

Briefing Note: Additional primary provision for West Belfast, Christchurch, through a junior and senior campus of Belfast School

To:	Hon Chris Hipkins, Minister of Education		
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Purpose of Report

The purpose of this paper is to update you on the plans for future primary school provision for West Belfast, Christchurch. There is no legal requirement for you as Minister to 'approve' the establishment of a new campus for a school.

You are asked to:

Note that additional capacity for primary schooling in West Belfast, Christchurch, is required by 2020 or 2021.

Note that rather than establish and open a new school, the community has indicated that it would prefer Belfast School to open a second campus. The Ministry supports this option as it will reduce future competition between primary schools.

Note that Belfast School will be expanded to have a junior and senior campus. The 3.5ha site acquired for the senior campus is sufficient to support the new campus and also the relocation of Allenvale Special School onto the site.

Note that funding for the redevelopment of the Belfast School site (including the new campus) has been provided for under the Christchurch Schools' Rebuild programme.

Agree that this Briefing be proactively released.

Release / Not release

Summary

1. The Belfast area of Christchurch is experiencing strong ongoing population growth, and the site capacity of Belfast School is anticipated to be reached and exceeded by 2021. Residential development within the Belfast School enrolment zone will result in significant population growth in the short, medium and long term.
2. For several years the Ministry has been forecasting the need for additional primary provision in the West Belfast area. A previous Minister's decision during the review of the Christchurch schooling network post-earthquake, was that rather than close, Ouruhia Model School (in the east of the Belfast area) should relocate to the West Belfast area when population growth was nearing levels necessitating additional schooling.
3. Consultation carried out by the Ouruhia Model School Board of Trustees in 2017 resulted in the Board's decision that it wished to remain on its current site rather than relocate. The current site cannot provide geographically convenient access for students in the West Belfast area, and so additional primary provision for this area is required.
4. The Ministry has negotiated the purchase of a new site for additional primary provision and is currently in the final stages of negotiation for the purchase. The approximately 3.5ha site is located in the West Belfast area, within one kilometre of the current Belfast School site.
5. A new Year 1-8 full primary school (or some other model that entailed a new schooling provider) could be established to deliver additional primary provision on the West Belfast site. In this case, it is likely that the Belfast School home zone would be reduced to approximately half its current size, and would encompass the eastern areas of its current zone. A home zone for a new school in West Belfast would cover the western areas. If Belfast School establishes a second campus on the West Belfast site, it is likely that the current enrolment scheme boundaries would be largely retained.
6. Rather than establish a new school in Belfast, the Belfast School Board expressed interest in a two campus model - one campus would remain on the current Main North Road site, and the other would be established on the new site. The current site would provide education for Year 1-4 students (the junior campus) and the newly acquired site would provide education for Year 5-8 students (the senior campus).
7. Due to the lack of existing permanent junior and senior campus models at the primary school level, the principal and senior leadership of Belfast School have invested a significant amount of time in developing a deeper understanding of how high quality teaching and learning could be maintained and strengthened in a two campus model. The school prepared a short video to provide information about the logistical and educational aspects of a two campus model to community engagement participants. This can be accessed here: <https://youtu.be/-Th3obJFPj8>
8. We consider that the Belfast School leadership and Board of Trustees has a clear vision for a two campus model, and that the principal and senior leadership team has the capacity and experience to implement this model effectively. Community engagement has shown a good level of support for the two campus option. It is noted that the community considers itself one cohesive community, and did not wish to be split by the introduction of an additional school.

9. Allenvale Special School is currently located in Bryndwr, Christchurch, but has indicated through two stages of consultation on the special school network that it wishes to relocate and co-locate with a mainstream school. This is due to earthquake damage and leaky buildings at its current site. The current site also has limited road frontage, which creates access difficulties for students with mobility challenges.
10. The West Belfast site has been discussed with the Board of Trustees of Allenvale Special School, as it occupies a more central location within the school's catchment area than the current site. There are also more design and build options afforded by co-locating on a greenfield site than onsite with an existing school. The acquired site will be of sufficient land area to support the co-location of Allenvale Special School with the senior campus of Belfast School.
11. We will continue to work with the principal and Board of Belfast School, and will provide support as required to ensure the effective implementation of a junior and senior campus model. The next steps are that the Ministry will work with the Boards of Belfast School and Allenvale Special School to commence the Education Brief process, which will inform the design and build of the new senior campus of Belfast School, and the relocated Allenvale Special School.
12. We are also exploring options for providing new facilities for Resource Teacher Learning Behaviour Cluster 35. The West Belfast site has been identified as one of the possible locations for these facilities, and this could occur whether the site was a new primary school, or the senior campus of Belfast School.


Katrina Casey
Deputy Secretary
Ministry of Education

12/11/2018


Hon Chris Hipkins
Minister of Education

 / /

Additional primary provision for West Belfast through a junior and senior campus of Belfast School

Background

1. Belfast is located in the north of Christchurch City. Residential growth is ongoing and significant additional growth is planned in the northwest and eastern areas of Belfast. Most of this growth is within the Belfast School enrolment scheme home zone.
2. Local schools in the wider Belfast area are Belfast School and Ouruhia Model School. Belfast School is located on Main North Road, while Ouruhia Model School is a small, semi-rural school that draws many of its students from Christchurch City. It is located to the east of the Belfast area, away from the areas of projected growth. Both schools are Year 1 – 8 full primary schools.
3. On 13 September 2012, the then Minister of Education announced the proposed closure of Ouruhia Model School, and formal consultation was initiated on this proposal. The Board undertook consultation with its community, and did not agree with the proposal to close. The Ministry recommended, and the Minister agreed, that the school should remain open, with a view to relocating the school to a site where it would be better geographically situated to meet future requirements for additional schooling provision in West Belfast (METIS 742251 refers).
4. It was decided that consultation should be undertaken with the Board of Trustees of Ouruhia School before a final decision on the relocation of the school was made, and that this would take place when population growth neared the levels necessitating additional schooling in the West Belfast area.
5. We have been aware for some time that population projections indicate that additional primary schooling is required in the West Belfast area. The age 5 - 12 population of Belfast is expected to increase from 900 (currently) to over 1,200 by 2041.
6. Residential developments in two areas are contributing the majority of growth. One of these areas is to the east of Main North Road, where the current Belfast School site is located. The second area is to the west of Main North Road, in the West Belfast area.
7. The Belfast School Board of Trustees carried out community engagement on two options for future schooling in the area:
 - a) **Option 1:** Belfast School remain on its current site and carry on as usual.
 - b) **Option 2:** Belfast School establish a junior campus on its current site, and a senior campus on a new site in West Belfast.
8. 76.32% of respondents to an online survey that formed part of the community engagement selected Option 2 as their preferred option, with the remaining 23.68% selecting Option 1. 90% of student participants in focus groups selected Option 2, with only 10% selecting Option 1.
9. Additionally, the Board invited feedback on the options from 18 local schools and 14 local early learning centres, including all schools sharing zone boundaries with Belfast School. Four responses were received, two of which favoured Option 1, one of which favoured Option 2, and one wishing to expand their own school's enrolment scheme home zone to allow for more in-zone enrolments.

10. We did not support the proposal to change enrolment scheme home zones as this will grow some schools at the expense of others and might not provide for the required capacity in the longer term. We prefer to manage this through the development of a second campus for Belfast School. This is supported by the community and is an effective method of both providing the additional schooling projected and reducing the risk of ongoing competition between separate schools.

Network analysis

11. As the population grows, the proportion of students attending their local school will increase in the short term, as fewer out-of-zone places will be offered by other schools in the future. This is due to increases in their in-zone rolls and a re-alignment of capacity and demand through the Christchurch Schools Rebuild programme.
12. Rather than establish a new school in Belfast, the Belfast School Board expressed interest in a two campus model in which one campus would remain on the current Main North Road site, and the other would be established on the new site. The current site would provide education for Year 1-4 students (the junior campus) and the newly acquired site would provide education for Year 5-8 students (the senior campus).
13. The wider primary network in Belfast and its surrounding areas is made up of three Year 1-8 full primary schools, four Year 1-6 contributing schools, and one intermediate school, as shown in Table 1.

Table 1. Primary provision and capacity in Belfast and surrounding areas

Name	Year levels	Capacity	2017 Peak Roll*	2017 est. Peak in-zone Roll	2017 Utilisation	2017 in-zone Utilisation
Belfast School	1 – 8	532	502	475	94%	89%
Ouruhia Model School	1 – 8	125	75	49	60%	39%
Marshland School	1 – 8	548 [^]	439	360	80%	66%
Cotswold School	1 – 6	500 ^{^^}	515	439	103%	88%
Redwood School	1 – 6	330 ^{^^}	344	268	104%	81%
Northcote School	1 – 6	274	160	160 ^{**}	58%	58%
Harewood School	1 – 6	214	190	92	89%	43%
Casebrook Intermediate	7 - 8	460	403	403	88%	88%

Notes:

* Peak Roll at which property eligibility is assessed is October for Primary schools, and March for other school types. Peak in-zone roll is the peak roll minus the number of out-of-zone enrolments reported at March. Zoning status data is only collated from the March roll returns.

** No enrolment scheme

[^] Christchurch Schools Rebuild (CSR) re-development underway. CSR programme brought forward to stage 2, making provision early for projected roll growth.

^{^^} Schools that have entered the rebuild programme and have an agreed capacity to be re-built to.

14. There are currently approximately 700 Year 1 – 8 state school students living in the Belfast area. This number is expected to approach 1,200 by 2053. This is supported by age 5 - 12 population projections from Statistics New Zealand for the local area, which project a 38% population growth by 2043.

