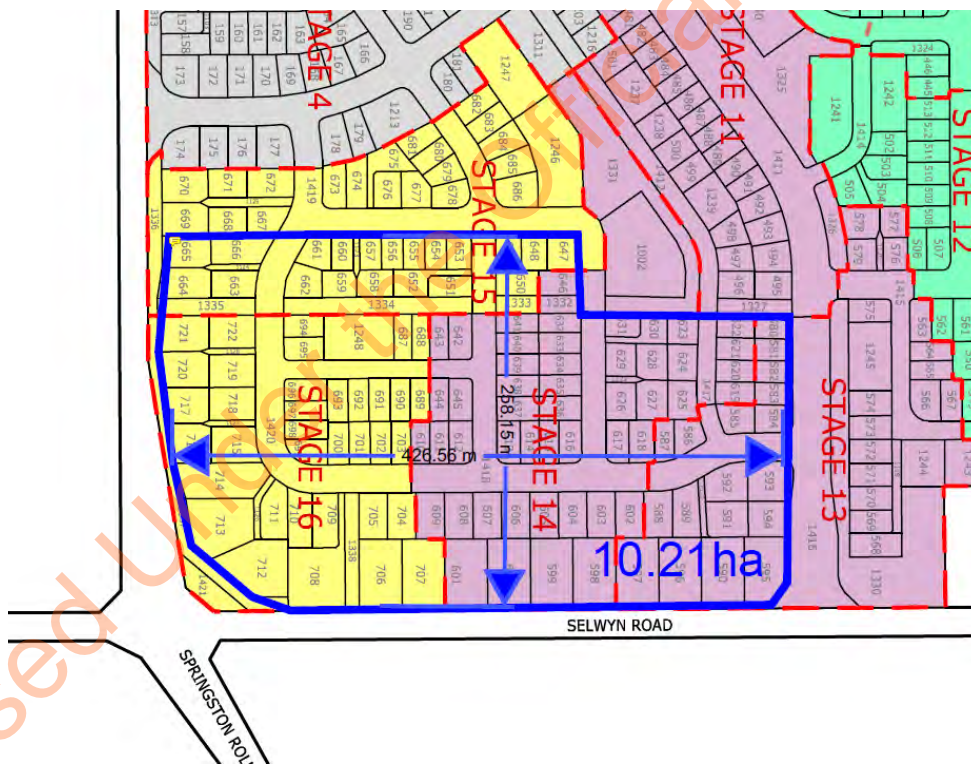


Figure 11: Indicative School Boundaries – Site 3 (Town Planning Group)

Given all three sites have an excess of 10 hectares of useable land which the Ministry could obtain an 8-10 hectare site (or slightly larger) – they have all been scored (5).

4.2.4 Topography

This criteria relates to whether a site contains steep or undulating topography so as to make future school construction difficult.

All sites within the search area are generally flat. Accordingly, they have scored a **(5)** on this criterion.

4.2.5 School design potential

This component considers whether the site is of a shape that would allow for good urban design and architectural opportunities that would promote good learning outcomes. Included in the consideration are whether there are existing buildings or other developments on the site (e.g. large sealed areas) that could be retrofitted to provide high quality educational facilities. Architectural advice was not considered necessary given that no concept plans have been developed and also considering that all the sites meet the minimum size requirements.

There are no existing buildings or developments on any of the sites which we considered could be retrofitted to provide educational facilities. All sites scored **(5)** under this criterion.

4.2.6 Position of site in relation to growth strategy or residential plan change

This part of the evaluation method assesses whether the site is within or outside of a growth area strategy or structure plan area.

The 'Our Space 2018-2048: Greater Christchurch Settlement Pattern Update' document identifies the land within the Ministry's search area as containing a 'Future Development Area' and a Special Housing Area. Further, the Rolleston Structure Plan also identifies all three sites as falling within an area for residential growth. The Future Development Areas identified within the Our Space document require more detailed planning, technical assessments and changes to be made to the CRPS and the District Plan, albeit this work has been elevated in urgency following the introduction of the recent National Policy Statement for Urban Development.

Site 2 is subject to PC64 in which the land is sought to be rezoned to residential and Site 3 is located within an already approved Special Housing Area (Acland Park) where subdivision and land use consents have already been obtained for residential development. The development of Acland Park is already well underway with sections in Stages 1-7 largely complete and sold (including some residential sections immediately to the north of the indicative school site boundary). Avanda have advised that they have commenced design work on Stages 8 and 9 with the staging of development to occur in a broad clockwise manner.

All three sites are well positioned in relation to growth strategies. Because approval has already been gained for the Special Housing Area and consents obtained, there is already a community wide expectation that this land will be developed to provide for growth. It can also be reasonably expected that the community would see Sites 1 and



2 as being logical places for further development to meet growth, noting the development occurring in the vicinity and the signals provided by the Our Space document and the Rolleston Structure Plan. In addition, Site 2 is subject to PC64, which has been accepted and publicly notified by Council, with a further submission period to follow.

We have scored all three sites **(5)** as they are all located within a growth strategy area.

4.2.7 District Plan zone

In broad terms, the District Plan zoning determines the types of activities provided for, with sites zoned for educational purposes scoring the highest.

In this instance, all sites are currently zoned Rural IP under the Operative District Plan, and General Rural under the Proposed District Plan. Site 3 falls within a Special Housing Area which provides for a residential development outcome, notwithstanding its current zoning. In detail, the approved consents require development to proceed generally in accord with the Living Z Zone rules.

Given the direction provided by the Rolleston Structure Plan and the actions recommended by Our Space, it is anticipated that all sites will be subject to rezoning in the short to medium term, with Site 2 currently subject to PC64 for such a rezoning. It is noted that the Proposed District Plan has not proactively rezoned land, with this to be left to be considered by way of submission on the Proposed District Plan.

Taking into account the above, as Site 3 is located within an approved residential development area, it has scored a **(4)**. Sites 1 and 2 are currently zoned Rural IP with no residential development approved, however PC64 is relevant to Site 2 with this seeking to rezone the site from rural to residential. As such, Site 2 has scored **(3)** with Site 1 scored **(2)**.

4.2.8 Location within the proposed student catchment

This criteria requires consideration of how well located a school site is with respect to the proposed student catchment. A site located centrally in the likely school zone or towards the area of future growth will score higher than one located near the edge of the proposed student catchment.

The Ministry's search area is relatively confined, it covers an area of rural zoned land that includes a Special Housing Area, along with Future Development Areas. The Ministry's Network Brief indicates that Rolleston College's Master Plan Capacity is likely to be fully utilised by around 2026-28 and therefore additional secondary provision in Rolleston is therefore likely to be required by around 2026. Site 1 is located outside of the Ministry's identified search area (although marginally so) while Sites 2 and 3 are located within the search area. All three sites are located within the proposed student catchment area. Growth within this catchment is anticipated to be provided for within the medium term (2018-2028).



It is noted that PC64 by Hughes Development, in addition to seeking to rezone 35ha of land contained Site 2, it also seeks to rezone 42ha of rural land between East Maddisons Road, Selwyn Road and Goulds Road located. This will see a large area of additional residential catchment located to the west of Springston Rolleston Road, whereas we are unaware of any rezoning proposals to the east of Springston Rolleston Road.

Sites 2 and 3 have been scored equally (5) as they both fall within the target search area whereas Site 1 has been scored marginally lower as it falls just outside this (4).

4.2.9 Existing site constraints / reverse sensitivity

This component considers whether the site contains immovable structures such as transmission line towers, large buildings or communication masts, or whether a site is located close to an activity that may give rise to reverse sensitivity considerations.

All sites evaluated are typically greenfield in nature and scored highly in relation to this criterion. Sites 1 and 3 are broadly unencumbered in terms of existing buildings and structures across the same. Site 2 has a number of existing buildings located within it and based on the structure plan supplied by Hughes Developments, the intention is that these buildings will be removed, or incorporated into the development, should PC64 be approved.

Following an initial review of the draft evaluation by the Ministry, it was determined that further investigation of the relevant Records of Title should be undertaken in respect of Site 2 and 3, with these sites initially scored the highest against the methodology. Subsequently, The Property Group were engaged to review any potential constraints arising from instruments recorded on the relevant Records of Title, with this review finding the following key matters:

- There is an existing Orion electrical easement along the Springston Rolleston Road boundary of Site 3, which may require some consideration and accommodation as part of detailed design.
- There is an existing Consent Notice on Site 2 which appears to derive from a previous rural subdivision and density restriction, preventing the establishment of a dwelling on a specific parcel of land. Given PC64, and the nature of the proposed school development, this instrument was not expected to be an issue.

Overall, based on the review of the Records of Title from The Property Group, it was considered unlikely that the instruments and encumbrances recorded on the Records of Title would represent a significant constraint for future school development.

To ensure a comprehensive evaluation and in discussions with the Ministry, consideration has also been given to any potential constraints associated with each site that may impact on the ability to mitigate potential adverse effects of a future Notice of Requirement for Educational Purposes. To this end, consideration has been given to the proximity of any individual landowners to each respective school site, with this potentially leading to fixed boundary or roading alignments, or affected parties / notified



process for a future Notice of Requirement. In this regard, Avanda Group have confirmed that a number of residential allotments to the south of Lady Isaac Drive have been sold (refer **Figure 12**), with these under development, and located potentially directly to the north of the indicative school site boundaries on Site 3.



Figure 12: Sales Plan for Acland Park

The indicative school site within Site 2 is within a vacant greenfield development where the only relevant and directly adjoining landowner is that of Hughes Developments, with no other directly adjoining landowners. Further, given the site is subject to PC64 and yet to be rezoned, there are no confirmed sales of land. In terms of Site 1, the location and dimensions of the site is such that there may be some potential directly adjoining parcels of land that contain residential use, however these are limited.

Taking into account the existing development across each site, the review of the Records of Title, and giving consideration to potential constraints or uncertainty in terms of fixed boundary / roading positions and a future Notice of Requirement process, Site 2 has scored a **(5)**, with Site 1 scoring a **(4)** and Site 3 scoring a **(3)**..

4.2.10 Road frontage

This element of the criteria requires consideration of appropriate legal road access and frontage to boundaries, with sites having roads on all boundaries scoring higher due to the flexibility this provides.

Following an initial review of the draft evaluation by the Ministry, Abley Consultants were engaged to prepare a Transport Assessment, with this enclosed as **Attachment [E]**. This assessment was focused on Sites 2 and 3 as the highest scoring sites, however the overall conclusion from this assessment was that due to the proximity of the sites and minimal variations between them in relation to the surrounding traffic environment, both Sites 2 and 3 have scored consistently. The evaluation and

associated scoring of Site 1 has been undertaken by Town Planning Group, with scoring undertaken having due regard to the evaluation by Abley. The following points are noted:

In the case of Site 1 this currently has one road boundary, there is a good length of road frontage and as the surrounding area develops more there could be opportunities for further road frontages to the site to be gained. However, at this time there is no certainty that additional road frontages could be provided.

Sites 2 and 3 currently have two road frontages, one to Springston Rolleston Road and the other to Selwyn Road. As such, these two sites have scored equally and higher than Site 1. It is likely that road frontages could also be provided on other boundaries of Sites 2 and 3 as part of future residential development. For Site 2 this would mean designing subdivision plans around a school site in its initial designs and structure plan, while for Site 3, new or varied subdivision plans and consents would need to be developed, noting that there are some fixed roading alignments due to completed stages within the Acland Park development. Based on the Transport Assessment, and adopting a consistent scoring methodology with respect to Site 1 which was not evaluated within the Transport Assessment, Sites 2 and 3 have scored **(3)** while Site 1 has scored **(1)**.

4.2.11 Transport network

The methodology for this criterion is generally aligned with how well the site is serviced by a transport network, in the opinion of a qualified traffic engineer, that is safe and has sufficient capacity to accommodate a full secondary school development.

As noted above, Abley Consultants were engaged to prepare a Transport Assessment, with this enclosed as **Attachment [E]**, with this focused on Sites 2 and 3 as the highest scoring sites. A consistent approach has been undertaken to that adopted for the 'road frontage' criterion, with the evaluation and associated scoring for Site 2 and 3 determined by Abley, and the scoring of Site 1 been undertaken by Town Planning Group (having due regard to the evaluation by Abley).

It is noted that the scoring of sites is largely based on the known road networks which are essentially already constructed, rather than relying on the possible future internal road network, the timing and location of which is currently uncertain. Notwithstanding this, it has been assumed that the internal subdivision network, particularly for Sites 2 and 3, will be sufficient to accommodate onstreet parking and that internal walking / cycling facilities will be provided. The following comments are noted:

Sites 2 and 3 scored equally as they both have good road frontages to two arterial roads (Selwyn Road and Springston Rolleston Road), both of which are considered to be able to accommodate school traffic volumes. In this regard, a preliminary Outline Development Plan has been developed for Hughes Developments, with this showing the location of Site 2 with a roading network adjoining all four boundaries (refer **Figure 10**). Whilst PC64 has yet to be determined and resolved by Council, there is a degree of uncertainty (and flexibility) in terms of confirmed internal roading layouts. In terms of



Acland Park and Site 3, there are some fixed roading alignments (broadly focused along Lady Isaac Drive), and changes will be necessary to the relevant resource consents to provide for a future school site, such that there is some degree of uncertainty and flexibility for future internal roading access. Overall, it is considered that for both Sites 2 and 3, access to both arterial roads via the internal subdivision network appears to be feasible.

In terms of the safety and capacity of the intersection of Springston Rolleston and Selwyn Roads, the Transport Assessment identifies that the trip generation associated with a secondary school could have an impact, however this will require further investigation. It is noted that this investigation will be required regardless of the preferred site due to the proximity of all sites evaluated.

The Transport Assessment notes the presence of an existing shared path on the east side of Springston Rolleston Road which provides accessibility to the north for walking and cycling, and this could be extended to serve Site 3. Based on the information presented as part of PC64, the existing shared path along Selwyn Road (adjacent to the existing Faringdon development) is similarly proposed to be extended towards Springston Rolleston Road, which would provide good pedestrian / cycle access to Site 2 from the west. The provision of any shared path to serve Site 1 on the western side of Springston Rolleston Road is uncertain. Notwithstanding this, it is noted that all sites would require a pedestrian / cycle crossing on Springston Rolleston Road given the residential catchment on both sides of the road, with all sites able to be serviced by a public bus service along Springston Rolleston Road.

The transport assessment prepared for PC64 identifies that the road environment and frontages for Site 2 will be changed from rural to urban as part of the development authorised by the rezoning, with wider carriageways and urban formation including kerbs and footpaths. The crash history within the surrounding areas was also reviewed as part of the transport assessment for PC64, with this indicating that there would not be any adverse safety effects (from the rezoning of the land), but also suggesting that the future increase in urbanisation of the area creates the opportunity for Council to review (and lower) the current speed limits on the surrounding road network adding to an overall safer roading environment.

In terms of future east-west road linkages, the Outline Development Plan submitted as part of PC64 (refer **Figure 13**) provides for a continuation of Northmoor Boulevard (within Faringdon) through Site 2 which would provide access between East Maddison Road and Springston Rolleston Road. This road linkage would align with and connect to Lady Isaac Drive within the Acland Park development, creating an effective east-west road linkage for both Site 2 and 3. Site 1 is located to the north, and would be reliant on future and uncertain road linkages.



