

Pupil Mobility and Zoning:

**Out-of-Synchronisation Enrolments in
Primary Schools
located near
High School 'Home Zones'**

~ an initial survey

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TABLE OF CONTENTS

1	ABSTRACT	3
2	INTRODUCTION	3
2.1	School Zoning	3
2.2	Pupil Mobility	4
3	METHOD	5
3.1	Subjects	5
3.2	Procedure	5
4	RESULTS	5
4.1	Origins	5
4.2	Reasons for Moving to this Location	6
4.3	Single-Sex versus Co-educational High Schools	7
4.4	Importance of High School Zoning	7
4.5	Timing of Enrolments	8
5	DISCUSSION AND CONCLUSION	9
6	REFERENCES	10
7	APPENDIX A : E-MAIL TO PRINCIPALS	11
8	APPENDIX B : SURVEY PACKAGE	11
9	RELEVANT SECTIONS OF THE EDUCATION STANDARDS ACT 2001	15
	Figure 1: Origins of mobile pupils	6
	Figure 2: Reasons for moving here	6
	Figure 3: Preferences of high school types against perceived importance of zoning	7
	Figure 4: Timing of transfers	8
	Table 1	8

1 ABSTRACT

150 families who had moved their children to primary schools within home zone locations of 'desirable' Christchurch high schools, at times 'out-of-synchronisation' with the start-of-year, were surveyed to find out how zoning might have impacted on their choice of home location. New Zealand citizens and permanent residents were included, but not fee-paying international students. Approximately 1/3 stated that zoning had been a factor in their decision-making, and 75% noted that it was an issue of some importance, at least. Liking for the area was also important. Families had often moved to access educational opportunities to meet their children's needs; planning more than a year ahead of high school entry, in many cases. Places in co-educational schools were hoped for twice as frequently as places in single-sex schools. They were also more likely to eventuate, given the location of these families. Places in girls' schools were fewer, and less likely to eventuate, than places in boys' schools. More families who held high school zoning to be important were from overseas, than from Christchurch or other parts of New Zealand. Out-of-synchronisation enrolments occurred throughout the year, with Year 7 / 8 pupils arriving in the later months when the ballot process for out-of-zone placements tends to occur. While pupil mobility is not yet at the 'turbulence' level experienced elsewhere, it would be wise for schools to plan proactive processes for smooth transfers throughout the school year.

2 INTRODUCTION

2.1 SCHOOL ZONING

School zoning has been a controversial and political issue in New Zealand for decades. McCullogh (1990) mapped the philosophies and changes in the context of Auckland secondary school zoning from the statements of C.E.Beeby (then Director of Education) in 1956 to the date of publication, predicting that the problems of zoning would continue into the 1990s. And so has proven to be the case. Various reports on the Smithfield project (e.g. Hughes, Lauder et al., 1994) and the research of Dr Liz Gordon (former colleague of Hughes and Lauder at the University of Canterbury Education Dept. and later Alliance Member of Parliament and Chairperson of the Parliamentary Education and Science Select Committee, 2000), (e.g. 1995) were of some influence in determining the direction of zoning policy. Leading up to the 2002 General Election, Bill English, leader of the National Party, attempted to use the promised abolition of zoning laws as an electoral enticement. The debate continued.

In 2000, as the new century had got underway, the Education Amendment Act was passed to re-introduce zoning legislation. The basic premise was that priority right of entry to state schools should be given to children living within clearly defined geographical boundaries around the school, agreed to by the school's Board of Trustees and the Ministry of Education. Prospective pupils living within the school's 'home zone' would be expected to apply by a set date, after which a ballot would be held for out-of-zone applicants for any places available. Schools were also expected to retain some places for students who moved into the zone after the ballot results were announced. Subsequent fine-tuning was made through the Education Standards Act 2001 (See Appendix D for relevant sections).

Although a number of primary and intermediate schools in Christchurch have enrolment schemes in place, in general it is the high school zoning which is causing anxiety and controversy for some families. One anticipated reaction to the new legislation was for families to move into the 'home zone' of their preferred high school, in order to secure a place. Certainly this is the impression gained via the media (e.g. Keen, 2002; Stirling, 2002) regarding the situation in Christchurch and elsewhere. Christchurch has traditionally experienced pressure of demand for places at some of its high schools; notably single-sex state schools (where places for

boys considerably outnumber places for girls). The media have focussed frequently on these schools, and they feature consistently in 21st Century real estate advertising. There are, in addition, several 'preferred' co-educational schools which experience similar demand pressure.

