

Burnside Primary School – Rationale for change

This document has been prepared to assist discussions with parents and communities about proposals for education renewal for greater Christchurch.

Why is change needed?

A strong education network is vital for the renewal of greater Christchurch.

The extent of damage and ongoing impact of people movement in the wake of the 2010 and 2011 earthquakes mean it cannot be restored to the way it was.

We need to accept in areas that have been depopulated we will have to do things differently, which will inevitably mean some change to services. The viability of existing individual schools and increased demand for new schools are a key consideration going forward.

The earthquakes, while devastating, have provided an opportunity beyond simply replacing what was there, to restore, consolidate and rejuvenate to provide new and improved facilities that will reshape education, improve the options and outcomes for learners, and support greater diversity and choice.

Education renewal for greater Christchurch is about meeting the needs and aspirations of children and young people. We want to ensure the approach addresses inequities and improves outcomes while prioritising action that will have a positive impact on learners in greatest need of assistance.

With the cost of renewal considerable, the ideal will be tempered by a sense of what is pragmatic and realistic. Key considerations are the practicalities of existing sites and buildings, the shifts in population distribution and concentration, the development of new communities and a changing urban infrastructure.

Innovative, cost effective, and sustainable options for organising and funding educational opportunities must be explored to provide for diversity and choice in an economically viable way.

Discussions with schools, communities and providers within learning community clusters have and will continue to be key to informing decisions around the overall future shape of each education community. Ways to enhance infrastructure and address existing property issues, improve education outcomes, and consider future governance will form part of these discussions which are running in parallel to consultation around formal proposals.

“We have a chance to set up something really good here so we need to do our best to get it right” – submission to Directions for Education Renewal across greater Christchurch.

Why is it proposed my school close?

People movement and land and or building damage as a result of the earthquakes are the catalysts for change across the network across greater Christchurch.

Many school buildings suffered significant damage, school sites have been compromised and there were 4,311 fewer student enrolments across greater Christchurch at July 2012 compared to July 2010¹.

Even before the earthquake there were around 5,000 spaces already under-utilised in the network.

Burnside Primary School is an older school, established in 1955 on a large site. It is in close proximity to number of other schools.

The indicative costings for remediation, which are derived from a series of reports from a range of property professionals, total \$8.9 million. Burnside Primary School is heavily infested with borer, and will also require earthquake strengthening.

Given the schools age, and condition, and significant investment needed to achieve the modern learning environment vision for greater Christchurch schools, one approach would be to rebuild the school.

Whilst building a new school of similar size would be cheaper than remediating the existing buildings, it would be difficult to justify this investment given the surplus capacity that already exists in this cluster.

Because significant future growth is not anticipated within the Burnside cluster, building a new school on the Burnside site would have a significant impact on the two primary schools nearby.

Land

Surrounding land is predominately CERA technical category 2 (TC2).

While geotechnical considerations are unlikely to be a significant factor at this site currently, preliminary assessments suggest further investigation will be required if future development is undertaken.

Buildings

The buildings on the Burnside Primary School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to replacing brick veneer.

Some buildings will also require earthquake strengthening. Detailed Engineering Evaluations (DEE's) have commenced and are scheduled for completion for early 2013; these reports will confirm the exact scale of this work.

The school property is also heavily infested with borer which was uncovered during the condition assessments which followed a review of all school buildings in the wake of each earthquake event.

¹ This figure includes international fee-paying students.

No weather tightness issues were identified during the national survey. However issues have subsequently been identified as part of the building condition report to further investigate the borer issues.

The ten year estimate of costs to remediate all school buildings is just under \$9 million dollars. This exceeds the cost of a full replacement of all buildings.

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for Burnside Primary School	\$8.9 million
<i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed.</i>	

The majority of the above cost is structural strengthening and works associated with borer remediation.

**These preliminary cost estimates are based upon information, data and research carried out by external parties. They are dependent on the information and assumptions included. While these results may vary as further information and/or assumptions are modified, these preliminary estimates will continue to provide the initial basis for costs of these projects.*

Cost estimate information

For condition assessment – a physical site inspection was undertaken of every building to evaluate the anticipated maintenance requirements at each school for the next 10 years.

For assessing earthquake damage – the recording and quantifying of earthquake damage and indicative repair costs from all events was undertaken. These reports were reviewed by professional loss adjustors and are being used to support the Ministry's insurance claim.

