

## **Education Report: Initiating consultation about the possible closure of Salisbury School (Nelson) and the co-educational application for Halswell Residential College**

---

### **Executive Summary**

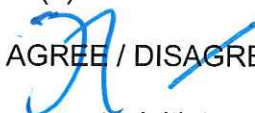
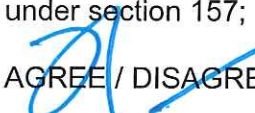
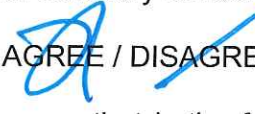
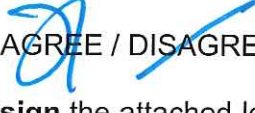
---

1. Salisbury School is a residential special school for girls with high and complex behavioural needs and associated intellectual impairment. The school is located in Nelson.
2. The Ministry has recently provided you with information about issues facing the school that have implications for its ongoing sustainability, and advised that consideration would need to be given to the school's future. In March 2016 we recommended that the Ministry should provide you with further advice which would include information about the possible closure of the school, and you agreed to receive this advice.
3. The roll of Salisbury School has fallen from 43 in 2012 to its current roll of nine girls. This decline is attributed to an overall reduction in demand for residential schooling due to the successful implementation of the Intensive Wraparound Service (IWS). This was anticipated at the time of the establishment of the IWS. The IWS enables students with high and complex needs to receive intensive, individualised support while attending local schools within their own communities.
4. Although there has been an overall roll reduction across the three remaining residential schools since the IWS began, the greatest roll decline has been experienced by Salisbury School. The lower demand for the provision offered by Salisbury compared to the two other schools can largely be attributed to there being significantly fewer girls than boys with high and complex behavioural needs. It can also be partly attributed to there now being more than one residential option for the girls it serves, due to Halswell Residential College now being able to enrol up to five girls.
5. While the roll of Salisbury School is very low, the school requires a high level of funding to support its continued operations. The Ministry does not consider that this represents an effective use of resources for students with high and complex needs.
6. The Combined Board of Trustees of Westbridge Residential School and Halswell Residential College has applied for a change to co-educational status for Halswell, and the Ministry considers that this application merits consideration. Any decision regarding Halswell becoming co-educational is not dependent upon the possible closure of Salisbury.
7. If you agree to initiate consultation about the proposed closure of Salisbury School, we recommend that you propose that closure would take place at the beginning of 2017.

## Recommended Actions

---

### We recommend that you:

- a. **note** the reasons provided for considering the possible closure of Salisbury School;
- b. **note** the information provided about other options that have been considered for Salisbury School, and the reasons that the Ministry does not recommend that these be pursued;
- c. **note** that the Combined Board of Westbridge Residential School and Halswell Residential College has applied for Halswell Residential College to become co-educational and that this process is not dependent upon any potential closure process that may be agreed for Salisbury;
- d. **agree** to initiate consultation with the Board of Trustees of Salisbury School about the possible disestablishment and closure of that school under section 98(2) of the Education Act 1964 and section 154 of the Education Act 1989;  
  
AGREE / DISAGREE
- e. **agree** to initiate consultation with the Board of Salisbury School about the proposed change to co-educational status of Halswell Residential College under section 157;  
  
AGREE / DISAGREE
- f. **agree** to initiate consultation with the Combined Board of Westbridge Residential School and Halswell Residential College about the possible closure of Salisbury School under section 157;  
  
AGREE / DISAGREE
- g. **agree** that both of these changes will be proposed to become effective from January 2017;  
  
AGREE / DISAGREE
- h. **sign** the attached letters that have been drafted for your signature to the Board of Trustees of Salisbury School, the Combined Board of Westbridge Residential School and Halswell Residential College and local MPs; and

- i. **agree** that if you decide to initiate consultation, a copy of this report and its attachments will be provided to the Board of Salisbury School alongside your letter, and later made available to other interested parties including the Combined Board of Westbridge and Halswell.