While the roll pressure on such high schools is obvious, there is a possible related pressure on their local primary and intermediate schools. When a child moves into the desired 'home zone' before the close-of-application date (mid-year), or indeed at any time of the year other than the usual starting date, s/he changes schools; entering classes where existing relationships and dynamics have been built up over time. These are then adjusted by his/her very presence. During Year 8, the final year of primary school, this can be unsettling and disruptive; particularly when the school enrolls a number of such arrivals. There is the potential for some schools close to 'desirable' high schools to become overcrowded by 'out-of-synchronisation' enrolments. This will not affect only the senior classes, since younger siblings may also be involved in the family move, and will add to the class rolls at the lower age levels in this, or a nearby contributing (Years 0-6) primary school.

2.2 PUPIL MOBILITY

Pupil mobility between school has always existed for a range of reasons: workforce-related/ relationship-related/ immigration-related etc. Recent studies in the U.K. (e.g. Strand (2002), Arkin (2002), Dobson (2001)) have examined the impact of children changing schools 'out-of-synchronisation' with their peers, on their achievement levels. The widespread belief amongst head teachers and inspectors, based on smaller -scale studies, was that the disruption to learning was considerable. However, when Strand (2002) controlled for such variables as baseline assessment results, and a range of disadvantaging factors (recent immigration, lack of fluency in English language, low income, poor school attendance etc.), he found that mobility effects on learning were low:

"In short, there is little evidence that change of school *per se* has a large impact on pupils' educational progress." (p. 75).

In the current context within Christchurch, then, perhaps the impact of moving schools during the primary school years need not, in itself, be a barrier to learning. There remains, though, the social impact on the child and siblings of leaving established networks and relationships and trying to 'break in' on long forged social dynamics in the new school setting; perhaps just a few months before having to do so all over again when starting high school. Their peers at both schools are affected by changing dynamics and, of course, the administrative and pastoral resources of schools may be stretched considerably. Dobson (2001) notes that high pupil turnover is now being included in Ofsted (Office for Standards in Education) reports on funding and staffing implications.

The present survey was carried out as an initial step to find out whether pupil mobility linked to high school zoning legislation was becoming an issue for primary schools in Christchurch geographically close to "desirable" high schools. A decision was made to focus on permanent residents and New Zealand citizens, rather than fee-paying international pupils for who, somewhat different patterns could emerge. It sought to provide answers to the following questions:

- How important is high school zoning in a family's decision to move house (and school)?
- Do different patterns/reasons exist for families who have moved from overseas, from elsewhere in New Zealand, or from within Christchurch?
- Are any patterns emerging about the times of year that pupils are changing schools?

3 METHOD

3.1 SUBJECTS

Maps and descriptions of 'home zones' were acquired from the Ministry of Education for the eight Christchurch high schools (four single sex and four co-educational) with enrolment schemes in place. These were used to identify twenty-seven primary/intermediate schools serving residential areas within the home zones of these "desirable" high schools. (It should be made clear here that it is the personal residential address of the family, rather than the primary school address, which provides home zone eligibility)

Introductory e-mail letters (see Appendix A) were sent to the principals of these primary schools, briefly outlining the purpose of the research and inviting them to seek further information. An information package was then posted out (Appendix B). A follow-up telephone call was made to each school to ascertain approximate numbers of survey forms required for families who had transferred to the school 'out of synchronisation' with the general cohort.

Of the initial twenty seven schools thus approached, seventeen chose to take part (twelve contributing, five full primary and no intermediate). They identified a total of nearly six hundred families at first, but this was reduced to four hundred and seventy-two eligible families, after discounting fee-paying international pupils.

3.2 PROCEDURE

The researcher personally delivered survey packages (explanatory statement, questionnaire and envelopes, as described and included in Appendix B) to each school. This was an important aspect of highlighting the profile of the survey to principals and office staff, in a bid for a good return rate. Attention was drawn to the incentive prize draw (\$30 book voucher) for participants. Draw entries were kept in quite separate envelopes from surveys, allowing for complete confidentiality. Approximately two weeks were allowed for surveys to be returned to the schools' offices and approximately a week later a research assistant arranged to collect the packages from each school. Some individual late responses were also posted directly to the researcher.