15. Table 2 shows the actual and projected Year 1-8 numbers across the eight geographic study areas which make up the Belfast School enrolment zone (a map of the area is provided at Annex 1). Projected growth is largely due to new residential developments in areas C and H. Area C is located to the east of Main North Road, and the current Belfast School site is within this area. Area H is located to the west of Main North road, and the newly acquired site West Belfast site is within this area.

Table 2. Actual and projected Year 1 - 8 population of the Belfast area

Actual	Projections									
	2017	2018	2022	2023	2028	2033	2038	2043	2048	2053
A	45	45	46	46	46	46	46	46	46	46
B	136	136	136	136	136	136	136	136	136	136
C	82	101	129	140	178	207	230	246	271	308
D	69	70	74	75	79	81	83	84	86	90
E	108	109	110	110	110	111	111	111	111	112
F	133	134	135	135	135	135	136	136	136	136
G	52	54	58	58	60	61	63	63	65	66
H	70	83	125	135	171	198	220	235	258	293
Total	695	732	812	835	915	975	1024	1058	1110	1187

Notes: Figures based on the count of students in the Belfast area, projected based on Household Projections from the Greater Christchurch Urban Development Strategy (UDS) Partners, and the proportional change projected for the school age proportion of the population.

16. If additional provision is not created, increases in market share are likely to result in the Belfast School in-zone roll increasing towards local demand of 812 by 2022.
17. If a new Year 1 – 8 full primary school (or some other model which entailed a new schooling provider) were provided on the West Belfast site, it is likely that the Belfast School zone would be reduced to include areas A – C, which are the three areas to the east of Main North Road. An enrolment scheme home zone for a new school would likely include areas F – H, which are the three most western areas of the current Belfast School zone. Additional discussion would be required to determine the most appropriate zone boundaries in relation to areas D and E. If Belfast School establishes a second campus on the West Belfast site, it is likely that the current enrolment scheme boundaries would be largely retained.

18. The following table gives roll projections against capacity for the dual site scenario:

Table 3: Roll projections for Belfast School dual campus model

Total roll	Current campus Capacity = 532	New campus Capacity = 450	Total [Capacity]
2018 (July provisional)	Y1 – 4: 263 Y5 – 8: 239	N/A	502 [532]
2022	Y1 – 4: 312	Y5 – 8: 246	558 [982]
2028	Y1 – 4: 458	Y5 – 8: 458	915 [982]
2053	Y1 – 4: 594	Y5 – 8: 594	1187 [982]

19. Roll projections are based on a combination of historical rolls and roll trends, with the projected population growth and a steady increase in market share increasing the Year 1 roll and feeding larger numbers into higher year levels over time. This is considered a medium estimate of future rolls. There is a moderate risk that residential growth will occur faster than anticipated.
20. Currently, not all local students attend the local school. As stated above, market share is projected to increase gradually over time. 2028 and 2053 rolls assume that the market share increases result in the roll reaching total local demand. The roll is split 50/50 between Years 1-4 and Years 5-8.
21. Capacity for at least 458 Year 1-4 students is likely to be required in the short to medium term (2022 – 2028), increasing towards 600 student spaces in the long term. While the current capacity at the existing campus (532 student spaces) will over-provide for the Year 1-4 roll in the short to medium term (by a projected 74 places in 2028), this capacity will be needed to meet demand in the medium to long term. Accordingly, we have the opportunity to temporarily reduce the number of available teaching spaces if demolition is required due to building condition / repair cost considerations.
22. Both sites will need to be Master Planned to accommodate 600 students each in the long term.

Consultation

Community engagement

23. An independent facilitator supported the Belfast School Board of Trustees to engage with the community to obtain feedback from a range of stakeholder groups on two possible options.

24. The following explanation of the options includes the information that was provided to participants by the facilitator to inform their understanding of the two options:
- a) **Option 1:** Belfast School would remain on its current site and carry on as usual.
- This means that Year 1 – 8 students will continue to be educated on the current site. The Ministry of Education will likely build a new Year 1 – 8 school in West Belfast in 2020 or 2021 to accommodate the growing primary-aged population.
- This option means the current Belfast School home zone would be divided approximately in half, and the two schools would be within around one kilometre of each other.
- b) **Option 2:** Belfast School would establish a junior campus on its current site, and a senior campus on a new site in West Belfast.
- The current school site would change to a Year 1 - 4 junior campus, and the new site would become a Year 5 - 8 senior campus of Belfast School, with the new senior site opening in approximately 2020 or 2021.
25. The engagement process included information about what would remain the same: two campuses sharing one community, the same students and staff and the same curriculum, vision, values and culture, term dates, teacher only days, annual events, principal and Board of Trustees, PTA, uniform and bus service. It also provided information about the potential opportunities and challenges of a two campus model.
26. The process involved face-to-face engagement workshops, focus groups with students and an online survey. Workshops identified potential advantages and disadvantages associated with each option. The online survey used data collected from the workshops to explore the level of preference for each option and to quantitatively evaluate the factors which contribute to those preferences. The full report on this engagement process is attached as Annex 2.
27. Survey respondents were asked to rate their preference for each of the two options (from strongly opposed to strongly in favour), as well as being asked to choose one of the options as their preferred option. Preference ratings indicated that the two campus model (Option 2) was marginally preferred (5.20 compared to 4.07).
28. This was more pronounced when respondents were required to select one option, with 76.32% choosing the two campus model, and only 23.68% selecting Option 1. 90% of student participants selected the two campus model, and only 10% selected Option 1.

Consultation with Boards of Trustees

29. Section 157(3)(a) of the Education Act 1989 provides that a new school may not be established without first consulting the boards of all state schools whose rolls might be affected. Consultation with surrounding schools on the relocation of an existing school or the establishment of a second campus is not legislatively required, however it is considered sound administrative practice.
30. The newly acquired site and the establishment of a second campus of Belfast School will not affect the rolls of surrounding schools, since the Belfast School enrolment zone would remain the same.

31. As part of the community engagement process, the Board of Trustees provided information and requested feedback from eight schools sharing zone boundaries with Belfast School, seven schools with which Belfast School works in a cluster, and three of Belfast School's feeder secondary schools, as shown in Table 4 below.

Table 4. Schools consulted on junior and senior campus model

Schools with zone boundaries to the Belfast School zone	Cluster schools	Feeder secondary schools
Ouruhia Model School	St Francis of Assisi	Kaiapoi High School
Marshland School	New Brighton Catholic School	Mairehau High School
Clarkville School	Rāwhiti School	Papanui High School
Redwood School	Queenspark School	
Northcote School	Parkview School	
Cotswold School	South New Brighton School	
Harewood School	Mairehau Primary School	
Casebrook Intermediate		

32. Information was also provided and feedback sought from 14 local early childhood services.
33. Responses were received from four schools, including survey responses and written emailed communications. The facilitator received additional contact from a number of schools and early childhood services which asked for additional information, but which did not include an expression of preference for one option or the other.

Table 5. Feedback from schools consulted on options for Belfast School

School	Response	Ministry comment
Clarkville School	<p>The Board Chair of Clarkville School was in favour of Option 1 as the status quo does not affect the level of enrolment at Clarkville School.</p> <p>They were against Option 2, as a senior Year 5 – 8 campus would attract enrolments from families who are out of zone for Clarkville but currently apply for the Clarkville ballot.</p>	<p>An effective network should provide local education provision, rather than incentivising out-of-zone enrolment.</p> <p>The current model still allows students to apply for out-of-zone places at Clarkville if they wish to do so, as would a two campus model.</p>
Harewood School	<p>Two Board members did not select a preference for either option in the survey. They would not wish to see the Belfast School zone expand. Harewood School would consider extending its school zone toward Belfast.</p>	<p>We note Harewood School's preference for extending its enrolment zone. Current Harewood and Belfast zones overlap to a very small extent where they share a boundary road (this portion of the Harewood zone is also shared with Cotswold School).</p>

	One Board member was neutral on both options on the survey. They strongly objected to potential overlap of school zones and subsequent loss of enrolments. They also suggested that Harewood School would consider extending the school zone or providing education for more students.	The Belfast School zone would be unlikely to extend as it already covers the entirety of the Belfast area. Local demand in the Belfast area is sufficient to support either option. We work closely with schools to monitor the boundaries and effective application of their enrolment schemes, and will continue to do so in this instance.
Marshland School	A single Board member was neutral on both options but picked Option 2 when required to make a decision.	
Redwood School	The Redwood School principal was in favour of Option 1 and strongly opposed to Option 2. He stated that the Ministry had not consulted with neighbouring schools to discuss the impact of a two-campus proposal on their intakes.	It is correct that we had not consulted the school. The consultation was undertaken by Belfast School's Board of Trustees, as the decision on the two campus model was the Board's decision to make.

Teaching and Learning

34. There are existing second campus models in New Zealand, but these are usually a larger geographic distance from each other, and provide education at all the school's year levels. Prior to now, junior and senior campuses of a single primary school have been temporary, generally to accommodate students during redevelopment or rebuild of school buildings.
35. Because of this, the principal and senior leadership of Belfast School have invested a significant amount of time in developing a deeper understanding of how high quality teaching and learning could be maintained and strengthened in a two campus model. The school prepared a short video to provide information about the logistical and educational aspects of a two campus model to community engagement participants. This can be accessed here: <https://youtu.be/-Th3obJFPj8>.
36. While many aspects would stay the same, there would also be opportunities for changes to Belfast School's current way of operating and its physical spaces. The school's vision for a two campus model is based on the differences in learning and development needs at different ages. Younger students have transitioned from an early childhood setting, and are learning core literacy and numeracy skills, as well as social emotional competencies. Older students are preparing to transition to secondary school, and are learning to apply their skills to a wide range of different learning contexts.

