

## **Education Report: Future of the residential special schools network and follow-on decisions following the outcome of the Judicial Review**

---

### **Executive summary**

---

1. You have asked to consider all key issues outstanding from the review of residential special schools and the judicial review decision. These are the:
  - safety of girls and boys with intellectual impairment in a coeducational environment
  - future governance of the residential special schools
  - request by Halswell Residential College to become coeducational
  - future residential special schools' network within the intensive wraparound approach.
2. Since the High Court decision we have carried out two lines of research. One of these, a literature review, confirms that intellectually impaired girls and boys are at a higher risk of all types of abuse, than other students. The literature review shows abuse can be prevented and risks mitigated in schools with suitable staff training and appropriate systems, policies and processes in place.
3. The second line of research is an independent evaluation (including a literature review to inform best practice) of Halswell Residential College, to see whether it had suitable procedures in place to become a safe coeducational school. This evaluation found that the board and staff of this school is managing the safety of its current students and that it is 'capable of making the transition to a safe coeducational residential special school'<sup>1</sup>.
4. In 2012 (METIS 686541 and 699579) you agreed to the Ministry improving the governance arrangements of the residential special schools. A single, ministerially-appointed Board of Trustees is proposed to ensure consistent practices and strong governance in residential special schools by trustees with relevant skills and experience.
5. When the closure decisions were made last year the two schools that were to remain open, Halswell Residential College and Westbridge Residential School, agreed to a proposal to have a single Board of Trustees for both schools. We recommend that you now proceed with that proposal. Salisbury School will be included in the single Board proposal.
6. Halswell Residential College's Board has indicated that it still wants to become coeducational. If it does so, the decision as to whether or not their application is granted is ultimately yours, as Minister. If you want to progress this, before providing you with advice, we will have to consult with any other school whose roll may be affected. In this case it would be Salisbury School. This paper will discuss the options open to you and whether a coeducational school is required in the current residential special schools network.
7. An option is proposed to allow Halswell Residential College to enrol a limited number of girls. This proposal is the result of a need identified by the Intensive Wraparound Service (IWS) for another option for girls requiring residential schooling.

---

<sup>1</sup> Standards and Monitoring Service (SAMS) safety evaluation report of Halswell Residential College.

8. We recommend that you now progress the proposal to combine the three residential special schools under a single Board of Trustees.

## Recommendations

---

### **We recommend that you:**

#### *Safety of girls and boys with intellectual impairment in a coeducational environment*

- a. **note** the research and literature reviews that the Ministry has undertaken provides solid evidence that girls and boys can be safe in a coeducational school with effective policies, processes and systems in place supported by well trained staff. The research included:
- i. a safety evaluation of Halswell Residential College that states that the school 'is capable of making the transition to a safe coeducational residential special school'
  - ii. a literature review that has informed the safety evaluation
  - iii. a literature review carried out by the Ministry of current literature and evidence on potential increased risks in a residential coeducational setting for girls' with an intellectual impairment

#### *Future governance of residential special schools*

- b. **agree** to:

##### **Either: Option A (Ministry preferred option)**

- i. **agree** to progress the establishment of a single Board of Trustees for Westbridge Residential School, Halswell Residential College and Salisbury School

  
AGREE/DISAGREE

- ii. **note** that the Ministry will advise and support the Board of Salisbury School through the process commencing immediately

##### **OR: Option B**

- iv. **agree** to establish a single Board of Trustees for Westbridge Residential School and Halswell Residential College, under Section 95 of the Education Act 1989, to take effect from 1 July 2013

  
AGREE/DISAGREE

If you agree with **Option A:**

c. **agree** that the Board will consist of between 8 and 11 members:

- a chairperson appointed by the Minister of Education
- up to four members appointed by the Minister of Education
- the Principals
- one staff representative
- up to 3 trustees co-opted by the Board

