

Te Kura Kaupapa Māori o Te Whanau Tahī – 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 kura 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 aggregate roll for the two kura fell by over 50 learners between July 2010 and July 2012. Both kura have low utilisation rates.

The proposal to merge the two kura reflects these low rolls and low utilisation rates, as well as the high remediation costs for one of the sites. Merging the kura and relocating to one site will enable better use of land and funding.

Because both kura are located in close proximity to each other in the south of Christchurch, access to this provision is restricted. As part of the planning for renewal, the Ministry wants to work with the community to explore other options for enhancing Māori medium provision across greater Christchurch. This includes the possibility of establishing additional kura, as well as reviewing bilingual and immersion provision to ensure it is high-quality and easily accessible.

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 TKKM o Te Whanau Tahi site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to replacing concrete slabs of pathways.

At present no buildings have been identified as potentially requiring structural strengthening.

Detailed Engineering Evaluations (DEE's) are yet to commence but are scheduled to be complete by mid 2013; these reports will confirm the exact scale of the structural strengthening, if required.

Buildings on site have also been flagged for weather tightness remediation.

¹ This figure includes international fee-paying students.

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for TKKM o Te Whanau Tahī	\$1.5 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 weather tightness 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. 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

While the roll for TKKM o Te Whanau Tahī has remained relatively stable, the roll for TKKM o Waitaha has fallen in July 2012 compared to July 2010.

The aggregated July 2012 rolls for both kura have decreased by over 50 learners since July 2010.

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

School Name	Type	Authority	2008	2010	2012
TKKM o Te Whanau Tahī	Composite (Year 1-15)	State	74	79	72
TKKM o Waitaha	Composite (Year 1-15)	State	110	129	81
Total			184	208	153

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

Other providers of Māori Medium Education

Several schools across greater Christchurch offer either Bilingual or Immersion classes. These are³:

Name	Type of Māori Medium Education School	Total Students in MME	Total School Roll March 2012	School Type
Halswell Residential College	Bilingual Classes	8	32	Special School
TKKM o Te Whanau Tahī	Immersion School	73	73	Composite (Year 1-15)
Branston Intermediate	Bilingual Classes	17	169	Intermediate
Freeville School	Bilingual Classes	18	284	Full Primary
Hornby Primary School	Bilingual Classes	33	130	Contributing
Manning Intermediate	Bilingual Classes	24	154	Intermediate
Rowley Avenue School	Bilingual Classes	24	102	Contributing
Shirley Intermediate	Immersion Classes	20	222	Intermediate
St Albans School	Immersion Classes	30	454	Contributing
Tuahiwi School	Bilingual School	127	127	Full Primary
Woolston School	Immersion & Bilingual Classes	42	220	Full Primary
TKKM o Waitaha	Immersion School	78	78	Composite (Year 1-15)

Manning Intermediate offers only Level 4 Māori Medium Education. This school is also proposed to close.

Tuahiwi School is located in the Waimakariri District, north of Kaiapoi.

Excluding the two kura and Halswell Residential College, three of the schools listed above are proposed to close and two are proposed to merge with another school.

The Ministry wants to work with the community to develop other options for enhancing Māori medium provision across greater Christchurch. This includes the possibility of establishing bilingual and immersion provision in other locations to ensure quality and ease of access.

Student Distribution patterns⁴

Students attending a local state school

In the July 2012 school roll returns, 8,620 students in greater Christchurch were identified as Māori or part Māori. Of these 88% (7,610) attend a state school, 10% (861) attend a state integrated school, and 2% (149) attend private schools.

³ From the Directory of Māori Medium Schools, September 2012,

http://www.educationcounts.govt.nz/_data/assets/excel_doc/0008/63872/Directory-Maori-Medium-Current.xls

⁴ 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.

The following table shows the number of primary and secondary students attending state, state integrated, and private schools in greater Christchurch.

	Year 1-8		Year 9-15	
	#	%	#	%
Private	41	1%	108	3%
State Integrated	499	9%	362	12%
State	4,972	90%	2,638	85%
Grand Total	5,512	100%	3,108	100%

Secondary students are more likely to attend a private or integrated school than their primary age counterparts.