AGREE / DISAGREE



Katrina Casey  
Deputy Secretary  
Sector Enablement and Support

Encls



Hon Hekia Parata  
**Minister of Education**

14/6/16



## **Education Report: Initiating consultation about the possible closure of Salisbury School (Nelson) and the co-educational application for Halswell Residential College**

---

### **Purpose of Report**

---

1. The Ministry has recently provided you with information about Salisbury School, Nelson. The relevant reports are *Issues of roll decline and demand at Salisbury School (Nelson)* ("the *Issues* report"; METIS 971442) and *Update on the three residential special schools: Halswell, Westbridge and Salisbury* ("the *Update* report"; METIS 986305). These reports are attached as Appendices 1 and 2 respectively, and provide additional detail and background regarding the matters considered in the current report.
2. In the prior reports, the Ministry informed you of issues facing Salisbury School that have implications for its ongoing sustainability, and advised that consideration would need to be given to the school's future. In the *Update* report, we recommended that the Ministry provide you with further advice which would include information about the possible closure of the school, and you agreed to this recommendation.
3. This report provides an overview of why the Ministry is of the view that consideration should be given to the possible closure of Salisbury School, and recommends that you agree to initiate consultation with the school's Board of Trustees about a closure proposal. This paper also recommends commencing a consultation process about Halswell's co-educational application.
4. This report provides you with a timeline for both consultation processes. These commence together and overlap but then follow the timeline relevant to their purpose.

### **Background**

---

5. Following a review of residential special schooling provision, in 2012, you decided that two of the then four residential special schools would close (McKenzie Residential School and Salisbury School), and that the other two schools would remain open (Halswell Residential College and Westbridge Residential School).
6. The Board of Salisbury School disagreed with the closure decision, and brought a judicial review against it. The Board's legal challenge was successful, and resulted in the school remaining operational. Meanwhile, McKenzie Residential School closed at the beginning of 2013. Consequently, there are currently three residential special schools in the national special education network. Two of these schools, Halswell and Salisbury, provide for students with behavioural needs and associated intellectual impairment, while Westbridge provides for students with behavioural needs without associated intellectual impairment.
7. Your decision to retain only two of the four residential special schools had been made in the context of a shift to providing intensive wraparound support to students with high and complex behavioural and intellectual needs within their own communities. The Intensive Wraparound Service (IWS) enables children and young people to attend their local schools with a funded plan.

8. It was anticipated that as this localised support became available, demand for residential placements would significantly reduce. The planned rationalisation of the residential special schools network from four schools to two was a response to the projected reduction in demand, and a means of shifting resources to where they could best serve the needs of children and young people with high and complex needs.
9. The IWS commenced at the beginning of 2013, and since then has been supporting between 270 and 330 students each year (368 students in total). The expected impact of the IWS on roll numbers at the three remaining residential schools has been occurring over this time. The anticipated effects of the successful implementation of IWS have been particularly pronounced for Salisbury School, raising questions about the ongoing need for and sustainability of the school.

## Rationale for proposing closure of Salisbury School

### **Decreased demand for provision and low roll numbers**

10. The roll of Salisbury School had started to decline prior to the introduction of IWS, reducing from 72 to 43 girls between 2011 and 2012. This initial decline was due to the introduction of a joint admissions committee for Halswell and Salisbury, which shifted admissions from a process in which placements were determined by the individual schools, to a more consistent process based on the particular needs of each student. Since the introduction of IWS, admission to the residential schools is now managed through the IWS regional prioritisation panels, bringing further consistency and impartiality to this process.
11. All families whose children are prioritised for IWS are given the option of their child accessing residential schooling through the service (this is intended to be for a short period of time only). Between 2013 and 2015, the families of only around 25% of IWS students have chosen to access the residential schooling option. With the IWS providing families with an effective and preferred alternative to residential schooling, the rolls across the residential special schools have experienced decline.