 AGREE/DISAGREE

d. **direct** the Ministry to seek expressions of interest and report back to you with the names of suitable persons who could represent the interest of parents and caregivers of the residential special schools and the Minister, including a person suitable to be the Chair of the first Board of Trustees established under this new constitution

 AGREE/DISAGREE

e. **agree** that the term of the persons appointed to the first Board will be three years

 AGREE/DISAGREE

*Halswell's request to become a coeducational school*

f. **agree** to

**Either: Option A** (Ministry preferred option)

- i. **agree** to decline Halswell Residential College's current request to become coeducational
- ii. **agree** to allow Halswell Residential College to enrol a limited number of girls under section 146A(3)(a) of the Education Act 1989 from the start of the 2014 school year
- iii. **agree** that the proportion of girls at Halswell Residential College will not exceed 40% of the actual number of boys enrolled at the school at any time with a maximum of 5 girls. This will safeguard the single sex nature of the school

 AGREE/DISAGREE

**OR: Option B**

iv. **agree** to the Ministry progressing the process for Halswell Residential College becoming coeducational from January 2014

 AGREE/DISAGREE

If you agree with Option A

- v. **sign** the New Zealand Gazette notice, giving effect to your decision to allow girls to enrol at Halswell Residential College. (Appendix Four)

  
AGREE/DISAGREE

*The residential special schools network within the intensive wraparound approach*

- g. **note that:**
- i. the network of three residential special schools will be retained
  - ii. the Ministry will gather evaluation data and evidence about residential special schools and the Intensive Wraparound Service
  - iii. this will allow the new service and changes to bed in before any proposals for future changes in residential special schooling provision are developed

*Communications*

- h. **agree** to all papers leading to this decision since 12 December 2012, including this education report, the Cabinet paper, the two literature reviews and the Standards and Monitoring Services safety evaluation report being released on the Ministry's website.

  
AGREE/DISAGREE

Brian Coffey  
Group Manager, Special Education Strategy  
Early Years and Learning Support

Hon Hekia Parata  
Minister of Education

\_\_\_\_/\_\_\_\_/\_\_\_\_

## **Education Report: Future of the residential special schools network and follow-on decisions following the outcome of the Judicial Review**

---

### **Purpose of report**

---

1. You have asked the Ministry to consider all the key issues outstanding from the review of residential special schools and the judicial review decision.
2. This report provides discussion and options about:
  - i. *The safety of girls and boys with intellectual impairment in a coeducational environment:* The results of our investigations into the safety of girls with intellectual impairment in a coeducational school.
  - ii. *Future governance of the residential special schools:* A recommendation about the joint governance of the residential special schools.
  - iii. *Halswell Residential College's coeducational request:* Comments on the need for a coeducational residential school for students with an intellectual impairment in the current residential schools network; and Halswell Residential College's indication that it wishes to proceed with their request to become coeducational.
  - iv. *The future residential special schools network within the intensive wraparound approach:* Before decisions are made regarding the future network we recommend that the Ministry focus its energies on the Intensive Wraparound Service (IWS) and seeing what an evaluation and the data tells us about the new service and where future improvements can be made.

### **Background**

---

3. In August 2012 you agreed that Salisbury School in Nelson would close and Halswell Residential College in Christchurch would remain open. In conjunction with this decision, you agreed that the Ministry would extend the IWS so that eligible students were funded and supported in their local community.
4. In December the High Court ruled that the decision to close Salisbury School was unlawful.
5. The early indications are that the IWS is working well. 44 students have transitioned out of residential special schools and are now enrolled at a local school and supported through an IWS plan. The extension of the IWS means reduced numbers of students enrolling in both Salisbury School and Halswell Residential College. The resourcing of both schools will reflect their reduced rolls.