For assessing structural strengthening – Information gathered via a national desktop study and during site visits by project managers and engineers has informed indicative assessments around strengthening which have been, or are being confirmed through the Detailed Engineering Evaluation (DEE) process. All follow up site specific invasive investigations are being carried out by qualified engineers who interpret the findings and recommend further testing as appropriate.

For assessing weather tightness – cost estimates were developed as part of a national survey of all school buildings. Further detailed assessments were carried out on buildings identified through this exercise.

People

Burnside Primary School had a roll of 210 at July 2012, which is smaller than the roll in 2008.

It is in close proximity to a number of other state primary schools such as Wairakei School, Fendalton Open Air School and Westburn School.

The data below shows many of the local schools are already drawing from the immediate catchment of Burnside Primary school.

Rolls of schools in the cluster: July rolls 2008, 2010, 2012²

School Name	Type	Authority	2008	2010	2012
Christ The King School (Burnside)	Full Primary (Year 1-8)	State: Integrated	307	319	313
St Patrick's School (Bryndwr)	Full Primary (Year 1-8)	State: Integrated	157	158	154
Burnside Primary School	Contributing (Year 1-6)	State	245	292	210
Fendalton Open Air School	Contributing (Year 1-6)	State	498	492	471
Waimairi School	Contributing (Year 1-6)	State	441	467	463
Primary Total			1,648	1,728	1,611
Cobham Intermediate	Intermediate (Year 7 and 8)	State	702	687	663
Intermediate Total			702	687	663
Allenvale Special School & Res. Centre	Special School	State	127	124	131

Student Distribution patterns³

Analysis of July 2012 student address data shows around 82% of year 1-6 students living within a 1 km radius of Burnside Primary School attended a state school, 10% were enrolled at state integrated schools and a further 7% at private schools.

Schools with the highest number of year 1-6 students living in the Burnside Primary School cluster catchment.

School	Authority	# students ⁴	% ⁵
Fendalton Open Air School	State	128	27%
Burnside Primary School	State	84	18%
Westburn School	State	66	14%
Ilam School	State	42	9%
Christ The King School (Burnside)	State Integrated	34	7%
Wairakei School (Christchurch)	State	20	4%
Medbury Preparatory School	Private	16	3%
St Andrew's College (Christchurch)	Private	12	2%
Elmwood Normal School	State	7	1%

² July School Rolls are total July rolls, excluding foreign fee paying students.

³ Analysis includes all crown 'funded' students only, i.e. regular, regular adult, returning adult & extramural. It reflects the student's home address – which bears no relationship to the school they were enrolled at. Not all student records were address matched.

⁴ Number of all year 1-6 students that attend a nearby school

⁵ Percentage of all year 1-6 students that attend a nearby school

School	Authority	# students ⁴	% ⁵
St Patrick's School (Bryndwr)	State Integrated	6	1%

Of the students living within a 1 km radius of Burnside Primary School just under a third (27%) were enrolled at Fendalton Open Air School and approximately 18% at Burnside Primary School. The remainder were spread across other schools.

Population change⁶

There has been a small decline in the number of year 1-15 students living in the Burnside cluster catchment from 3,009 in March 2010 to 2,829 in March 2012, based on roll return student address data.

This indicates there has been little change in the total number of students residing in the Burnside cluster catchment in the wake of the Canterbury earthquakes.

There is no large scale greenfield residential development planned for the Burnside cluster catchment though there is projected to be a small increase in household numbers of around 150 by 2021⁷.

Household numbers are projected to grow by a further 300 by 2041.

Note: The timing of growth is influenced by a number of factors such as economic and social determinants many of which remain uncertain following the earthquakes.

The Ministry will continue to work with agencies such as Christchurch City Council and CERA on projected population change.

What would proposed closure mean for the school and its community?

Approximately 42% of Burnside Primary School students reside within a 1 km radius of Burnside Primary School (July 2012 student address data).

If Burnside Primary School were to close 73% of Burnside students would be within 1 km of Wairakei School, Fendalton Open Air School or Westburn School.

If Kendal School (which is in the Roydvale cluster and is also proposed for closure) and Burnside Primary schools were both to close, approximately 99% of year 1-6 students living in the Burnside cluster would still live within 1 km of a remaining state primary school.