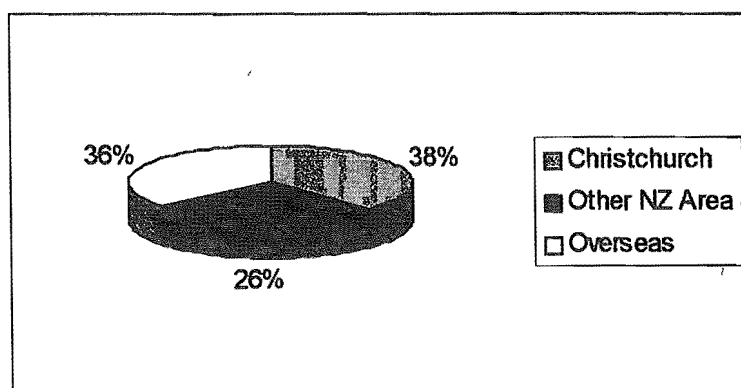
4 RESULTS

In total, one hundred and fifty families' responses were received, representing two hundred and twenty four children who had moved into these schools during the school year. This was approximately a 32% return; better than some principals had anticipated.

4.1 ORIGINS

Just over a quarter of the respondent families had moved from elsewhere in New Zealand. The remaining 74% were evenly divided between those from overseas, and those from other parts of Christchurch.

Figure 1: Origins of mobile pupils



4.2 REASONS FOR MOVING TO THIS LOCATION

55 families indicated that high school zoning had affected their choice of current address, while 95 stated that it had not. The latter group was asked to provide their main reasons for their choice. Respondents were able to include more than one main reason for their choice of home location.

Figure 2 (below) shows the distribution of reasons.

The area itself obviously played a large part in the choice of home location. Proximity to work and to family/friends were not cited as often as 'other' reasons, which consistently cited meeting children's specific needs at the primary school and/or future high school. Parents were planning to match schools to their perceptions of their children's needs, and had moved home and/or school to achieve this. Nearly all of these parents had made the move more than a year before their oldest child at the school was due to start high school.

Interestingly, 39 of the 55 families who had stated that zoning had affected their decision (and therefore were not required to respond to this question), nevertheless provided further reasons. 51 reasons were cited in total, with the percentage allocation being almost identical (within 2%) to the reasons given by those who said that zoning had not affected their decision. 80% of these families had moved more than a year before their oldest child at the school was due to start high school.

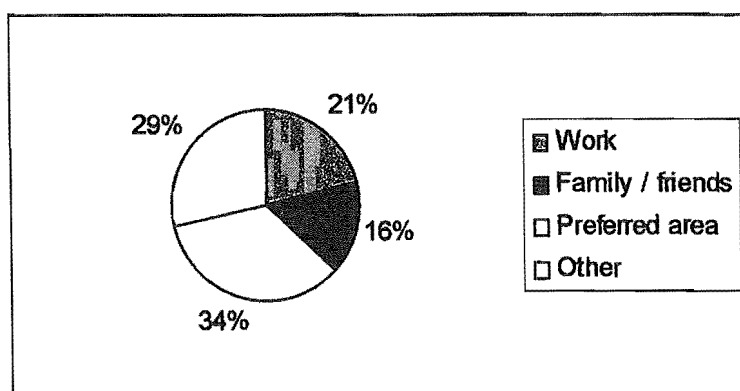


Figure 2: Reasons for moving here

4.3 SINGLE-SEX VERSUS CO-EDUCATIONAL HIGH SCHOOLS

51% of all respondents had a preference for co-educational (mixed sex) schools, 21% for single sex and 29% stated no preference.

The location of each primary school in the survey was examined in relation to the defined home zones of 'desirable' high schools. Likely access to these schools was determined by establishing that residential areas served by the primary school fell into the home zone of the high school. (It should be noted, however, that on some occasions the primary schools themselves were located outside of these home zones).

Of the seventeen primary schools, the pupils of two schools had access to three 'desirable' high schools, those of six schools had access to two, and the remaining nine schools had access to just one home zone. Access and choice was variable.

