

# Hammersley Park 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.

Hammersley Park School has a declining roll. The size of the school has fallen from over 200 learners in the early 1990s to fewer than 50 learners. The school would require significant work for remediation, and the school board of trustees has recommended voluntary closure. The school is scheduled to close at the end of 2012.

### Land

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

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

### Buildings

The buildings on the Hammersley Park School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to potentially replacing structural walls.

Some buildings will also require earthquake strengthening. Detailed Engineering Evaluations (DEE's) are scheduled to commence late 2012 and be complete mid 2013; these reports will confirm the exact scale of this work.

No weather tightness issues were identified during the national survey and subsequent inspections.

The expected cost to appropriately 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\*

<b>Indicative Ten Year Property Costs for Hammersley Park Primary School</b>	<b>\$8.9 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 structural strengthening 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.*

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

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*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**

Hammersley Park School had a roll of 49 at July 2012 which is substantially less than the roll in 2008 and 2010.

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

<b>School Name</b>	<b>Type</b>	<b>Authority</b>	<b>2008</b>	<b>2010</b>	<b>2012</b>
St Paul's School (Dallington)	Full Primary (Year 1-8)	State: Integrated	278	283	219
Banks Avenue School	Contributing (Year 1-6)	State	604	588	394
Hammersley Park School	Contributing (Year 1-6)	State	116	95	49
Richmond School (Christchurch)	Contributing (Year 1-6)	State	104	69	49
Shirley Intermediate	Intermediate (Year 7 and 8)	State	313	309	227
Shirley School	Contributing (Year 1-6)	State	250	238	256
<b>Total</b>			<b>1,665</b>	<b>1,582</b>	<b>1,194</b>

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

Analysis of July 2012 student address data shows approximately 1,320 year 1-8 students reside in the Shirley cluster.

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

<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.

Of these, 82% attend a state school, 16% attend a state integrated school, and 2% attend a private school.

Forty four percent of year 1-8 students resident within the Shirley cluster attend one of the five state schools in the cluster.

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

School	authority	# students <sup>4</sup>	% <sup>5</sup>
Banks Avenue School	State	221	16.7%
Shirley School	State	185	14.0%
Shirley Intermediate	State	130	9.8%
Mairehau School	State	81	6.1%
Chisnallwood Intermediate	State	67	5.1%
St Paul's School (Dallington)	State Integrated	62	4.7%
Windsor School (Christchurch)	State	62	4.7%
Our Lady of Fatima School (Chch)	State Integrated	55	4.2%
Hammersley Park School	State	41	3.1%
Burwood School	State	36	2.7%

*Student Distribution (cluster level) based on July 2012 student address data.*

**Years 1-6**

Currently, approximately 90% of year 1-6 students in the Shirley cluster reside within 1 km of a year 1-6 state education provider. The remainder largely reside within the Windsor School enrolment scheme.

**Years 7-8**

Currently, approximately 34% of year 7-8 students in the Shirley cluster reside within 1 km of a year 7-8 state education provider

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

*Percentage of March 2010 and March 2012 student address records<sup>7</sup> in CERA Red Zones<sup>8</sup> within the cluster*

There are significant areas of CERA 'Red Zone' land within the cluster.

At March 2010 approximately 18% (274) of the 1,552 year 1-8 students<sup>9</sup> residing in the Shirley cluster lived within areas now classified as "Red Zone"<sup>10</sup> land by CERA.

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

<sup>8</sup> CERA Red Zone data at 24 August 2012

<sup>9</sup> Student address records are geocoded (address matched) records from the respective school roll returns. Not all records were address matched.

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At March 2012, approximately 7% (85) of the 1,269 year 1-8 students residing in the Shirley cluster lived within these areas.

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. There has also been a significant reduction in the number of students living in non-red zone properties in the cluster.

There is no greenfield residential development proposed within the cluster.

The scale of household change in this area is expected to reduce demand for local primary schooling provision.

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

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

*Student Distribution (cluster level) based on July 2012 student address data.*

### **Years 1-6**

Currently, approximately 90% of year 1-6 students in the Shirley cluster reside within 1 km of a year 1-6 state education provider. The remainder largely reside within the Windsor School enrolment scheme.

Under the proposed network changes (excluding the relocated Banks Avenue School) 44% of year 1-6 students living within the cluster would be within 1 km of a provider of year 1-6 education.

Relocating Banks Ave School to the Hammersley Park site would increase this to 62% , or relocating to Burwood Park would result in 63%. This is a significant reduction in the number of students who reside within 1 km of an education provider. However, many students in these areas already travel further than this in order to attend other schools.

### **Years 7-8**

Currently, approximately 34% of year 7 - 8 students in the Shirley cluster reside within 1 km of a year 7- 8 state education provider.

Under the proposed network changes (excluding the relocated Banks Avenue School) 41% of year 7-8 students living within the cluster would be within 1 km of a provider of year 7-8 education.

Relocating Banks Ave to the Hammersley Park School site would increase this to 57%, relocating to Burwood Park would result in 61%. This is a significant increase in the number of students who reside within 1 km of an education provider.

### **Hammersley Park School**

Eighty eight percent of current Hammersley Park School students reside within 1 km of the current school site. Forty one percent of current students reside within 1 km of either Mairehau or Shirley Schools. *Note that the future location and catchment of Banks Avenue is currently unknown.*

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<sup>10</sup> CERA Red Zone data at 24 August 2012

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Under the proposed reorganisation, Shirley School would be likely to take some students from the current catchments of Richmond and Hammersley Park Schools.

Closing Hammersley Park 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.

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.

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

### Years 1-6

Under all the proposed network changes (excluding the relocated Banks Avenue School) 44% of year 1-6 students living within the cluster would be within 1 km of a provider of year 1-6 education.

Relocating Banks Ave to the Hammersley Park School site would increase this to 62% or relocating to Burwood Park would result in 63%. This is a significant reduction in the number of students who reside within 1 km of an education provider. However, many students in these areas already travel further than this in order to attend other schools.

### Years 7-8

Under the proposed network changes (excluding the relocated Banks Avenue School) 41% of year 7-8 students living within the cluster would be within 1 km of a provider of year 7-8 education.

Relocating Banks Ave to the Hammersley Park School site would increase this to 57%, relocating to Burwood Park would result in 61%. This is a significant increase in the number of students who reside within 1 km of an education provider.

### Shirley Intermediate

Thirty three percent of current Shirley Intermediate students reside within 1 km of the current school site. Forty one percent reside within the Shirley cluster. The remaining students are predominantly drawn from the Mairehau and Linwood clusters.

### Hammersley Park School

Eighty eight percent of current Hammersley Park School students reside within 1 km of the current school site. Forty one percent of current students reside within 1 km of either Mairehau or Shirley Schools. *Note that the future location and catchment of Banks Avenue is currently unknown.*

### Shirley School

Under the proposed changes, Shirley School would be likely to take some students from the current catchments of Richmond and Hammersley Park Schools.

Fifty four percent of current Shirley students reside within 1 km of the Shirley School site.

### Richmond School

Seventy nine percent of current Richmond School students reside within 1 km of the current school site. Twenty one percent of current students reside within 1 km of Christchurch East School.

### Banks Avenue School

The future location and catchment of Banks Avenue is currently unknown. Forty one percent of current Banks Avenue School students reside within 1 km of the current school site. Within 1 km of Hammersley Park School site reside 15% of current Banks Avenue students, and approximately 26% reside within 1 km of Burwood Park.

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## 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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