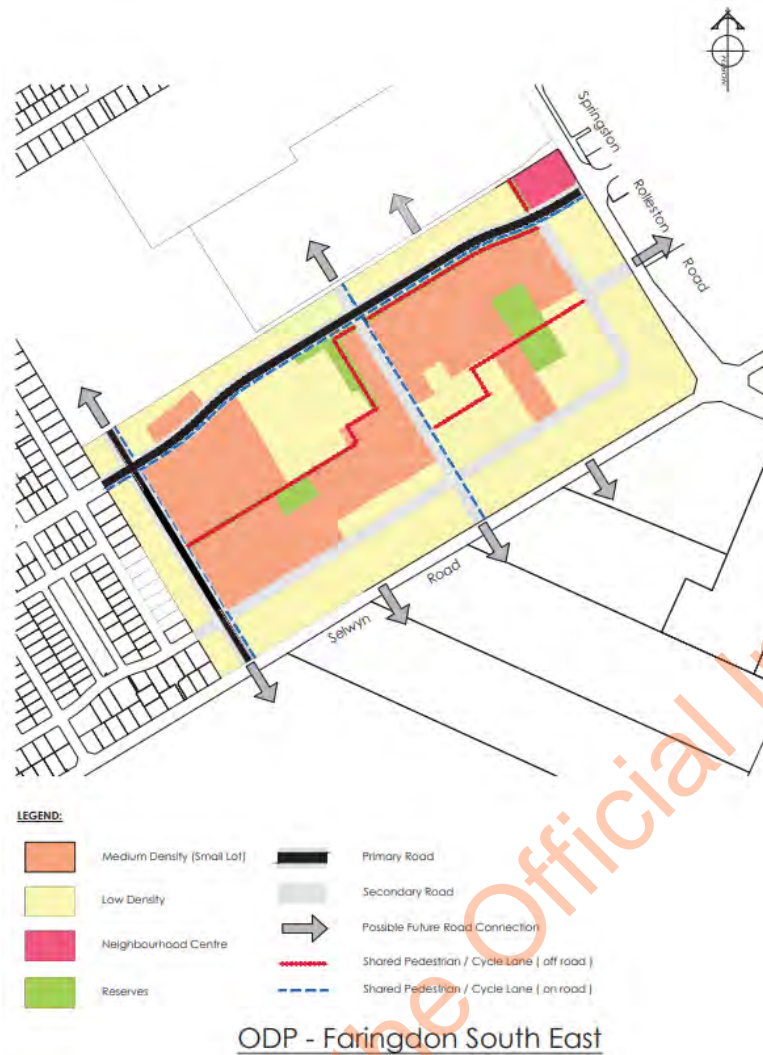


Figure 13: Outline Development Plan – PC64

Based on the Transport Assessment prepared by Abley, and adopting a consistent scoring methodology with respect to Site 1 which was not evaluated within the Transport Assessment, Sites 2 and 3 scored equally **(3)** because the existing surrounding network provides a good level of service, with plans in place to also provide safe access arrangements to a future school site. Site 1 scored lower **(1)** given that there is one road frontage and no certainty or plans in place to provide flexibility in terms of transport safety and efficiency.

4.2.12 Infrastructure services

This component considers the immediate or imminent availability or connection to a range of infrastructure services including; water supply (potable and firefighting), sanitary drainage, storm water, electricity, gas, data / telecommunications and refuse.

As per the Ministry's criteria, we have evaluated the sites based on connections immediately available, however following discussions with the Ministry, we have departed slightly from the methodology, and undertaken scoring based on

infrastructure which is imminently expected to be available because it forms part of an existing or proposed development. This approach reflects the timeframes for the secondary school provision, and the future potential and likely servicing arrangements associated with the search area.

At present, the Rolleston south area is currently undergoing significant change with further change planned for in the future through the redevelopment of greenfield areas. As discussed in **SECTION 1.3.2** of this report, the implementation of the Rolleston Structure Plan is to be undertaken through a staged approach, which among other matters is based on when infrastructure can be provided, as not all land can be serviced at the same time. The timing and sequencing of greenfield development has been fast tracked over the years to respond to growth, however the Structure Plan shows that the areas within the Ministry's search area have been or will be serviced with reticulated water and wastewater services along Springston Rolleston and Selwyn Roads. Where these services are not already in place they are expected to be established in the near future as part of the Acland Park development, or within the PC64 land area.

The detailed evaluations (**Attachment [C]**) provide a complete appraisal of the future servicing levels for each site. Sites 2 and 3 will be reliant on services to be provided as part of their respective developments. Site 2 is subject to PC64 which has been accepted and publicly notified by Council, with the summary of submissions yet to be notified by Council. Whilst no subdivision application has been made in relation to Site 2, infrastructure plans have been identified as part of the rezoning to confirm capacity within the network to accommodate the rezoning. Site 3 has a consented subdivision layout, but this will need to be varied to accommodate a secondary school within Acland Park and all its associated road layouts, infrastructure locations etc. Site 1 is a vacant site with no development intentions for the same, such that service provision to the same is limited, and no proposed servicing outcomes are available.

In terms of water supply, there is an existing Council reticulated supply along Springston Rolleston Road (refer **Figure 14**) which we anticipate all three sites could connect to for potable and fire-fighting purposes, with a further proposed supply to be provided along Selwyn Road in the short term. For completeness, we note that a water race is located along Springston Rolleston Road, with this forming part of the Papanui Water Race Scheme.

In terms of Site 3 water is to be provided for each of the approved residential allotments through the approved subdivision consent. Should PC64 and subsequent subdivision consents be approved for Site 2, water connections to each residential allotment will similarly be provided as part of the subdivision works. Site 1 is vacant with no existing water connection, however it is anticipated that a connection could be provided along Springston Rolleston Road (albeit no such connection is proposed or anticipated). Overall, given the servicing intentions associated with Site 2 and 3, these sites have scored **(1)**, with Site 1 scoring **(0)**.



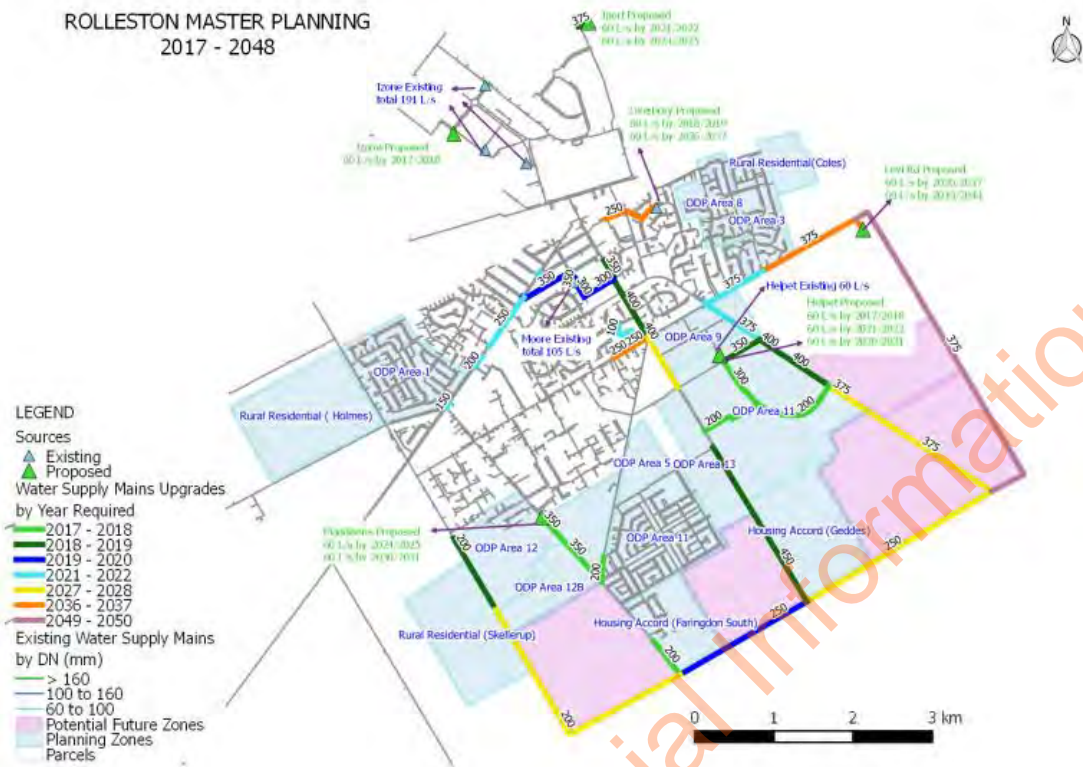


Figure 14: Rolleston Water Master Plan – 5Waters Activity Management Plan (Council)

In terms of wastewater, there is an existing reticulated wastewater main along Springston Rolleston Road and a large pump station constructed at the corner of Selwyn Road and Springston Rolleston Road known as the RADAR pump station (refer **Figure 15**). This pump station has been designed to receive the flows from the southern side of Rolleston and also flows from other communities before pumping directly to the Pines Wastewater Treatment Plant west of Rolleston. It is anticipated that Site 1 could connect to this reticulated Council main, albeit no existing connection is provided. For Sites 2 and 3, the developers have planned for suitable provision within their developments. In terms of the wastewater provision for Site 3, the service pipelines for Acland Park are currently planned to cross through Site 3 and as such if the Ministry would like to enter into negotiations with Avanda the servicing options will need to be reconsidered. Overall, given the servicing intentions associated with Site 2 and 3, these sites have scored **(0.5)**, with Site 1 scoring **(0)**.

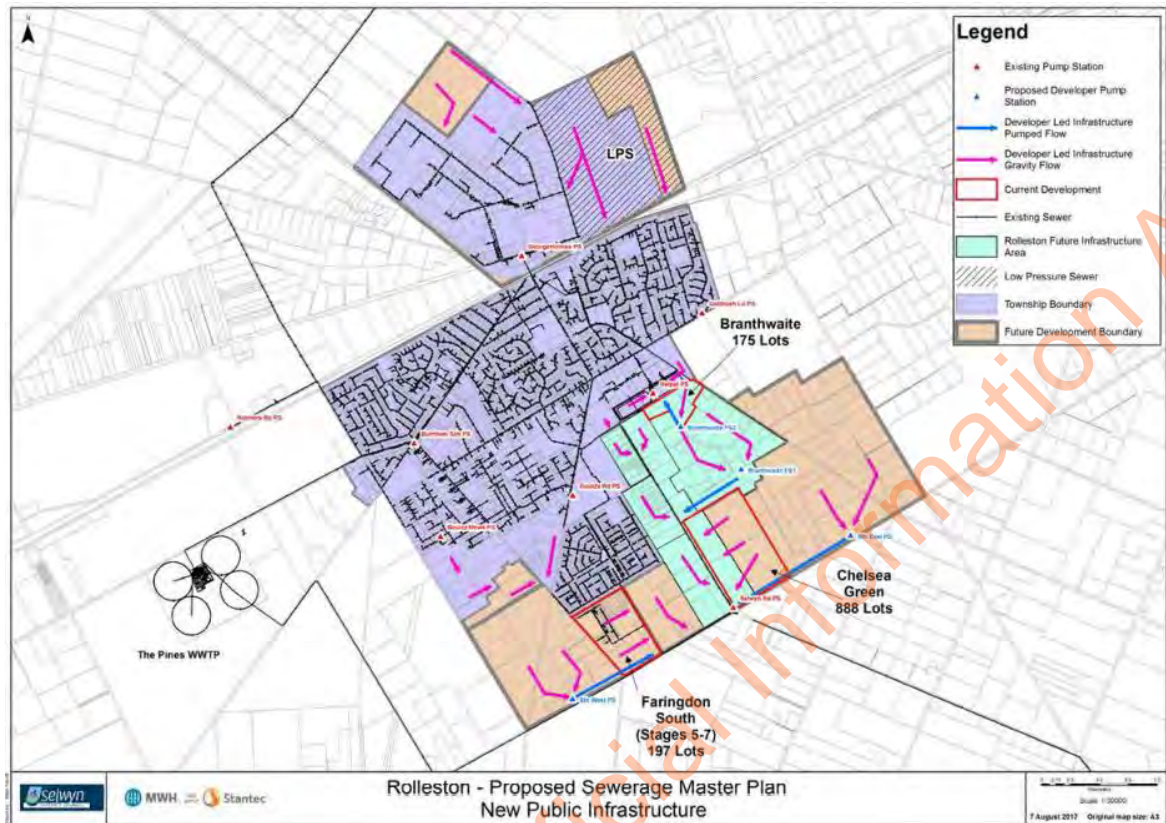


Figure 15: Rolleston Wastewater Master Plan – 5Waters Activity Management Plan (Council)

In Rolleston it is important to note that stormwater is not disposed of via reticulated network for individual sites, but is generally required to be disposed of to ground and on-site. Due to the gravelly soils and depth to groundwater, on-site disposal is anticipated to be readily achievable for all sites. We have scored each site **(0.5)** for this service.

As part of the subdivision works, Site 3 will benefit from new underground telecommunications and electricity supply, but this is not yet installed. For Site 2 this is also expected to be the case for when subdivision occurs, albeit this site remains subject to a rezoning proposal under PC64. As the surrounding area is developing from greenfield to residential it is also anticipated that telecommunications and electricity supply could be readily supplied to Site 1, although this site does not presently have these services. As such, with respect to electricity and telecommunications, Site 2 and 3 have scored **(1)**, with Site 1 scored **(0)**.

The infrastructure report associated with the PC64 for Site 2 identifies that reticulated gas will be provided to the development, consistent with the reticulation provided at Faringdon, however as noted above, there are no formalised plans for this yet. We understand that reticulated gas is not provided within Acland Park (Site 3), with no similar provision is available for Site 1. On this basis, Site 2 is scored **(0.5)**, with Site 1 and 3 scoring **(0)**.



We understand all sites are provided with a kerbside rubbish and recycling collection service from the Council, and subsequently each score **(0.5)**.

Based on the Ministry's methodology guidance in relation to the provision of adequate connections to infrastructure services (and noting that we have included imminent planned infrastructure), we have scored Site 2 a **(5)** (that is 0.5 points for each service and then an extra 1 point for having all services), Site 3 a **(3.5)** and Site 1 **(1)**.

4.2.13 Geotechnical

This criteria requires an evaluation as to whether the site has any history or demonstrates any evidence of instability or poor ground conditions.

There are no hazards noted on any of the Environment Canterbury GIS hazard maps available via Canterbury Maps. Generally, Rolleston is underlain by gravels and generally good ground is found below a shallow layer of top soil.

Geotechnical reports are available for Site 2 and 3. Neither of these reports identify any known geotechnical hazards which could affect the sites. In this regard, there are no mapped fault-lines in the area, but it is noted that all the sites could be subject to ground shaking if there was movement of faults elsewhere. The sites fall within a TC1 zoning and therefore damaging liquefaction is unlikely in this zoning. Sites 2 and 3 have accordingly been scored **(5)**. While Site 1 is unlikely to encounter different conditions than Sites 2 and 3 given its proximity to these sites it has been scored marginally lower **(4)** to reflect that this site is without complete information (a site-specific geotechnical report).

4.2.14 Flooding

This criteria requires consideration as to whether any of the sites evaluated have any history of, or demonstrated evidence of flooding.

All sites are located at least 10km from the two nearest major waterbodies (Selwyn River and Waimakariri River), and there are no surface water bodies near the site with the exception of a water race along Springston Rolleston Road. No known flooding hazards exist for any of the sites, and accordingly all sites have scored **(5)** on this criterion.

4.2.15 Contamination

This component evaluates whether the sites have a history of use that may have resulted in the contamination of land.

Sites 2 and 3 are covered by contamination investigations undertaken to determine suitability for residential land use. The contamination investigations for Site 2 have identified potentially contaminated 'pieces of land' which require further investigation. Specifically, within the indicative school site boundaries suggested by Hughes Developments a burn pit has been identified. Should the level of contaminants exceed those that are suitable to protect human health then remediation of contaminated



pieces of land will be required. In addition, any building constructed prior to 2000 will require an asbestos demolitions survey to be undertaken, with this relevant for a dwelling located on 700 Selwyn Road. There is therefore still some uncertainty whether there is soil contamination at the site and whether remediation and validation will subsequently be required, albeit this work is expected to be undertaken by the developer.