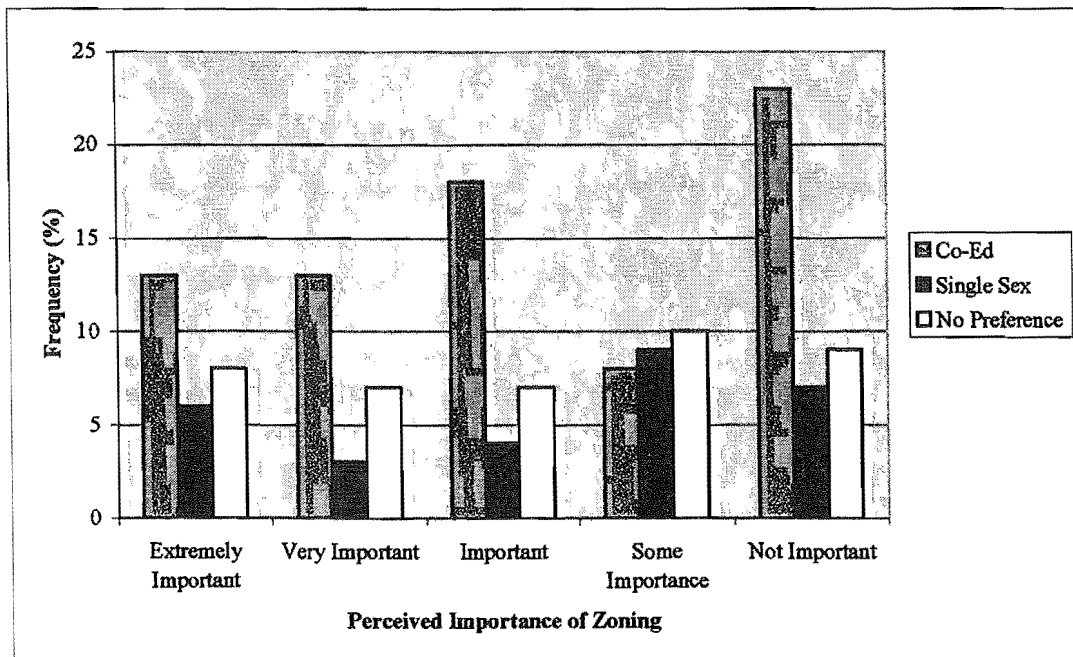
Looking more closely at the choice of high school type (single sex or co-educational) preferred, 82% of the families wanting co-educational schools had moved into locations which would allow them to make this choice. This accounted for half the entire sample, while 30% had no preference. Of the remaining 20% of the sample preferring single sex schools, 73% of the families had access to a single sex school, but, in most cases it was access to a boys' high school. For girls, the access rate was closer to 43%.

An interesting difference in reasons for moving emerged in families from different origins. For those moving from overseas and elsewhere in New Zealand, the location and proximity to work were most important. For those moving within Christchurch, other reasons (again relating to meeting children's specific needs) were dominant, followed by preference for the area.

4.4 IMPORTANCE OF HIGH SCHOOL ZONING

Of the one hundred and forty eight responses to this question 18.2% stated that it was extremely important; 16.2% very important; 19.6% important; 19.6% of some importance and 26.4% of no importance. Thus, almost 75% of the sample thought it an issue requiring consideration when moving house, and 54% an issue of substantial importance.

Figure 3: Preferences of High School Types against Perceived Importance of Zoning



For the 54% of respondents who regarded zoning as important to extremely important, there is a clear preference for co-educational schools over single sex schools. This preference is even more pronounced for those who stated that they did not consider zoning important.

Table 1

Origin and Perceptions of the Importance of Zoning

Origin	Perceived Importance of Zoning	
	Some → Extreme	None
Overseas	78%	22%
Elsewhere in NZ	69%	31%
Within Christchurch	71%	29%

Those moving from within New Zealand regarded zoning as less important to their decision-making than families moving from overseas.

However, for those 95 families who did consider high-school zoning important, an interesting difference arose between families of different origins, regarding the timing of their move in relation to when the oldest child was due to start high school. All families from within Christchurch moved more than a year before their oldest child was due to start high school. Planning ahead appeared to be occurring here. For families from elsewhere, some oldest children were in their final year of primary school.

