

# Greenpark School – Rationale for change

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

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## 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.

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## 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 2010<sup>1</sup>.

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

Greenpark School's roll is just 31 learners, and is operating at well below capacity. It is located in Selwyn in a rural area and has operated with a small roll for the last 20 years.

While the school was not significantly damaged by the earthquakes, it is 60 years old and will require significant investment to bring it to modern learning environment standard, on top of the cost for remediation work set out below. Based on the history of low rolls it will be hard to justify this investment.

### Land

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

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

### Buildings

The buildings on the Greenpark School site have suffered some degree of earthquake damage. This covers a wide spectrum from cracking to wall linings and ceilings to re-leveling piles and bearers.

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

Weather tightness assessments are yet to be undertaken at Greenpark School.

Condition assessments have also yet to be undertaken.

### Indicative Ten Year Property Costs

<b>Indicative Ten Year Property Costs for Greenpark Primary School</b>	<b>\$0.2 million</b>
<i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed.</i>	

The above costs are predominately earthquake damage remediation work.

Please note the above indicative costs do not include weather tightness and condition assessment remediation costs as this work has yet to be assessed.

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<sup>1</sup> This figure includes international fee-paying students.

*\*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 design cost 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**

Greenpark School had a July 2012 roll of 31, which is around the same level as at July 2008 and July 2010.

Greenpark School has a small roll, which has grown recently in the wake of the earthquakes. It borders the growing township of Lincoln, and serves a small rural community in close proximity to Lincoln and other schools such as Springston, Lincoln and Tai Tapu.

*Rolls of schools in the cluster: Total July rolls 2008, 2010, 2012<sup>2</sup>*

School Name	Type	Authority	2008	2010	2012
Greenpark School (Christchurch)	Full Primary (Year 1-8)	State	34	27	31
Ladbrooks School	Full Primary (Year 1-8)	State	81	105	102
Lincoln Primary School	Full Primary (Year 1-8)	State	416	427	391
Springston School	Full Primary (Year 1-8)	State	174	165	213
<b>Primary total</b>			<b>705</b>	<b>724</b>	<b>737</b>
School Name	Type	Authority	2008	2010	2012

<sup>2</sup> July School Rolls are total July rolls, excluding international fee paying students.

Lincoln High School	Secondary (Year 9-15)	State	1,401	1,487	1,452
<b>Secondary total</b>			<b>1,401</b>	<b>1,487</b>	<b>1,452</b>

### ***Student Distribution patterns<sup>3</sup>***

Analysis of July 2012 student address data shows around 94% of year 1-8 students living in the Lincoln cluster catchment attended a state school, 4% were enrolled at state integrated schools and the remaining 2% at private schools.

*Schools with the highest number of year 1-8 students living within the Lincoln cluster catchment*

<b>School</b>	<b>Authority</b>	<b># students<sup>4</sup></b>	<b>%<sup>5</sup></b>
Lincoln Primary School	State	329	44%
Springston School	State	149	20%
Ladbrooks School	State	59	8%
Tai Tapu School	State	31	4%
Kirkwood Intermediate	State	29	4%
Broadfield School	State	21	3%
Halswell School	State	15	2%
Greenpark School (Christchurch)	State	15	2%
Oaklands School	State	8	1%
Aidanfield Christian School	State Integrated	8	1%

### ***Population change<sup>6</sup>***

There are several large scale greenfield residential developments proposed in the Lincoln cluster catchment that are projected to result in around 1000 additional households by 2021<sup>7</sup>. These developments are centred for the most part around Lincoln township.

By 2041 it is projected there will be capacity for a further 2000 households.

*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 Selwyn District and CERA on projected population change.

<sup>3</sup> 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.

<sup>4</sup> Number of all year 1-8 students in the cluster that attend a given school

<sup>5</sup> Percentage of all year 1-8 students in the cluster that attend a given school

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

<sup>7</sup> 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.

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

Approximately 23%<sup>8</sup> (6) of Greenpark School students reside within a 1 km radius of Greenpark School.

If Greenpark School was to close none of the current students would reside with a 1 km radius of an alternative school.

A number of students living in the Greenpark School catchment already attend neighbouring schools such as Tai Tapu and Springston Schools.

If Greenpark School was to close, enrolment schemes of neighbouring schools would be adjusted to support any change to the network of schools.

*Rolls of schools likely<sup>9</sup> to receive enrolments of Greenpark students if the school were to close: Total July rolls 2008, 2010, 2012*

School Name	Type	Authority	2008	2010	2012
Lincoln Primary School	Full Primary (Year 1-8)	State	416	427	391
Springston School	Full Primary (Year 1-8)	State	174	165	213
Tai Tapu School	Full Primary (Year 1-8)	State	242	295	271
<b>Total</b>			<b>832</b>	<b>887</b>	<b>875</b>

Closing Greenpark School would enable funding to be invested in the nearby schools 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
- 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.

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<sup>8</sup> Student address records are geocoded records from the respective school roll return. Not all records were address matched i.e. able to be placed on the map. Overall an average of around 90-95% of addresses are address matched. Note for Greenpark School around 84% of addresses were address matched due to the number of rural addresses.

<sup>9</sup> Based on where students currently live

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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.

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 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 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?**

Additional primary provision is likely to be required in Lincoln township in the future which would further impact on the viability of Greenpark School.

## **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.

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**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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