Table 1: July rolls at residential special schools 2012 - 2015

| <b>Year<br/>(at July)</b> | <b>Salisbury</b> | <b>Halswell</b> | <b>Westbridge<sup>1</sup></b> |
|---------------------------|------------------|-----------------|-------------------------------|
| 2012                      | 43               | 31              | 26                            |
| 2013                      | 22               | 16              | 29                            |
| 2014                      | 15               | 22              | 34                            |
| 2015                      | 9                | 23              | 20                            |

<sup>1</sup> The roll of Westbridge has been less affected over this period as this school has received additional students due to the closure of McKenzie Residential School. However the difference between its current roll and the combined rolls of Westbridge and McKenzie (55 students at July 2012) is indicative of the decrease in demand for this provision due to the IWS.



12. The greatest roll decline has occurred at Salisbury School. In the second half of 2015 the school had only nine students enrolled, and the roll currently remains at nine. Seven of the current students have been at Salisbury for more than 18 months, which is usually the maximum period that is recommended for students to stay in residential schooling. The extended section 9 agreements for these seven students are currently due to end in July 2016, and the Ministry is working with their families to consider the best plans for them. One new student has enrolled at Salisbury for 2016.
13. The lower demand for the provision offered by Salisbury School compared to the two other schools, can largely be attributed to there being significantly fewer girls than boys with high and complex behavioural needs. This means that even though the families of girls are more likely to choose residential placement than the families of boys, the overall number of girls in residential placements has been much lower. Of the 368 students in total who have been supported by IWS between January 2013 and the end of 2015, only 74 (20%) were girls. During that period, the families of 26 (35%) girls referred to IWS chose to access a residential option, while 66 (23%) boys in IWS accessed a residential option.
14. The low roll of Salisbury can also be partly attributed to there now being more than one residential option for girls with high and complex behavioural needs and associated intellectual impairment. This is due to Halswell now being able to enrol up to five girls. In 2014, for example, the parents of eleven girls chose a residential option, with six of these girls' attending Halswell (no more than five at the same time) and five attending Salisbury. In 2015, no new girls were able to be enrolled at Halswell due to it being at its limit of five girls for most of the year. Three new girls enrolled at Salisbury during 2015.

#### **High costs and ongoing sustainability**

15. The decline in the number of students attending the residential special schools has resulted in reductions to the level of resourcing provided to the schools. While the schools are resourced based on notional rather than actual rolls, the notional rolls have been (and are being) gradually decreased to levels that are closer to actual student numbers. These reductions are necessary in order to help ensure that available funding is allocated in a way that best serves the interests of all students with high and complex needs.
16. As described in the *Issues* report, the cost of funding residential school placements is far higher than funding students to receive localised support through the IWS. The need to fund the residential schools at inflated notional rolls, in order to minimise the impact of roll decline on their operations, makes this funding differential even more pronounced. Based on actual rolls, in 2015 the amount of funding provided for residential schooling worked out to an average of around \$185,000 per student. This compared to an average of around \$27,000 per student for IWS support.
17. From Term 2, 2016, the notional roll of Salisbury has been reduced from 30 to 20 students. This change has reduced the funding per (actual) student at the school from \$331,488 in 2015 to \$214,909 now. This lower amount also brings per student funding at the school more in line with the current levels at Halswell and Westbridge. However, this level of per student funding is not considered to be justifiable over the longer term for any of the schools. The Ministry is currently in consultation with the Combined Board of Halswell and Westbridge about their funding allocations.

18. The table below provides the indicative per annum funding rates for Salisbury based on its new notional roll of 20 students.

| School    | Staffing  | School operational funding | Residential funding | Total       |
|-----------|-----------|----------------------------|---------------------|-------------|
| Salisbury | \$583,934 | \$391,586                  | \$958,489           | \$1,934,182 |

19. While Salisbury's notional roll (and consequently its funding) has been gradually reduced due to its lower student numbers, we do not consider that this can be lowered any further. This is because the resourcing generated by its new notional roll of 20 students is considered to be the lowest level of funding that a residential school can operate on. This view is informed by the advice of the Ministry's Strategic Financial Business Partner, based on work undertaken in consultation with the three schools that identified the schools' fixed, semi-variable, and variable costs.