4.5 TIMING OF ENROLMENTS

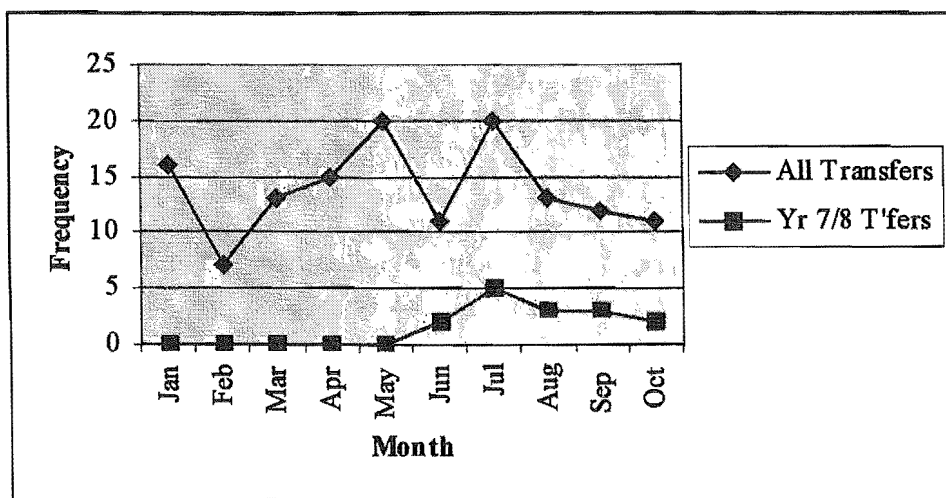


Figure 4: Timing of transfers

'Out-of-synchronisation' pupil transfers to these schools occurred throughout the year. Some of the late January enrolments might have been due to unexpected moves which occurred during the Summer break. Peaks occurred in May and July, which is the traditional time in which applications for high schools are lodged. The pattern for Year 7 / 8 enrolments shows a similar climb at this time. No children of this age had moved prior to June, but a steady 'trickle' continued to enrol after the initial high school place allocations were made. In itself this is not a large number of pupils, but it shows the existence of a pattern, which could potentially grow.

5 DISCUSSION AND CONCLUSION

A participation rate of > 32% would have been welcomed. Nevertheless, the sample size of this study was equal to that of a good-sized primary school (150 families / 224 pupils). Given the slightly controversial nature of the zoning issue, it is probable that some eligible families decided against participation to avoid any chance of being identified; despite the guarantee of confidentiality. 130 families of fee-paying pupils which had initially been identified by some schools, were also excluded from the study. When these enrolments are added to those of the survey respondents, it can be seen that 'out-of-synchronisation' pupil mobility is indeed becoming a feature that should be planned for on an ongoing basis. This may require the formulation of policies to smooth transitions as much as possible for both the new enrolments, and the school communities that they are joining. It is to be hoped, however, that New Zealand schools do not reach the 80% turnover ('turbulence') level experienced by some British schools (Revell, 2002).

Planning educational opportunities for their children did play a significant part in families' decisions to move to particular locations, as well as their liking for the area. For the two-thirds who did not include high school zoning as a major reason, meeting their children's educational needs by finding schools to suit them, was important. Many of the families (particularly those from Christchurch) had planned ahead; timing their move to allow children to settle.

In Christchurch, media reports tend to focus, at least initially, on the traditional single-sex schools, whenever zoning issues arise. This study sought to investigate the extent to which these parents who had moved, and who had stated that zoning was a reason, hoped to send their child/ren to co-educational or single-sex schools. It appeared that half of them wanted co-educational, a quarter single-sex, and the rest had no clear preference (they presumably simply wanted what they perceived as a 'good' school). Most (83%) of those wanting co-educational schools were likely to be successful, but for those wanting single-sex schools, the chances were not so great – especially for girls (43%). This inequality of access reflects the smaller 'home zones' around girls' high schools, and the fewer available places than in boys' high schools.

The number of families from overseas who held zoning to be important, was greater than those from within New Zealand who held the same view. This was contrary to the researcher's expectation that families moving within Christchurch would be the largest group seeking specific 'desirable' high school places. It may be that most New Zealand families are reactive, and move to the new zone during the summer break, after out-of-zone ballot places are filled. Siblings at the contributing schools would then be 'in-synchronisation' with their new peers, and would therefore not show up in this study. Some families did enrol children in their last few months of primary school, possibly causing social upheaval which the 'reactive' families may wish to avoid.