## **The safety of girls and boys with an intellectual impairment in a coeducational environment**

---

### *Literature Review by the Ministry*

6. This month the Ministry completed a literature search and review to 'identify and review current literature and evidence on the potential increased risks in a residential coeducational setting to girls with an intellectual impairment'. We attach the report as Appendix One.
7. Overall, this search found very little evidence or research on the potential increased risks in a residential coeducational setting to girls with an intellectual impairment. Residential settings are unusual in New Zealand, and so there are few students to research who are both intellectually impaired, and in a residential setting.
8. As such the literature review included overseas research, an interview with a coeducational residential special school principal in the United States and a case study from a similar school in the United Kingdom. It established clearly that there is a greater risk of vulnerability to all forms of abuse for children who are intellectually impaired, but that good systems, policies, and processes together with well trained staff mitigate the risk.
9. Among the findings of this review are the following:
  - There is agreement in the research about the higher likelihood of people with intellectual impairment being more vulnerable to all types of abuse.
  - One study, of 26 special schools for children and young people with intellectual impairment, found that most schools in the study were aware of incidents of sexually inappropriate or abusive behaviour occurring between pupils and that these occurred on a regular basis. The most common form of sexually inappropriate behaviour is verbal, not physical (for example, name calling).
  - An American study that surveyed special educators, asking questions about sexual harassment among students with disabilities in mainstream schools, found that 84% had observed students with disabilities as targets of sexual harassment. Eighty eight percent reported observing this same group of students as perpetrators of sexual harassment.
  - Another study, of young people who sexually abuse others consistently, showed that young people with learning disabilities are vastly over-represented as sexual abusers.
  - Good systems, policies and processes with well trained staff adhering to these are effective in keeping the children safe. One expert quoted in the review, Dick Sobsey<sup>2</sup>, argues that there is no reason to believe that segregating students with special needs into isolated programmes keeps them safer and that there is some reason to believe that segregated programmes increase their risk.

---

<sup>2</sup> Currently, professor of Educational Psychology at the University of Alberta. Previously, visiting professor at the University of Otago.

*Standards and Monitoring Service literature review and safety evaluation*

10. This month the Ministry received an evaluation report and literature review from the Standards and Monitoring Services (SAMS) on Halswell Residential College's safety systems, policies and practices, and its suitability to become a coeducational residential special school. SAMS is an independent non-government organisation that specialises in evaluating services for people with disabilities. The purpose was to evaluate the safety measures in place at Halswell Residential College and to identify what would need to be in place to ensure the safety of girls with an intellectual impairment at the College. The final report is at Appendix Two.
11. Overall, the SAMS report supports the conclusion of the Ministry's literature review that girls with an intellectual impairment can be safe in a coeducational school provided effective systems, policies and processes are in place and carried out by well trained staff.
12. The literature review by SAMS identified best practice for keeping students with intellectual impairment safe in a coeducational environment. It includes:
  - definitions of abuse and disability
  - barriers to disclosure and reporting of abuse
  - sexual abuse among young people with a learning disability
  - the vulnerability of young people with learning disabilities in a residential setting to abuse
  - New Zealand research
  - the incidence of abuse among young people with learning disabilities and in residential special schools
  - the incidence of sex offending by young people with a learning disability
  - strategies and best practice guidelines for minimising sexual abuse in coeducational residential special schools.

The SAMS literature review is provided as Appendix Three to this paper.

13. A reference group was set up to comment and provide feedback to SAMS on the draft evaluation report. Membership of the group included, representation from CCS DisabilityAction, IHC, Special Education Principals' Association of New Zealand, Halswell Residential College and Salisbury School.
14. Comments and feedback from each member of the reference group is reported in the final chapter of the report (from page 31). The reference group's comments are mainly positive and supportive, however it should be noted that Salisbury School representative raised some concerns in his comments on pages 35 to 38.
15. In the interests of fairness to all three residential special schools, the Ministry will offer the opportunity to the Board of Salisbury School and the Commissioner of Westbridge Residential School to have a similar safety evaluation carried out by SAMS at their schools. At a meeting with the reference group they recommended that this should become an annual process.
16. A key finding from this report is that Halswell Residential College 'is doing a good job of meeting the learning and safety needs of boys with behaviour problems and intellectual impairment in a residential setting'. The report expresses the opinion that 'Halswell