In terms of Site 3 there is an old piggery building which had both internal and external asbestos, this piggery building has been removed and Avanda have had a full soil contamination test done. It is understood that soil remediation and validation will be undertaken in conjunction with the next stages (Stages 8 and 9 of the Acland Park development). This remediation and validation is required through the conditions of the subdivision consent.

No investigations have been undertaken for Site 1 that we are aware of. A search of the Listed Land Use Register for this site has not revealed any known areas of potential contamination. Notwithstanding this, this site is an agricultural site and there is a possibility of contamination associated with this land use.

It is expected that full contamination investigations will be undertaken as part of due diligence prior to acquisition, and this work will be required to be undertaken by the existing landowner. In any event, as potential contamination has been identified for Sites 2 and 3, both sites have been scored a **(4)** against this criterion. In terms of Site 1, given the lack of any contamination investigation and the existing and historical land use, there is notable uncertainty as to the contamination risk associated with the site, and therefore Site 1 has scored lower **(3)** against this criterion.

4.2.16 Noise effects of any proposed school

This element of the methodology requires consideration of whether there are any land uses or potential land uses that may produce significant noise. Sites that are located in quiet areas will score higher than sites located in noisier locations.

All of the sites evaluated will be surrounded by residential development, or rural activities at least in the short term. While all sites are located adjacent to one or two district arterial roads (Springston Rolleston and Selwyn) with associated higher traffic movements, we do not expect any particular noise concerns to arise, with standard insulation measures considered sufficient to address any potential noise issues. For these reasons, we have scored all sites a **(5)**.

4.2.17 Ecological impact

This criteria requires consideration as to whether the construction and operation of a school will give to any effect on animal or plant ecology.

Two of the sites investigated are currently in farming and lifestyle use and there are shelterbelt plantings across these sites, while the third is subject to subdivision



development works. All three sites evaluated are well removed from any areas of significant ecological value, with all sites scoring a **(5)**.

4.2.18 Cultural or other significance

This criteria requires an assessment as to whether the site contains any cultural, spiritual or other historic significance.

The District Plan and the New Zealand Archaeological Association's Site Recording Scheme does not identify any archaeological sites or other items of historic heritage value across the sites evaluated. Further, the District Plan, the Mahaanui Iwi Management Plan, and the outcomes of consultation with Te Taumutu Runanga did not identify any silent file sites or culturally significant sites in the vicinity of any of the proposed sites. To this end, we have scored all sites a **(5)**.

4.2.19 Opportunities for co-location or shared facilities with other parties

This component considers whether a site could make use of a council reserve or other land for the sharing of sports fields/other facilities, noting that this would be the subject of separate agreement.

The Council is in the process of investing heavily in a centralised sporting facility called Foster Park to the north of the search area. This park already contains a large number of sports fields, a large playground, hard courts and construction work is currently being undertaken on an indoor courts complex with this expected to be ready for use by the winter sport season in 2021. Foster Park is also located adjacent to the existing aquatic centre along Broadlands Drive. It is therefore considered unlikely that the Council would be looking at investing in further facilities in this area at this time.

None of the sites are located close to existing public facilities or any reserves suitable for potential shared facility use. All sites have been scored equally at **(0)** against this criterion.

4.2.20 Social impact

The final criterion requires consideration of whether a site will have greater positive social effects than other sites, and how relevant the school will be to the ethnic make up and age composition of the catchment.

In terms of the evaluation methodology, a relatively subjective assessment of how well the proposed school fits with the demographic profile of the proposed catchment is required. In this regard, the proposal is for a full secondary school in a location which will service the needs of a rapidly expanding residential community. The Selwyn district does not appear to contain any particular significant social or demographic features which would warrant or demonstrate a particular social response to education is required. Overall, the proposed secondary school is considered to have significant positive impacts, and we have scored each site the same as a **(5)**.



4.3 Summary Results of Stage 2 Evaluation

The scores and rankings for each site are presented in **Table 3** below.

Criteria	Site 1	Site 2	Site 3
Site acquisition costs	5	4	3
Ease of acquisition	0	1	1
Site size	5	5	5
Topography	5	5	5
School design potential	5	5	5
Position of the site in relation to relevant growth strategy	5	5	5
District Plan zone	2	3	4
Location within the proposed student catchment	4	5	5
Existing site constraints	4	5	3
Road frontage	1	3	3
Transport network	1	3	3
Infrastructure services	1	5	3.5
Geotechnical	4	5	5
Flooding	5	5	5
Contamination	3	4	4
Noise effects on any proposed school	5	5	5
Ecological impact	5	5	5
Cultural or other significance	5	5	5
Opportunities for co-location or shared facilities with other parties.	0	0	0
Social impact	5	5	5
Total	70	83	79.5
Ranking	3	1	2

Table 3: Stage 2 Sites: Score and Ranking

5 Conclusion and Recommendations

Based on the above evaluation, Site 2 has the highest score and ranking (**83**), closely followed by Site 3 (**79.5**). Site 1 has scored the lowest at (**70**).

While Site 2 has scored the highest by a narrow margin (only 3.5 points), Site 3 has scored well under all evaluation criteria also with the key differences being the certainty in terms of approved development at this point in time (i.e. approved resource consents vs land subject to a rezoning proposal), the provision of a full range of infrastructure services (i.e. reticulated gas plans within Site 2 but not Site 3) and the potential constraints associated with existing development in the immediate proximity. In this regard, Site 2 has scored slightly higher given the lack of any fixed roading / boundary locations and immediate residential neighbours in the immediate proximity, with this providing some additional flexibility and support for mitigating the actual and potential effects of a future Notice of Requirement process.

It is noted that given the anticipated timing for the opening of a new school around 2026 it is expected that the certainty of approved development is unlikely to be a significant factor or constraint given the direction that residential growth is to occur in the area. Both Sites 2 and 3 are well located within the student catchment, accessible, able to be serviced and provide flexibility in terms of size and shape requirements of the Ministry. From our evaluation both Sites 2 and 3 present excellent traits that would support the development of the secondary school. We note that further investigations are recommended in relation to the safety and capacity of the Springston Rolleston and Selwyn Road intersection to accommodate a secondary school development in this locale, with this recommendation provided irrespective of the ultimate site selection.

Site 1 has very similar characteristics to Sites 2 and 3 and would also make a good site for consideration. However, given that there are no development plans at present for this site, there have not been background reports gathered for the site on matters such as soil contamination, geotechnical matters, infrastructure, it has scored lower with a higher degree of uncertainty. In addition, this site has one road frontage at present whereas Sites 2 and 3 currently have multiple road frontages.

The relevant aerial imagery and associated indicative school site boundaries (in the context of the associated development layouts) for Site 2 and 3 are identified below.

Site 2:

Faringdon

417 Springston Rolleston
Road and 694-700
Selwyn Road

Lot 1 DP 60892, Lot 1-2
DP 341771



Site 3:

Acland Park

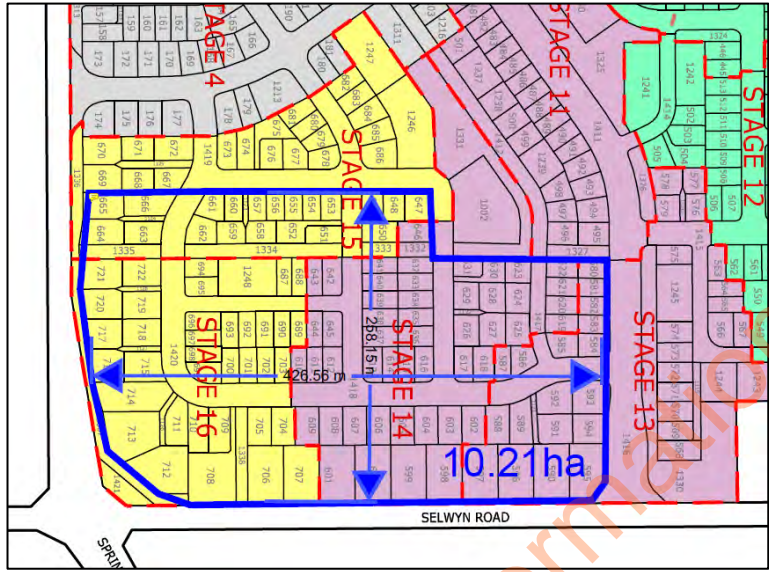
614 Selwyn Road and
Springston Rolleston
Road

Lot 1 DP 411402 and Lot
3000 DP 544404



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Supporting Information:

- [A] Methodology for New School Site Evaluation,
Version 6C, July 2017
- [B] Stage 1 Site Assessment and Evaluations
- [C] Stage 2 Detailed Site Assessment and
Evaluations
- [D] Site and Context Plans
- [E] Transport Assessment

MINISTRY OF EDUCATION

METHODOLOGY FOR NEW SCHOOL SITE EVALUATION



1. INTRODUCTION

The site evaluation methodology document is a tool to assist in the identification and assessment of future school sites.

The evaluation methodology is broken down into two stages.

The first stage is the identification of all potential sites for assessment. This range of potential sites is filtered through the use of four broad criteria;

1. Locality,
2. Size/Shape,
3. Current land use and
4. Access

These criteria reflect not only the fundamental requirements for an appropriate school site, but also some critical aspects that contribute to the “consentability” of a site in terms of the Resource Management Act 1991. Any sites that fail one or more of these categories should be discarded if there are suitable alternatives.

The second stage subjects the sites to further detailed evaluation using prescribed criteria. The outcome of the second stage will be a recommendation to the Ministry of Education (Ministry) on which site is deemed the most appropriate.

The recommendation stemming from the second stage process should identify any risks associated with the site and how these can be managed or mitigated through the relevant legislation or other works. A risk register for the site should be prepared and maintained. Any risk mitigation measures necessary (e.g. further specialist reporting) should be undertaken as a third stage of the process, following approval from the Ministry of the second stage recommendation.

Process under the Resource Management Act 1991

Before a site can be used for the construction of a new school, the Ministry will lodge a suitable notice of requirement for designation to reflect the site’s use within the Territorial Authority’s district plan.

The site evaluation report in part fulfills requirements that are relevant to any eventual designation of the site under Section 168 of the Resource Management Act 1991 ('the Act'). This is achieved through a Notice of Requirement lodged with the relevant Territorial Authority. When considering a requirement, under Section 171 of the Act, a Territorial Local Authority must have regard to:

Whether the designation is reasonably necessary for achieving the objectives of the public work or project or work for which the designation is sought; and

Whether adequate consideration has been given to alternative sites, routes, or methods of achieving the public work or project or work for which the designation is sought;

The first of the two tests set out above centres around consideration of the objectives for the project. As well as being a statutory test of the Act, the project objectives also play an important role by providing context to the project. The project objectives must be well defined and available at the outset of the process set out in this methodology, and should be referred to throughout.

It is noted that by the time the process has reached the "new site selection phase" to which this methodology relates, the Ministry will have already considered other methods of achieving the project objectives such as redeveloping an existing school(s). For Notice of Requirement documentation purposes, it can be assumed that the new site evaluation report produced by this methodology will be complimented by evidence and background needs analysis produced by the Ministry.

2. CONSULTATION

The service provider will develop and submit a consultation plan for approval. Consultation with other organisations may be undertaken to obtain a broader picture of factors beyond or having potential effect to the evaluation criteria. Consultation may occur in two formats, external and internal. The service provider will only be required to consider external consultation to complete the site evaluation report. The service

provider may be required to attend meetings with Ministry staff to discuss the report to assist in internal consultations.

External Consultation

It is useful for the Ministry to include key stakeholders in the site evaluation process. Through consultation, developments may come to light which will need to be considered in selecting the preferred site for the new school.

Organisation	Issue of Interest	When
Regional Councils	Growth, location, Regional consents required with designations	Start of evaluation and 1st draft of completion of evaluation
Territorial Authorities	Growth, location, council opinions in relation to a designation, joint projects	Start of evaluation and 1st draft of completion of evaluation
Tangata whenua (iwi organisations, mandated hapu), recognised mana whenua	Cultural significance, historic knowledge and ownership	Start of evaluation and as necessary
Transport Authorities (Council), Infrastructure agencies e.g. water, wastewater	Location, TA initiatives, potential objections to designation, integrated infrastructure provision, growth	Start of evaluation and 1st draft of completion of evaluation
Major land developers	Growth, location, land for sale, joint projects	Dependent on specific site circumstances. Ministry staff will advise
Other Crown departments including NZTA, Housing	Location, surplus land, land swaps, joint projects, co-location	Dependent on specific site circumstances. Ministry staff will advise

Minutes of these external consultations should be attached as an appendix to the final report as evidence for inclusion in any Notices of Requirement documentation. Any issues, considerations, preferences raised by the consulted organisation should be summarized in the appendix.

Local Schools

Consultation with local schools is not a requirement of this analysis. The Ministry is required to consult with local schools through the provisions of the Education Act 1989 when a new school is planned for establishment. If the service provider is approached by a local school for information questions should be referred directly to the Ministry.

3. CRITERIA FOR STAGE ONE SITE EVALUATION

All sites identified in the first stage evaluation process should be shown and numbered on a colour map. The map should provide sufficient detail for the reader to identify major roads and landmarks. The sites should be listed at the bottom of the map providing detail of their address, size and lot numbers.

The service provider is not required to score the individual sites for stage one evaluation. Comparative analysis using the four broad criteria set out below should be undertaken and results recorded. This analysis will result in a “traffic light” indication of the suitability of each site. Sites that achieve a “Red Light” are unlikely to be evaluated further. Sites that achieve an “Amber Light” have attributes that present some risk as being suitable and sites that achieve a “Green Light” are considered the most suitable for further evaluation. The service provider shall share these results with the Ministry and minutes of the meeting to determine the short list of sites shall be recorded as an appendix to the final report.

Criteria	Evaluate	Guide
Locality	<ul style="list-style-type: none"> Does the site fall within a logical catchment as identified in the demographic report/area review or strategy (to be provided) in relation to both the population growth and the school roll growth areas? 	<ul style="list-style-type: none"> A map showing a suggested boundary for the site evaluation will be provided. The location of the sites in relation to established schools. A site outside the identified area will be given a red light, a site inside will be given a green light. Those on the border of the area will achieve amber.
Size and Shape	<ul style="list-style-type: none"> Is the size (in hectares) adequate for the intended school? Could a suitable site be created via the provisions available to the Crown? Does the shape of the site permit good use of the available land? Is the site of such steep and varied topography to make construction unviable in comparison to other sites identified? Are there existing buildings or other developments on the site (e.g. large sealed areas) that could be retrofitted? Provide high quality educational facilities? 	<ul style="list-style-type: none"> A secondary school of 1500 students requires approximately 8 hectares of useable land, an intermediate school of 800 students requires approximately five (5) hectares and a primary school of 500 students approximately three (3) hectares of useable land. These site sizes are indicative only and should not exclude consideration of sites larger or smaller, or concurrent sites that could be amalgamated for example. Sites also need to be capable of accommodating an early childhood education centre which would require approximately 1500m². Sites which are smaller (by up to half) than stated above but are adjacent, or in close proximity to recreational reserve land should be considered. Schools may be constructed on multiple levels thereby reducing the quantum of land required. Attachment 2 contains guidance on the size and quantity of playing fields and courts, which should be considered in assessing site size and shape

Criteria	Evaluate	Guide
Current land use/form	<ul style="list-style-type: none"> • Are there any transmission lines/ cell phone sites etc on the site? • Are there any historic buildings (registered with NZHPT) on the site? Is the site itself a registered historic place or site? • Does the site have significant cultural, spiritual or other significance? • Is the site predominantly covered in vegetation or contain ecologically important items? Does the site have a water course running through it? Is the site susceptible to flooding? • Is the site currently serviced or do plans exist (structure plans etc) to provide services in the near future? • Does the site have a major geotechnical hazard that would impact significantly on the feasibility of constructing a school? • Is there any history of contamination from previous activities on the site; pesticides from agricultural use, asbestos from the previous farm use, illegal dumping/fill etc? • Are there any NES consents on the land? 	<ul style="list-style-type: none"> • Providers should review the relevant District Plan heritage schedule and the Heritage New Zealand Register of buildings, sites and areas. • In the absence of a site visit, District Plan maps should be examined to ascertain the presence of any high voltage electricity transmission lines, and/or Transpower should be contacted directly. • Desktop evaluation via council records should highlight sites that contain or adjoin Significant Natural Areas (SNA's) or habitats or are known by other means to be ecologically significant in some way. A site on which the construction and operation of a school has the potential to have a significant effect on the ecological environment will score a fail. • The relevant District Plan should show any relevant structure plans, however review of the growth related provisions of the relevant Regional Policy Statement would be also be prudent. • Relevant Council records such as hazard registers should be consulted for this first stage review of geotechnical hazards. Other knowledge within the assessment team of geotechnical constraints should also be utilised. • Desktop evaluation via council records (e.g. Hazards Registers, HAIL lists) should highlight sites with any history of these risks, and whether the risk has been mitigated or remediated (e.g. the site may once have flooded but now is protected by a flood control scheme, or some contaminated soil on the site has been removed and the site now complies with relevant human health guidelines). Sites that show history of these risks and no subsequent mitigation or remediation such that the safe and efficient construction or operation of a school will be questionable will score a fail. However, if a site has been successfully protected or remediated to a level suitable for the establishment and operation of a school then it may score a pass.

