

Duvauchelle 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 rationalization of 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.

The Akaroa cluster consists of a number of isolated communities which are serviced by small schools, each of which is important as it provides education to a discrete community of learners. Closing Duvauchelle School and Okains Bay School but retaining the sites as hubs of Akaroa Area School would provide better coverage and access to education services for learners.

Akaroa Area School, which is the only secondary provision directly available to these communities, would be retained, repaired and expanded to support the hubs

Land

While geotechnical considerations are unlikely to be a factor at this site, further investigation may be required if further development is undertaken on this site.

Buildings

The buildings on the Duvauchelle Primary School site have suffered very minor earthquake damage. This was minor cracking to soffits. Repairs have been completed.

At present no buildings have been identified as requiring structural strengthening.

Detailed Engineering Evaluations (DEE's) are scheduled for completion for the end of 2013 and will confirm the scale of any work, if required.

Buildings on site have been flagged for weather tightness remediation

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for Duvauchelle School	\$0.3 Million
<i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are complete.</i>	

The above costs are predominately condition assessment and weather tightness remediation 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.*

¹ This figure includes international fee-paying students.

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

Duvauchelle School had a July 2012 roll of 23 which is substantially below that of 2008.

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

School Name	Type	Authority	2008	2010	2012
Akaroa Area School	Composite (Year 1-15)	State	125	128	147
Duvauchelle School	Contributing (Year 1-6)	State	35	23	23
Le Bons Bay School	Full Primary (Year 1-8)	State	13	12	4
Little River School	Full Primary (Year 1-8)	State	75	86	85
Okains Bay School	Full Primary (Year 1-8)	State	22	13	18
Total			270	262	277

Akaroa Area School year 1-8 Rolls: July rolls 2008, 2010, 2012³

School Name	Type	Authority	2008	2010	2012
Akaroa Area School	Composite (Year 1-15)	State	80	70	92

While the rolls have declined at Le Bons Bay, Duvachelle, and Okains Bay School from 2008 to 2012, Akaroa Area and Little River Schools have experienced roll growth.

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

³ July School Rolls are total July rolls, excluding international fee paying students.

Student Distribution patterns⁴

Due to the isolated nature of the Akaroa cluster, few students travel in to or out of the cluster to attend school.

Of the 175 year 1-8 July 2012 student address records within the Akaroa cluster, 70 students (40%) resided within 1 km⁵ of a state provider of education at their year level⁶, and 136 (78%) reside within 5 km of an appropriate education provider.

Note: Students often do not attend the closest school.

Of the 92 year 9-15 July 2012 student address records within the Akaroa cluster, 12 students (13%) resided within 1 km of a state provider of education at their year level (Akaroa Area School), and 22 (24%) reside within 5 km of an appropriate education provider.

Analysis of July 2012 student address data shows around 99% (173) of the 175 year 1-8 students living in the Akaroa cluster catchment attended a state school, no students were enrolled at state integrated schools and 1% (2) were enrolled at private schools.

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

School	Authority	# students⁷	%⁸
Little River School	State	71	41%
Akaroa Area School	State	68	39%
Duvauchelle School	State	18	10%
Okains Bay School	State	10	6%
Tai Tapu School	State	5	3%
Medbury Preparatory School	Private	1	<1%
Rangi Ruru Girls' School	Private	1	<1%
Lincoln Primary School	State	1	<1%

Analysis of July 2012 student address data shows around 93%(86) of the 92 year 9-15 students living in the Akaroa cluster catchment attended a state school. No students were enrolled at state integrated schools. Seven percent (6) were enrolled at private schools.

Schools with the highest number of enrolments of year 9-15 students living in the Akaroa cluster catchment

School	Authority	# students⁹	%¹⁰
Akaroa Area School	State	41	44.6%
Lincoln High School	State	35	37.6%
Unlimited Paenga Tawhiti	State	4	4.3%

⁴ 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.

⁵ Distances are "as the crow flies", in a radius around the school.

⁶ Taking into account the current contributing (Year 1-6) status of Duvauchelle School.

⁷ Number of all year 1-8 students in the cluster that attend a given school

⁸ Percentage of all year 1-8 students in the cluster that attend a given school

⁹ Number of all year 9-15 students in the cluster that attend a given school

¹⁰ Percentage of all year 9-15 students in the cluster that attend a given school

School	Authority	# students ⁹	% ¹⁰
Christchurch Girls' High School	State	3	3.2%
Christ's College	Private: Fully Reg.	3	3.2%
Hagley Community College	State	2	2.2%
St Andrew's College (Christchurch)	Private: Fully Reg.	2	2.2%
Linwood College	State	1	1.1%
St Margaret's College	Private: Fully Reg.	1	1.1%

Secondary students are more likely to attend a private school than their primary age counterparts.

Population change¹¹

At March 2010, 160 year 1-8 student records¹² and 91 year 9-15 student records were matched to addresses within the Akaroa cluster.

At March 2012, 177 year 1-8 student records and 98 year 9-15 student records were matched to addresses within the Akaroa cluster.

While this may suggest the local school age population has increased slightly, this change is not considered significant.

There are no areas of CERA 'Red Zone' land within the cluster and no proposed greenfield residential developments.

On this basis the scale of household change in the schools catchment is expected to have little impact on future demand for schooling provision in the Akaroa cluster.

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

¹¹ March data has been used for the comparison across the period 2010 to 2012, as no relevant historical July student address data exists.

¹² Student address records are geocoded (address matched) records from the respective school roll returns. Not all records were address matched.

What would closure mean for the school and its community?

Of the 175 year 1-8 July 2012 student address records within the Akaroa cluster, 70 students (40%) resided within 1 km¹³ of a state provider of education at their year level¹⁴, and 136 (78%) reside within 5 km of an appropriate education provider.

Note: Students often do not attend the closest school.

Of the 92 year 9-15 July 2012 student address records within the Akaroa cluster, 12 students (13%) resided within 1 km of a state provider of education at their year level (Akaroa Area School), and 22 (24%) reside within 5 km of an appropriate education provider.

Under the proposed changes, including the closure of Le Bons Bay School, and the retention of Okains Bay and Duvauchelle Schools as hubs of Akaroa Area School;

Of the 175 year 1-8 July 2012 student address records within the Akaroa cluster, 67 students (38%) will reside within 1 km of a state provider of education at their year level, and 140 (80%) will reside within 5 km of an appropriate education provider.

Closing Duvauchelle School 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.

There is a school transport policy for students and provision will be available as appropriate.

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

¹³ Distances are "as the crow flies", in a radius around the school.

¹⁴ Taking into account the current contributing (Year 1-6) status of Duvauchelle School.

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.

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.

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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