#### **Strengthening provision for students with high and complex needs**

20. The low roll and high costs of Salisbury School are issues that the Ministry believes warrant consideration of the possibility that the school should close. Furthermore, closure of the school would potentially provide a means of strengthening the provision that is available for students with high and complex needs.
21. This is firstly because the closure of the school would generate savings that could be used to provide effective support for a greater number of students than are currently being served by the school. If Salisbury School closed this would free up the residential component of the funding that the school currently receives (\$958,489) which could be reprioritised to more effectively support student needs.
22. As has been noted, the residential schools have experienced declining student numbers, necessitating reductions in the funding they receive. This was an expected result of the successful implementation of IWS, and had informed the rationale for consolidating nationwide residential provision within two schools. The Ministry considers that with the IWS now successfully in place there is again a strong rationale for considering the consolidation of residential schooling. We propose that this could be achieved by closing Salisbury School and enabling Halswell Residential College to provide for more female students by making it fully co-educational. In 2015 the Combined Board of Westbridge and Halswell submitted a further application for Halswell to become co-educational, which is discussed later. Halswell's application to become co-educational while related is not dependent upon any future decision for Salisbury School and should be considered on its merits.
23. While both Halswell and Salisbury are operating there will continue to be an oversupply of residential provision for students with behavioural needs and associated intellectual impairment. The dispersal of resourcing in this situation has resulted in ongoing high costs overall, while requiring the individual schools to operate on increasingly lower budgets.



24. If Salisbury closed and Halswell became fully co-educational, this could lead to an increase in the actual roll at Halswell. Based on current demand this would not generate any additional funding for Halswell over current levels, as it is very unlikely that the additional enrolments resulting from these changes would take the school over its current notional roll of 32. The potential increase in Halswell's actual roll from the proposed changes could however help to ensure that provision at Halswell is sustainable, for instance by possibly negating a need for further notional roll decreases at that school.
25. For these reasons, closing Salisbury School and expanding provision at Halswell would represent a more effective use of funding, and at the same time help to ensure the ongoing sustainability of residential schooling.

**Options considered for increasing Salisbury's roll are not recommended**

26. As detailed in the *Issues* and *Update* reports, consideration has been given to changes that could increase the actual roll of Salisbury School.

***Salisbury Solution***

27. This included consideration of a proposal developed by the school's Board, *The Salisbury Solution*, which would see the school repurposed to provide residential education for students with Autism Spectrum Disorder (ASD) and/or Intellectual Difficulties (ID). This proposal was thoroughly analysed in the *Update* report, and based on this analysis the Ministry recommended that this option should not be pursued. The reasons for this included:
- The proposal would remove students from their home communities, and as such does not align with the vision for inclusive education
  - It is not clear that there would be any additional benefit to students from the proposed change
  - The proposal would require additional funding to implement, taking funding away from other areas of special education need.
28. The Ministry has advised the Board that it did not support this proposal, and that you agreed to our recommendation on this. However as part of this consultation process the Board may provide you with further information in support of *The Salisbury Solution*, and you can consider this afresh along with all the other information provided.

***Lowering entry thresholds for residential schooling***

29. The Ministry has also given consideration to the possibility of a general lowering of the entry thresholds for the residential schools. However, this would increase costs as it expands the application of the highest cost service delivery to those with lower levels of need. With the IWS working effectively and being the preferred option for most families, there is no apparent justification for shifting funds into the residential schools from other areas of special education service delivery.
30. Consequently, the Ministry does not recommend that this option be pursued.



### ***Modifying access pathway to Salisbury***

31. The Ministry has also considered the possibility of modifying the access pathway to Salisbury to enable the school to enrol girls who meet IWS criteria but have not been prioritised for IWS due to its current capacity limits. However we do not consider that the additional enrolments that this could create would be enough to secure the sustainability of the school. Based on current trends this could only be expected to raise the school's roll by four girls for 2016.
32. Further, we do not consider that there would be any clear justification for making this change. This possibility was only considered as a potential way of supporting the ongoing sustainability of Salisbury School, rather than it being considered necessary or desirable for students. Accordingly, this option is also not recommended by the Ministry.

