

Lyttelton West 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 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 two schools in the Lyttelton cluster are less than 1km apart. Both have small rolls and are operating well below peak roll capacity, so there is an over-supply of primary school age provision in the area.

Lyttelton does not have a sufficiently large enough school age population to support two primary schools. Because Lyttelton is an isolated community learners from surrounding catchment areas are unlikely to attend a Lyttelton school

It is therefore proposed to merge the two schools.

The Lyttelton Main site was chosen as the continuing site because of constraints associated with the Lyttelton West site, including underground tunnels, which will limit future development. There is also an unoccupied private school site close to the Lyttelton Main site which could potentially to be used for future development.

Land

Technical categories have not been assigned to Lyttelton properties.

The school is located on a steep slope with an extensive series of terraces and retaining walls and there is a history of problems relating to the tunnel gullies at this site, which is not related to seismic risk. Potential consequences of tunnel gullies are significant.

A site wide investigation programme has commenced.

Preliminary assessments suggest geotechnical considerations are likely to be a factor when undertaking development at this site. Significant foundation engineering is likely to be required.

Buildings

The buildings on the Lyttelton West School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to re-leveling buildings.

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.

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

¹ This figure includes international fee-paying students.

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for Lyttelton West Primary School <i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed</i>	\$0.9 million
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The above costs are predominately split between earthquake remediation works and works associated with earthquake repairs.

**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

Lyttelton West School had a July 2012 roll of 134 which is virtually double its 2008 roll.

Lyttelton Main School had a July 2012 roll of 113, which is less than the roll in 2008 and 2010.

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

School Name	Type	Authority	2008	2010	2012
Lyttelton Main School	Full Primary (Year 1-8)	State	134	133	113
Lyttelton West School	Full Primary (Year 1-8)	State	65	114	134
Total			199	247	247

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

Student Distribution patterns³:

Analysis of July 2012 student address data shows that approximately 250 year 1-8 students reside in the Lyttelton cluster.

Of these, 91% attend a state school, 7% attend a state integrated school and 2% attend a private school.

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

School	Authority	# students⁴	%⁵
Lyttelton Main School	State	106	42.4%
Lyttelton West School	State	104	41.6%
Rudolf Steiner School (Chch)	State Integrated	12	4.8%
Heathcote Valley School	State	6	2.4%
Governors Bay School	State	4	1.6%
The Cathedral Grammar School	Private	3	1.2%
Christchurch South Intermediate	State	3	1.2%
Middleton Grange School	State Integrated	2	0.8%
St Mark's School (Christchurch)	State Integrated	2	0.8%
Redcliffs School	State	2	0.8%

Approximately the same number of year 1-8 students who live in the Lyttelton cluster attend Lyttelton Main School as attend Lyttelton West School.

Population change⁶

Percentage of March 2010 and March 2012 student address records in Red Zones within the cluster

At March 2010 approximately 3% (8) of the 275 year 1-8 students residing in the Lyttelton cluster lived within areas now classified as "Red Zone"⁷ land by CERA⁸.

At March 2012, the same number 3% (8) of the 243 year 1-8 students residing in the Lyttelton cluster lived within these areas.

There are small areas of CERA 'red zone' land within the Lyttelton cluster but no proposed Greenfield development.

On this basis the scale of household change in this area is expected to have little impact on future demand for local primary schooling provision.

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 that attend a given school

⁵ Percentage of all year 1-8 students in the cluster that attend a given 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 CERA Red Zone data at 24 August 2012

⁸ Student address records are geocoded (address matched) records from the respective school roll returns. Not all records were address matched.

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

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

Eighty nine percent (223) of the 250 year 1-8 students living in Lyttelton are within 1 km of either state primary school, based on address matched student July 2012 address records.

Under the proposed merger, 69% of students would reside within 1 km of a state school (Lyttelton Main site). Only 55% of students in the cluster would reside within 1 km of Lyttelton West School.

Lyttelton West School

Currently, 52% of Lyttelton West School students reside within 1 km of Lyttelton West School.

Under the proposed merger, 38% of current Lyttelton West School students would reside within 1 km of the local state primary provider (on the Lyttelton Main site). 67% of current Lyttelton West students reside within 2 km of the Lyttelton Main site.

Lyttelton Main School

Currently, 84% of Lyttelton Main School students reside within 1 km of Lyttelton Main School.

Proposed Merged Schools

59% of current Lyttelton Main and Lyttelton West School students reside within 1 kilometre of the Lyttelton Main site.

Because Lyttelton is isolated and does not have a sufficiently large enough school age population to support two primary schools, merging Lyttelton Main and Lyttelton West schools will support continued provision of teaching and learning in the township.

Merging Lyttelton West School would enable funding to be invested in Lyttelton Main School where 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 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 for staff.

If a decision to merge is made the vacated school property site 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 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 merge Lyttelton West and Lyttelton Main 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?

These proposed changes are intended to ensure continued and sustainable teaching and learning within the Lyttelton township.

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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