

Shirley Intermediate 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 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 Shirley cluster is made up of four primary schools and Shirley Intermediate School, each of which is operating well below roll capacity.

While Shirley Intermediate is one of the better utilised schools (operating at 67% capacity), its roll has been declining since the mid 1990s. The situation is not expected to improve given the widespread earthquake damage to surrounding residential property and the school's proximity to the red zone.

Condition assessment data suggests the school, which has suffered significant earthquake damage, is also in poor physical condition overall.

Given the risk the roll will continue to fall and the significant over supply of capacity that already exists within the Shirley cluster, it is difficult to justify the high level of investment that will be required to keep the school operational.

Land

Surrounding land is predominately CERA technical category 3 (TC3).

Overall "moderate" land damage has been calculated, but the site can be given a dual rating of "moderate" to "high".

In the northern portion of the site, land performance aligns with that of a TC2 foundation type. On the southern sports fields, it is deemed to possess TC3 qualities and poses a high risk of liquefaction, inundation and lateral spread hazard.

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 Shirley Intermediate School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to cracks in foundations.

Some buildings will require earthquake strengthening. Detailed Engineering Evaluations (DEE's) are scheduled to commence mid 2013 and be complete end 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 for Shirley Intermediate	\$4.5 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 split between structural strengthening and condition assessment 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 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

Shirley Intermediate had a roll of 227 at July 2012 which 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
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

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

School Name	Type	Authority	2008	2010	2012
Shirley Intermediate	Intermediate (Year 7-8)	State	313	309	227
Shirley School	Contributing (Year 1-6)	State	250	238	256
Total			1,665	1,582	1,194

Student Distribution patterns³

Analysis of July 2012 student address data shows approximately 1,320 year 1-8 students reside in the Shirley cluster. 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 who live in the Shirley cluster attend one of the five state schools in the cluster.

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

School	Authority	# students ⁴	% ⁵
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) July 2012 student address data

Years 1-6

In the current network configuration, 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

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

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

Population change⁶

Percentage of March 2010 and March 2012 student address records⁷ in CERA Red Zones⁸ within the cluster

At March 2010, approximately 18% (274) of the 1,552 year 1-8 students residing in the Shirley cluster lived within areas now classified as “Red Zone” land by CERA.

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 a number of students have left their red zone residences, a significant number of families remain in these areas at this stage.

There are significant areas of CERA ‘Red Zone’ land within the Shirley cluster.

There is no greenfield residential development proposed within the cluster. On this basis 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 Christchurch City Council and CERA on projected population change.

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

⁸ CERA Red Zone data at 24 August 2012

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

Student Distribution (cluster level) July 2012 student address data

Years 1-6

In the current network configuration, 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 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

In the current network configuration, 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 1km of a provider of year 7-8 education.

Relocating Banks Avenue School 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 School 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 School 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 School students, and approximately 26% reside within 1 km of Burwood Park.

Note: The future location and catchment of Banks Avenue is currently unknown.

Closing Shirley 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.

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.

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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