### **Ensuring Sufficient Alternative Provision**

33. Section 98(2) of the Education Act 1964 provides for the disestablishment of a special school if the Minister considers that "sufficient provision is made by another similarly established special school, class, clinic, or service, or by any other school or class in or reasonably near to the same locality". The judicial review of your 2012 decision to close Salisbury School found fault with that decision on the basis that, in the judge's view, the availability of "sufficient provision" had not satisfactorily been ensured.
34. The judge's decision was based in part on concerns that had been raised by Salisbury about "the prospect of greater risk of sexual or physical abuse" for girls in co-educational residential special schools. This was deemed to be an issue because your decision to close Salisbury School relied in part on some girls who would otherwise attend Salisbury instead attending a co-educational Halswell Residential College.
35. The other issue in the judgment relating to sufficient alternative provision was the judge's ruling that you did not have the lawful power to authorise enrolment of girls at Halswell in numbers up to half the number of boys enrolled there, while the school remained a single-sex boys' school. This had been the intended arrangement to provide a residential option for girls during 2013.
36. The Ministry considers that we now have compelling evidence that sufficient safe and alternative provision for girls who might otherwise attend Salisbury can be achieved through the Intensive Wraparound Service and by making Halswell fully co-educational.
37. Since the time of the judicial review, the IWS has been successfully implemented, with an external evaluation by the New Zealand Council for Educational Research (NZCER) finding that the service results in improved outcomes for students. NZCER also found that the service is viewed positively by students' families, local schools and their teachers.

## Expanding provision for girls at Halswell

38. The fact that there are still a small number of students who choose to access provision at Salisbury could be seen as suggesting that there is still a need (albeit small) for residential provision for girls above the limited provision currently offered by Halswell.<sup>2</sup> Because of this, our view at this stage is that in order to provide full assurance of the availability of sufficient alternative provision, Halswell Residential College would need to become fully co-educational for Salisbury School to close.
39. In 2015 the Combined Board of Trustees of Halswell Residential College made a renewed application for Halswell to become co-educational. We consider that the co-educational application could have merit whether or not Salisbury is closed.
40. In addition, the Ministry's current view is that approval of this application would provide a satisfactory alternative to the provision currently offered by Salisbury, and would help to ensure the sustainability of residential provision, although the implications for Salisbury of Halswell becoming fully co-educational would need to be carefully considered if Salisbury was to remain open. In that scenario, removing the limit on the number of girls attending Halswell could potentially result in a further decrease to the roll of Salisbury, further impacting the ongoing operations of that school.
41. The current application from Halswell follows your decision in 2014 to defer making a decision on their previous co-educational application (METIS 871404 refers). At that time, the Ministry had recommended that you consider approving the application on the basis that:
- *it has been demonstrated that there is a demand from parents to be able to enrol their daughters at Halswell Residential College. The current limits on female enrolments are preventing the school from fully meeting this demand*
  - *independent research has shown that Halswell Residential College is able to provide a safe environment for both male and female students*
  - *the quality of the school's education provision is sound*
  - *the Board of Salisbury School has been consulted about the proposal, and reports that it is not opposed to the change*
  - *there are no significant property or financial implications associated with this change.*

---

<sup>2</sup> Following the judicial review, the Ministry considered the judge's views about the limit that would need to be placed on the number of girls attending Halswell in order to safeguard the single-sex nature of that school. It was determined that the appropriate limit was 5 girls, with the number of girls enrolled not exceeding 40% of the actual number of boys enrolled at any one time. This is the limit that is currently in place for Halswell.



42. The Ministry has not yet undertaken consultation with Salisbury School about the further co-educational application (as required under section 157 of the Education Act). This is because we considered that the application should be meaningfully consulted on while considering the issues facing Salisbury, and the potential linkages between these issues and the co-educational proposal. If you agree to initiate consultation about the proposed closure of Salisbury, we recommend that the consultation about the co-educational application be commenced at the same time. However as Halswell's application is not dependent on any decision made about Salisbury's future the consultation process for the co-educational application can be completed before any closure consultation for Salisbury and will follow the process required for a school applying to become co-educational.
43. As described in the *Update* report, the Combined Board of Halswell and Westbridge is currently giving consideration to other options for the future of the two schools, including possibly consolidating provision into one school. This work is being led by the Combined Board, and the Ministry does not currently have a view on the possible merits of the options under consideration. If Salisbury was to close and Halswell became co-educational, the Combined Board could continue to explore options for the configuration of its schools.