Criteria	Evaluate	Guide
Access	<ul style="list-style-type: none"> Does the site have legal access/road frontage? Is there sufficient frontage to provide for adequate parking/drop off areas? Are there other public areas/services in the immediate vicinity which could provide mitigation to the provision of onsite car parking? 	<ul style="list-style-type: none"> Comment on the timing for development of formed access (e.g. structure plans for green-field subdivision etc.). What the provider should consider in general terms how accessible the site is to the catchment identified in the demographic study/area review/strategy. Could access be economically? Secured/created? What is the classification of the adjacent roads?

4. Criteria for Stage Two Site Evaluation

The sites that have been considered for further detailed evaluation should be shown on a second colour map. Each site should be numbered and this number should be used for each reference in the report. The sites should be listed at the bottom of the map providing detail on their address, size and lot numbers.

The assessment criteria have been designed to avoid "double counting" and aid with transparency of the methodology. In most cases the criteria will require the service provider to consider one factor affecting the site at a time. In cases where a criteria includes more than one factor all factors listed should be considered to be of equal importance. Where applicable a specialist consultant may be required to provide advice on the criteria. Each specialist report should detail the assumptions upon which the comparative assessment of options is based and be included as an Appendix to the main report.

Evaluation of the criteria shall be undertaken using Multi-Criteria Analysis (MCA) methodology. Each of the criteria set out in the Table below should be weighted equally unless the objectives of the project determine that differing weightings be applied.

For example, a wider area within which several school sites are being considered may be known to have elevated cultural or historical values but is known to be very low risk in a natural hazard and ground conditions sense. In such a circumstance it may be appropriate to give cultural and historical criteria greater weighting than hazard and geotechnical criteria.

The reasons why any decisions to alter weightings are made should be recorded. Scoring tables should be kept in an electronic format (e.g. spreadsheet) that allows scores and weightings to subsequently be revisited should the need arise. Scoring should be done by awarding a score of between 0 and 5, (5 being the highest where a site meets or exceeds the criterion and 0 being the lowest where a site fails the criterion). Some criteria, where stated, will be scored with either a 0 or 5. The scores for each site should be recorded and totalled on a table allowing quick and easy comparison.

A detailed description of each site including colour photos and aerial views should follow the scoring table. A brief explanation (e.g. bullet points) in the MCA spreadsheet of why the site has been allocated its criteria score will also be provided.

No	Criteria	Evaluate	Guide
1	Site acquisition costs	What are the land values within the locality? A general assessment based on a per hectare or per m ² rate using the underlying zone or recent sales evidence is adequate.	Sites with a lower projected land acquisition cost will score higher.
2	Perceived ease of acquisition	Is the site owned by the Ministry, other Crown department or currently being marketed for sale either by the owner or an agent? No contact should be made with private land owners/developers unless specifically instructed to do so.	Vacant sites or those with short term leases on them owned by the Ministry will score 5 . Other Crown department land that has been declared surplus or been suggested by that department for swap will score 4 . Sites on the open market for sale will score 3 . Other Crown land not currently declared surplus will score 2 . Sites where the owner has previously expressed they would sell if approached by the Ministry will score 1 . All other sites will score 0 .
3	Site size	Is the site of a size capable of providing for all the educational requirements of the proposed school and projected future growth? For this criteria the "site" should be regarded as the overall area/buildings available for potential school development, which may incorporate multiple titles/parcels (including Unit Titles).	Sites providing or exceeding the stated useable land requirement will score 5 on the scale. Sites smaller than the stated useable requirement will score progressively and comparatively less.
4	Topography	Is the site of such steep or undulating topography so as to make construction very difficult?	Gradients greater than 1 in 10 for the main building platform would be considered inappropriate. The flattest site should score the highest.
5	School design potential	Does the site present good urban design and architectural opportunities that would promote good learning outcomes? Are there existing buildings or other developments on the site (e.g. large sealed areas) that could be retrofitted to provide high quality educational facilities?	An architect with experience of modern NZ school design should provide a comparative analysis of the shortlisted sites, scoring 5 down to 0 .
6	Position of site in relation to any relevant growth strategy or residential plan change	Is the site inside or outside any relevant growth strategy area (or relevant township/new structure plan area)?	Sites within growth strategy / residential plan change areas are less likely to attract opposition during a designation process from the relevant planning

No	Criteria	Evaluate	Guide
			authority. A site inside the growth strategy area will score 5 a site outside will score 0 .
7	District Plan zone	Are the district plan zonings (or proposed zonings in a relevant structure plan) suitable for this school?	Schools are typically located in predominantly residential areas. The majority of sites acquired in recent years have an underlying residential zone, however other zones such as open space, business, mixed use and recreation can also be considered. Sites that are zoned for educational purposes will score the highest. Then in order of suitability: residential, open space, mixed use, business and reserve.
8	Location within the proposed student catchment	Is the site well located within the proposed school's likely zone?	A site located near the edge of the proposed student catchment and in an already well established population area will not score as high as a site located centrally in the likely school zone or towards the area of future growth.
9	Existing site constraints/reverse sensitivity	Does the site contain immovable structures such as transmission line towers, large buildings or communication masts? Or is the site located close to operations that may have reverse sensitivity considerations?	Sites with the fewest number of restrictions to building platforms/recreation space, operation will score the highest.
10	Road frontage	Does the site have appropriate legal road access to its boundaries? Does the site have road frontage to all its boundaries?	A site with roads (or planned roads) on all boundaries will score higher than a site with no roads as this provides access flexibility and can mitigate urban design constraints.
11	Transport network	In the opinion of qualified traffic engineers, is the site well serviced by a transport network that is safe and has sufficient capacity for the proposed school?	A site that is considered more accessible via alternative means of transport will score higher than one that is remote of these services.
12	Infrastructure services	Does the site have immediate availability or connection to: Water supply (potable and fire fighting), sanitary drainage, storm water, electricity, gas, telephone, refuse.	A site with adequate connection to all infrastructure services for the proposed school will score the highest. 0.5 point for each

No	Criteria	Evaluate	Guide
		Distance from the headworks of these services should also be considered	service plus an extra 1 point for all services.
13	Geotechnical	Does the site have any history or demonstrate any evidence of instability or poor ground conditions.	Desktop evaluation via council records may highlight sites with known geotechnical issues. If no information is available on any sites then all should score equal. Sites that may require greater construction costs as a result of ground conditions (e.g. deep peat) will be scored lower than others. This criteria should not be conflated with criteria 4 in this stage, which is solely focused on topography. Preferred sites will be subject to additional due diligence post site evaluation.
14	Flooding	Does the site have any history or demonstrate evidence of flooding?	Desktop evaluation via council records and site visits to confirm any watercourses should highlight issues. Low lying sites identified as flood plains with watercourses will score lowest together with those located in 'red' tsunami threat zones. Preferred sites will be subject to additional due diligence post site evaluation.
15	Contamination	Does the site have any history of uses that may result in contamination of the land?	Council records and site visits will assist in a determination of potential contamination. Activities that would result in difficult or costly remediation of the site will score lowest. Preferred sites will be subject to additional due diligence post site evaluation.
16	Noise effects on any proposed school	Do land uses (or potential land uses identified in a structure plan) in the vicinity of the site produce significant noise? E.g. airports, train network, state highway noise corridors.	A common sense approach is required as the Ministry may commission specialist acoustic reports on the preferred site if required and engage with relevant agencies/stakeholders responsible Sites that are located in quiet areas (during school hours) will score

No	Criteria	Evaluate	Guide
			higher than those in potentially noisy areas. It is accepted that this is a subjective criterion.
17	Ecological impact	How will the construction and operation of a school on the site effect animal and plant ecology; loss of habitat, disruption of territorial domains, and interruption of ecological corridors? Are there existing ecological studies or reports available on the site?	Desktop evaluation via council records should highlight sites that contain or adjoin Significant Natural Areas (SNA's) or habitats or are known by other means (such as local knowledge; relevant experience) to be ecologically significant in some way. A site on which the construction and operation of a school has the potential to have adverse effects on the ecological environment will score lower than a site where ecological effects are avoided or are very minor.
18	Cultural or other significance	Is the site of cultural, spiritual or other significance?	Research based on the relevant available planning documents into the site to establish cultural, spiritual and historic significance. Sites with strong attributes should score lower than those without where they could pose significant challenges to the successful designation of the site or construction of the school. Where it is apparent from the Stage 1 assessment that a general area within which several potential school sites are being considered has elevated cultural or other significance, the Ministry expects that an expert in the relevant field will lead the scoring on this criteria.
19	Opportunities for co-location or shared facilities with other parties	Subject to a separate agreement, could the site make use of council reserve or other land for the sharing of sports fields/other facilities?	Sites adjoining active council reserve (or public car parking that could be used by the school) will score the highest. Sites with no potential access to (or very remote from)

No	Criteria	Evaluate	Guide
			shared facilities will score the lowest.
20	Social Impacts	What is the nature of the new school (e.g. kura kaupapa)? How relevant will the school be to the ethnic make up and age composition of its catchment? What are levels of deprivation in the relevant community? Statistics New Zealand and relevant Council data should be reviewed for each site option.	It can be expected that any new school site will have a positive social effect. Some sites may however have greater positive social effects than others. The generally used RMA practice definition of 'significant' should be used as a guide. It is accepted this is a subjective criteria.

5. Recommendations

Service providers will identify preferred site/s based on the assessment process set out above. The recommendation should identify the reasons and rationale behind why the site was preferred, and be structured in such a way that it can be used in subsequent consultation phases to concisely answer questions from affected and interested parties as to why the site was selected.

Any risks associated with the preferred site should be clearly identified, and a Risk Mitigation Plan included along with an initial Risk Register.

6. Reports

A draft version of the report should be submitted to the Ministry for comment prior to production of a final report. The Ministry will require two (2) copies of the site evaluation report for internal use. The report, or extracts from it, may be used to support a Notice of Requirement to designate land or for the purposes of public consultation.

CURRENT SCHOOL TRANSPORT POLICY DAILY SERVICES

General Description

1. The school transport policy essentially provides assistance daily for primary and secondary pupils. It does not provide a 'door to door' service. Assistance is provided on the basis of the sharing of responsibility between the Government and parent.

Criteria

2. Accordingly, assistance is provided for state pupils less than 10 years of age who live more than 3.2 kilometres from the nearest state school; or 10 years and over and live more than 4.8 kilometres from the nearest state school.
3. Pupils are expected to make their own way or be conveyed by parents up to 1.6 kilometres to a school bus service.

Public Transport Services

4. Pupils with access to suitable public passenger services to their nearest school will not receive school transport assistance. To be unsuitable, a public transport service must:
 - be more than 2.4 kilometres from the pupil's home
 - travel no closer than 2.4 kilometres from the pupil's nearest school
 - have a timetable that prevents the pupil arriving at school by the school commencing time, or leaving soon after the school day officially closes, e.g. closing time 2.30pm - leaving time 3.15pm require the pupils to change buses more than once on one journey

Integrated Pupils

5. Students under 10 years of age who live more than 3.2 kilometres from the nearest integrated school having the same special character with which the

parent identifies, and students 10 years of age and over who live more than 4.8 kilometres, are eligible for transport assistance to that nearest school

Forms of Assistance

6. Assistance can be in the form of a school bus service, a private transport allowance to enable parents to convey children by private car to school or school bus service, a public transport allowance to use public transport services. The Ministry will provide the most economic and appropriate form of assistance.

Bus Services

7. A five (5) kilometre gap will be maintained between school bus services operating to two or more schools e.g. two state primary schools.

Nearest School

8. The majority of pupils assisted are conveyed on school buses. School bus services should only be provided to the pupil's nearest school. The amount of the private or public transport allowances paid should be for the same distance as if the pupil is travelling to the nearest school or school bus service to the nearest school. Pupils who choose to attend a more distant school may have to meet additional transport costs.

Ineligible Pupils on School Buses

9. Pupils who do not meet the eligibility criteria, may be charged a fare by school bus operators. Ineligible pupils should not be carried if space is required for eligible pupils.

Per Capita Limits

10. School bus services and transport allowances will be provided in accordance with per capita limits. Where a school bus service exceeds the per capita limit because of falling numbers, or contractual adjustments to the bus operator's rate etc the service will be cut back, otherwise reorganised, or completely withdrawn.
11. Similarly, if numbers of eligible passengers increase, the service may be reviewed for extension.

Extensions of Bus Services

12. The Ministry or its agent may consider the extension of a service providing the cost of the extension is within the per capita limit, the cost of the total services remains within the per capita limit, and there is no significant impact on the timetable for other pupils using the service.

Extensions in Other Circumstances

13. The Ministry or its agent will also arrange, where appropriate, the extension of bus services to avoid temporary road hazards on an existing route.

Parent Paid Extensions

14. Parents of eligible pupils may, with the approval of the Ministry of Education or its agent, arrange with the operator a parent-paid extension of an existing service so that these buses may travel closer to the pupils' homes. The payment will be a matter of arrangement between parents and the operator.

Road Danger

15. Assistance may be provided on the grounds of exceptional road danger after the Ministry or its agent has received reports from the Ministry of Transport, New Zealand Police Traffic Safety Branch and the local district council that exceptional road danger exists. Assistance will be in the form of the extension of an existing school bus service for eligible pupils exposed to the danger.

Pre-School Pupils

16. Only pre-school children with special needs attending recognised special classes for pre-school children are eligible to receive school transport assistance. In some cases other pre-school children may use existing school bus services in accordance with the usual rules applying to ineligible pupils and providing there is sufficient room for adult escorts. All pre-school pupils carried on school buses must be accompanied by an adult escort in the ratio of one adult escort for every four pre-school children.

Special Needs Transport

17. 'Special needs transport' covers the transport assistance requirements of the following groups:

- pupils with serious permanent or temporary locomotive disabilities attending ordinary classes at primary or secondary schools;
- pupils enrolled at recognised special clinics, special schools, or special classes; pre-school children attending recognised special classes for pre-school children; pupils who because of educational, psychological, emotional or social development are required to travel away from their nearest school to attend an alternative one more suited to their needs;
- pupils enrolled at activity centres who require activity centre placement and who live more than 4.8 kilometres from the centre;
- pupils who require attendance at speech clinics which are not on site or within reasonable walking distance of the school they attend or their home.

