

Windsor 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 proposal to merge Burwood School with Windsor on the Windsor School site reflects the degree of land damage and population movement.

Burwood School is located on the edge of the red zone and its entire catchment comprises some of the worst earthquake affected areas across greater Christchurch. As such, the school roll has dropped significantly since the September 2010 earthquake and further roll decline is anticipated as more residents leave the area. In July 2012, there were almost 150 fewer students on roll than in July 2010.

There are also significant costs associated with remediating Burwood School.

Windsor School is the nearest school, and is further away from the most damaged areas. While it also requires significant remediation, merging the two schools is more cost effective and will facilitate the creation of a modern school for a large number of learners in the future.

Land

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

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

Buildings

The buildings on the Windsor 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 multiple rooms.

Some buildings will require earthquake strengthening. Detailed Engineering Evaluations (DEE's) are scheduled for mid 2013; these reports will confirm the exact scale of this work.

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

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for Windsor School	\$6.5 million
<i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed.</i>	

¹ This figure includes international fee-paying students.

The majority of the above cost is structural strengthening and works associated with weather tightness remediation.

**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

Windsor School had a July 2012 roll of 581, an increase from July 2010, demonstrating roll growth despite the impact of the earthquakes.

The catchment of the neighbouring Burwood School has been significantly impacted by red zoning of land. This has and will continue to impact the roll of Burwood School.

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

School Name	Type	Authority	2008	2010	2012
Burwood School	Contributing (Year 1-6)	State	420	423	274
Marshland School	Full Primary (Year 1-8)	State	196	204	202
Parkview School	Full Primary (Year 1-8)	State	327	340	288
Queenspark School	Full Primary (Year 1-8)	State	577	561	552
Windsor School (Christchurch)	Contributing (Year 1-6)	State	555	572	581
Total			2,075	2,100	1,897

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

Student Distribution patterns³

Analysis of July 2012 student address data shows around 88% of year 1-8 students living in the Parklands cluster catchment attended a state school, 10% were enrolled at state integrated schools and a further 2% at private schools.

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

School	Authority	# students⁴	%⁵
Queenspark School	State	495	23%
Windsor School (Christchurch)	State	472	21%
Chisnallwood Intermediate	State	258	12%
Parkview School	State	208	9%
Burwood School	State	129	6%
Marshland School	State	99	5%
St Paul's School (Dallington)	State Integrated	56	3%
Freeville School	State	55	3%
Our Lady of Fatima School (Chch)	State Integrated	50	2%
New Brighton Catholic School (Chch)	State Integrated	35	2%

Of particular note is the strong presence of Chisnallwood Intermediate students in the cluster.

The Chisnallwood Intermediate enrolment zone includes Windsor and Burwood Schools. If the proposed Burwood/Windsor Schools are recapitated to a full primary (year 1-8) school, it would be expected to provide education for the year 7-8 students within their catchment.

The proposed closure of Chisnallwood Intermediate as part of the Aranui cluster reorganisation will also have an effect on schools outside of its enrolment scheme.

In particular, 35 Chisnallwood students reside within the Queenspark School enrolment zone (but not in the Windsor zone), and 66 reside near Parkview School (but not in the Queenspark zone or Brighton cluster).

Schools with the highest number of year 1-8 students living in a combined Windsor and Burwood cluster catchment

School	Authority	# students⁶	%⁷
Windsor School (Christchurch)	State	450	40%
Chisnallwood Intermediate	State	165	15%
Burwood School	State	131	12%
Queenspark School	State	59	5%

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 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 Number of all year 1-8 students in the enrolment zone that attend a given school

⁷ Percentage of all year 1-8 students in the enrolment zone that attend a given school

School	Authority	# students ⁶	% ⁷
St Paul's School (Dallington)	State Integrated	40	4%
Our Lady of Fatima School (Chch)	State Integrated	30	3%
Marshland School	State	18	2%
Heaton Normal Intermediate	State	17	2%
Banks Avenue School	State	16	1%
Freeville School	State	14	1%

According to July 2012 roll return student address data there were approximately 1,114 year 1-8 students living within the combined Windsor/Burwood School enrolment zones.

The combined rolls of Windsor School, Burwood School and Chisnallwood Intermediate total 746 students. This includes 76 students in red zones.

Population change⁸

Percentage of March 2010 and March 2012 student address records in red zones within the cluster.

At March 2010, approximately 15% (291 students) of all 1,942 year 1-8 student address records within the Parklands cluster were within areas which have been classified as "Red Zone" by CERA. *Note that no March 2010 student address data is available for Windsor School.*

At March 2012, approximately 6% (131 students) of all 2,119 year 1-8 students residing in the cluster lived within these areas (including Windsor School students).

This shows that while many students have left residences in the red zone, a significant number remain at this stage. However, the fact that March 2010 data for Windsor School is not available means no precise comparison can be drawn between the March 2010 and March 2012 datasets.

There is large scale greenfield residential development planned for the north of the Parklands cluster catchment. While this development is projected, over time, to replace the households lost as a result of red zoning of land, there is still expected to be around 700 fewer households in the cluster at 2021⁹ compared with pre-earthquake 2011 household data.

Household numbers are projected to continue to grow and exceed the 2011 level by 2041.

Note: 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.

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

⁸ March data has been used for the comparison across the period 2010 to 2012, as no relevant historical July student address data exists.

⁹ 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.

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

Based on the July 2012 roll return data, 399 Windsor School students were within the Windsor School enrolment scheme¹⁰, 51 reside outside the Windsor School enrolment scheme but within the Burwood School enrolment scheme. *Note that the two enrolment schemes overlap.*

Based on the July 2012 roll return, 116 Burwood School students lived within the Burwood School enrolment scheme. 15 resided outside the Burwood School enrolment scheme but within the Windsor School enrolment scheme.

In total, 581 Burwood and Windsor School students resided in the area covered by the combined Burwood and Windsor School enrolment zones.

A re-drawing of the Windsor/Burwood School enrolment scheme would need to be considered in the event of a merger. This could also require changes to the neighbouring Marshland and Queenspark Schools enrolment zones to match that of the merged Burwood/Windsor School.

Merging Windsor School and Burwood 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.

An effective merger brings together the strength 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.

¹⁰ Due to the complexity of the north-western portion of the Windsor School enrolment scheme it is difficult to determine which residences lie within the zone. Any review of enrolment schemes in the future will be drawn to land parcels, enabling greater ease of identification of in- and out- of zone learners.

There must be at least one full term between the gazetting and 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 to ensure families understand the options for enrolment, and to provide support should this be required.

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.

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 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 merge Windsor School with Burwood 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 merger of my school fit into the overall plan for the network as a whole?

The proposed merger of Windsor School and Burwood School, on the Windsor School site, is one of two proposed changes for the Parklands cluster.

The other proposed change is the relocation of Marshland School into the vicinity of the Prestons Road development in the north of the Parklands cluster.

It is intended the proposed changes would ensure a sustainable network of primary schools in the Parklands cluster.

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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