Residential College is capable of making the transition to a safe coeducational residential special school.<sup>1</sup>

17. The SAMS report explicitly deals with the College's sexual harassment and sexual abuse policies. The report concludes that:
  - The authors believe the Board of Trustees takes its responsibility to ensure the safety of students seriously
  - Halswell takes a strong stand on abuse and bullying which has resulted in the establishment of a reflective learning process where students are helped to develop insight into their own behaviour
  - There is a strong culture of reporting and dealing with all incidents.
18. The SAMS report draws attention to the fact that Halswell Residential College has had girls on campus as a result of the Christchurch earthquakes<sup>3</sup>. Staff have also had direct experience of boys and girls in a coeducational setting at a satellite classroom set up at Hillmorton High School. This unit provides a transition to mainstream schooling for graduates of Salisbury School and Halswell Residential College who live in the Christchurch area.
19. The report makes seven recommendations. Most of these are about continuing or extending staff training or staff numbers.
20. The Ministry does not permit students with a history of sexualised behaviours to be enrolled in residential special schools. This is regulated through the access criteria that are in place for the three residential special schools. It is a key step that allows and assists the schools to manage and reduce the risk of any potential sexual abuse issues.

#### **Future governance of residential special schools**

---

21. In 2012 (METIS 686541 and 699579) you agreed to the Ministry improving the governance arrangements of the remaining residential special schools. A single, ministerially-appointed Board of Trustees is proposed to ensure consistent practices and strong governance by experienced trustees with the relevant skills to govern residential special schools.
22. In August 2012 when you made your preliminary decision that Halswell Residential College and Westbridge Residential School would remain open as national, coeducational schools, you also announced that the two schools would be governed by a single Board of Trustees. Currently Halswell Residential College has an elected board, elected in the same way as most state schools, while Westbridge Residential School has had a Commissioner since 2001<sup>4</sup>.
23. The Ministry consulted the Board and Commissioner of each of the two schools about the joint-governance proposal. Following consultation with their respective groups of parents both Westbridge Residential School's Commissioner and the Halswell Residential College Board have written back in support of a joint governance arrangement.

---

<sup>3</sup> Following the February 2011 earthquake Halswell Residential College had Unlimited Paenga Tawhiti, a coeducational, secondary school, using its site and buildings until December 2012.

<sup>4</sup> The Ministry has been ready to return Westbridge Residential School to normal governance by an elected Board since 2011 however this has been purposely delayed due to the review of residential special schools and the agreement to combine the residential special schools under a single ministerially-appointed Board.

24. The Ministry has consulted with representatives from both schools about the constitution of the Board. They support a Board of up to 8 people; the chair and four members appointed by the Minister, the two principals, a staff representative with the Board having the power to co-opt. Representatives noted that because of the transitory nature of the student population, representation from students might be difficult and not appropriate. Having parent representation and the ability to co-opt was seen as important.
25. The Ministry has considered whether the Salisbury School Board should also combine with the Boards of the other two schools. We recommend that Salisbury School should be included in the single Board of Trustees for the residential special schools.
26. The Board of Salisbury School is required to consult with the parents of the students at the school advising them of the proposal to combine the Board of Trustees. There is no statutory time limit for this. The Ministry will advise the Board of Salisbury School of the process and timeframe required and provide support.