Schools and parents want the best for children. Government policies are intended to support communities; both at local and national level. Yet it is inevitable, that in the attempt to establish the sort of equilibrium and equality between schools that the Smithfield studies and others promoted, the needs of individuals (such as those living 'out-of-zone' for the schools which their families perceive will best suit them) will be overlooked. Ways to overcome this will always be sought. Pupil mobility is one such example, and even this small-scale survey indicates that it has a potentially significant impact on both the 'desirable' high schools, and the contributing primary schools in their neighbourhoods. 'Out-of-zone' primary schools may also be impacted on if their rolls drop as pupils move away. Future large-scale tracking of such movements would help all these schools to anticipate and plan for such movements; thus minimalising any disruption to the learning and socialisation of our children.

6 REFERENCES

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Acknowledgements:

Many thanks to the Ministry of Education, Christchurch, for providing maps and descriptions of home zones for high schools with enrolment schemes in place.

Thanks also, of course, to the schools and families who participated in this survey.

7 APPENDIX A : E-MAIL TO PRINCIPALS

I am currently setting up a short survey to examine some of the movements of children into primary schools, particularly at times other than the start of the year.

Next week I will post you a letter explaining the research in more detail. It will not be onerous, and I do hope that you will agree to be involved. I can be contacted by e-mail or phone (343-7780 ext. 8287#) if you require further information.

Many thanks,

Sue Bridges
Lecturer, Chch Coll. of Ed.

8 APPENDIX B : SURVEY PACKAGE

6th September 2002.

Dear

Here is the further information about my survey that I mentioned in my recent e-mail. Please find enclosed:

- Explanatory Statement for Principals
- Explanatory Statement for Parents/ Guardians whose Children have Enrolled after the Start of the School Year
- Copy of the 1 page questionnaire for Parents/Guardians

As you will read, all that **you** need to do is let me know how many families have enrolled at your school since the start of the year. Early next term I will provide packages for each participant, including the explanatory statement, a copy of the questionnaire, a sealable envelope and an entry card for the prize draw. Completed questionnaires and prize entries need to be left at your school office by Friday 25th October. I will provide a large envelope to store them in, and will collect them in Week 4 of next term.

Thank you very much for your consideration of this survey. I will contact you soon to find out how many participant packages you require.

Sue Bridges

Chch. Coll. of Ed.

Explanatory Statement for Principals

September 2002

Project Working Title: The effects of zoning legislation on the rolls of primary schools ~ an initial survey

My name is Sue Bridges. I am a lecturer in the School of Primary Teacher Education at the Christchurch College of Education. My background in educational research includes work for my M.Ed.(dist.) and Dip. Ed. Management, as well as being the 1992 Research Affiliate for the Education Department, University of Canterbury. In the latter role, my report on the impact of Tomorrow's Schools on teachers' workloads was well received, and subsequently, I am told, was used as part of the evidence which gained pay parity for primary teachers.

I am currently interested in carrying out an initial survey to identify any possible trends in pupil movements between primary schools, which might be linked to recent zoning legislation. It has been postulated that movements into high school residential zones could lead to increased rolls in some primary schools, and that other schools could experience a declining roll as families move away to ensure their first choice of high school. Where younger siblings were involved in the family move, this would affect levels other than Year 8.

Hopefully, all schools which agree to be involved, will be willing to encourage the families who have joined their school after the start of the year, to voluntarily fill in a brief questionnaire. It seeks to determine how important school zoning is, in their decision to move. This should take only a few minutes to complete at most. All those who complete and return the questionnaire will be eligible for a prize draw for a \$30 book voucher. Questionnaires will be sealed, then given to the school to pass on to me. No individual families will be able to be identified.

In addition to the parent surveys, schools may be asked to briefly indicate the change in enrolment patterns that they have noticed since zoning legislation was introduced, and any special accommodations which may have been required.

All school results will be coded, so that general trends, rather than information about specific schools or families, are reported. Survey results for each school will be collated, then made available to the school, with no identification of individual families. It is hoped that such information could be useful to schools for their future planning.