37. The school intends that the senior campus would open for instruction twenty minutes earlier in the day, and would finish twenty minutes earlier than the junior campus. This will give parents sufficient time to drop off children at both campuses. A later start at the junior campus rather than the senior campus would also mean that parents could remain longer with their younger child/children at the junior campus if this was required, without time pressure to drop off an older child.
38. The geographic proximity of the two sites means that older students would be able to walk to the junior campus to meet younger siblings due to their earlier finishing time. The school will work with the council and the New Zealand Transport Agency to establish a safe route between the two sites.
39. It is also anticipated that the timetables at the two sites would differ within the school day, with the junior campus having shorter class times to allow for shorter bursts of focus and attention, and the senior campus having more extended learning periods to allow for deeper collaboration and project work.
40. The school is excited to explore the possibilities of designing the curriculum and physical spaces to suit the developmental and learning needs of the age groups using them. This could include more specialist learning spaces on the senior campus, compared with specialist facilities being incorporated into learning spaces at the junior campus. For example, science and technology could be integrated into students' learning at the junior campus, while providing suitable spaces and equipment for projects to be worked on over a longer time period at the senior campus.
41. Students from both campuses would be able to visit the other campus to take part in programmes or use specialist spaces, facilities or equipment. The school intends to ensure this occurs also for the purposes of maintaining senior role models, and maintaining and extending the tuakana-teina relationships that currently exist at the school. However, they also recognised that younger students would be able to have access to leadership opportunities which they do not currently have until Years 6 - 8.
42. We believe that the school leadership and the Board of Trustees have a clear vision for a two campus model, and that the principal and senior leadership team have the capacity and experience to implement this model effectively. Comprehensive community engagement has shown a good level of support for the two campus option.
43. It is noted that the community considers itself one cohesive community, and did not wish to be split by the introduction of an additional school.
44. West Belfast facilities will be built with the same standard facilities as a standalone primary school, however the configuration and the internal layout of the teaching spaces can be specific to the needs of the two campus model.

Co-location of Allenvale Special School and relocation of the RTLB Cluster

45. We are also exploring options for providing new facilities for Resource Teacher Learning Behaviour Cluster 35 at the new campus. The West Belfast site has been identified as one of the possible locations for these facilities, and this could occur whether the site was a new primary school, or the senior campus of Belfast School.

46. Allenvale Special School is part of the Christchurch special school network, with its catchment covering the north-west part of Christchurch city and surrounding North Canterbury towns such as Kaiapoi and Rangiora. The school has satellite provision co-located at Ashgrove School in Rangiora, with another satellite space planned for the Burnside Primary School and Cobham Intermediate School site.
47. The base school is currently located on a site in Bryndwr. The current site provides limited road frontage and access can be challenging, particularly due to the number of students arriving in taxis or with mobility problems that require additional time for loading and unloading. The site is peripherally located in relation to the school's catchment.
48. Existing leaky buildings prior to the earthquakes meant that Allenvale Special School had already commenced discussions with the Ministry on a potential relocation. Following the earthquakes, the Ministry carried out extensive consultation with the three special schools located in Christchurch on the future of the special schools' network. The Allenvale Special School Board's first submission to the Ministry indicated that it wished to progress the relocation and co-location of Allenvale Special School with a mainstream school.
49. The Board of Trustees of Allenvale Special School then carried out consultation with its community and other stakeholders on three options:
- a) **Option 1:** A total integration of schools.
 - b) **Option 2:** A joint infrastructure with the integration of facilities [co-location].
 - c) **Option 3:** An independent school.
50. This consultation resulted in the Board confirming its view that co-location should be progressed, but listing a number of conditions relating to design, location and operation that would be needed for the co-location to be successful.
51. In 2014, as part of the renewal programme for special education in greater Christchurch, the Ministry consulted with special schools about the proposal to relocate and co-locate with mainstream schools. The Allenvale Special School Board chose to co-locate with a primary school within its catchment area. The West Belfast site had been previously discussed with the Allenvale Special School Board due to its central location within the school's catchment area.
52. Discussion of the co-location of Allenvale Special School with the possible Belfast School senior campus also occurred during the Belfast School community consultation process. The Allenvale Special School principal participated in the online survey, and expressed a preference for the junior and senior campus model. The Belfast School Board is likewise positive about the opportunity to co-locate with Allenvale Special School.
53. The Ministry is continuing to work with the Allenvale Special School Board to progress the co-location planning.

Land Acquisition

54. The Ministry's Acquisitions and Designations team has negotiated the purchase of a new site. Due diligence has been carried out and the site is considered appropriate for educational uses. The site is located in the West Belfast area, near Johns Road.

55. The site is approximately 3.5ha, which is sufficient land area to support the co-location of Allenvale Special School and either a new primary school or the senior campus of Belfast School. A notice of requirement for designation of the site is being prepared and will be lodged with the Christchurch City Council in the near future.

Risks and Mitigations

56. Table 5 below outlines potential risks of establishing the senior campus and mitigations for those risks.

Table 5. Risks and mitigations

Risk identified	Mitigation Actions
If the second campus is not established by 2021, there is a risk of overcrowding at Belfast School.	<p>West Belfast was originally scheduled to enter the Christchurch Schools Rebuild programme in early 2020, with completion by 2022. However, we are now planning to have the new site complete and ready for operation no later than the beginning of 2021.</p> <p>We are progressing site acquisition, and will begin working with the Board of Belfast School on developing a brief for the design and build of the senior campus on the newly developed site.</p> <p>Provision will also be made for staging the build of the new campus so that there is the possibility for accommodating students from the current site during the redevelopment of the current site.</p>
The junior and senior campus model is a new model at primary school level, and it might be challenging to implement this model with no prior examples.	<p>We will continue to work with the principal and Board of Belfast School, and will provide support as required to ensure the effective implementation of this model.</p> <p>Our Christchurch regional office has a track record of supporting schools to implement new and innovative models, including a temporary junior and senior campus at Lincoln Primary School, and the co-location of Avonside Girls' High School and Shirley Boys' High School.</p>

Financial Implications

57. The budget for building a primary school on a newly acquired site in West Belfast is approximately \$11.7m. This cost would be the same whether it was a new primary school or a second campus of Belfast School.
58. The redevelopment of the current Belfast School site has been provided for under the Christchurch Schools' Rebuild programme, and would be the same regardless of whether Belfast School continued to operate on a single site and a new school was established in West Belfast, or if Belfast School established a second campus.

Next Steps

59. We will work with the Boards of Trustees of Belfast School and Allenvale Special School to commence the Education Brief process, which will inform the design and build of the new senior campus of Belfast School, and the relocated Allenvale Special School.

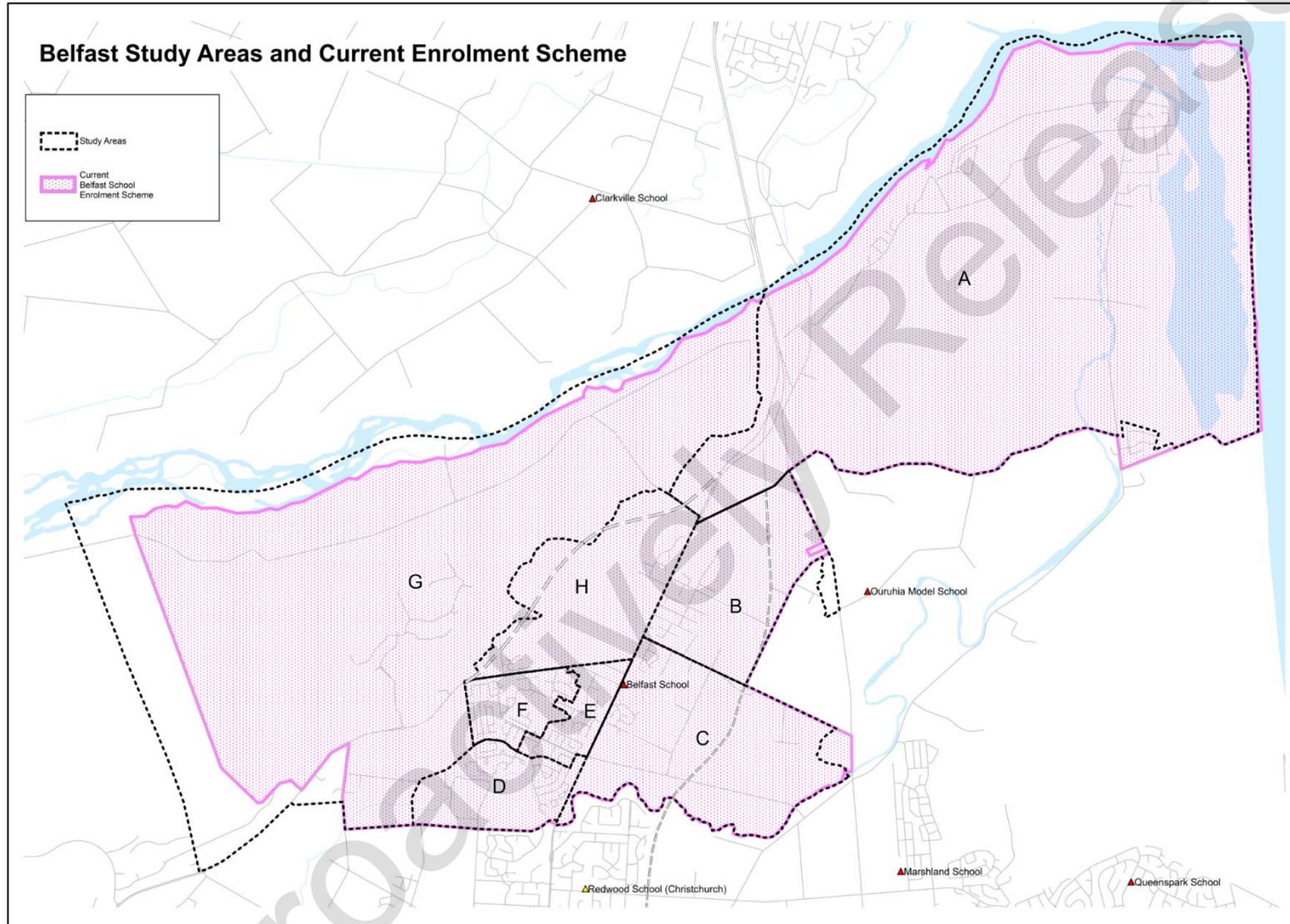
Proactive Release

60. In line with your expectation that reports be proactively released, we recommend proactively releasing this briefing.