### **Comparable arrangements**

---

28. As both Westbridge Residential School and Halswell Residential College have completed the required consultation with their parents and agreed to a constitution it is also proposed that these schools combine under a single Board from 1 July 2013. This would allow Westbridge Residential College to return to normal governance sooner. Halswell Residential College's Board members have agreed to stay for an interim period until the single Board is established following the May 2013 election.
29. Officials met with Salisbury School on 22 February and advised the Board.
30. We currently have two examples of combined Board of Trustees for national schools. Both have constitutions established under section 95 of the Education Act:
  - a. The combined Board of Trustees for Kelston and van Asch Deaf Education Centres. The combined Board consists of:
    - up to 6 Trustees elected by parents
    - the Principals of both schools
    - one staff representative
    - a student representative from each school
    - up to 4 members co-opted by the Board.
  - b. The Board of Te Aho o Te Kura Pounamu – The Correspondence School (Te Kura). Since 2001 this school has had a variety of constitutions. The most recent was approved in 2011. It creates a board that consists of:
    - a chairperson appointed by the Minister of Education
    - up to six members appointed by the Minister of Education
    - a staff representative who will not be replaced after his term expires in 2013.

## **Proposed process**

---

31. We propose that
- a. The combined Board of Trustees will consist of:
    - a chairperson appointed by the Minister
    - up to four members appointed by the Minister, having regard to the purpose of the board
    - the Principals
    - one staff representative nominated and elected by the staff of the schools
    - up to 3 trustees who can be co-opted by the Board to ensure that a range of perspectives and experiences are available.
  - b. You direct the Ministry to seek expressions of interest and provide you with a list people with the required skills who could represent the interests of parents and caregivers, the schools, and the Minister, including a person suitable to be the chair of the first Board.
32. A New Zealand Gazette notice will be provided once Salisbury School has completed the consultation.

## **Halswell Residential College's request to become coeducational and the future residential special schools network within the intensive wraparound approach**

---

33. The following options represent the alternatives for the future of residential special schools:
- a. Retain Halswell Residential College and Salisbury School as they currently are. Allow Halswell Residential College to enrol a limited number of girls in 2014 while safeguarding its single sex status. Both schools would continue on their current sites and both would be primarily single sex. Both schools are likely to have fewer students than last year because the IWS is expected to meet the needs of many students who would have gone to one of these schools.
  - b. Retain Salisbury School as it currently is, and initiate the process to change Halswell Residential College into a coeducational school. This option is supported by Halswell Residential College. Under this option Halswell Residential College's roll would grow a little as it would enrol students who would otherwise have gone to Salisbury School. The roll of Salisbury School would shrink as a result.
  - c. Commence a new process of considering closing one of either Halswell Residential College or Salisbury School, while the other becomes coeducational. In this case we have the findings of the SAMS evaluation and literature reviews showing disabled girls and boys can be safe in a coeducational school providing there are effective systems, policies and processes in place for preventing and dealing with students who are abused. We do not recommend this option and do not discuss it further.
34. Of the three options above, the first has the least risk of legal challenge.

35. The 2013 arrangements have meant that we have reduced the costs of residential special schooling and this has enabled a considerable expansion of the IWS. We have been able to expand the number of students that can be supported by the IWS from 100 to 220. In 2013 we are funding 140 places in residential special schools compared to 223 places in 2012. This is a transfer of funding for 83 students. In 2014 we expect to fund approximately 120 students<sup>5</sup> in residential special schools. This would mean that additional residential funding will then be transferred to the IWS.
36. The Ministry is currently undertaking a review of the residential special schools' funding and staffing in consultation with the three schools. This will provide a new model for funding the schools using an evidence-based rationale. The application of the new funding model is an operational decision that we plan to apply to the funding and staffing of the three schools' for the 2014 school year.