If you have any queries or would like to be informed of the aggregate research finding, please contact telephone 343 7780 ext. 8287#.

Should you have any complaint concerning the manner in which this research project no. 09 29 5937 is conducted, please do not hesitate to contact the Ethical Clearance Committee.

The Secretary
Ethical Clearance Committee
Christchurch College of Education
PO Box Box 31-065
Christchurch 8030

Telephone: (03) 343 7707
Fax: (03) 343 7789
E-mail: regina.townshend@cce.ac.nz

Thank you.

Sue Bridges

Explanatory Statement for Parents / Guardians whose Children have Enrolled after the Start of the School Year

September 2002

My name is Sue Bridges. I am a lecturer in the School of Primary Teacher Education at the Christchurch College of Education. I am currently interested in carrying out a survey to examine the movements of pupils between primary schools.

Schools which have agreed to take part in the voluntary survey, will offer a short (5 minute) questionnaire to parents who have enrolled their children at any time other than the start of the school year. The questionnaire is designed to find out what sorts of reasons families have for choosing new home locations. All information is completely confidential, and families cannot be identified. Anyone who completes and returns the questionnaire by the closing date, is eligible for a **\$30 book voucher prize draw**. Parents who choose to take part will return the questionnaire in a sealed envelope, which is then passed on to me. Results provided to schools and published in the report will be of general trends, so that individual and personal responses remain confidential.

The questionnaires will be available early in term 4.

If you have any queries or would like to be informed of the research findings, please contact telephone 343 7780 ext. 8287#.

Should you have any complaint concerning the manner in which this research project no. 09 29 5937 is conducted, please do not hesitate to contact the Ethical Clearance Committee.

The Secretary
Ethical Clearance Committee
Christchurch College of Education
PO Box Box 31-065
Christchurch 8030

Telephone: (03) 343 7707
Fax: (03) 343 7789
E-mail: regina.townshend@cce.ac.nz

Thank you.

Sue Bridges
Ph. 343 7780 ext. 8287#

1. When did you enrol your children at **this** school? (month/year) _____/_____

2. Did you move to this school from ... (please circle)

- | | | |
|----------------------------------|-----|----|
| a. another country? | Yes | No |
| b. another New Zealand location? | Yes | No |
| c. another part of Christchurch? | Yes | No |

If Christchurch → What school/suburb did you move from? _____

3. Did high school zoning affect your decision to move to your current address?
(please circle) Yes No

If your answer is **Yes**: please answer questions **3a & 3c**

If **No**: please go to questions **3b & 3c**

3a. When will your oldest child at **this** school start high school?
(please tick box)

- i) Within six months of enrolling at this school
- ii) Between six and twelve months after enrolling at this school
- iii) More than one year after enrolling at this school

3b. What were your main reasons for moving here? (please tick box/es)

- i) Close to work
- ii) Close to family/friends
- iii) Preferred to live in this area
- iv) Other (feel free to explain)
-
-

3c. How important was high school zoning for your family in choosing your current home?
(please tick one box)

Not important Some importance Important
Very important Extremely important

4 a. What type of high school; would you prefer for your child/children? (please circle)

- i) single sex (boys or girls) ii) co-educational (boys and girls) iii) no preference

b. What high school system will you use for your child/children? (please circle)

- i) state ii) private

c. Please add any comments you would like to make about school zoning:

5a. How many children do you have at **this** school? _____

b. What years are they in? - (please enter **G** for **girl** or **B** for **boy**)

Year 0-1 Year 2 Year 3 Year 4
Year 5 Year 6 Year 7 Year 8

Thank you for your help.

Remember - this information is confidential and will not be tracked or passed on individually.

Please seal this questionnaire in the envelope provided. Return it, and the completed prize draw form, to the school office by October 25th to be in the draw for a \$30 book voucher.

9 RELEVANT SECTIONS OF THE EDUCATION STANDARDS ACT 2001

EDUCATION STANDARDS ACT 2001

PART 1 - SUBSTANTIVE AMENDMENTS TO PRINCIPAL ACT

4. Restriction on attendance at certain schools –

Section 3A of the principal Act is repealed.