Attachment 2: School Playing Field Sizes

PLEASE NOTE: The following data is a guide only and is based on an old code. Therefore all information in this section is indicative only.
Playing Fields and Facilities

DIMENSIONS OF PLAYING FIELDS

Type of Area	Minimum Play Area in metres	Minimum Surround in metres	Minimum Area in metres	Total Area in square metres
Rugby	100 x 69	10 x 5	120 x 79	9480
Rugby (Medium)	69 x 50	10 x 5	89 x 60	5340
Rugby (Small)	60 x 41	10 x 5	80 x 51	4080
Soccer	120 x 90	10 x 5	140 x 100	14000
Soccer (Medium)	69 x 50	10 x 5	89 x 60	5340
Soccer (Small)	64 x 50	5 x 5	74 x 60	4440
Hockey (Boys & Girls)	92 x 55 75 x 45	2 x 2 2 x 2	96 x 59 79 x 49	5664 3871
Hockey (Medium)				
Netball	30.5 x 15.25	1.5 x 1.5	33.5 x 18.25	609.75
Netball (Small)	23.77 x 10.97	1.5 x 1.5	26.77 x 13.97	373.87
Tennis	23.77 x 10.97	6.4 x 3.66	36.57 x 18.29	667.86
Tennis (Medium)	23.77 x 10.97	6.4 x 3.66	36.57 x 18.29	667.86
Cricket (Wicket Area)	22.86 x 22.86		22.86 x 22.86	522.57
Softball	18.3 x 18.3	8 x 8	34.3 x 34.3	1176.49
Softball (Medium)	15.24 x 15.24	8 x 8	31.24 x 31.24	975.93
Volleyball	18 x 9	2 x 2	22 x 13	286.00
Volleyball (Medium)	12.19 x 6.09	2 x 2	16.19 x 10.09	163.35

Where the site does not permit the provision of full sized playing fields in every case, or where such provision would entail expensive groundwork's, only the first ground supplied need be of full size.

Useful references under this heading are:

- Sports Instruction series published by the Government Printer
- Sports Dimensions in Metric by Curriculum Development Unit, Department of Education

SUFACES OF PAVED AREAS

The surface of the paved area shall consist of tarmacadam, asphalt, concrete or other approved material. The area shall be laid on a suitable foundation and properly drained. The gradient shall be such as to satisfactorily drain the area e.g. between 1:120 and 1:60.

1. Primary Schools

Paved Areas

a) The following area shall be provided:

Number of Class Spaces	Paved Area Courts	Total Area Square metres
1	1 Medium	325
2	1 Medium	325
3	2 Small, 1 Medium	615
4	2 Small, 1 Medium	615
5	2 Small, 2 Medium	900
6	2 Small, 2 Medium	900
7	2 Small, 2 Medium	900
8	2 Small, 2 Medium	900
9	2 Small, 2 Medium	900
10	2 Small, 3 Medium	1200
11	2 Small, 3 Medium	1200
12	2 Small, 3 Medium	1200
13	2 Small, 3 Medium	1200
14	2 Small, 3 Medium. 1 Large	1675

Small	6m x 12m
Medium	12m x 24m
Large	32m x 16m

b) The court areas need not be provided in a single area. The total area also provides for some paving immediately adjacent to the classrooms and the need for a special area for younger children should not be overlooked.

c) Areas of paths and internal roads are not included.

GRASSED AREAS

a) The following grassed areas shall be provided where sufficient area exists:

Number of Class Spaces	Playing Fields
1	1 Small
2	2 Small
3	2 Small
4	2 Small
5	2 Small
6	2 Small
7	2 Small, 1 Medium
8	2 Small, 1 Medium
9	2 Small, 1 Medium
10	2 Small, 1 Medium
11	2 Small, 1 Medium
12	2 Small, 1 Medium
13	2 Small, 1 Medium
14	2 Small, 1 Medium

b) If the site does not permit the provision of the proposed grassed areas, application should be made to the Department for an increase in the paved area.

c) The actual areas provided will depend on the size, shape and contours of the individual site.

d) The requirement is not a large adult playing field but for playing spaces more in keeping with the needs of the children they serve. The remainder of the site is to be left as far as possible with a rolling contour.

2. Intermediate Schools

Playing Fields

The following grassed fields shall be provided where sufficient area exists. Where it is not possible the equivalent number of smaller fields shall be provided.

Planned Capacity for roll	Fields (Rugby/Hockey/Soccer)
270	2 Medium
305	2 Medium
340	3 Medium
375	3 Medium
410	4 Medium
445 and above	4 Medium

Paved Areas

a) The following paved areas are to be provided:

- I. Paved apron of approximately 10 square metres per class space.
- II. Paved area for courts as follows:

Roll	Netball/ Tennis Court	Area (sq.m.)	P.E Court (sq.m.)	Total Area (sq.m)
270	1/-	420	420	840
305	2/1	840	420	1260
375	3/2	1255	420	1675
410 and over	4/3	1675	420	2095

* Physical education court to be adjacent to hall.

b) If the site is such that the approved grass areas cannot be provided, approval should be sought to increase the paved areas.

3. District High Schools or Area Schools

Roll Primary & Secondary	Suggested Grassed Playing Fields		Paved Areas		
	Rugby or Soccer	Hockey	Tennis/ Netball	Physical Education Areas	
Up to total roll 200	2	2	2/1	2 small	Total area 900m ²
Over total roll 200	3	2	4/3	2 medium 2 small 2 medium plus PE Court 35m x 18m	Total area 1530m ²

4. Forms 1 to 7 Schools

Type A – Roll not expected to exceed 400

Type B – Roll will probably exceed 400

Type	Suggested Grassed Playing Fields		Paved Areas	
	Rugby or Soccer	Hockey	Tennis/Netball	Physical Education Area
A	2	2	4/3	35m x 18m
B	3	2	6/4	35m x 18m

5. Secondary Schools

Roll		Paved Areas:	Suggested grassed playing fields:			
Co-ed or	Girls	*Paved areas of 35m x 18m	Type	Roll	Rugby or Soccer	Hockey
300		5	Co-ed	300	2	1
400		5		400	2	2
				600	3	2
				850+	4	2
600		7	Boys	300	2	1
850		9		400	3	1
				600+	4	2
950	600	9	Girls	300	-	2
1150	850	10		400	-	2
				600+	-	3
1400	950	11				

* This total minimum area is suitable for netball, tennis courts, or volley ball courts at the discretion of the school.




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Appendix [B] – Stage 1 Site Assessment and Evaluations

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Site 1:	Springston Rolleston Road (Cartwright / Day)
Legal Description:	Lot 1 DP 82966 (CB47D/1211)
Locality Plan (QuickMap and Google Earth)	
Criteria	ASSESSMENT
Locality	<p>Site 1 is a single site held under one ownership and is located just outside the target search area.</p> <p>The site is located within an area currently zoned as 'Rural Inner Plains' but the area is identified as falling within the urban limits in the Rolleston Structure Plan and being a 'Future Development Area' in the Our Space 2018-2048 Strategy. As such it is anticipated that in time the site and surround will be rezoned residential although there is currently no certainty with this. The site is also located directly to the west of a Special Housing Area (Acland Park) and directly to the north of Hughes Development Limited's land for which they have submitted a private plan change where they seek to change the zoning of the land to residential. While not</p>




	<p>immediately adjacent it is a short distance to the south of the existing urban area and Residential Greenfield Priority Area. The site falls within an area where growth is anticipated and school roll growth is expected to rise, therefore the site falls within a logical catchment for a school development, notwithstanding its location outside of the target search area.</p>
Size and Shape	<p>The site is generally rectangular in shape and relatively flat. The site is 10.72ha in area making it a suitable size for a secondary school.</p>
Current Land Use / Form	<p>The site is currently used for rural primary production activities with agricultural activities evident. No buildings are currently located on the site, including transmission lines, cell phone sites and historic buildings. Planting is predominantly at the site boundaries.</p> <p>The site is presently surrounded by rural-residential lifestyle blocks to the north, west and south. However, the site is located within an area where residential development is establishing (with Acland Park immediately opposite and Faringdon and Falcons Landing subdivisions within proximity of the site). Further residential development is expected to continue to be established within the surrounding area where consent has already been obtained and on land identified as a 'Future Development Area' within Our Space 2018-2048. The surrounding area currently displays a mix of uses with residential development establishing alongside existing rural activities. As this area has been identified as a growth area for Rolleston through the Rolleston Structure Plan and Our Space 2018-2048 it is anticipated that the surrounding environment will continue to develop for residential uses.</p> <p>The site is predominantly covered in pasture with planting mainly around the boundaries of the site and dividing the paddocks. There have been no ecologically important items identified on the site.</p> <p>In terms of natural hazards, no specific geotechnical reporting has been undertaken to inform our assessment. However, it is noted that there are no natural watercourses located on the site and no natural or geotechnical hazards are identified on Canterbury Maps for the site. We understand that a water race is located along Springston Rolleston Road (as part of the Papatua Water Race Scheme).</p> <p>The site is not connected to a reticulated wastewater, stormwater or a reticulated drinking water network. In terms of water supply, there is a mains water supply located along Springston Rolleston Road which the site could connect to as well as a Council mains wastewater pipe. Given the lack of development on the site there appear to be no existing connections to power and telecommunication services, however connections are expected to be available along Springston Rolleston Road. The site is able to be serviced by a kerbside rubbish and recycling service.</p> <p>No contamination records for the site are held under Environment Canterbury's Listed Land Use Register, although given the current and historical agricultural use of the site we anticipate that a site specific Preliminary Site Investigation and potentially a Detailed Site Investigation may be needed prior to any development to determine the extent and nature of any potential contamination.</p>
Access	<p>The site has approximately 198m of frontage to Springston Rolleston Road which is classified as an arterial road. Given the site is directly adjacent to the north of Hughes Development Limited's land which is subject to a private plan change, additional access to the south could be created through subdivision of the plan change site however there is currently no certainty to suggest that this would occur.</p>
Recommendation	PASS



	<p>The site meets the size requirement specified by the Ministry and is of a regular shape. The site is provided with sufficient road frontage and is located directly adjacent to areas where residential growth is existing or establishing.</p>
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Site 2:	417 Springston Rolleston Road, 694 and 700 Selwyn Road (Faringdon)
Legal Description:	Lot 1 DP 60892, Lot 1-2 DP 341771 (CB36A/800, 171911 and 171912)
Locality Plan (QuickMap, Google Earth and Indicative Development Plan)	

Released Under the Official Information Act



	
Criteria	ASSESSMENT
Locality	<p>Site 2 is located on the north-western corner of Springston Rolleston and Selwyn Roads. The site is comprised of three allotments each held in their own Record of Title. Each of these properties is privately owned by Hughes Developments Limited.</p> <p>This site is located within the target search area. The site is currently subject to a private plan change request ('PC64') which was recently accepted for processing and publicly notified by Council, with this seeking to rezone the site from Rural Inner Plains to Living Z. The site also falls within a 'Future Development Area' as identified in the Our Space 2018-2048 strategy and is adjacent to areas where residential development is already establishing (Acland Park). Given that the site is located within the target search area and is within an area where residential growth is anticipated to occur it is considered that this is a logical location to develop a new secondary school</p>
Size and Shape	<p>The site is generally flat and rectangularly shaped and has a combined area of 14.545 hectares. After high level consultation with a representative from Hughes Development, a rectangular block of 10.26ha was suggested which would be both suitable for Hughes Development's proposed development and the Ministry's requirements for a secondary school site (refer Figure above). This site is adjacent to both Selwyn and Springston Rolleston Roads. Overall, the identified 10.26ha site is suitable in terms of size and topography for a school development.</p>
Current Land Use / Form	<p>The site is presently used for rural-residential activities, there are several buildings located on the site (two residential dwellings and a number of associated accessory buildings). These buildings are clustered in two groups one at the north-eastern corner of the site and the other at the south-western corner. The remainder of the site is used for agricultural purposes. There are no heritage buildings or transmission lines located on the site.</p> <p>The site is presently surrounded by rural-residential lifestyle blocks on the north, south and west which are still used for rural and agricultural activities, to the east subdivision works are currently being undertaken for the development of Acland Park.</p>




	<p>The private plan change application has been reviewed to inform the Stage 1 and 2 assessments. This plan change has identified in terms of geotechnical hazards that there are no mapped faults in the immediate area but the area could be subject to ground shaking from movement of faults elsewhere, such as along the Greendale Fault and the Port Hills Fault although damaging liquefaction is identified as being unlikely which is consistent with the sites TC1 zoning. In terms of flooding there is no information indicating the existence of any flooding hazards in the Rolleston area with Selwyn's major rivers being located in excess of 10km away from the site. We also understand that a water race is located along Springston Rolleston Road (as part of the Papanua Water Race Scheme).</p> <p>The site is not currently serviced by any Council reticulated mains but it is noted that there is a reticulated Council water supply along Springston Rolleston Road and Selwyn Road adjacent to the site frontage and a wastewater supply at both these road frontages also. The private plan change has addressed servicing requirements for the rezoning of the land to residential. Stormwater is proposed to be disposed of to ground via on-site soak hole, this is typical of all stormwater discharges in Rolleston. Water supply is to be upgraded along both Springston Rolleston and Selwyn Roads to service the development. Council are currently undertaking modelling to determine proposed pipe sizes and the timing for the upgrading of bores. In terms of wastewater there is an existing pump station at the corner of Springston-Rolleston and Selwyn Roads. This pump station is known as the RADAR Pump Station and was constructed as part of the Eastern Selwyn Sewage Scheme. This pump station has been designed to receive the flows from the southern side of Rolleston and also flows from other communities before pumping directly to the Pines Wastewater Treatment Plan west of Rolleston. The private plan change application states that the wastewater within this area will drain directly to the 525mm sewer which runs from the RADAR station along Selwyn Road into the Faringdon Development Area and that provision will be made to ensure the pipe sizing will be adequate to accommodate the development of the site.</p> <p>The site is afforded with existing connections to power and telecommunication services, and reticulated gas is intended to be provided similar to that established within Faringdon. The site is able to be serviced by a kerbside rubbish and recycling service.</p> <p>In terms of soil contamination a Preliminary Site Investigation has been carried out for 417 Springston Rolleston Road and 694 & 700 Selwyn Road. At 417 Springston Rolleston Road two areas of potential soil contamination have been identified being a rubbish pit (containing green waste and household waste) and a burn off area, with these located in the northern most portion of the allotment, largely falling outside of the indicative school site boundaries. Similarly, a burn pit has been identified on each of 694 & 700 Springston Rolleston Road, along with the presence of vehicles, drums and containers, albeit no evidence of contamination was observed. Further investigations were recommended in relation to the existing dwelling on 700 Selwyn Road to determine whether the same contains asbestos products.</p>
Access	<p>Currently the site has dual road frontage to Selwyn Road (approximately 368m) and to Springston Rolleston Road (approximately 420m). Both Roads are arterial roads and currently have an 80km/hr speed limit adjacent to the site.</p> <p>Further access to the school site is likely to be achieved such that there is road frontage on all four boundaries (as shown in the plan example above).</p>
Recommendation	<p>PASS</p> <p>The site meets the size requirement specified by the Ministry and is of a regular shape. The site is currently provided with two road frontages both of a sufficient</p>



length and there is the potential for further road frontages to be provided to the site as/if the immediate surrounding area is developed for residential purposes in accord with the private plan change request proposal.