#### *Option A*

37. By the middle of this year we will have a better idea of what the rolls for the residential schools will be in 2014. After two rounds of the process that selects students for entry to the IWS, or to a residential special school, we are seeing less demand for Halswell Residential College and Salisbury School than we had anticipated and more for Westbridge Residential School. Therefore, it may be that Salisbury School and Halswell Residential College need lower notional rolls in 2014 while Westbridge Residential School may need a higher notional roll.
38. This option proposes that Halswell Residential College be allowed to take a limited number of girls in 2014. There was one instance since February 2013 where a coeducational alternative has been needed by the IWS. A situation arose where a girl required a residential option. Both the IWS psychologist and the parent of the child agreed the need for her to be at a residential special school. Salisbury School refused to take the student. The Ministry has powers to direct the school to take the child in these situations however the parent withdrew her permission. An alternative coeducational residential option was required at this time and a situation such as this could recur.
39. Halswell Residential College could be allowed to enrol a limited number of girls from the start of the 2014 school year. You can agree to do this under section 146A(3)(a) of the Education Act 1989 providing the proportion of girls maintains the single sex nature of the school. We would suggest that the number of girls would not exceed 40% of the actual number of boys at the school with a maximum of 5 girls. This will allow Halswell Residential College to embed new programmes for girls and for the IWS to have an alternative option for girls. To confirm this, sign the Gazette notice provided (Appendix Four).
40. Option A enables us to focus our energies on getting the best out of the IWS.

#### *Option B: Halswell becoming coeducational*

41. Halswell Residential College would like to proceed to become a coeducational school. Last year's decisions, on which schools were to close and which were to remain open, left Halswell Residential College open and expecting that it would become coeducational. Before deciding whether Halswell Residential College should become coeducational you need to consider:
  - The need for a coeducational school in the current residential special schools network and within the new wraparound approach.

---

<sup>5</sup> The further reduction being because Halswell was originally given a higher funding roll than it now needs, when we expected that it would take girls from Salisbury. It was not possible to change this with the timing of the judicial review decision.

- There are two residential special schools that take children with complex behavioural needs associated with an intellectual impairment. Salisbury School takes girls and Halswell Residential College takes boys. In February and March of this year the first two rounds of the newly formed Regional Prioritisation Panels for the IWS referred 9 students in total to the two schools. Halswell Residential College has 5 boys referred and Salisbury School has 4 girls referred. This means there is no pressing need for a coeducational school as the network can cope adequately with current demand.
- An alternative proposal allowing Halswell Residential College to take a limited number of girls is discussed as part of Option A, paragraphs 38 and 39.
- If you decide to continue with the process of Halswell Residential College becoming coeducational, Salisbury School will need to be consulted.

### An assessment of the options

42. Our assessment of the above options has been influenced by these considerations:
- Any option that involves Halswell Residential College becoming coeducational has a timing issue because, by law, the decision must be Gazetted by 1 August in order to take effect the following year.
  - A decision involving coeducational schooling requires you to be satisfied that any of the risks that are not present in a single sex environment are acknowledged, assessed and effectively mitigated.
  - The requirements of the residential special schools network in the context of the extended IWS. This takes into account the demand for residential schooling now that the IWS has been extended and is the first option available for children with complex needs.
  - Although the demand for places may not be high enough to show a need for a coeducational school, a need for an alternative option for girls has been demonstrated and if Halswell Residential College is allowed to enrol a limited number of girls it would provide that option.
43. The Ministry considers that time should be taken to allow the IWS model to move from being untested to fully tested, and wait for the results of the evaluation. We have a three year contract with the New Zealand Council for Educational Research (NZCER) that includes evaluation of the changes made by the expansion of the IWS.
44. A key issue that needed to be addressed is the potential of sexual risk to girls who were likely to enrol in Halswell Residential College should it become coeducational. The New Zealand evidence here is Professor Brigg's study that was based on interviews conducted in 2003 and 2004. It is therefore not based on the current cohort of students nor the schools' current policies and practices. When the research was published in 2006 it did not claim to be specifically about residential special schools although Professor Briggs has more recently declared that it is. The literature reviews carried out by the Ministry and SAMS confirm that intellectually impaired children can be safe in a coeducational environment where best practice systems, policies and processes are in place, and with well trained staff to carry them out.
45. While the Ministry is satisfied that a coeducational residential special school could be safely developed and that Halswell Residential College has this capability, the issue for the network of residential special schools is whether a coeducational school is needed, now the extended IWS is in place. In future there are likely to be fewer students at both

Halswell Residential College and Salisbury School and as the students will be part of the IWS we will be in a much better position to manage risk and monitor the wellbeing of individual students.