Annexes

- Annex 1: Map of Belfast study areas and current enrolment scheme
- Annex 2: Community engagement report – future options for Belfast School

Annex 1: Map of Belfast study areas and current enrolment scheme



FUTURE OPTIONS FOR BELFAST SCHOOL

COMMUNITY ENGAGEMENT REPORT

20 APRIL 2018



PREPARED FOR: BELFAST SCHOOL BOARD OF TRUSTEES

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FUTURE OPTIONS FOR BELFAST SCHOOL

COMMUNITY ENGAGEMENT REPORT

EXECUTIVE SUMMARY

Ongoing and projected population growth in the Belfast area in Christchurch (particularly West Belfast) has led to a requirement for additional primary schooling provision for the Belfast area. The Ministry of Education approached the Board of Trustees of Belfast School to discuss the possibility of a new site in West Belfast being a second campus of Belfast School.

Following consideration by the Board, community engagement was undertaken on two possible options:

- **Option 1:** Belfast School remain on its current site and carry on as usual.
- **Option 2:** Belfast School establish a junior campus on its current site, and a senior campus on a new site in West Belfast.

An independent facilitator carried out a community engagement process to obtain feedback from a range of stakeholder groups on both options. This process involved face-to-face engagement workshops, focus groups with students, and an online survey.

Workshops identified potential advantages and disadvantages associated with each option. The online survey used data collected from the workshops to explore the level of preference for each option and quantitatively evaluate the factors which contribute to those preferences. 36 members of the Belfast community attended face-to-face workshops, and 30 students attended student focus groups. 137 respondents completed the online survey.

SUMMARY OF FINDINGS

- Survey respondents were asked to rate their preference for each of the two options (from strongly opposed to strongly in favour), as well as being asked to choose one of the options as their preferred option.
- Preference ratings indicated that the two campus model (Option 2) was marginally more preferred (5.20 compared to 4.07).
- This was more pronounced when respondents were required to select one option, with 63.50% choosing Option 2, and 19.71% selecting Option 1 (16.79% did not indicate an opinion). 90% of student participants selected Option 2, and 10% chose Option 1.
- Belfast School's single community, tuakana-teina opportunities, and junior and senior resource allocation were important themes raised during this process, particularly by parents and community members.
- Students particularly valued closeness to family members and the junior/senior buddy system, as well as having facilities that suit their age level and cater to their learning needs and interests.
- Participants (particularly parents) raised concerns about the logistical implications of a junior and senior campus, as well as the safety implications for students moving between campuses.

INTRODUCTION

BACKGROUND

Due to ongoing and projected population growth in the West Belfast area, the Minister of Education has agreed to additional primary provision for the West Belfast area. The West Belfast area is projected to grow from 83 primary school-aged children to 135 by 2023, an increase of 63% over 5 years. This number is projected to grow to 293 by 2053. A map of the Belfast study areas as well their projected school-age population growth is shown in Appendix A.

The Ministry of Education's site acquisition team has identified a number of possible sites in the West Belfast area for a new Year 1 – 8 full primary school. The identified sites are larger than a normal primary school site as it is possible that Allenvale Special School would also relocate to the site under a shared-site agreement. All potential sites are located in section H in Figure 3.

All the identified potential sites are within approximately one kilometre of the current Belfast School. Due to the close proximity of the potential sites to the existing Belfast School site, the Ministry of Education requested that the Belfast School Board of Trustees consider if it would like the new site to become a second campus of Belfast School rather than a new standalone school.

Following consideration by the Board and Senior Lead Team, the Board ruled out a geographic second campus model, in which each campus provides Year 1 – 8 education and students are directed to a campus based on where they reside within the Belfast area. The Board and Senior Lead Team undertook further due diligence on the possibility of a junior campus and a senior campus.

In this model, one campus would be located on the current Belfast site, and one would be located on a new site in the West Belfast area. This would make it possible to design and build learning spaces that enable and support teaching and learning pedagogies targeted to the age group of students on each campus.

In early March, stakeholders were invited to participate in a community engagement process on two possible options for the future Belfast School:

- **Option 1:** Belfast School remain on its current site and carry on as usual.

This means that Year 1 – 8 students will continue to be educated on the current site. The Ministry of Education will likely build a new Year 1 – 8 school in West Belfast in approximately 2020 or 2021 to accommodate the growing primary-aged population. This option means the current Belfast School zone would be divided approximately in half, and the two schools would be within approximately one kilometre of each other.

- **Option 2:** Belfast School establish a junior campus on its current site, and a senior campus on a new site in West Belfast.

The current school site would change to a Year 1 - 4 junior campus, and the new site would become a Year 5 - 8 senior campus of Belfast School, with the new senior site opening in approximately 2020 or 2021. While many aspects of the school would stay the same, there would also be new opportunities for changes to Belfast School's current way of operating and its physical spaces. There are also implications for operating a single school on two sites with juniors and seniors apart from one another.

While potentially operating on two sites, Belfast School aspires to remain one school. This translates to the two campuses sharing one community, the same students and staff, same curriculum, same vision, values, and culture, same term dates, same teacher only days, same annual events, same principal and Board of Trustees, same PTA, same uniform, and same bus service.

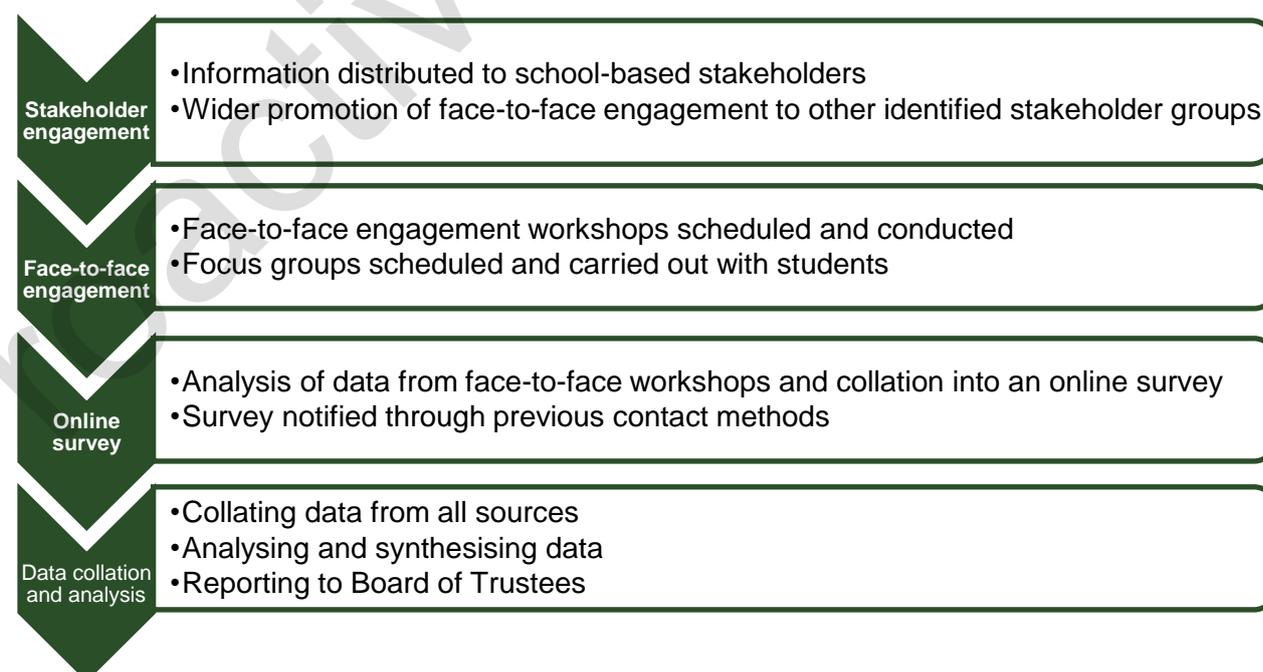
Operating on two sites also means learning, development, and transition will differ between the two sites to match the needs of the students in those sites. Spaces and buildings will be designed to suit the developmental and learning needs of the age groups utilising them. Careful consideration would be given to how the two sites operate organisationally, including start and end times, daily timetables, and leadership structure.

SCOPE

The Board of Trustees accepted the Ministry's offer of an independent facilitator to support the community engagement process. Dr Gabrielle Wall was subsequently contracted to develop, facilitate and report on a process to obtain feedback from the Belfast School community and wider geographic community in relation to the provided options.

Prior to the engagement process commencing, an engagement plan outlining the two-stage engagement process was developed and is outlined in Figure 1 below.

FIGURE 1. ENGAGEMENT AND ANALYSIS PROCESS



ENGAGEMENT PROCESS

OBJECTIVE

The objective of the engagement process was to obtain representative participation across stakeholder groups. This was achieved through proactively identifying and communicating with stakeholders regarding engagement opportunities, and by providing a range of engagement opportunities and engagement media.