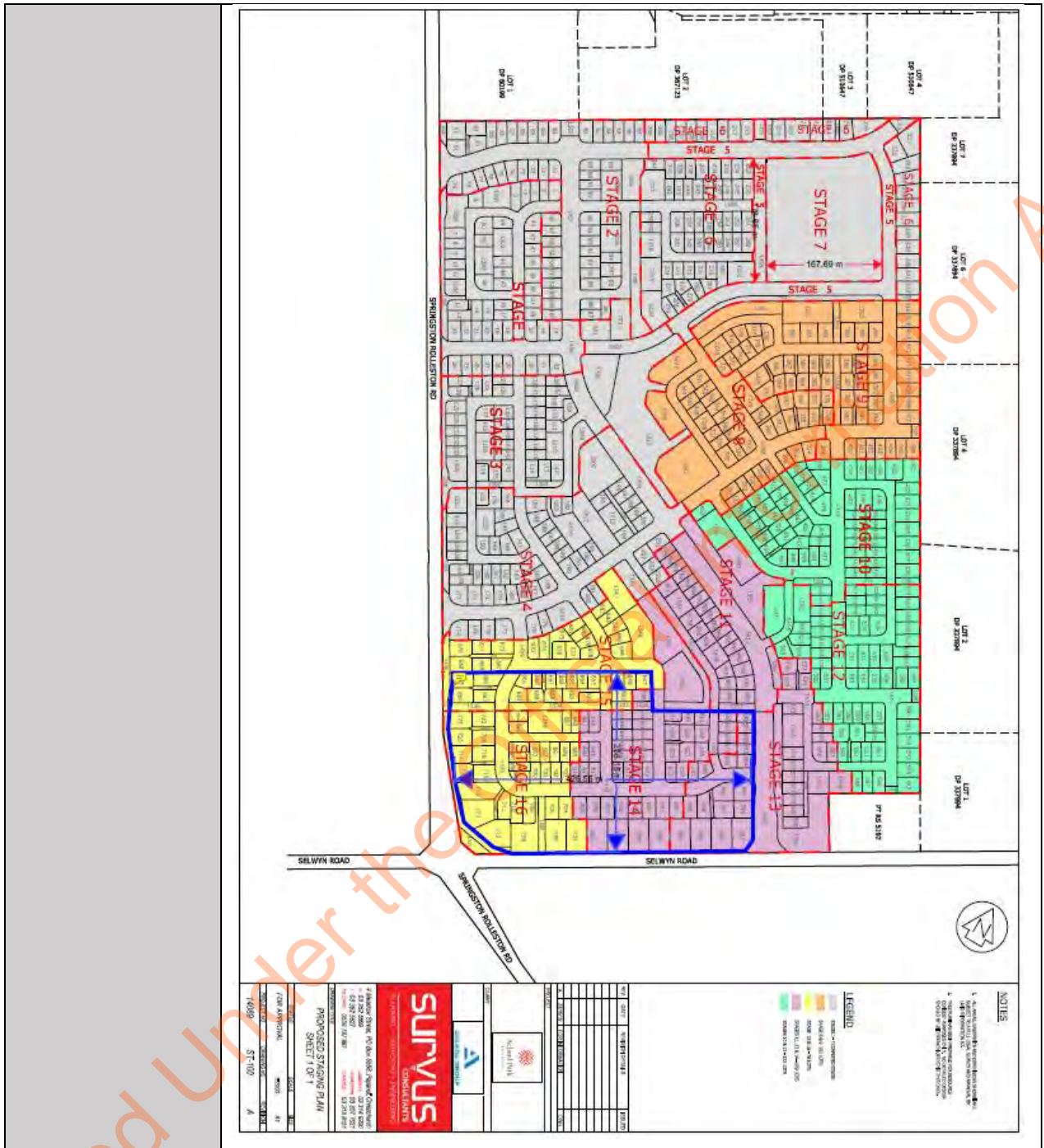
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Site 3:	614 Selwyn Road and Springston Rolleston Road (Acland Park)
Legal Description:	Lot 1 DP 411402 and Lot 3000 DP 544404 (443472 & 924541)
Locality Plan (QuickMap , Google Earth and Development Plan)	

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Criteria

ASSESSMENT

Locality

Site 3 is located on the north-eastern corner of Springston Rolleston and Selwyn Roads and is within the Acland Park development. The site is currently located over two allotments held in two Record of Titles. Each of these allotments is privately owned by Long Vision Property Development Limited.

This site is located within the target search area and as it falls within Acland Park it is also located within a Special Housing Area. The site is opposite an identified 'Future Development Area' for which Hughes Developments Limited have submitted a private plan change to rezone the land from rural to residential. This area to the north of Selwyn Road where the site lies is recognised as being appropriate and suitable for further growth to occur while Selwyn Road to the south



	<p>of the site provides a clear boundary to the rural land beyond. Given that the site is located within the target search area and is within an area where residential growth is occurring it is considered that this is a logical location to develop a new secondary school.</p>
Size and Shape	<p>The site is generally flat and development not restricted by topography. The combined land area of the site is 46.7147 ha. The combined site area is greater than the Ministry requires but the Ministry could acquire an 8-10 hectare parcel of land to suit their purposes, with an indicative school boundary identified in the Figure above.</p>
Current Land Use / Form	<p>The wider site is currently being developed for residential subdivision as part of the Acland Park development.</p> <p>At this stage of the Acland Park development, Stages 1-4 completely finished in the northern portion of the development, with the Ministry's primary school site at Stage 7 of the development recently completed. Stage 6 is expected to get new titles issued in February/March 2020. Avanda have advised they're commencing design work for Stages 8 and 9, then the following stages will be worked on in a clockwise manner. Should the Ministry enter into negotiations for a site with Avanda, there will need to be new/varied subdivision plans drawn up with alternative servicing options/road layouts and sections so that a school site can be accommodated. In this regard, it is noted that in the vicinity of the school site there are some residential sections already underdevelopment along with roading linkages, with this potentially restricting the extent of any subdivision redesign.</p> <p>Currently earthworks are occurring over the wider site in preparation for roading, infrastructure and the development of sections but in the likely place for a school site (in the south-western) corner of Acland Park site development works will occur later. There are no buildings on the site (aside from the temporary site offices).</p> <p>Rural-residential lifestyle blocks are still largely present in the receiving environment, while residential development is occurring to the north and east (in the Acland Park development), to the south are rural-lifestyle blocks which are predominantly used for agricultural activities. To the west is land identified as a Future Development Area and which is already subject to a Private Plan Change application to rezone the land to Residential.</p> <p>As part of the Acland Park development Eliot Sinclair have undertaken detailed geotechnical investigations. The Geotechnical Investigation identifies that the Acland Park Development site is not subject to any significant identified geotechnical or flooding hazards, stating: "the site is not likely to be subject to material damage due to erosion, falling debris, inundation, subsidence or landsliding". We understand that there are no major water courses in the vicinity, however a water race is located along Springston Rolleston Road (as part of the Papanui Water Race Scheme).</p> <p>The site is not currently serviced by any Council reticulated mains but as mentioned above reticulated servicing for water and wastewater will be provided as part of the Acland Park development. It is likely that in accommodating a school site the planned servicing will need to be revised. Ranjay Dutt (Avanda) has advised the Ministry that Avanda expect that the Council will require a second sewer pump station at land around Stage 11 or 12 as they are nearing capacity with their first station. As the service pipelines are currently planned to cross through the potential school site, Avanda will need to work through revisions to their planned subdivision and associated infrastructure servicing.</p> <p>The site is afforded with existing connections to power and telecommunication services, and reticulated gas is not available within Acland Park. The site is able to be serviced by a kerbside rubbish and recycling service.</p>



	In terms of soil contamination, Ranjay Dutt advised of the piggery and asbestos contamination that could fall within land wanted by the Ministry depending on boundaries identified through any subdivision redesign that would be required. Mr Dutt advised that this is getting/has been remediated as required by the Special Housing Area consent conditions.
Access	<p>Currently the site has dual road frontage to Selwyn Road (approximately 368m) and to Springston Rolleston Road (approximately 420m). Both Roads are arterial roads and currently have an 80km/hr speed limit adjacent to the site.</p> <p>Further access to the school site is likely to be achieved such that there is road frontage on three or four boundaries or access points to the site.</p>
Recommendation	<p>PASS</p> <p>Given the land area, there is an opportunity for the Ministry to obtain a site of a regular shape of a size 8-10 hectares suitable for accommodating a secondary school. The site is currently provided with two road frontages both of a sufficient length and there is the potential for further road frontages to be provided to the site through revised subdivision plans.</p>






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Appendix [C] – Stage 2 Detailed Site Assessment and Evaluations


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Site 1:	Springston Rolleston Road
Legal Description:	Lot 1 DP 82966 (CB47D/1211)
Locality Plan (Canterbury Maps)	

Site Photos



Site 1: Springston Rolleston Road		
		
Criteria	Assessment	Score
Site Acquisition Costs	<p>Current land values were accessed via Quickmaps (a desktop GIS), which provides a summary of current government valuations for the property. In this regard, the site has a land value of \$2,000,000 and an improvements value of \$10,000 giving a combined capital value of \$2.01m. The estimated land value per hectare based on capital values for Site 1 is \$187,465 which makes this site have the lowest value.</p> <p>Based on recent school site purchases within Rolleston, it is considered that this valuation is not an accurate depiction of the potential acquisition cost. In the absence of any detailed valuation advice, given the rural zoning and lack of development plans for the site, it is considered this site will have a comparatively lower land value than the other sites evaluated.</p>	5
Ease of Acquisition	<p>The site is comprised of part of one allotment held in Record of Title CB47D/1211 and is privately owned by Allan and Andrew Cartwright and Penelope and Robert Day.</p> <p>The owner of the site has not previously been approached to determine their interest in selling the land, and accordingly this site scores low on this criterion.</p>	0
Site Size	The site is generally rectangular in shape and is approximately 10.72 hectares in area. It is capable of containing a school.	5
Topography	The site is generally flat, and development is unrestricted.	5
School Design Potential	<p>As identified, the site is vacant and currently greenfield in nature with no existing building or development which could be retrofitted to provide educational facilities.</p> <p>Overall, the site is located in close proximity to existing residential development and is within an area identified as a 'Future Development Area' in the Our Space 2018-2048 Document and therefore it is considered to provide reasonable opportunity to achieve good urban design and architectural opportunities. To this end, we have scored this site highly relative to this criterion.</p>	5
Position of Site in Relation to any Relevant Growth Strategy or	The site is located adjacent to two consented Special Housing Areas (Geddes/Dryden Trust – now Acland Park, and South Faringdon) and is south of a Greenfield priority area and an existing urban area. The site has been identified in the Our Space 2018-2048' document as	5



Site 1:	Springston Rolleston Road	
Residential Plan Change	being a proposed 'Future Development Area'. Future development areas require more detailed planning, technical assessments and consultation with landowners but it is noted that recent changes to the Regional Policy Statement enable Council's to provide for growth and to meet their development capacity in the medium and long term. It is therefore considered the site is well located within a growth strategy area, and scores highly relative to this criterion.	
District Plan Zone	The site is zoned Rural Inner Plains under the District Plan. Given the direction provided by the Rolleston Structure Plan and the actions recommended by Our Space, it is anticipated that all sites will be subject to rezoning in the short to medium term. However, as no immediate rezoning plans are anticipated for the site, and the Council's Proposed District Plan does not proactively seek to rezone the site, any rezoning is uncertain and likely contingent on landowner submission on the Proposed District Plan. The site subsequently scores lower than the other sites evaluated.	2
Location within the Proposed Student Catchment	The site is located outside of the Ministry's search area but is immediately adjacent to the north of the search area. The site is also located immediately adjacent to existing urban and priority greenfield areas. Therefore, it is close to existing or planned infrastructure and likely that it could be development ready in the short term. Accordingly, this site has scored high on the list of criterion.	4
Existing Site Constraints	There are no particular constraints on the site, however the extent of frontage and directly adjoining residential unit to the west may create some degree of constraint on school development and a future Notice of Requirement process. Further, the primary use of the site is for rural agricultural purposes and as such the site is currently in pastoral paddocks. The site is located adjacent to primary production activities and therefore there is the possibility of reverse sensitivity effects resulting from their agricultural operations. However, it is known that some of the adjacent land to the south is currently subject to a private plan change application which seeks to rezone the land to residential and therefore the potential for reverse sensitivity effects on agricultural activities could be diminished/eliminated by the time a new school is opened.	4
Road Frontage	The site has a single road frontage to Springston Rolleston Road. The frontage is approximately 198m in length. This site has scored at the lowest end given there is currently only one road frontage, and limited internal access opportunities compared to the other sites evaluated.	1
Transport Network	Springston Rolleston Road is classified as an Arterial Road in the District Plan. Springston Rolleston Road forms a key part of the roading network, connecting Rolleston and Lincoln town centres. The roads adjacent to the site are in a rural configuration (no kerb and channel or footpaths, wide grass berms and open water tables). However, this is expected to change to a more urban configuration as it has further along Springston Rolleston Road adjacent to Farrington and Acland Park subdivisions, albeit no immediate plans are confirmed. Given the single road frontage and uncertainty regarding future access provision (including shared path / accessibility) the site has scored the lowest on this criteria.	1
Infrastructure Services	The site is not currently serviced by Council mains. Stormwater is disposed of via on-site soak hole method in the Rolleston area, and accordingly Council does not provide this	1