#### **Safety considerations**

44. As noted, the 2012 judgment on your decision for Salisbury School was partly based on concerns about whether the safety of girls could be assured at a co-educational Halswell. Following the judicial review, in 2013 the Ministry engaged an independent organisation, Standards and Monitoring Service (SAMS) to undertake research into the matter of student safety in co-educational settings (METIS 770852 refers. The Board of Salisbury School has previously been provided with this research). Based on this research, and Halswell's current provision for girls, we consider that we now have compelling evidence that girls with complex behavioural needs and associated intellectual impairment can be (and are being) safely provided for within the setting of a co-educational residential school.
45. As part of your consultation process with Halswell on their application we will request current information from the Board relating to the processes they now have in place to ensure the safety of girls.

#### **Risks**

---

46. The main risk associated with this proposal is that Salisbury School will use the media to portray the proposal for the school in a negative light. The Ministry will mitigate this risk by ensuring that a proactive communications plan is developed to provide the schools and their communities, the media and the public with the facts of the situation. This would include making the current report available, initially to the Board of Salisbury School, and later to other interested parties. This plan and communications material will be provided to your Office.

## Conclusion and Next Steps

---

47. The Ministry's view is that consideration should be given to the possible closure of Salisbury School, and expanding provision for girls at Halswell Residential College by making it co-educational. This view is based on the following considerations:
- The low roll of Salisbury School
  - The high cost of funding the school, which does not represent an efficient use of the funding available to support students with high and complex needs
  - Closing the school and making Halswell co-educational could provide an opportunity to strengthen provision for students with high and complex needs, by allowing funding to be used more efficiently, and supporting the ongoing sustainability of residential provision at Halswell
  - There is compelling evidence that the IWS and Halswell Residential College can provide sufficient alternative provision for girls who would otherwise attend Salisbury School.
48. Before making a decision to close a school, sections 154 and 157 of the Education Act 1989 require the Minister of Education to first consult with the school's Board of Trustees, and the Boards of any schools whose rolls may be affected by the proposed closure. For the reasons above, we consider that consultation about the possible closure of Salisbury School should now be initiated. Consultation would provide the Board and its school community the opportunity to consider and provide their views on this possibility, as well as an opportunity to propose alternative options for the school, including any further support for the proposed "*Salisbury Solution*". The Ministry wishes to fully involve the families of current Salisbury School students and will directly consult with them regarding their views on the future of the school. We will also consult with any parents who may be considering Salisbury for their child.
49. Section 157 of the Act also requires the Minister to consult with the Boards of schools that may be affected by a school becoming co-educational. We recommend that the Board of Salisbury School be consulted about the proposal that Halswell become co-educational at the same time as it is consulted about the closure proposal.
50. We recommend that this consultation period about the proposed closure and co-educational application commences from this week. Consultation on the co-educational application will conclude on 15 July (a four week period) with your decision to be notified by 27 July 2016. Consultation on the proposed school closure would be scheduled to conclude on 12 August 2016 (an eight week period). If you agree to this recommendation, the Ministry will meet with the Board of Salisbury this week to deliver your letter.
51. If you then decide that Salisbury School should close, but the Board did not agree with this, a further consultation period would be undertaken before you made a final decision for the school. An indicative timeline for the consultation process(es) is attached as Appendix 3.



52. The legal requirements around the timeframe for making a co-educational decision do not align with the timeline for consultation about a closure proposal. Both processes can be commenced at the same time however they will be treated as two separate consultation processes with different timeframes for each. The Act requires that a decision for a school to become co-educational must be gazetted no later than 31 July in the year before the decision is to take effect.
53. If you agree to initiate the recommended consultation about the future of Salisbury School and about the application from Halswell Residential College, the Ministry has developed the attached letters for your signature to the Board of Salisbury and local MPs.
54. The Combined Board of Halswell Residential College and Westbridge School would also be consulted about the proposed closure, as Halswell's roll could be affected by closure of Salisbury. The Ministry will undertake this consultation on your behalf.
55. The Ministry will also consult with sector groups and disability organisations about both the proposal and the application from Halswell Residential College.

