



30 March 2022

Kylie Horgan
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Tēnā koe Kylie

Thank you for your email of 1 February 2022 to the Ministry of Education, following your conversation with Nancy Robbie, Principal Advisor – Strategic Advice, requesting the following information:

- 1. All raw data (excluding names etc) from rounds one and two of the community consultations. The surveys that our community submitted.*
- 2. All reports prepared for the Ministry by external contractors in relation to the consultation process. ie. Gabrielle Whalls reports.*
- 3. Key documents relating to the Rolleston zone secondary school procurement, management, land purchasing and consultation.*
- 4. Key documents regarding the purchase of the land for the new campus*
- 5. All secondary research undertaken by the Ministry across NZ and globally regarding the advantages and disadvantages upon young people of the creation of large schools*

Your request has been considered under the Official Information Act 1982 (the Act). I will respond to each of your questions in turn.

- 1. All raw data (excluding names etc) from rounds one and two of the community consultations. The surveys that our community submitted.**
- 2. All reports prepared for the Ministry by external contractors in relation to the consultation process. ie. Gabrielle Whalls reports**

In 2020, engagement with the Rolleston and wider Selwyn communities was conducted regarding both primary and secondary education, after it was determined that the Rolleston area was projected to have significant growth. This meant that changes were needed in Rolleston primary school enrolment schemes, and that the current Rolleston College site would not have capacity to meet future local demand. As such, additional secondary provision would be needed for the community.

The local community was engaged through an online survey and community meetings, to gather the community's opinions on different secondary school options. The surveys involved a large number of questions, some of which asked responders to show their preference for certain options on a scale of 1 to 10. Other questions were free-entry fields, allowing responders to write in whatever they felt was relevant.

In the survey, there were 308 valid responses, which included responses from parents, staff and students in the area. 294 of these responses provided data for the section of the survey on secondary education provision. Participants were initially asked whether they preferred a new secondary school or a second campus of Rolleston College. For a new secondary

school, participants were asked about the positives and negatives of this option. For a second campus, three options were presented; campuses arranged based on geography, by year level or by other criteria (such as specialist facilities).

Once analysed, it was determined that there was a small preference (54%) for a new secondary school in Rolleston, rather than a second campus of Rolleston College.

After further analysing the feedback from the community, it was clear that the community still had a number of questions about the different options. This was particularly around zoning, whether a second campus of Rolleston College would be separated by geography, age or another factor, and what teaching and learning would look like at a second campus of Rolleston College. As such, a second round of engagement was commissioned with more details on the various options, so that the community could make a more informed decision.

The second round of engagement included maps of potential enrolment zones (if a new independent secondary school was chosen), information on how Rolleston College would likely be split by year levels in a two-campus model (if a second campus of Rolleston College was chosen), and information on how teaching and learning would occur across the two sites if the second campus option were to be chosen. As you have been advised, Rolleston College commissioned a video to show how they envisioned teaching and learning would happen across two sites. This was available on the website and at community meetings during the engagement process.

A second survey was also undertaken during the second round of engagement. 496 participants took part in this. 63% of participants chose a second campus of Rolleston College as their preferred option, compared to 37% choosing a new secondary school. The second campus option also had a higher proportion of participants 'in favour' and fewer 'opposed' compared to a new secondary school.

In terms of your request for documentation, we are providing to you in full the reports written by Gabrielle Wall on the outcomes of the engagement. These include a full breakdown of the responders' preferences for various options. We are refusing your request for all raw data from rounds one and two of the community consultations under section 18(f) of the Act, as the information requested cannot be made available without substantial collation or research.

As noted above, when using SurveyMonkey for the consultations, free-entry fields were enabled for responders to enter in their own thoughts and views. These fields were provided over 20 times in both surveys, and in many instances the responders provided personally identifiable information. As there are over 400 responders in each survey, to consider these for release would require substantial research, as it would involve reviewing over 16,000 cells. This would significantly impact the day-to-day operations of the Ministry.

Instead, a full breakdown of the survey responses is being provided to you through the full reports written by Gabrielle Wall on the outcomes of the engagement. This decision is made in accordance with section 16(1)(e) of the Act.

3. **Key documents relating to the Rolleston zone secondary school procurement, management, land purchasing and consultation.**
4. **Key documents regarding the purchase of the land for the new campus**

We have identified 10 documents in scope of parts 3 and 4 of your request, as outlined in the attached **Appendix A**.