This means that even if Burnside Primary School was to close, there are other state primary schools nearby for students to attend.

Wairakei School is likely to receive enrolments from students who might otherwise have enrolled at Burnside Primary School as well as Kendal School, which is also proposed for closure.

Based on July 2012 student distributions, approximately 36 Kendal School students and 103 Burnside Primary School students live within 1 km of Wairakei School. Approximately 30 of these students also reside within 1 km of Isleworth School.

⁶ March data has been used for the comparison across the period 2010 to 2012, as no relevant historical July student address data exists.

⁷ Source: Greater Christchurch Household Scenarios 2011-2041, Prepared for the UDS Partners, March 2012. Figures quoted are based on the 'BAU Quick Scenario' household projections and are compared to pre-earthquake 2011 household data.

Rolls of schools likely⁸ to receive enrolments of Burnside students if the school were to close: Total July rolls 2008, 2010, 2012

School Name	Authority	2008	2010	2012
Fendalton Open Air School	State	498	492	471
Wairakei School (Christchurch)	State	231	236	233
Westburn School	State	456	428	445
Total		1,185	1,156	1,149

Closing Burnside Primary would enable funding to be invested in the nearby schools where the majority of the learners would most likely go, and into the network generally to provide modern learning environments for a larger number of students.

Safe and inspiring learning environments are key to meeting the New Zealand Property vision for greater Christchurch schools, which means:

- Ensuring any health and safety and infrastructural issues are addressed
- Taking into account whole of life cost considerations, to allow cost over the life of the asset, rather than initial capital cost to drive repair or replacement decisions
- Enabling all entitlement teaching spaces to be upgraded to meet the 'Sheerin' Core modern learning environment standard – which has a strong focus on heating lighting, acoustics, ventilation and ICT infrastructure upgrades.

This will include the provision of appropriate shared facilities across schools within a cluster that can be used by both schools and the community and other agencies as appropriate.

The Ministry will ensure appropriate provision for learners within this cluster to support any changes that may result from consultation.

The Ministry will provide information around enrolment options to families and provide required support.

The provisions of the respective employment agreements will apply for staff.

If a decision to close is made the school property will go into a disposal process.

How would the proposed closure of my school fit into the overall plan for my learning community cluster?

Renewal focuses on the cluster of provision within an education community and the collective impact of people movement and land and building damage across the entire provision within the cluster.

The future of your learners should continue to feature in the wider cluster discussion.

In the first instance this is because the cluster may have thoughts it wishes to contribute during consultation around alternative options that will meet the overarching needs of this cluster to not only revitalise infrastructure but also enhance educational outcomes across this education community.

⁸ Based on where students currently live

The cluster will also need to consider how learners might be accommodated in the future should a decision be made to close the school. The cluster would want to consider how enhanced provision that might be required to support moving student populations might look.

How would the proposed closure of my school fit into the overall plan for the network as a whole?

Students that may have otherwise enrolled at Burnside Primary School would be accommodated within the remaining schools within the area.

Facts and Figures

School Rolls are confirmed total 1 July rolls, excluding international fee paying students.

Student Distribution data is drawn primarily from the address matched July 2012 School roll return dataset (excluding international fee paying students). Where March 2010 and March 2012 student address data has been used, the use of these datasets is indicated.

Individual student records have been cleaned of all sensitive data and address matched (geocoded) to street addresses. Not all student records were address matched, as some records were not able to be geocoded, and student records identified with a privacy risk indicator have been excluded from the data. Across all schools in greater Christchurch, approximately 95% of records were address matched.

Where a school has an enrolment scheme, this is legally defined in a written description and is available from the relevant school. School enrolment scheme “home zones” or “school zones” are legally defined in the written description, and the display of any enrolment zone in a map is only a visual representation of the written description. School enrolment schemes, enrolment zones, and associated maps are reviewed periodically

Land and infrastructure information has been drawn from a variety of sources as outlined above.

Utilisation: The amount of student space being used (peak roll) as a percentage of the total student spaces available. Total student space has been based on the number of classrooms as at February 2012.

Peak rolls used: Primary – the October 2011 roll

Secondary and Intermediate – the March 2012 roll return

Relevant reports and documentation will be provided.

Contact us

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