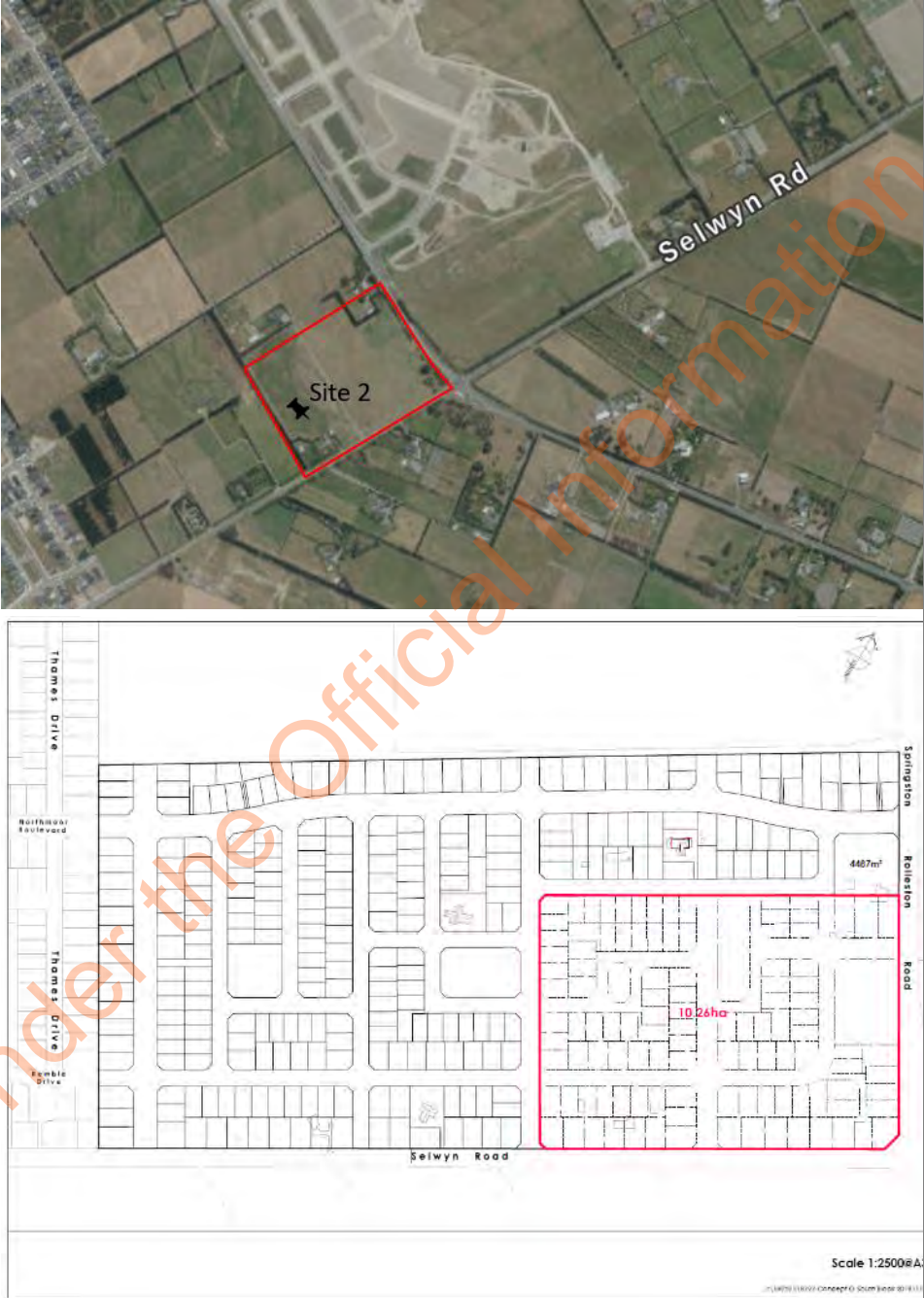


Site 1:	Springston Rolleston Road	
	<p>infrastructure. However, the Rolleston area is underlain by alluvial gravels which allow for rapid drainage, such that on-site stormwater disposal is readily achievable.</p> <p>There is a mains water supply along Springston-Rolleston Road and a mains wastewater pipe along Springston-Rolleston Road, which it is anticipated that the site could connect to for water supply and wastewater disposal. Reticulated gas supply is not provided to the site. Power and telecommunications can be provided to the site to utility company and industry standards, however no services presently service the site.</p> <p>The site is currently rated for both refuse and recycling, and kerbside collection is available throughout residential and surrounding rural lifestyle properties in the Selwyn District.</p> <p>The site scores 0.5 for each service currently or imminently expected to be available, with this limited to stormwater and refuse / recycling services.</p>	
Geotechnical	<p>No mapped faults are located in the immediate area but the area could be subject to ground shaking from movement of faults elsewhere. The area is located between the Greendale Fault and the Port Hills Fault and the latter has not been mapped because it didn't result in any surface rupture. Damaging liquefaction is unlikely consistent with a TC1 zoning. There are no other known potential natural hazards that could affect the site. In particular the site is not likely to be subject to material damage from erosion, falling debris, subsidence, slippage of inundation from any source.</p> <p>While there are no known geotechnical hazards identified on Council maps, there has been no site specific assessment and reporting undertaken for the site and therefore the site has scored slightly lower than the other two sites where geotechnical reports have been prepared.</p>	4
Flooding	<p>There is no information indicating the existence of any flooding hazards in the Rolleston area major rivers in the Selwyn District are the Waimakariri River and the Selwyn River, which are both in excess of 10km away from the site. The Selwyn District also has a network of stockwater races that bisect the district, with a race located along Springston Rolleston Road (understood to be on the eastern side) however intakes are controlled to prevent flooding. Accordingly, this site scores highly against this criterion.</p>	5
Contamination	<p>There are no records of any contamination sources held by Environment Canterbury. However, the historical use of the site has been agricultural and as such we anticipate that a site specific investigation with soil sampling would be undertaken prior to any development to determine the extent and nature of any potential contamination. Due to the lack of any contamination investigation at the site, the risk profile is not yet determined, which contrasts with that associated with Site 2 and 3. The site has subsequently scored slightly lower than the other sites evaluated.</p>	3
Noise Effects on any Proposed School	<p>This site is located near the current urban edge of Rolleston, with residential sites located to the north and developing to the east within Acland Park. Assuming the rezoning proposal for Site 2 is successful residential sites are likely to be established on the southern boundary of the site also, and may already be developed by the time a school would be opened on this Site. Neither the current or proposed activities</p>	5



Site 1:	Springston Rolleston Road	
	<p>on adjoining land are anticipated to create any significant noise effects on the site.</p> <p>The site is adjacent to Springston-Rolleston Road which is an arterial road capable of carrying a reasonable volume of traffic, however we do not consider that noise effects would be a significant issue that cannot be mitigated.</p>	
Ecological Impact	<p>The site is a modified primary production environment. There are no natural features within the Site. A desktop evaluation via council records does not identify any significant natural areas or habitats for native fauna. Accordingly, this site scores highly against this criterion.</p>	5
Cultural or Other Significance	<p>Available planning documents do not indicate any cultural, spiritual or historical significance attached to this particular site or the surrounding area. Accordingly, this site scores highly against this criterion.</p>	5
Opportunities for Co-Location or Shared Facilities with Other Parties	<p>There are currently limited opportunities for co-location within this Rolleston South site search area.</p> <p>The Selwyn District Council has invested heavily in sports grounds and aquatic facilities in the Foster Park recreation area which is adjacent to Rolleston College. These are the closet public recreation facilities to the search area.</p>	0
Social Impacts	<p>In terms of the Ministry's evaluation methodology, a relatively subjective assessment of how well the proposed secondary school fits with the demographic profile of the proposed catchment is required. In this regard, the proposal is for a school in a location which will service the needs of a location which is planned for future growth. The site evaluation area does not appear to contain any particular significant social or demographic features which would warrant or demonstrate a particular social response to education being required. Overall, the proposed school is considered to have significant positive impacts. The site scores high relative to the criterion.</p>	5
TOTAL		70



<p>Site 2:</p>	<p>417 Springston Rolleston Road, 694 and 700 Selwyn Road (Faringdon)</p>
<p>Legal Description:</p>	<p>Lot 1 DP 60892, Lot 1-2 DP 341771 (CB36A/800, 171911 and 171912)</p>
<p>Locality Plan (Canterbury Maps and Indicative Development Plan)</p>	
<p>Site Photos</p>	



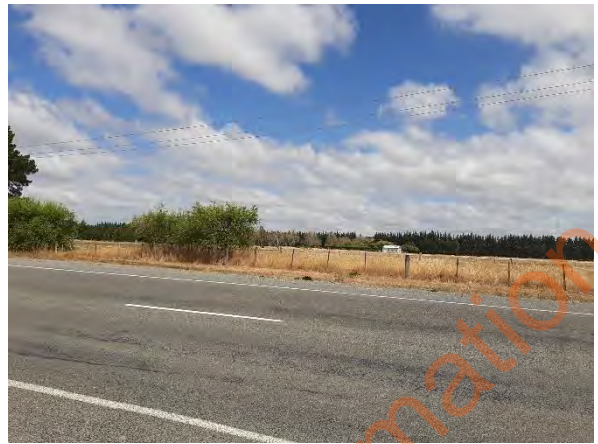
Site 2: 417 Springston Rolleston Road, 694 and 700 Selwyn Road (Faringdon)



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Site 2: 417 Springston Rolleston Road, 694 and 700 Selwyn Road (Faringdon)



Criteria	Assessment	Score
<p>Site Acquisition Costs</p>	<p>Current land values were accessed via Quickmaps, which provides a summary of current government valuations for the property. Combined, the three sites have a land value of \$2,900,000 and improvements value of \$1,010,000, giving a combined capital value of \$3.91m. The estimated land value per hectare based on capital values for Site 2 is \$268,821 which makes this site have the highest value.</p> <p>Based on recent school site purchases within Rolleston, it is considered that this valuation is not an accurate depiction of the potential acquisition cost. In the absence of any detailed valuation</p>	<p>4</p>



Site 2:	417 Springston Rolleston Road, 694 and 700 Selwyn Road (Faringdon)	
	advice, given the rural zoning and lack of development plans for the site, it is considered this site will have a comparatively higher land value than Site 1, but lower than Site 3 which has consented development associated with the Special Housing Area resource consents.	
Ease of Acquisition	The site is comprised of part of three allotments held in Record of Titles CB36A/800, 171912 and 171911. Each of these properties is privately owned by Hughes Developments Limited. Consultation has been held with Hughes Developments Limited. Hughes Developments have expressed an interest in accommodating a school site. As they have indicated a desire to accommodate a school site and a willingness to sell the land, the site scores a 1 in accordance with the Ministry's criteria.	1
Site Size	The combined land area of the site is 14.545ha and is generally rectangular in shape. The combined site area is greater than the Ministry requires but the Ministry could acquire a parcel of land to suit their purposes, with Hughes Development identifying a site of 10.26ha for the Ministry's consideration (refer Figure above)	5
Topography	The site is generally flat, and development is unrestricted.	5
School Design Potential	Over the three parcels of land which make up the combined site there are two residential dwellings all with associated accessory buildings. It is unlikely that any of the existing buildings would be able to be retrofitted for use in a new school design. Overall, despite the site being located within the Rural Inner Plains Zone the site is located adjacent to a Greenfield priority area, existing urban area and Special Housing Areas and therefore it is considered to provide reasonable opportunity to achieve good urban design and architectural opportunities. To this end, we have scored this site highly relative to this criterion.	5
Position of Site in Relation to any Relevant Growth Strategy or Residential Plan Change	The site is located adjacent to two consented Special Housing Areas (Geddes/Dryden Trust – now Acland Park and South Faringdon). The site is subject to a private plan change application which has been accepted by Council for consideration. The site has also been identified in the Our Space 2018-2048' document as being a proposed 'Future Development Area'. It is anticipated that the plan change request will proceed in tandem with the Council's Proposed District Plan review process. The site accordingly scores highly relative to this criterion.	5
District Plan Zone	The site is zoned Rural Inner Plains under the District Plan. As noted above, it is anticipated that the zoning will become residential through the private plan change request, which will proceed in tandem with other changes made as part of the District Plan review given the direction that has been set out in the Our Space 2018-2048 strategy document.	3
Location within the Proposed Student Catchment	The site is located centrally within the search area and immediately adjacent to existing urban and priority greenfield areas. Therefore, it is close to existing or planned infrastructure, with the information presented as part of the private plan change request demonstrating the site can readily be serviced, such that it will be located in terms of the future student catchment. Accordingly, this site has scored high on the list of criterion.	5



Site 2:	417 Springston Rolleston Road, 694 and 700 Selwyn Road (Faringdon)	
Existing Site Constraints	There are no particular constraints on the site. Improvements include two dwellings and their associated accessory buildings with plantings all of which will likely need to be removed to facilitate the school development. The site is located adjacent to primary production activities and therefore there is the possibility of reverse sensitivity effects resulting from their agricultural operations, however this is considered remote. The review of the Record of Title did not identify any restrictions arising from instruments or encumbrances, and the site is greenfield with flexibility afforded in terms of boundary and roading positions, which presents the least constraints for development, along with minimising the potential for affected parties as part of a future Notice of Requirement process.	5
Road Frontage	Currently the site has dual road frontage to Selwyn Road (approximately 368m) and to Springston Rolleston Road (approximately 420m). In addition, there exists the potential for additional frontages afforded to the internal roading network.	3
Transport Network	<p>Both Selwyn Road and Springston Rolleston Roads are classified as Arterial roads in the District Plan. Springston Rolleston Road forms a key part of the roading network, connecting Rolleston and Lincoln town centres. The roads adjacent to the site are in a rural configuration (no kerb and channel or footpaths, wide grass berms and open water tables). However, this is expected to change to a more urban configuration as it has further along Selwyn Road adjacent to the Faringdon subdivision and along Springston Rolleston Road adjacent to Faringdon and Acland Park subdivisions.</p> <p>The Transport Assessment prepared by Abley identified that the surrounding road network provides good levels of service with plans in place to provide safe and efficient access, including the provision of shared pathways along Selwyn Road. Further, the future internal subdivision layouts can accommodate multiple road frontages and access opportunities. The Transport Assessment identifies that further investigations are considered necessary with respect to the intersection of Selwyn and Springston Rolleston Road, albeit this recommendation is relevant for all sites evaluated due to their proximity.</p>	3
Infrastructure Services	<p>The site will be reliant on services to be provided as part of the subdivision of the land. The timeframes indicated to the Ministry by Hughes Developments is that it is anticipated that subdivision works will be able to begin in early 2021, albeit this is dependent on the timing of the plan change proposal for the site. The following comments have been provided based on the details and proposals contained within the Infrastructure Assessment submitted in support of the rezoning proposal.</p> <p>Stormwater is disposed of via on-site soak hole method in the Rolleston area and accordingly Council does not provide this infrastructure. The plan change application identifies that the soakholes on individual sites will be constructed as part of any future building consent process while drainage and soakholes associated with future roads are proposed to be constructed as part of the subdivision process and are proposed to be vested with Council.</p> <p>Water Supply – the proposed water supply plans identify an existing water supply down Springston Rolleston Road and a proposed supply along Selwyn Road, and to the north of the proposed school site. Modelling by Council is currently underway which will determine</p>	5



Site 2:	417 Springston Rolleston Road, 694 and 700 Selwyn Road (Faringdon)	
	<p>proposed pipe sizes and the timing for the upgrading of bores noting that there are 3 existing active bores over these 3 sites with two falling within the identified school site area.</p> <p>Wastewater – There is an existing pump station at the corner of Selwyn Road and Springston-Rolleston Road. This pump station is known as the RADAR Pump Station and was constructed as part of the Eastern Selwyn Sewage Scheme. This pump station has been designed to receive the flows from the southern side of Rolleston and also flows from other communities before pumping directly to the Pines Wastewater Treatment Plant west of Rolleston. The plan change application states that wastewater within this area will drain directly to the 525mm sewer which runs from the RADAR station along Selwyn Road into the Faringdon Development Area and that provision will be made to ensure the pipe sizing will be adequate to accommodate the development of land.</p> <p>The plan change application states that gas, power and telecommunications will be provided to all sites to utility company and industry standards. All cables will be placed underground, and all kiosks will be constructed on separate individual lots. Full appraisals are expected to be undertaken as part of detailed subdivision engineering design.</p> <p>The site is currently rated for both refuse and recycling, and kerbside collection is available throughout residential and surrounding rural lifestyle properties in the Selwyn District.</p> <p>The site scores 0.5 for each service currently or imminently expected to be available: water (fire-fighting and potable supply), sewer, telecommunications, gas electricity, refuse, on-site stormwater disposal. The site scores highly against this criteria with all services provided.</p>	
Geotechnical	<p>No mapped faults in the immediate area but the area could be subject to ground shaking from movement of faults elsewhere. The area is located between the Greendale Fault and the Port Hills Fault and the latter has not been mapped because it did not result in any surface rupture. Damaging liquefaction is unlikely consistent with a TC1 zoning. There are no other known potential natural hazards that could affect the plan change sites. In particular the site is not likely to be subject to material damage from erosion, falling debris, subsidence, slippage of inundation from any source.</p>	5
Flooding	<p>There is no information indicating the existence of any flooding hazards in the Rolleston area major rivers in the Selwyn District are the Waimakariri River and the Selwyn River, which are both in excess of 10km away from the site. The Selwyn District also has a network of stockwater races that bisect the district, with a race located along Springston Rolleston Road (understood to be on the eastern side) however intakes are controlled to prevent flooding. Accordingly, this site scores highly against this criterion.</p>	5
Contamination	<p>A Preliminary Site Investigation has been carried out for 417 Springston Rolleston Road and 694 & 700 Selwyn Road. At 417 Springston Rolleston Road two areas of potential soil contamination have been identified being a rubbish pit (containing green waste and household waste) and a burn off area, with these located in the northern most portion of the allotment, largely falling outside of the indicative school site boundaries. Similarly, a burn pit has been identified on each of 694 & 700 Springston Rolleston Road, along with</p>	4