STAKEHOLDERS

The different stakeholder groups that were targeted through the engagement process were:

- Students
- Parents of current and future students
- Staff members of Belfast School
- Neighbouring schools, and members of the Te Ara Tūhuru cluster
- Local early childhood education providers
- Ngāi Tūāhuriri Rūnanga
- Pasifika Advisory Board
- Papanui-Innes Community Board
- Belfast Area Residents' Association
- Belfast Community Network
- Northwood Residents' Association
- Ouruhia Residents' Association
- Spencerville Residents' Association
- Kaiapoi Belfast Rotary Club
- Belfast Rugby Club

Stakeholders were engaged through e-mail communications distributed by Belfast School, and through contact from the facilitator. The process was also publicised on the school's Facebook page.

ENGAGEMENT METHODS AND PARTICIPANTS

A wide range of stakeholders participated in the different stages and engagement media, including parents, staff members, students, and members of the wider community. Feedback was also received from some neighbouring schools.

FACE-TO-FACE ENGAGEMENT WORKSHOPS

A total of five engagement workshops and focus groups were scheduled and conducted, with 66 participants in total, as shown in Table 1 below. The purpose of these workshops was to share background information on the two options, answer questions, and to gather ideas and explore discussion on the presented options. A video presentation was made and posted on the Belfast School website with the engagement and online survey information so that participants could have a visual presentation of all the relevant information and details surrounding the process, prior to taking the online survey.

TABLE 1. FACE-TO-FACE WORKSHOPS

Stakeholder groups	Number of workshops	Description	Attendees
Public workshops	3	Public engagement workshops held at Belfast School	36
Students	2	Student focus groups conducted at the school, one for juniors and one for seniors	30

ONLINE SURVEY

The ideas generated through the face-to-face engagement were collated into an online survey, which was then distributed for completion. 137 respondents completed the online survey. It was not compulsory to answer all questions, and so response rates vary for each question.

Respondents were asked to indicate their connection with Belfast School, as shown in Table 2 overleaf. Respondents were able to select all options which applied to them, hence there being a larger number of responses than the total number of individuals who completed the survey¹.

¹ While Table 2 shows all affiliations selected by individuals, analysis of variance (the statistical technique for comparing averages between groups) does not permit the same individual to be a member of more than one group (e.g. each individual must be a parent or a community member).

Therefore, each individual result was recoded to give a single demographic membership for the purpose of statistical analysis. The demographic groupings were prioritised in the following order: education-related employee, parent, and then community member. This is based on respondent groups with enough group members for statistical comparison of these groups to occur without bias. These three groups had the highest frequencies and are compatible with statistical analyses. While 13 former students is also adequate to fulfil the requirements of statistical analysis, all but one of these former students identified as being a parent, and therefore this was not treated as a separate category.

TABLE 2. CONNECTIONS WITH BELFAST SCHOOL

Answer Options	Response Percent	Response Count
Parent	62.69%	84
Education-related employee	23.88%	32
Student	0%	0
Former student	9.70%	13
Board of Trustees member or former member	2.99%	4
Community member	21.64%	29
Other (please specify)		14

Note: Percentages based on 176 responses by 134 individuals.

The largest group of respondents was parents, accounting for 62.69% of total respondents, with education-related employee being the second largest respondent group, accounting for 23.88% of respondents (for a further breakdown of respondent affiliations, see Appendix B).

FINDINGS

PHASE ONE

The key themes that emerged as important to the majority of participants across stakeholder groups in the face-to-face workshops and in comments in the online survey were as follows:

- **Single community:** Participants currently value Belfast school as a community school and expressed concerns that the addition of a new Year 1 - 8 school would divide the community and create competition between schools. A second campus model would allow for Belfast to remain as a single community with a single primary school, would reduce competition, and would avoid an old versus new school status. Some participants were concerned that a second campus could also split the community upon age lines. Implementation of either option should consider how this concern can be addressed.
- **Tuakana-teina:** A second campus model would require junior and senior siblings to be split. Many parents expressed concern over having older role models taken away from junior students, and having younger siblings lose their older sibling who acts as a tuakana or buddy. Parents in particular expressed a desire for their children to stay together in a single location.
- **Junior and senior specialised spaces:** It was recognised that junior and senior students have different social, learning, and developmental needs. Regardless of whether Belfast stays on a single site or has two campuses, consideration should continue to be given to how the site (or sites) can have spaces that best support the social, learning and developmental needs of students of different age levels.

There were questions over the funding for the two options, specifically whether Option 1 would result in more funding, and whether Option 2 would be able to garner enough funding for long-term provision of learning to junior and senior students. There were also concerns over the school fees/donations potentially changing.

A commonly expressed concern was over the practicality of having two campuses geographically separated. This could be an issue for students moving from one site to another for school activities and having to cross Main North Road. There was also concern over parents needing to drop children off at two different campuses. However, it was also acknowledged that the different start times on the two sites would allow parents time to go to both.

Participants in the public workshops were able to list positives and negatives to each option as well as submitting comments and questions. Option 1 positives included easy communication, having administration in one area, proximity to services such as the swimming pool and rugby clubs, and easy pick up/drop off. Option 1 negatives include overcrowding, limited resources and development, divided community, and pick up/drop off congestion.

Option 2 positives included targeted/specialised buildings, more opportunities for growth for juniors, new student leadership opportunities, less interschool competition, and more age-

appropriate resources and equipment. Option 2 negatives included issues picking and dropping off children, splitting of community, fewer positive role models for junior students, the distance between sites, administration problems, and the Board of Trustees and PTA being stretched across two sites.

Junior and senior students of Belfast School also participated in focus groups to provide their perspectives on the two options. The most common themes that emerged from students were:

- **Family and junior/senior buddies:** Juniors in particular were concerned that they would miss not having their brother(s) or sister(s) at school with them in a two campus model. Many students also valued the buddy system and liked that senior students could act as role models and buddies to the junior students.
- **Facilities:** The senior students particularly valued new equipment and improved facilities on a new site, including new technology rooms, new gym rooms, an improved library, improved playground, new sporting equipment as well as additional sporting space.

PHASE TWO

Following analysis of the feedback received, the second phase of the engagement provided information (where possible) in response to participant queries, and collated the commonly expressed advantages and disadvantages into the survey content. Survey respondents were asked to express their feedback on:

1. Overall preferences on the two options (stay or split into two campuses); and
2. How important the perceived advantages and disadvantages relating to both options are.

OVERALL PREFERENCES

Respondents were asked to express their overall preferences for the two options in two ways, firstly as a preference for each of the options, and secondly as a forced choice for one option or the other. This enabled an understanding of both preferred choice, and the strength of that preference, as shown in Table 3 overleaf. 11 respondents opted not to answer degree of preference, and 23 opted not to answer which option they favoured.

TABLE 3. PREFERENCES FOR FUTURE OPTIONS

Answer Options	Average preference for this option (SD)	Number and percentage selecting this option
<i>Option 1:</i> That Belfast School remain on the current site and carry on as usual.	4.07 (1.82)	27 (19.71%)
<i>Option 2:</i> That Belfast School establish a junior campus on its current site and a senior campus on a new site in West Belfast.	5.20 (1.87)	87 (63.50%)
<i>Non-response</i>		23 (16.79%)