Enrolment schemes

5. Effect of home zone –

Section 11D(2)(b) of the principal Act is amended by adding the word “; or” and by adding the following paragraph:

“(c)if –

“(i)the student has been excluded or expelled from another school (school A); and

“(ii)the principal of the school at which the student wishes to enrol agrees, by arrangement with the principal of school A, to enrol the student; and

“(iii)the Secretary endorses the proposal.”

6. Instructions and guidelines on operation of enrolment schemes –

Section 11G of the principal Act is amended by repealing subsection (3), and substituting the following subsection:

“(3)The Secretary may issue guidelines to state schools about any or all of the following matters:

“(a)the basis on which the Secretary's powers in relation to enrolment schemes may be exercised (including, in particular, the power in section 11P(2)(a) relating to the determination of whether an applicant lives within a home zone or outside it):

“(b)the kinds of amendments to enrolment schemes that are minor amendments for the purpose of section 11MA, or the criteria for deciding what is a minor amendment, or both:

“(c)the manner in which schools must conduct reviews under section 11OA (which relates to the review of a student's enrolment).”

7. New section 11MA inserted –

The principal Act is amended by inserting, after section 11M, the following section:

“11MA. Making minor amendments to enrolment schemes –

“(1)A state school that wishes to make a minor amendment to its enrolment scheme may make it using the procedure set out in subsection (2) instead of going through the process set out in sections 11H to 11J.

“(2) In order to make a minor amendment to its enrolment scheme under this section, a school must—

“(a) apply to the Secretary for confirmation that the proposed amendment is minor; and

“(b) on receiving confirmation from the Secretary, give notice of the proposed amendment; and

“(c) forward to the Secretary any written comments or queries received by the school regarding the proposed amendment; and

“(d) adopt the amendment by resolution of the school's Board.

“(3) A school may not adopt an amendment under subsection (2)(d) unless—

“(a) at least 1 month has passed since notice of the proposal was given; and

“(b) the Secretary has, after that time, given approval for the amendment to be incorporated.

“(4) At any time before the amendment is incorporated into the enrolment scheme, the Secretary may advise the school that the proposed amendment is not minor, in which case the school may not adopt the amendment without going through the process set out in sections 11H to 11J.”

8. Enrolment may be annulled if based on false information—

(1) The heading to section 11O of the principal Act is amended by adding the words “or temporary residence”.

(2) Section 11O of the principal Act is amended by inserting, after subsection (1), the following subsection:

“(1A) The Board of a state school that has an enrolment scheme may, subject to subsection (4), annul the enrolment of a student if, following a review under section 11OA, the Board determines that the student has used a temporary residence for the purpose of gaining enrolment at the school.”

(3) Section 11O of the principal Act is amended by repealing subsections (4) and (5), and substituting the following subsections:

“(4) If the Board annuls an enrolment under any of subsections (1), (1A), or (3), the annulment takes effect 1 month from the date on which the Board decides to annul the enrolment.

“(5) A Board that annuls the enrolment of a student must immediately—

“(a) advise the student's parents, in writing, of the date of annulment and the date on which it takes effect; and

“(b) advise the Secretary of the name of the student and the date of annulment.”

9. New section 11OA inserted—

The principal Act is amended by inserting, after section 11O, the following section:

11OA. Review of student's enrolment—

(1) The Board of a state school that has an enrolment scheme may issue the parents of a student enrolled at the school with a review notice under this section if—

(a) the student was enrolled at the school on the grounds that he or she lived in the school's home zone; and

(b) the student has, since enrolling at the school, moved out of the school's home zone; and

(c) the Board believes on reasonable grounds that the student has used a temporary residence within the school's home zone for the purpose of gaining enrolment at the school.

(2) On receipt of a review notice, a parent who wishes to rebut the Board's view may make submissions to the Board in whatever manner he or she considers appropriate, and the Board must, in accordance with any guidelines issued under section 11G(3)(c), give the parent every reasonable opportunity to explain the situation.

(3) The Board may exercise its power under section 11O(1A) to annul the student's enrolment if, no earlier than 10 school days after the date on which the review notice was sent, the Board determines that the student has used a temporary residence within the school's home zone for the purpose of gaining enrolment at the school.

(4) Every review notice must—

(a) be in writing; and

(b) be sent by any 1 or more of post, fax, or email to the student's parents; and

(c) advise the parents of the effect of the notice, and explain what the parents may do next."