

Central New Brighton – 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 merge?

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.

The Brighton cluster comprises four year 1-8 state primary schools, which are some of the schools which have suffered most earthquake damage. These schools are situated in an 8 km stretch of land which is separated from the rest of Christchurch by an area of red zone and an estuary. This is likely to constrain future population growth.

Student numbers fell by over a third between July 2010 and 2012 in Central New Brighton School. Overall, the rolls of the four primary schools in the cluster fell by 165 students between July 2010 and 2012.

The older age of school buildings in Brighton mean they need significant earthquake strengthening. It is not considered cost effective to repair existing buildings; the cost of earthquake repairs alone would exceed the cost of building a new full primary school.

Instead, it is proposed to merge the four schools in the cluster onto two sites to allow significant investment in modern learning environments for students in Brighton.

Merging South New Brighton School with Central New Brighton School on the larger South New Brighton site would support enhanced provision.

Land

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

The school site has performed very well during the recent earthquakes.

Only minor structural damage has been sustained and no liquefaction or lateral spreading has been observed / reported during the earthquake sequence.

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

Buildings

The buildings on the Central New Brighton School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to re-levelling a room.

Some buildings will require earthquake strengthening. Detailed Engineering Evaluations (DEE's) have yet to commence, but are scheduled for completion for end 2013; these reports will confirm the exact scale of this work.

¹ This figure includes international fee-paying students.

There are currently no weather tightness issues known at the school as assessed by the national survey and subsequent inspections.

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for Central New Brighton School	\$4.4 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 above is made up of structural strengthening works.

**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 school buildings. Further detailed assessments were carried out on buildings identified through this exercise.

People

The aggregated July 2012 rolls of Central New Brighton School and South New Brighton School have decreased by 125 since July 2010.

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

School Name	Type	Authority	2008	2010	2012
New Brighton Catholic School (Chch)	Full Primary (Year 1-8)	State: Integrated	178	184	121
Central New Brighton School	Full Primary (Year 1-8)	State	160	180	119
Freeville School	Full Primary (Year 1-8)	State	333	300	299

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

School Name	Type	Authority	2008	2010	2012
North New Brighton School	Full Primary (Year 1-8)	State	258	261	222
South New Brighton School	Full Primary (Year 1-8)	State	491	517	453
Primary Total			1,420	1,442	1,214
Nova Montessori School	Full Primary (Year 1-8)	Private	50	43	34

Student Distribution Patterns³

Analysis of July 2012 student address data shows that around 88% of Year 1-8 students living in the Brighton cluster catchment attended a state school, 11% were enrolled at state integrated schools and the remaining 1% at private schools.

Schools with the highest number of enrolments of year 1-8 students living in the Brighton cluster catchment.

School	Authority	# students ⁴	% ⁵
South New Brighton School	State	372	30%
North New Brighton School	State	192	15%
Freeville School	State	184	15%
Chisnallwood Intermediate	State	86	7%
New Brighton Catholic School (Chch)	State Integrated	64	5%
Central New Brighton School	State	62	5%
Parkview School	State	52	4%
Burwood School	State	20	2%
Windsor School (Christchurch)	State	20	2%
Hillview Christian School	State Integrated	19	2%

Enrolments at the four local state schools equated to 65% of all year 1-8 students living in the Brighton cluster catchment.

Of these approximately 30% were enrolled at South New Brighton School, 15% were enrolled at North New Brighton School, with a further 15% at Freeville School. The remainder were spread across other schools.

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 1-8 students in the cluster catchment who attend a particular school

⁵ Percentage of all year 1-8 students in the cluster catchment who attend a particular school

Population change⁶

Percentage of student address records in red zones within the cluster⁷

There has been a decline in the year 1-8 student population in the Brighton cluster catchment from 1,530 in March 2010 to 1,232 in March 2012, based on address matched roll return data⁸.

There are significant areas of red zone land in the Brighton cluster.

As at March 2010 approximately 18% (281) of students within the Brighton cluster were within the area now classed as CERA "Red Zones". By March 2012 this reduced to 8% (98 students) of year 1-8 students (based on EPS address records).

This shows that while the majority of students have left their red zone residences, a significant number of families remain in these areas at this stage.

The number of year 1-8 students residing in the northern part of the Brighton cluster catchment has decreased by around 130 between March 2010 and March 2012.

In the southern part of the Brighton cluster (from a line south of the southern end of Rawhiti Domain) there are around 160 fewer year 1-8 students in March 2012 compared to March 2010.

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

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

Approximately 44% of Central New Brighton School students reside within a 1 km radius of Central New Brighton School.

3% of Central New Brighton School students reside within a 1 km radius of South New Brighton School.

If Central New Brighton School and South New Brighton School were to merge on the South New Brighton School site approximately 156 students who currently reside within a 1km radius of Central New Brighton School would then be more than 1km from a state primary school.

Based on July 2012 student address data analysis, the proposed merger onto the South New Brighton site would mean around 43% of year 1-8 students living in the southern end of the Brighton catchment would live within 1 km of a state primary school.

Merging Central New Brighton School would enable funding to be invested in South New Brighton School where the majority of 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

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 CERA Red Zone data at 24 August 2012

⁸ Note this is a count of student address data points, not total school roll.

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- 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.

An effective merger brings together the strengths of both schools. The particular programmes which are run in the merged school are decisions made by the board of the continuing school, however, it is likely the successful programmes, culture etc which have been developed within either school would be continued in the merged school.

The Ministry would expect a merged school would want to work with all learners in its community.

If a merger is to proceed the move would not be piecemeal.

The Board of the continuing school would discuss an implementation plan for the merger with the Ministry. This would then be implemented.

If a final decision to merge is made by the Minister, and gazetted, the board of the continuing school or a new board as appropriate, would oversee the process. This will include decisions around school name, uniform, branding etc.

There must be at least one full term between the gazetting and when the merger is implemented. In some cases, the Minister agrees to appoint a board for the continuing school. The appointed board can co-opt members as required.

Elections for a new board of trustees must be held within three months of the date of merger. At this time, the newly elected board will be representative of all families at the merged school.

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.

Staff, including support staff, will be able to apply for positions in the merged school. Alternatively redundancy may apply in respect to reduced or full loss of hours.

The provisions of the respective employment agreements will apply.

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

How would the proposed merger 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 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 that it wishes to contribute during consultation.

The cluster will also need to consider how learners might be accommodated in the future should a decision be made to merge Central New Brighton and South New Brighton schools. The cluster would want to consider how enhanced provision that might be required to support moving student populations might look.

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

The proposed merger of Central New Brighton School with South New Brighton School on the South New Brighton School site is one of two proposed changes for the Brighton cluster.

The other proposed change is:

- The merger of Freeville School with North New Brighton School on the North New Brighton School site.

These proposed changes are intended to provide a spatially sensible and sustainable primary school network that reflects the impact of the red zones across the Brighton cluster.

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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