FIGURE 2. HISTOGRAMS SHOWING PREFERENCE LEVELS OF OPTIONS 1 AND 2

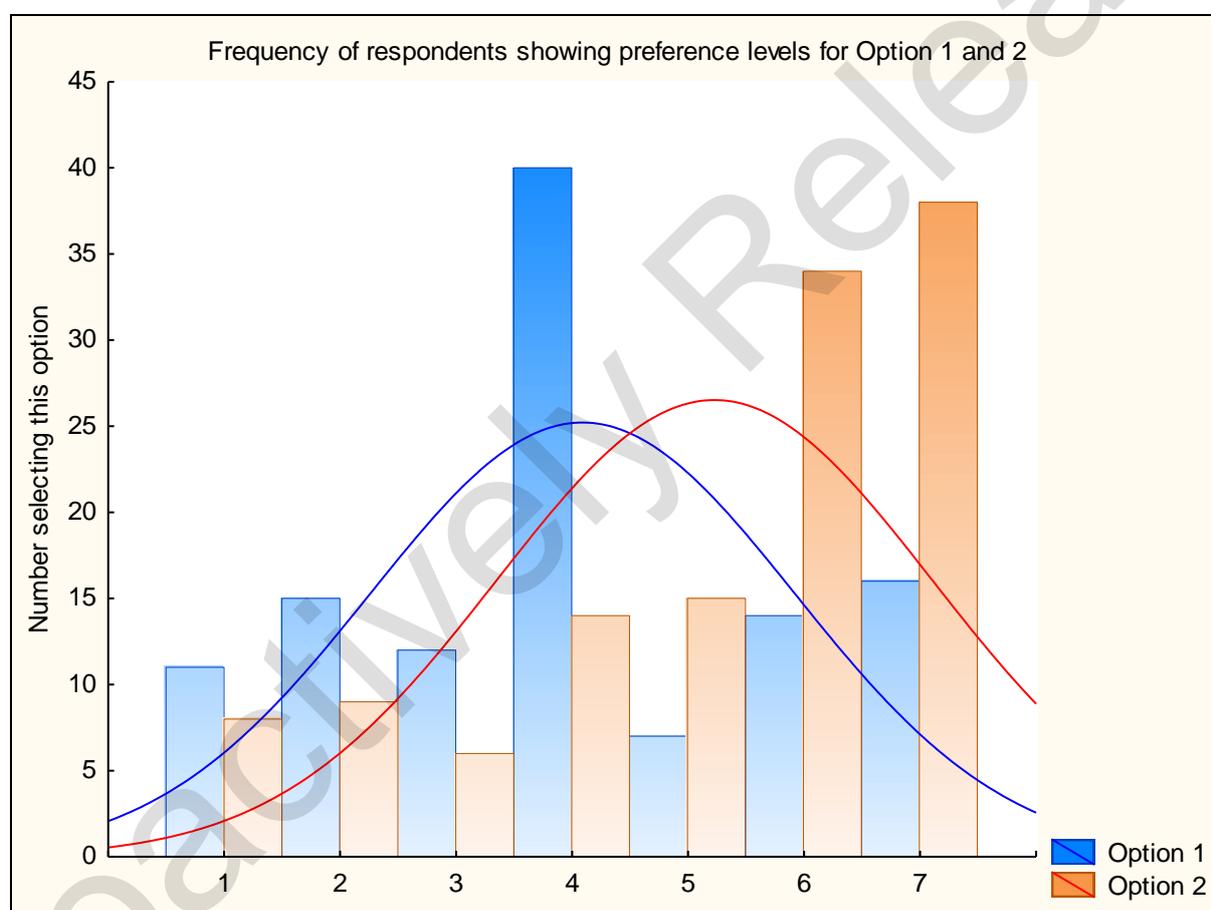


Table 3 shows the average preference given to each option. Preference was measured on a 7-point scale where '1 = Strongly opposed to this option' and '7 = Strongly in favour of this option'. When asked to choose between one option or the other, out of those who responded, a majority picked the second option; that Belfast establish a senior campus on a new site in West Belfast (63.50% compared to 19.71%). However, when given the option to rate preference for each option, the average did not largely differ for each option (4.07 compared to 5.20, for Option 1 and Option 2 respectively).

Student focus group participants were asked to express an overall preference between the two options as shown in Table 4 below. Results were more pronounced in favour of the two campus model (90% compared to 10%) than for respondents overall.

TABLE 4. STUDENT PREFERENCES FOR FUTURE OPTIONS

Answer Options	Number and percentage selecting this option
<i>Option 1: That Belfast School remain on the current site and carry on as usual.</i>	3 (10%)
<i>Option 2: That Belfast School establish a junior campus on its current site and a senior campus on a new site in West Belfast.</i>	27 (90%)

Comments by respondents who indicated a preference for remaining on the current site related this preference to junior students having role models to look up to, keeping siblings together, and practicality issues such as the ease of pick up and drop off for children at a single school site.

Some of the comments regarding having senior role models include:

“The current system at Belfast school has developed wonderful young leaders and this leadership is something they will carry through their schooling. Also, the advantage to younger students to be able to look up to their older peers is extremely important.”

“Older students acting as role models and something for the younger children to strive for i.e. in assemblies, sporting and school events etc.”

Comments surrounding keeping siblings together include:

“Strong tuakana teina relationships throughout school.”

“That whanau tamariki live the model of teina tuakana so as they grow they step from one role into another. Whanau are not split at home and to have that continue on at school is as important as any lesson. At the moment being a Maori student can be a very lonely life if your whanau aren’t there with you everyday.”

Comments by respondents who indicated a preference for having a junior and senior campus related this preference to new specialised resources, more opportunities and potential innovations to target resources to learner needs:

“A chance to be innovative and really target specific needs of learners and their needs.”

“I think the opportunities for specialised learning spaces, and possibly specific learning area spaces such as a Visual Arts room, dance/drama suite, technology facilities for things like wood work possibly.”

“Allows for a point of difference that other schools do not have. Lots of opportunity to develop and think of the teaching programme and how best to cater for specific age groups. Great to keep the Belfast kids in their Community as currently we lose many children to Intermediate. The Upper Belfast Site will allow for more opportunities and at an earlier age.”

There were also comments relating to reducing competition with other schools, and not ‘losing’ students to intermediate schools:

“The opportunity for intermediate aged children to enjoy being more independent and having a brand new high-tech campus.”

“Not having two schools in the area and competition which is not the community is about! Also one principal and lead team is a better idea for the school and community.”

“An opportunity to combat the competition of local Intermediate schools i.e. a more attractive option for Year 7&8s than possibly perceived by some on the current site.”

Statistically significant differences were found for respondent groups’ ratings of Option 1, community members rating it significantly lower than parents and education-related employees². No significant differences were found between ratings for Option 2.

PERCEIVED ADVANTAGES AND DISADVANTAGES

Respondents were asked about the perceived advantages and disadvantages of each of the two options. Respondents were asked to rate each of the items on a five-point rating scale from ‘1 = very unimportant’ to ‘5 = very important’. Refer to Appendices B and C for a detailed breakdown of responses. There was mostly little difference between the ratings, which averaged between >3 (neutral) and <5 (very important).

Option 1: Advantages

TABLE 5. IMPORTANCE OF PERCEIVED ADVANTAGES OF REMAINING ON CURRENT SITE

Answer options	Average rating (SD)	% rating important or very important
Younger students have access to older students.	3.96 (0.94)	73.50%
It’s a single drop off / pick up if you have children of different ages.	3.55 (1.09)	48.72%
The established class buddy system which allows seniors to be buddied with classes of juniors as senior role models.	3.96 (0.94)	75.32%
Children having siblings within close proximity.	3.55 (1.05)	56.41%
Communication is easier because the administration is located on a single site.	3.50 (1.04)	49.57%
School assemblies which involve and celebrate students of all age levels.	3.41 (1.01)	47.86%
School events including students of all age levels.	3.55 (1.08)	52.13%

As shown in Table 5, the lowest rated advantage for Option 1 was “School assemblies which involve and celebrate students of all age levels” which had a mean of 3.41. The highest rated advantages were “Younger students have access to older students” and “The established

² ($F(3, 111) = 3.84, p < .05$)

class buddy system which allows seniors to be buddied with classes of juniors as senior role models” both with a mean of 3.96. No items had a mean rating of unimportant.

While the mean did not differ much between advantages, the percentage of respondents who rated each item as important or very important showed two items that were perceived as particularly important: “Younger students have access to older students” was rated as important or very important by 73.50%, and “The established class buddy system which allows seniors to be buddied with classes of juniors as senior role models” by 75.32% of respondents.

These results suggest that the advantages most important to preferring the single site option pertain to keeping senior and junior students together and having younger students have access to senior students with the established junior-senior buddy system. Of less importance was the practicality of having students attend assemblies/events together, having administration in one location, and having a single drop off/pick up for juniors and seniors.

This offers a perspective to what respondents value when it comes to having juniors and seniors on a single school site and may have implications for a two campus model which geographically separates junior and senior students.

Option 1: Disadvantages

TABLE 6. IMPORTANCE OF PERCEIVED DISADVANTAGES OF REMAINING ON CURRENT SITE

Answer options	Average rating (SD)	% rating important or very important
Dividing the school community with the introduction of a new Year 1-8 school that would split the Belfast School zone.	3.71 (1.16)	55.65%
Congestion for drop offs and pick ups with a growing school roll.	3.63 (1.01)	56.52%
Loss of students to the new Year 1-8 school.	3.71 (1.07)	57.89%

Table 6 displays the importance of perceived disadvantages to staying on a single site. The means of these items showed very little difference, as did the percentage of respondents rating the items as important or very important. These results indicate that the disadvantages hold approximately equal importance in influencing opposition to a single site. The items were not thematically related, so it cannot be assumed that the reason the preferences were the same was due to sharing a common underlying factor.

Option 2: Advantages

TABLE 7. IMPORTANCE OF PERCEIVED ADVANTAGES OF ESTABLISHING A JUNIOR AND SENIOR CAMPUS

Answer options	Average rating (SD)	% rating important or very important
It would continue to accommodate all students living in the Belfast area, so we would remain one community.	4.16 (1.04)	78.95%
Community involvement in the design and creation of a new campus.	4.22 (1.03)	80.70%
The new facilities a second campus could offer to support teaching and learning (e.g. technology facilities, specialised learning spaces).	4.41 (0.99)	86.85%
Playground spaces being designed to cater for particular age levels.	4.12 (1.10)	78.76%
Library services being designed for age levels accessing them.	4.04 (1.09)	74.56%
Students on the senior campus could share the pool located at the junior campus.	3.85 (1.06)	70.18%
Leadership opportunities offered to junior and senior levels.	4.07 (1.07)	75.44%

Table 7 displays the importance of perceived advantages to establishing a junior campus on the current site and a senior campus on a new site. The means ranged from 3.85 to 4.41. The item with the highest mean was “The new facilities a second campus could offer to support teaching and learning (e.g. technology facilities, specialised learning spaces)” (4.41) which was rated as important or very important by 86.85% of respondents. The item with the lowest mean was “Students on the senior campus could share the pool located at the junior campus” (3.85) which was rated important or very important by 70.18%.

Items pertaining to school design (new facilities, community involvement in school design, and playgrounds being designed for age appropriateness) were rated as most important by respondents in a two campus model. These results suggest that designing a new school site was one of the more valued aspects of having a potential second campus for senior students. Of somewhat less importance was the specific facilities (the possibility of a library and accessing the junior pool) and the leadership opportunities for both junior and senior students.