Nine of these documents are being released in full. Some information within Document 10, Business Case, has been withheld under the following sections of the Act:

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| section 9(2)(b)(ii) | to protect information where the making available of the information would be likely unreasonably to prejudice the commercial position of the person who supplied or who is the subject of the information; and |
| section 9(2)(j) | to enable a Minister of the Crown or any public service agency or organisation holding the information to carry on, without prejudice or disadvantage, negotiations (including commercial and industrial negotiations). |

I do not consider that the withholding of this information is outweighed by public interest considerations in making the information available.

5. **All secondary research undertaken by the Ministry across NZ and globally regarding the advantages and disadvantages upon young people of the creation of large schools**

As communities change, so too do the schooling needs of their children and young people. The Ministry's role is to manage school infrastructure by planning for growth and population shifts both in the short and long term, to ensure there is an effective and sustainable school network across New Zealand. To do this, we consider population projections, local council information, enrolment data and how well school properties are being utilised.

We continue to look at research on schools in different settings, including urban and vertical school environments, to help plan for new schools and expansions that support good educational outcomes and student achievement and wellbeing. The research shows that it is the positive relationship between the teacher and the student that has the most significant influence on education outcomes. Schools with large rolls are usually broken into smaller, more manageable groups (e.g. syndicates or whānau groups) to maintain closer student/peer/teacher relationships.

Small schools can have key benefits, such as more personalised education and whānau-level relationships; larger schools can be split into smaller units, as noted above, to achieve similar outcomes. Schools are complex environments, and a range of factors (not only school size) contribute to effective teaching and learning outcomes for students. It is difficult to conclude that size alone is a proxy for good outcomes for any student group.

When expanding existing schools or establishing new schools, we take into consideration a range of factors that may impact on educational outcomes.

We have identified seven documents in scope of part 5 of your request. These documents have been outlined in **Appendix A**. Documents 12 to 16 and document 18 are being released to you in full. I am refusing document 17 under section 18(d) of the Act, as the information is publicly available. However, I have provided a link to access the document in Appendix A.

Please note, the Ministry now proactively publishes the responses, made under the Act, on our website. As such, we may publish this response on our website after five working days. Your name and contact details will be removed.

Thank you again for your request, and I hope you find this information useful. You have the right to ask an Ombudsman to review this decision, in accordance with section 28 of the Act. You can do this by writing to info@ombudsman.parliament.nz or Office of the Ombudsman, PO Box 10152, Wellington 6143.

Nāku noa, nā

A handwritten signature in black ink, appearing to be 'Coralanne Child', written in a cursive style.

Coralanne Child
Director of Education for Canterbury and Chatham Islands
Te Mahau | Te Tai Runga (South)

Appendix A – Document table

Doc #	Date	Title	Author	Release decision
Consultation Reports				
1	October 2020	Future Options for Secondary Education Provision in Rolleston: Community Engagement Report	D & G Consulting	Released in full.
2	April 2021	Future Options for Secondary Education Provision in Rolleston: The Second Round of Community Engagement	D & G Consulting	Released in full.
Procurement and Land Purchase				
3	15 November 2018	Recommendation to Education Infrastructure Services	Carey Clark	Released in full.
3.1		Site Acquisition Brief		Released in full.
4	13 August 2019	Acceptance into A&D programme	Clive Huggins	Released in full.
5	27 August 2019	Rolleston Secondary Provision	Fuetanoa Kose Seinafo	Released in full.
6	23 November 2020	Site Evaluation Report	Town Planning Group (NZ) Limited	Released in full.
7	4 February 2021	Site Acquisition Negotiations	Scott Evans	Released in full.
8		Architectus Bulk and Location Plan	Architectus	Released in full.
9		CRPS Planning Context		Released in full.
10	July 2021	Business Case	Deb Taylor	9(2)(b)(ii) 9(2)(j)
11		HDL Memorandum of Understanding	Hughes Development Limited	Released in full.

Doc #	Date	Title	Author	Release decision
Academic and secondary research				
12	2008	Visible Learning: A synthesis of over 800 meta-analyses relating to achievement	John C Hattie	Released in full.
13	November 2014	Overview of the literature – schooling provision in different settings	L Fawthorpe for the Ministry of Education	Released in full.
14	February 2015	Schooling in City Settings – Findings from Interviews with School Principals and ECE Providers	L Fawthorpe for the Ministry of Education	Released in full.
15	July 2015	European Expert Network on Economics of Education (EENEE): The impact of school size and school consolidations on quality and equity in education	Maria Knoth Humlum and Nina Smith,	Released in full.
16	2020	Vertical Schools	TSA Management	Released in full.
17	March 2020			Refused under section 18(d) of the Act, as the information is available here: He-Whakaaro-How-does- school-type-impact-on-student- outcomes.pdf (educationcounts.govt.nz)
18	November 2020	SHaW Futures Academy: Digital Research and Evaluation Report	Helen Taylor	Released in full.