See **Appendix** for Māori Medium Education provider locations and Māori Student Distribution by Area Unit.

Population change⁵

Number of March 2010 and March 2012 student address records⁶ in red zones⁷.

There are significant areas of CERA 'Red Zone' land within the catchment of the two kura (Christchurch City).

At March 2010 only one TKKM o Te Whanau Tahi student lived within an area now classified as "Red Zone" land by CERA. No address matched TKKM o Waitaha student data is available for 2010.

At March 2012, no TKKM o Te Whanau Tahi or TKKM o Waitaha students lived within these areas.

There are significant areas of greenfield residential development proposed in the North and West of the city.

Given the two kura draw few students from these areas of red zone and the future greenfield growth, the scale of household change in the schools catchment is expected to have little impact on future demand for schooling provision at the kura.

Factors such as parental choice and a recent increase in birth rate are more likely to impact roll change at these schools.

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

⁵ March data has been used for the comparison across the period 2010 to 2012, as no relevant historical July student address data exists.

⁶ Student address records are geocoded (address matched) records from the respective school roll returns. Not all records were address matched.

⁷ CERA Red Zone data at 24 August 2012

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

Current Network Organisation

Under the current network composition, 11% (16) of the 150 July 2012 address matched student records for both schools are within 1 km of a kura. Forty seven percent of students reside more than 3 kms away from a kura.

Current Student Distribution in relation to current locations of both kura.

Distance (Km)	# students ⁸	% ⁹
0-1	16	11%
1-3	63	42%
3-5	23	15%
5-10	40	27%
over 10	8	5%
Total	150	100%

Proposed Network Change

No site has been identified in the proposal, but it is assumed that one of the current sites could be used.

Current Student Distribution in relation to the TKKM o Waitaha site:

Distance (Km)	Waitaha		Whanau Tahī		Total	
	#	%	#	%	#	%
0-1	7	9%	2	3%	9	6%
1-3	22	28%	21	30%	43	29%
3-5	16	20%	17	24%	33	22%
5-10	27	34%	26	37%	53	35%
over 10	8	10%	4	6%	12	8%
Total	80	100%	70	100%	150	100%

A similar number of students from both kura reside near TKKM o Waitaha.

Approximately 35% of students currently attending a kura reside within 3 kms of the TKKM o Waitaha site.

⁸ Number of all applicable students in the area of interest that attend a given school

⁹ Percentage of all applicable students in the area of interest that attend a given school

Current Student Distribution in relation to the TKKM o Te Whanau Tahi site:

Distance (Km)	Waitaha		Whanau Tahi		Total	
	#	%	#	%	#	%
0-1	0	0%	7	10%	7	5%
1-3	5	6%	32	46%	37	25%
3-5	15	19%	9	13%	24	16%
5-10	51	64%	20	29%	71	47%
over 10	9	11%	2	3%	11	7%
Total	80	100%	70	100%	150	100%

Six percent of TKKM o Waitaha students reside within 3 kms to the TKKM o Te Whanau Tahi site.

Approximately 30% of students currently attending a kura reside within 3 km of the TKKM Te Whanau Tahi site.

While more students reside close to the TKKM o Waitaha site than the TKKM Te Whanau Tahi site, other factors such as land, site size, property, and facilities available will play a greater role in determining which site is preferable in the event of a merger.

Merging the two kura would provide opportunities to explore options for provision outside of the south of Christchurch and for funding to be invested 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 kura fit into the overall plan for my learning community cluster and the network as a whole?

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 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 TKKM o Te Whanau Tahi and TKKM o Waitaha. The cluster would want to consider how enhanced provision that might be required to support moving student populations might look and how the merger could support the wider idea for enhanced provision across the network.

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.

Reports and documentation relevant to the change catalyst will be provided.

Contact us

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Appendix: Māori Student Distribution by Area Unit, July 2012 Student Address Data