Option 2: Disadvantages

TABLE 8. IMPORTANCE OF PERCEIVED DISADVANTAGES OF ESTABLISHING AND JUNIOR AND SENIOR CAMPUS

Answer options	Average rating (SD)	% rating important or very important
The loss of senior role models at the junior campus.	3.70 (1.02)	64.35%
Children with different-aged siblings will not be in close proximity to each other.	3.33 (1.14)	40.00%
The geographical distance between campuses makes it more challenging for students to walk between campuses.	3.46 (1.06)	53.91%
Additional time required for drop off / pick ups if you have children of different ages.	3.44 (1.10)	45.22%
Communication is more difficult because administration is located on both sites.	3.33 (1.04)	40.00%
There wouldn't be a swimming pool at the senior campus.	3.01 (1.05)	31.31%
It will be more challenging to be responsible for two sites (for the principal and Board, etc.).	3.57 (0.97)	52.17%

Table 8 shows the average ratings of perceived importance of disadvantages to establishing a junior campus on the current site and a senior campus on a new site. The means ranged between 3.01 and 3.70. The disadvantage with the highest mean importance (3.70) in influencing opposition to this option was “The loss of senior role models at the junior campus” which was rated as important or very important by 64.35% of respondents. The disadvantage with the lowest mean importance in influencing opposition to this option was “There wouldn't be a swimming pool at the senior campus” which was rated as important or very important by only 31.31% of respondents.

These findings indicate that the most important perceived disadvantages of the two campus model are to do with senior role models for junior students and logistical implications of having two geographically separated campuses such as students needing to walk between campuses and staff (e.g. principal and BOT) being responsible for two sites. The importance given to the disadvantage of losing senior role models contrasts with the single campus advantage of having senior role models for junior students.

This recurring theme shows an area of importance regardless of what option is decided; parents and the community value junior students having access to senior students who may act as role models and buddies.

Of least importance was not having a swimming pool at the senior campus, however those affiliated with Belfast School may know that the current campus (the potential junior campus) has access to an existing swimming pool that would be accessible to senior students on the second campus.

Ratings differences based on overall preferences

Ratings were then compared based on respondents' indicated choice between the two options. For the vast majority of items, respondents who had selected Option 1 as their preferred options rated the advantages of this option higher (more important) than those who had selected Option 2, and the disadvantages lower (or less important).

The converse was true for those who had selected Option 2, and these respondents rated the advantages of Option 2 as more important, and the disadvantages as less important. For a detailed breakdown of statistical findings, refer to Appendix C.

Transition

The survey did not contain specific items relating to transition, as students would be transitioning from one site to another, rather than one school to another. However, a small number of respondents raised concerns about introducing another transition point into the schooling structure:

"The biggest issues would be adding another transition for tamariki, losing the community feel of the school by having a smaller age range, more difficulty for collaboration across year levels and duplication of resources."

"The MOE has an overall strategy of reducing the number of transitions between education providers. This is the argument they have used to combine Schools into junior and senior high schools. Why now introduce an extra transition? Surely a new school designed for yr 1-8 and return the current school site to the community would be the most practical solution and the best in the long term."

This suggests that if this were the selected option, the Board should proactively consider and address any concerns about a two campus model raising similar risks to what has been found in the literature about transition points between schools being a time of increased risk of disengagement among students.

METHODOLOGY AND LIMITATIONS

PHASE 1: FACE-TO-FACE ENGAGEMENT

The face-to-face engagement process revealed a desire by participants to know the location of the site in West Belfast. A map was shared with participants (and was included in the online video), which indicated a wider geographic area in which all potential sites are located.

PHASE 2: ONLINE SURVEY

The second phase of the engagement attempted to address any concerns raised and answer questions submitted during phase 1 (where possible). A video presentation was created to give survey respondents key information on the process and outline the two options, addressing common questions raised. The online survey then asked respondents to indicate their preference toward the two options based on the information they were given.

The survey also contained a list of the perceived advantages and disadvantages of both options. These could not be provided in the first phase as they were generated based on the community's feedback, giving an indication of what the Belfast School community (and other relevant stakeholders) believed the advantages and disadvantages of each option are. When analysing the responses, it was evident that some respondents would have preferred that additional advantages/disadvantages be included. Alternatively, other respondents would have preferred that the survey was shorter and included less content.

ENGAGEMENT PARTICIPANTS

Many of the children who will experience primary education provision in the Belfast area are not yet in the education system, may not yet be living in the area, or may not yet be born. The current engagement process is therefore using the views of the current community to inform decisions for a future community which may have different aspirations. The engagement attempted to address this by maintaining a focus on longer-term vision, and by encouraging participation from parents with children in early childhood education in the area.

CONCLUSION

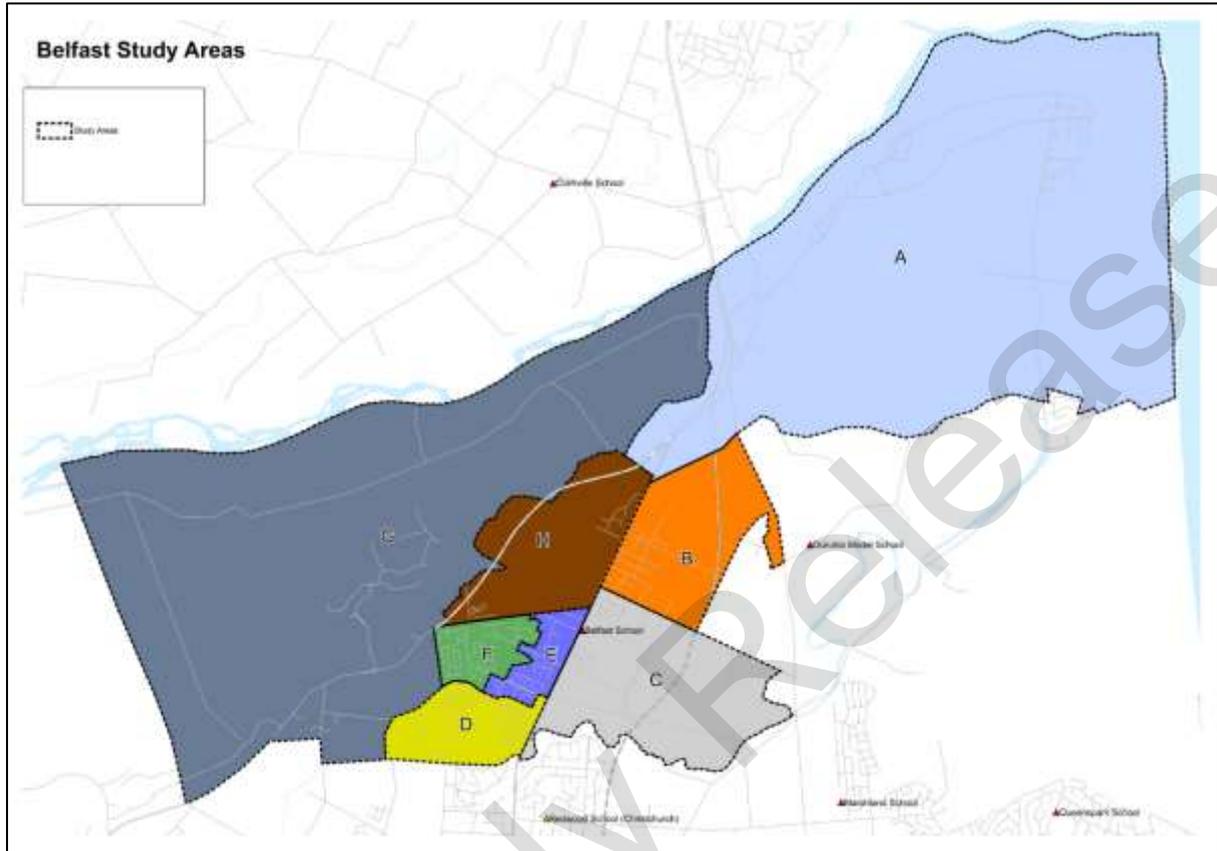
The face-to-face engagement discussed and further explored the two options of remaining on the current site and continuing as normal, or splitting Belfast into a junior and senior campus with the senior campus being established on the new site in West Belfast.

The online survey requested participants to both rate the two options, and indicate their overall preference between the two options. The survey also quantitatively tested the advantages and disadvantages of each option identified in the face-to-face engagement phase. The community's preferences can be summarised as:

- Belfast School's single community, tuakana-teina opportunities, and junior and senior resource allocation were important themes raised during this process, particularly by parents and community members.
- Students particularly valued closeness to family members and the junior/senior buddy system, as well as having facilities that suit their age level and cater to their learning needs and interests.
- Some participants were concerned over the implications for school funding, whether staying on a single site would increase school funding, and whether splitting the school into two campuses would stretch funding.
- Participants (particularly parents) raised concerns about the logistical implications of a junior and senior campus, as well as the safety implications for students moving between campuses.
- Survey respondents were asked to rate their preference for each of the two options (from strongly opposed to strongly in favour), as well as being asked to choose one of the options as their preferred option. Preference ratings indicated that the two campus model (Option 2) was marginally more preferred (5.20 compared to 4.07).
- This was more pronounced when respondents were required to select one option, with 63.50% choosing Option 2, and only 19.71% selecting Option 1 (16.79% did not express a preference). 90% of student participants selected Option 2, and 10% opted for Option 1.
- Community members rated Option 1 significantly lower than parents or education-related employees. No statistical differences between Option 2 preference levels were observed between stakeholder groups.
- The most important advantages to Option 1 pertained to keeping junior and senior students together. The disadvantages to Option 1 were rated approximately equal in importance.
- The most important advantages to Option 2 pertained to the potential new facilities and community engagement in the design process. The most important disadvantages to Option 2 were the loss of senior role models to junior students and the difficulty for school staff in being responsible for two sites.
- Respondents who preferred Option 1 consistently rated the importance of Option 1 advantages higher, and the disadvantages lower, than those preferring Option 2, and the reverse was the case for respondents preferring Option 2.
- One issue not raised in the face-to-face consultation but raised by some survey respondents was whether a transition between campuses could result in some of the same risks that may accompany a transition between schools.