46. The residential special schools network would benefit from having a coeducational school as an additional option for parents and more flexibility for IWS referrals. However until we have data and evaluations available showing demands and trends for referrals to the IWS and residential special schools we cannot accurately estimate the demand for a coeducational school.
47. Accordingly, we recommend option a. That is, that there will be no further decisions regarding residential special schooling provision and that Halswell Residential College and Salisbury School will continue to be single sex schools. No change will be made to Halswell Residential College's single sex status at this time and it will be able to take a minority of girls from 2014 when the need arises for such an option. This will enable the IWS to settle in and allow the Ministry time to evaluate and assess its implementation, demand and outcomes. It also gives the Boards of all three schools the opportunity to focus on teaching students rather than responding to possible structural change.
48. Such a decision may also allow a more positive relationship to be established between the Board of Trustees and staff of Salisbury School and the Ministry. A more constructive relationship would be in the best interests of students.

#### **Communications**

---

49. We will review and update the Communications plan. We propose releasing proactively all the papers leading to this decision since 12 December 2012, including this education report, the Cabinet paper, the two literature reviews and the Standards and Monitoring Services safety evaluation report. This will be released on the Ministry's website.

#### **Risks**

---

50. Overall, there are few risks with the proposals in this paper.

**Table 1. Risks and Mitigations**

<b>Risk</b>	<b>Mitigation</b>
The Board of Halswell Residential College will be disappointed if its proposal to become coeducational is not supported at this time.	The Ministry will meet with the Board Chair and Principal to discuss the issue and explain the reasons for the decision, i.e. Salisbury School remaining open has negated the need for a coeducational school in the residential special schools network at this time.
A decision to agree to progress the process for Halswell Residential College to become coeducational requires consultation with Salisbury School. It is likely that Salisbury School will campaign against this using media and raise the issue about sexual abuse risks to girls in a coeducational environment	The Ministry can make the SAMS report and literature reviews public and develop a proactive communications plan.

<p>Delay in progressing the appointment of a single Board for Westbridge Residential School and Halswell Residential College will be a risk to progressing ongoing governance improvements for both schools.</p>	<p>A single Board of Trustees for Halswell Residential College and Westbridge Residential School can be established now, with Salisbury consulted immediately after the decision to be included at a later date.</p>
<p>The new governance arrangements may take some time to bed in.</p>	<p>This was the case with The Correspondence School (Te Kura) and has resulted in a number of changes to its constitution in recent years. In the case of Halswell Residential College and Westbridge Residential School both Board and Commissioner are supportive of the proposal and willing to support its success.</p>
<p>If Halswell Residential College is allowed to take a proportion of girls under section 146A(3)(a) of the Education Act 1989, Salisbury School may raise the safety issue for girls publicly.</p> <p>They may also see it as a threat to their roll.</p>	<p>There is now the SAMS evaluation report confirming Halswell Residential College can provide a safe coeducational environment, literature reviews are supporting this and the disability sector are strongly supportive.</p> <p>It will be made clear in all communications that Halswell Residential College will be used as an alternative option not as a priority so it will have minimal impact on Salisbury School's roll.</p>

### Financial implications

51. The proposals in this paper have no financial implications.



## Office of Hon Hekia Parata

Minister of Education  
Minister of Pacific Island Affairs

### NEW ZEALAND GAZETTE NOTICE

Education Act 1989

Halswell Residential College (522) Notice

Pursuant to section 146A(3)(a) of the Education Act 1989 I hereby declare that Halswell Residential College which is a single sex boys' school, will be able to enrol up to 5 female students. The number of girls enrolled will not exceed 40% of the actual number of boys enrolled at the school at any time. This will take effect from January 2014.

Dated at Wellington this            day of            2013.

Hon Hekia Parata  
Minister of Education