

Manning Intermediate – 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 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.

Some of the schools in the Halswell cluster have low rates of utilisation which has led to an over supply of primary capacity. Manning Intermediate's roll has halved since 2001 and is now down to 153 learners.

Manning Intermediate also has earthquake damage and a number of the school's buildings will require earthquake strengthening and weathertightness remediation, at an overall estimated cost of \$5.1 million.

The high concentration of schools around Manning Intermediate means there is sufficient primary school capacity already in the cluster. Earthquake damage and remediation costs at the other primary schools are also relatively small.

None of the primary schools currently offer education to year 7 and 8 students. We are proposing the closure of Manning Intermediate School and for nearby contributing primary schools (Rowley Avenue, Spreydon School and Hoon Hay School) to recapitate into full primary schools. This will allow them to absorb learners from Manning Intermediate within the existing cluster.

Land

Surrounding land is a combination of CERA technical category 2 (TC2) and technical category 3 (TC3).

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 Manning Intermediate 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 floors.

Some buildings will also require earthquake strengthening. Detailed Engineering Evaluations (DEE's) have commenced and are scheduled to 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.

¹ This figure includes international fee-paying students.

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for Manning Intermediate	\$5.1 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 above costs are predominately structural strengthening remediation work.

**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

Manning Intermediate had a July 2012 roll of 153 which is considered a small roll for an intermediate school. The July 2012 roll is less than the roll in 2010, and well below the 2008 level.

Given full primary provision is available in Halswell (Halswell and Oaklands School), very few students are enrolled in an intermediate option. This may reflect the distance between these communities and Manning Intermediate, as well as a preference for full primary schooling.

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

School Name	Type	Authority	2008	2010	2012
Our Lady of Assumption School (Chch)	Full Primary (Year 1-8)	State: Integrated	221	245	269
Halswell School	Full Primary (Year 1-8)	State	598	603	550

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

School Name	Type	Authority	2008	2010	2012
Hoon Hay School	Contributing (Year 1-6)	State	398	405	402
Oaklands School	Full Primary (Year 1-8)	State	467	476	514
Rowley Avenue School	Contributing (Year 1-6)	State	101	113	104
Spreydon School	Contributing (Year 1-6)	State	304	317	285
Primary Total			2,089	2,159	2,124
Manning Intermediate	Intermediate (year 7 and 8)	State	235	184	153
Intermediate Total			235	184	153
Hillmorton High School	Secondary (Year 9-15)	State	678	657	630
Secondary Total			678	657	630
Aidanfield Christian School	Composite (Year 1-15)	State: Integrated	144	169	195
Halswell Residential College	Special School	State	62	74	31
TKKM o Te Whanau Tahī	Composite (Year 1-15)	State	74	79	72

Student Distribution patterns³

Analysis of July 2012 student address data shows around 71% of year 7-8 students living in the Halswell cluster catchment attended a state school, 24% were enrolled at state integrated schools and a further 4% at private schools.

Schools with the highest number of enrolments of year 7-8 students living within the Halswell cluster, July 2012 student address data.

School	Authority	# students ⁴	% ⁵
Manning Intermediate	State	116	15%
Christchurch South Intermediate	State	102	13%
Halswell School	State	88	11%
Oaklands School	State	81	10%
Kirkwood Intermediate	State	49	6%
Our Lady of Assumption School (Chch)	State integrated	49	6%

³ Analysis includes all crown 'funded' students only ie 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 data was address matched.

⁴ Number of all year 7-8 students in the cluster that attend a given school

⁵ Percentage of all year 7-8 students in the cluster that attend a given school

School	Authority	# students ⁴	% ⁵
Middleton Grange School	State integrated	46	6%
Cashmere Primary School	State	33	4%
Aidanfield Christian School	State integrated	23	3%
Rowley Avenue School ⁶	State	22	3%

Of the year 7-8 students living in the Halswell cluster, 15% were enrolled at Manning Intermediate and approximately 13% were enrolled at Christchurch South Intermediate.

Number of year 7-8 students living within the Halswell School and Oaklands School zones

School	Authority	# students ⁷	% ⁸
Halswell School	State	85	22%
Oaklands School	State	75	20%
Kirkwood Intermediate	State	39	10%
Our Lady of Assumption School (Chch)	State integrated	24	6%
Middleton Grange School	State integrated	22	6%
Christchurch South Intermediate	State	17	4%
Aidanfield Christian School	State integrated	15	4%
St Thomas of Canterbury College	State integrated	13	3%
Manning Intermediate	State	13	3%
Villa Maria College	State integrated	7	2%

Analysis of year 7-8 students living in the enrolment zones of Halswell School and Oaklands School shows 42% of year 7-8 students were enrolled at Halswell or Oaklands School, 19% were enrolled at intermediate schools and 26% were enrolled at integrated schools. Of the year 7-8 students in the enrolment zones, 3% were enrolled at Manning Intermediate School.

Population change⁹

There are no CERA “Red Zones” in the Halswell cluster.

There are several large scale greenfield residential developments proposed that are projected to result in around 1900 additional households by 2021¹⁰.

Household numbers are projected to grow by a further 6000 by 2041.

Note that 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.

⁶ Note that Rowley Avenue School is a contributing primary school that retains Yr 7 & 8 students for bilingual education.

⁷ Number of all year 7-8 students in the area of interest that attend a given school

⁸ Percentage of all year 7-8 students in the area of interest that attend a given school

⁹ March data has been used for the comparison across the period 2010 to 2012, as no relevant historical July student address data exists.

¹⁰ 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.

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

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

Approximately 47% of Manning Intermediate students reside within a 1 km radius of Manning Intermediate, according to July 2012 student address data.

If Manning Intermediate were to close and the proposed recapitations occurred, 77% of Manning students would be within 1 km of a state full primary school in the Halswell cluster.

This would mean more students would live closer to year 7-8 education provision than currently.

Rolls of schools likely¹¹ to receive enrolments of Manning students if the school was to close: July rolls 2008, 2010, 2012

School Name	Type	Authority	2008	2010	2012
West Spreydon School	Contributing (Year 1-6)	State	175	187	198
Hoon Hay School	Contributing (Year 1-6)	State	398	405	402
Rowley Avenue School	Contributing (Year 1-6)	State	101	113	104
Spreydon School	Contributing (Year 1-6)	State	304	317	285
Total			978	1,022	989

Closing Manning Intermediate 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.

¹¹ Based on where students currently live

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 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.

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

Students that may have otherwise enrolled at Manning Intermediate would be accommodated within the remaining schools within the area.

Halswell is projected to experienced significant growth. The rebuild of Halswell School will position this school to accommodate current and future students in the area.

The Ministry already owns a site that could be utilised for future primary and early childhood education at Milns Road, in Halswell.

The Ministry continues to work with the Christchurch City Council and developers to ensure that future growth can be accommodated

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

Email us shapingeducation@minedu.govt.nz