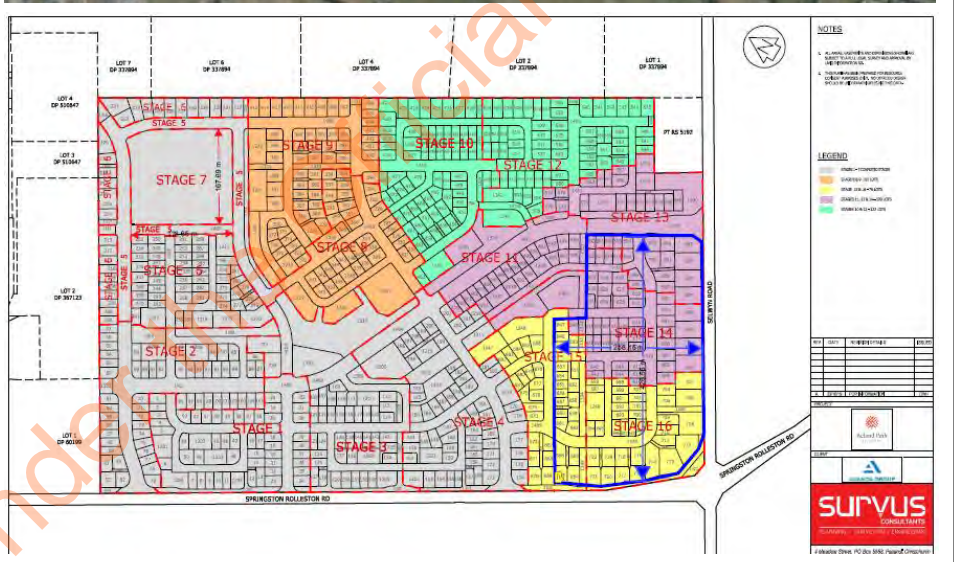
Site 2:	417 Springston Rolleston Road, 694 and 700 Selwyn Road (Faringdon)	
	<p>the presence of vehicles, drums and containers, albeit no evidence of contamination was observed. Further investigations were recommended in relation to the existing dwelling on 700 Selwyn Road to determine whether the same contains asbestos products.</p> <p>Notwithstanding the above, we anticipate that a site specific investigation with soil sampling would be undertaken as part of due diligence, with any remediation works undertaken by the developer. The site scores highly relative to this criterion.</p>	
Noise Effects on any Proposed School	<p>This site is located on the edge of the current urban boundary of Rolleston, with residential activity occurring in the immediate vicinity. Primary production land uses are located opposite the site across Selwyn Road. Neither of these existing and anticipated adjacent land uses are anticipated to create any significant noise effects on the site.</p> <p>The site is adjacent to Springston-Rolleston and Selwyn Roads which carry traffic between Lincoln and Rolleston with both of these being arterial roads that are capable of carrying reasonable volumes of traffic. However, it is considered that that any traffic noise effects would not be a significant issue and able to be easily mitigated. The site accordingly scores highly relative to this criterion.</p>	5
Ecological Impact	<p>The site is a modified primary production and lifestyle environment. There are no natural features within the Site. A desktop evaluation via council records does not identify any significant natural areas or habitats for native fauna. Furthermore, it is noted that the plan change application notes that there are no natural features within the site. Accordingly, the sites scores highly against this criterion.</p>	5
Cultural or Other Significance	<p>Available planning documents do not indicate any cultural, spiritual or historical significance attached to this particular site or the surrounding area. Accordingly, this site scores highly against this criterion.</p>	5
Opportunities for Co-Location or Shared Facilities with Other Parties	<p>There are currently limited opportunities for co-location within this Rolleston South site search area.</p> <p>The Selwyn District Council has invested heavily in sports grounds and aquatic facilities in the Foster Park recreation area which is adjacent to Rolleston College. These are the closet public recreation facilities to the search area.</p>	0
Social Impacts	<p>In terms of the Ministry's evaluation methodology, a relatively subjective assessment of how well the proposed primary school fits with the demographic profile of the proposed catchment is required. In this regard, the proposal is for a high school in a location which will service the needs of a location which is planned for future growth. The site evaluation area does not appear to contain any particular significant social or demographic features which would warrant or demonstrate a particular social response to education being required. Overall, the proposed school is considered to have significant positive impacts. The site scores high relative to the criterion.</p>	5
TOTAL	83	



Site 3: 614 Selwyn Road and Springston Rolleston Road (Acland Park)

Legal Description: Lot 1 DP 411402 and Lot 3000 DP 544404 (443472 & 924541)

Locality Plan
(Canterbury Maps and Development Plan)



Site Photos



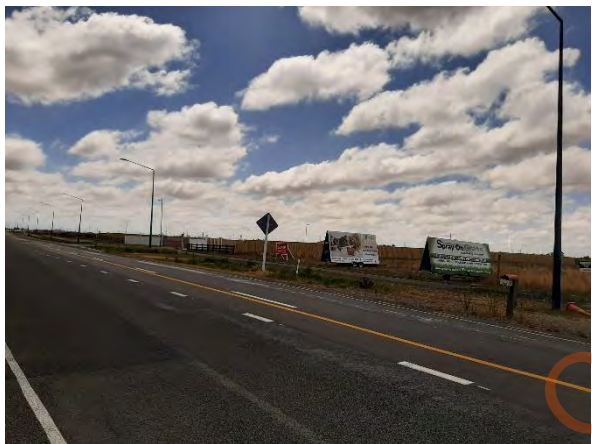
Site 3: 614 Selwyn Road and Springston Rolleston Road (Acland Park)



Released under the Official Information Act



Site 3: 614 Selwyn Road and Springton Rolleston Road (Acland Park)



Criteria	Assessment	Score
<p>Site Acquisition Costs</p>	<p>Current land values were accessed via Quickmaps, which provides a summary of current government valuations for the property. Combined, the two sites have a land value of \$6,900,000 and improvements value of \$185,500, giving a combined capital value of \$7,085,000. A land value per hectare has been estimated as being \$196,930. Based on this value this site has the second highest land value.</p> <p>Based on recent school site purchases within Rolleston, it is considered that this valuation is not an accurate depiction of the</p>	<p>3</p>



Site 3:	614 Selwyn Road and Springston Rolleston Road (Acland Park)	
	potential acquisition cost. In the absence of any detailed valuation advice, given the consented development authorised for the site, it is considered this site will have a comparatively higher land value than Site 1 and 3.	
Ease of Acquisition	The site is comprised of part of two allotments held in Record of Titles 443472 and 924541. Each of these properties is privately owned by Long Vision Property Developments Limited. Preliminary discussions have been held with Avanda who have indicated a desire to accommodate a school site subject to further evaluations on whether demand on their planned commercial centre. In any event, while it is understood Avanda have to give this matter further consideration, they have expressed initial interest in working with the Ministry on the sale of some of their land for a school site. Therefore, in accordance with the Ministry's criteria this site scores a 1.	1
Site Size	The combined land area of the site is in the order of 36ha and is generally rectangular in shape. The combined site area is greater than the Ministry requires but the Ministry could acquire an 8-10-hectare parcel of land to suit their purposes, with an indicative school site boundary identified in the Figure above.	5
Topography	The site is generally flat, and development is unrestricted.	5
School Design Potential	Over the two parcels of land which make up the combined site there are no permanent buildings (only temporary site offices for the Acland Park development). Therefore, there are no buildings or site features that would be able to be retrofitted for use in a new school design. Overall, despite the site being located within the Rural Inner Plains Zone the site is located within a Special Housing Area and therefore it is considered to provide reasonable opportunity to achieve good urban design and architectural opportunities. To this end, we have scored this site highly relative to this criterion.	5
Position of Site in Relation to any Relevant Growth Strategy or Residential Plan Change	The site is located within a consented Special Housing Area (Geddes/Dryden Trust – now Acland Park). Land within the South of Rolleston has been identified in the Our Space 2018-2048' document as being suitable for further residential growth. With land to both the east and west of Acland Park having been identified as a 'Future Development Area'. Future development areas require more detailed planning, technical assessments and consultation with landowners but it is noted that recent changes to the Regional Policy Statement enable Council's to provide for growth and to meet their development capacity in the medium and long term. It is therefore considered the site is well located within a growth strategy area, and scores highly relative to this criterion.	5
District Plan Zone	The site is zoned Rural Inner Plains under the District Plan. Given the direction provided by the Rolleston Structure Plan and the actions recommended by Our Space, it is anticipated that all sites will be subject to rezoning in the short to medium term. However, as no immediate rezoning plans are anticipated for the site, and the Council's Proposed District Plan does not proactively seek to rezone the site, any rezoning is uncertain and likely contingent on landowner submission on the Proposed District Plan. In any event, the site is already authorised for development under the Living Z Zone provisions by virtue of the resource consents granted for the Special Housing Area. The site subsequently scores higher than the other sites evaluated.	4



Site 3:	614 Selwyn Road and Springston Rolleston Road (Acland Park)	
Location within the Proposed Student Catchment	The site is located centrally within the search area, it is located within a Special Housing Area which is currently being developed and adjacent to an identified 'Future Development Area' which is currently subject to a plan change request. Therefore, the site is close to existing or planned infrastructure and likely that it could be development ready in the short term such that it will be located in terms of the future student catchment. Accordingly, this site has scored high on the list of criterion.	5
Existing Site Constraints	<p>There are no constraints on the site currently. The only existing buildings or structures on the site are temporary (being the site offices for the Acland Park development). The site is located adjacent to primary production activities and therefore there is the possibility of reverse sensitivity effects resulting from their agricultural operations, however this is considered remote.</p> <p>The review of the Record of Title did not identify any restrictions arising from instruments or encumbrances, however Avanda have confirmed that a number of residential sites have been sold to the immediate north of the indicative school site. As a consequence, there are some fixed boundary and roading alignments to the north, potentially constraining a future school development, and increasing the potential for affected parties as part of a future Notice of Requirement process. As a consequence, this site has scored slightly lower than the other sites evaluated.</p>	3
Road Frontage	Currently the site has dual road frontage to Selwyn Road (approximately 517m) and to Springston Rolleston Road (approximately 551m).	3
Transport Network	<p>Both Selwyn Road and Springston Rolleston Roads are classified as Arterial roads in the District Plan. Springston Rolleston Road forms a key part of the roading network, connecting Rolleston and Lincoln town centres. The roads adjacent to the site are in a rural configuration (no kerb and channel or footpaths, wide grass berms and open water tables). However, this is expected to change to a more urban configuration as development of Acland Park progresses along Selwyn Road and Springston Rolleston Road.</p> <p>The Transport Assessment prepared by Abley identified that the surrounding road network provides good levels of service with plans in place to provide safe and efficient access, including the provision of a continued shared pathway along Springston Rolleston Road. Further, the future internal subdivision layouts can accommodate multiple road frontages and access opportunities. The Transport Assessment identifies that further investigations are considered necessary with respect to the intersection of Selwyn and Springston Rolleston Road, albeit this recommendation is relevant for all sites evaluated due to their proximity.</p>	3
Infrastructure Services	<p>The site will be reliant on services to be provided as part of the subdivision of the land, with water and wastewater anticipated to be provided via internal networks within Acland Park, or via the networks located along Springston Rolleston Road or Selwyn Road.</p> <p>Initial discussions between the Ministry and Avanda have highlighted that Avanda will need to construct a second sewer pump station at land within their subdivision on land falling within Stage 11 or 12 due to the level of this land. The service pipelines are currently planned to cross through the potential school site, such that should the Ministry look to secure this piece of land for their site Avanda will need to reconsider</p>	3.5



Site 3:	614 Selwyn Road and Springston Rolleston Road (Acland Park)	
	<p>servicing options/road layouts, and subsequently seek to vary their existing subdivision consents.</p> <p>Stormwater is disposed of via on-site soak hole method in the Rolleston area and accordingly Council does not provide this infrastructure.</p> <p>Power and telecommunications will be provided to all sites within Acland Park to utility company and industry standards, therefore it can reasonably be expected that the same will apply to a school site within the Acland Park development. We understand that reticulated gas is not provided within the Acland Park development.</p> <p>The site is currently rated for both refuse and recycling, and kerbside collection is available throughout residential and surrounding rural lifestyle properties in the Selwyn District.</p> <p>The site scores 0.5 for each service currently or imminently expected to be available: water (fire-fighting and potable supply), sewer, telecommunications, electricity, refuse, on-site stormwater disposal. The site scores relatively highly against this criteria with the only service not provided that associated with reticulated gas.</p>	
Geotechnical	<p>As part of the Acland Park Development Eliot Sinclair have undertaken a detailed geotechnical investigation with this identifying that the Acland Park development site is not subject to any significant identified geotechnical or flooding hazards, stating: "the site is not likely to be subject to material damage due to erosion, falling debris, inundation, subsidence or landsliding".</p>	5
Flooding	<p>There is no information indicating the existence of any flooding hazards in the Rolleston area major rivers in the Selwyn District are the Waimakariri River and the Selwyn River, which are both in excess of 10km away from the site.</p> <p>The Selwyn District also has a network of stockwater races that bisect the district, with a race located along Springston Rolleston Road (understood to be on the eastern side) however intakes are controlled to prevent flooding. Accordingly, this site scores highly against this criterion.</p>	5
Contamination	<p>A Preliminary Site Investigation and Detailed Site Investigation have been carried out for the entire Acland Park development site, these investigations identify that the overall development site has a history of cropping and pastoral use. Two HAIL activities were identified over the land subject to the Acland Park development with one of these HAIL sites potentially falling within Site 3 depending on the identification of site boundaries following a redesign of the subdivision in this area. This site of contamination is in the location of the piggery building in which asbestos was used in its construction. Conditions of the consent require that as part of the subdivision works any areas of soil contamination shall be remediated. In this regard potential soil contamination over this site is required to be suitably addressed and must be done so by the consent holders so that new Records of Titles for the subdivided land can be obtained.</p>	4
Noise Effects on any Proposed School	<p>This site is located on the edge of the current urban boundary of Rolleston, with residential activity occurring in the immediate vicinity. Primary production land uses are located opposite the site across Selwyn Road. Neither of these existing and anticipated adjacent land uses are anticipated to create any significant noise effects on the site.</p>	5



Site 3:	614 Selwyn Road and Springston Rolleston Road (Acland Park)	
	The site is adjacent to Springston-Rolleston and Selwyn Roads which carry traffic between Lincoln and Rolleston with both of these being arterial roads that are capable of carrying reasonable volumes of traffic. However, it is considered that any traffic noise effects would not be a significant issue and able to be easily mitigated. The site accordingly scores highly relative to this criterion.	
Ecological Impact	The site is a modified primary production environment, with residential activity occurring across the balance of Acland Park. There are no natural features within the Site. A desktop evaluation via council records does not identify any significant natural areas or habitats for native fauna. Accordingly, the site scores highly against this criterion.	5
Cultural or Other Significance	Available planning documents do not indicate any cultural, spiritual or historical significance attached to this particular site or the surrounding area. Accordingly, this site scores highly against this criterion.	5
Opportunities for Co-Location or Shared Facilities with Other Parties	There are currently limited opportunities for co-location within this Rolleston South site search area. The Selwyn District Council has invested heavily in sports grounds and aquatic facilities in the Foster Park recreation area which is adjacent to Rolleston College. These are the closest public recreation facilities to the search area.	0
Social Impacts	In terms of the Ministry's evaluation methodology, a relatively subjective assessment of how well the proposed primary school fits with the demographic profile of the proposed catchment is required. In this regard, the proposal is for a high school in a location which will service the needs of a location which is planned for future growth. The site evaluation area does not appear to contain any particular significant social or demographic features which would warrant or demonstrate a particular social response to education being required. Overall, the proposed school is considered to have significant positive impacts. The site scores high relative to the criterion.	5
TOTAL		79.5