### Indicative timelines for the considerations of Salisbury School and Halswell School (legally privileged)

| Indicative Date                   | Halswell Residential College   | Notes   | Salisbury Residential School  | Notes  |
|-----------------------------------|--|---|---|--|
| Tuesday 14 to Friday 17 June 2016 | Letter delivered to Board of Halswell, (and any other schools whose rolls might be affected) initiating consultation -on:<br>1. Halswell School becoming co-educational.<br>2. the possible closure of Salisbury School. | Under s 146A(1) of the Education Act 1989 (the Act), the Minister is required to consult with the Board of the School concerned, and "all state schools whose rolls might, in the opinion of the Minister, be effected" under s 157(3)(aa) of the Act.<br><br>While no timeframe is prescribed in legislation, the below timeframes allows four weeks for consultation. | Letter delivered to the Board of Salisbury School initiating consultation on :<br>1. Halswell Residential College becoming co-educational;<br>2. possible closure of Salisbury School | Under s 154 of the Act, the Minister is required to consult with the Board of the School concerned, and "all state schools whose rolls might, in the opinion of the Minister, be effected" under s 157 of the Act. |
| ???                               | Consultation extended to sector groups and disability organisations  |   | Consultation extended to sector groups and disability organisations   |  |
| 15 July 2016                      | Consultation on Halswell School becoming co-educational ends.  | Consultation period is four weeks long.   |   |  |
| 22 July 2016                      | Report to Minister.  |   |   |  |
| 27 July 2016                      | Minister's decision regarding Halswell's application<br>Minister writes to:<br>1. Halswell advising them of her decision.<br>2. Salisbury, advising them of her decision regarding Halswell.                             |   |   |  |



|                                      |  |  |  |   |
|--------------------------------------|--|--|--|---|
| Friday 29 <sup>th</sup><br>July 2016 | Decision whether HRC will become co-educational Gazetted (by special Gazette). | If the Minister decides that HRC will become co-educational in 2017, this needs to be gazetted by 31 July 2016 in order to come into effect for the 2017 school year. (s 146A(2) Education Act 1989 requires 5 months after 1 August after the notice is given before declaration can come into effect). |  |   |
| 12 August<br>2016                    |  |  | Consultation ends.   |   |
| 26 August<br>2016                    |  |  | Interim report to the Minister.  |   |
| 2 September<br>2016                  |  |  | Minister's interim decision. Board notified.   | Minister decides that either: <ul style="list-style-type: none"> <li>The school should close. In this case she writes giving the Board 28 days within which to let her know any final arguments in favour of the school staying open (per s154(2) of the Act).</li> </ul> OR <ul style="list-style-type: none"> <li>The school should not close. The Board is informed of this and the process ends.</li> </ul> |
| 3 October<br>2016                    |  |  | Second Round of consultation ends (if the Minister's interim decision was that the school should close). | 28 Days required for this process – current dates provide 30 days.  |

|                                 |  |  |  |   |
|---------------------------------|--|--|--|---|
| 17 - 20<br>October              |  |  | Final report to the Minister –<br>Minister's final decision, Board notified.                           | <p>If the Minister is satisfied that the school will close she will write to the Board informing it of the date of closure and the next steps that should be taken.</p> <p>Support to implement the change is put in place.</p> <p>s 98(2) of the Education Act 1964 also requires the Minister to give three months' notice of his or her intention to disestablish a special school.</p> <p>If the Minister decides that the school will not close, the Board is informed of this and the process ends.</p> |
| By 27<br>October 2016           |  |  | If decision has been made to close, closure is Gazetted. Notice given under the Collective Agreements. | <p>Gazetting needs to be by 27 October in order for all staff to receive appropriate notice periods under the relevant Collective Agreements for the school to close on 27 January.</p>   |
| Following the<br>final decision |  |  |  |   |