APPENDIX A. PROJECTED BELFAST POPULATION GROWTH

FIGURE 3. MAP OF BELFAST STUDY AREAS WITH LETTER CODES

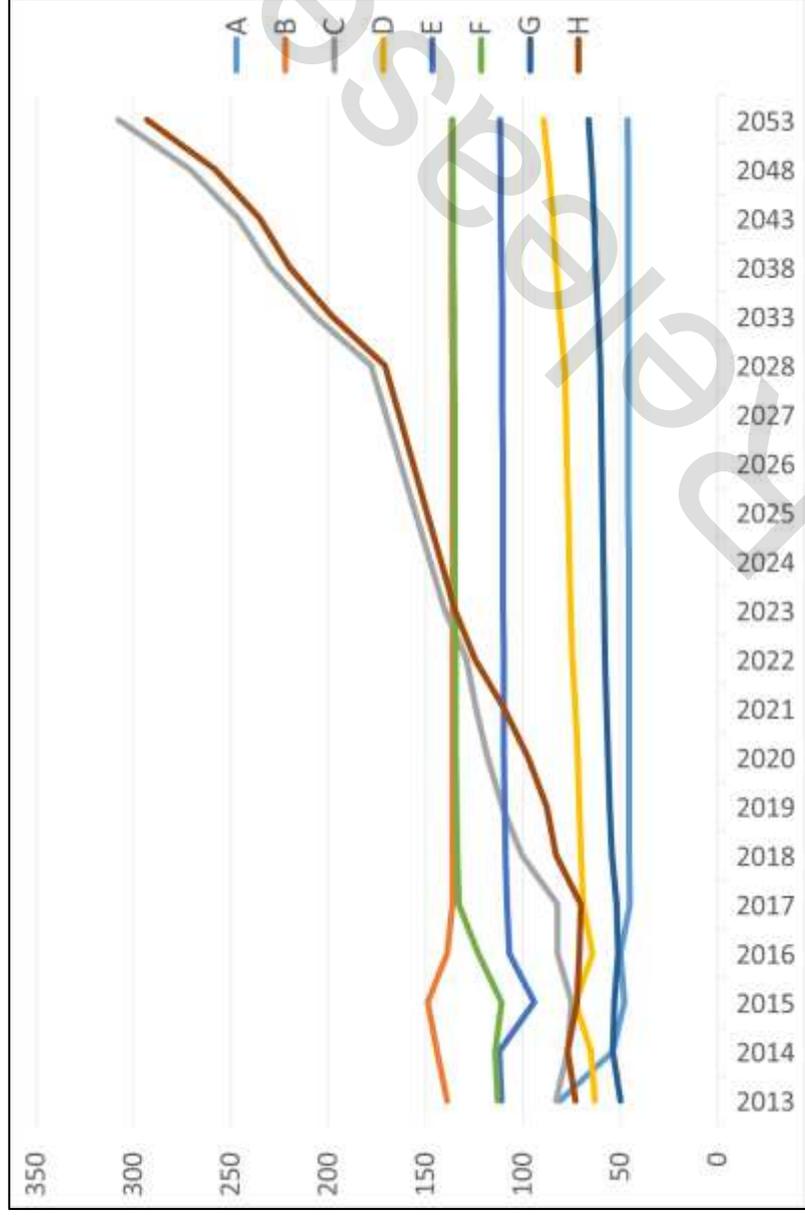


Note: Code H is the West Belfast area in which the new site will be located.

TABLE 9. PROJECTED GROWTH IN PRIMARY SCHOOL-AGED CHILDREN IN BELFAST STUDY AREAS

Area	2018	2023	2028	2033	2038	2043	2048	2053
A	45	46	46	46	46	46	46	46
B	136	136	136	136	136	136	136	136
C	101	140	178	207	230	246	271	308
D	70	75	79	81	83	84	86	90
E	109	110	110	111	111	111	111	112
F	134	135	135	135	136	136	136	136
G	54	58	60	61	63	63	65	66
H	83	135	171	198	220	235	258	293
Total	732	835	915	975	1,024	1,058	1,110	1,187

FIGURE 4. PROJECTED POPULATION GROWTH BY STUDY AREA



APPENDIX B. CONNECTIONS WITH BELFAST SCHOOL

The following tables give a breakdown of the varying affiliations of parent and education-related employee responses. Respondents were able to select all options which applied to them, and so percentages exceed 100%.

TABLE 10. PARENT DEMOGRAPHICS

Answer Options	Response Percent	Response Count
Parent of child(ren) at Belfast School.	83.15%	74
Parent of child(ren) attending primary or intermediate school outside of the Belfast area.	7.87%	7
Parent of child(ren) attending secondary school.	13.48%	12
Parent of child(ren) at an Early Childhood Education provider in the Belfast area.	13.48%	12
Parent of child(ren) at an Early Childhood Education provider outside of the Belfast area.	4.49%	4
Parent of child(ren) not yet school-aged, but not enrolled in Early Childhood Education in the Belfast area.	4.49%	4
Parent of child(ren) who were previously enrolled at Belfast School.	20.22%	18

Note: Percentages based on 131 responses by 89 individuals.

TABLE 11. EDUCATION-RELATED EMPLOYEE DEMOGRAPHICS

Answer Options	Response Percent	Response Count
Employee at Belfast School.	72.22%	26
Employee at school outside of the Belfast area.	19.44%	7
Employee at an ECE inside the Belfast area.	0.00%	0
Employee at an ECE outside of the Belfast area.	5.56%	2
Other	2.78%	1

Note: Percentages based on 36 responses by 36 individuals.

APPENDIX C. IMPORTANT OF PERCEIVED ADVANTAGES AND DISADVANTAGES

TABLE 12. IMPORTANCE OF PERCEIVED ADVANTAGES OF REMAINING ON CURRENT SITE

Answer options	Option 1 Choice average (SD)	Option 2 Choice average (SD)	T score	df
Younger students have access to older students.	4.33 (1.01)	3.83 (.91)	-2.34*	102
It's a single drop off / pick up if you have children of different ages.	4.54 (.60)	3.21 (1.01)	-5.89**	93
The established class buddy system which allows seniors to be buddied with classes of juniors as senior role models.	4.46 (.93)	3.80 (.92)	-3.07**	102
Children having siblings within close proximity.	4.45 (.74)	3.29 (.98)	-5.14**	98
Communication is easier because the administration is located on a single site.	4.50 (.97)	3.24 (.97)	-6.03**	102
School assemblies which involve and celebrate students of all age levels.	4.17 (.92)	3.15 (.92)	-4.77**	102
School events including students of all age levels.	4.33 (.96)	3.26 (.98)	-4.72**	102

* $p < .05$ ** $p < .01$

TABLE 13. IMPORTANCE OF PERCEIVED DISADVANTAGES OF REMAINING ON CURRENT SITE

Answer options	Option 1 Choice average (SD)	Option 2 Choice average (SD)	T score	df
Dividing the school community with the introduction of a new Year 1-8 school that would split the Belfast School zone.	3.52 (.99)	3.81 (1.15)	1.11	102
Congestion for drop offs and pick ups with a growing school roll.	2.86 (.96)	3.84 (.89)	4.44**	100
Loss of students to the new Year 1-8 school.	3.09 (1.00)	3.99 (.94)	4.00**	102

* $p < .05$ ** $p < .01$

TABLE 14. IMPORTANCE OF PERCEIVED ADVANTAGES OF ESTABLISHING A JUNIOR AND SENIOR CAMPUS

Answer options	Option 1 Choice average (SD)	Option 2 Choice average (SD)	T score	df
It would continue to accommodate all students living in the Belfast area, so we would remain one community.	3.23 (.97)	4.43 (.90)	5.50**	103
Community involvement in the design and creation of a new campus.	3.38 (1.24)	4.45 (.86)	4.60**	102
The new facilities a second campus could offer to support teaching and learning (e.g. technology facilities, specialised learning spaces).	3.41 (1.14)	4.67 (.81)	5.93**	103
Playground spaces being designed to cater for particular age levels.	3.00 (1.15)	4.43 (.90)	6.19**	102
Library services being designed for age levels accessing them.	3.05 (1.05)	4.35 (.94)	5.63**	101
Students on the senior campus could share the pool located at the junior campus.	3.23 (1.11)	4.02 (.97)	3.32**	102
Leadership opportunities offered to junior and senior levels.	3.24 (1.09)	4.29 (.99)	4.27**	101

* $p < .05$ ** $p < .01$

TABLE 15. IMPORTANCE OF PERCEIVED DISADVANTAGES OF ESTABLISHING AND JUNIOR AND SENIOR CAMPUS

Answer options	Option 1 Choice average (SD)	Option 2 Choice average (SD)	T score	df
The loss of senior role models at the junior campus.	4.50 (1.02)	3.44 (.88)	-4.97**	103
Children with different-aged siblings will not be in close proximity to each other.	4.41 (1.10)	2.99 (.93)	-6.07**	98
The geographical distance between campuses makes it more challenging for students to walk between campuses.	4.17 (1.01)	3.18 (.95)	-4.42**	102
Additional time required for drop off/pick ups for children of different ages.	4.24 (1.04)	3.15 (.97)	-4.49**	94
Communication is more difficult because administration is located on both sites.	4.13 (1.01)	3.09 (.96)	-4.51**	100
There wouldn't be a swimming pool at the senior campus.	3.70 (1.11)	2.78 (.97)	-3.87**	102
It will be more challenging to be responsible for two sites (for the principal and Board, etc.).	4.35 (.65)	3.36 (.95)	-4.68**	102

* $p < .05$ ** $p < .01$