

Yaldhurst Model 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.

Both Yaldhurst School and Gilberthorpe School have small rolls.

Yaldhurst School sits beside airport land, and over half its learners come from out of zone.

Given that relatively small numbers of learners are drawn from the local community and there is no prospect of population growth in the immediate area, it is proposed Yaldhurst School merge with Gilberthorpe School, which is its nearest neighbour.

Although Gilberthorpe School is a small school, it is in an area with growth potential and sits on a large site which can accommodate that growth. The schools already draw students from the same catchment.

Land

Surrounding land is predominately CERA technical category 1 (TC1).

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 Yaldhurst Model School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to floors requiring re-levelling.

At present no buildings have been identified for structural strengthening through the desk top survey.

Detailed Engineering Evaluations (DEE's) scheduled to be completed for the end of 2013 will confirm the scale of this work, if required.

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

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for Yaldhurst Model School	\$1.3 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 made up of weather tightness issues

¹ This figure includes international fee-paying students.

*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 adjusters 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

Yaldhurst Model School had a roll of 123 at July 2012 which is approximately the same as it was in 2008.

Thirty three percent of Yaldhurst Model School students live within a 1 km radius of Gilberthorpe School, and only 9% within a 1 km radius of Yaldhurst Model School.

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

School Name	Type	Authority	2008	2010	2012
St Bernadette's School (Hornby)	Full Primary (Year 1-8)	State: Integrated	151	140	141
Gilberthorpe School	Contributing (Year 1-6)	State	111	98	104
Hornby Primary School	Contributing (Year 1-6)	State	144	149	143
Sockburn School	Contributing (Year 1-6)	State	215	155	131
South Hornby School	Contributing (Year 1-6)	State	297	304	302
Templeton School	Full Primary (Year 1-8)	State	343	339	346
Yaldhurst Model School	Full Primary (Year 1-8)	State	129	116	123
Primary Total			1,390	1,301	1,290
Branston Intermediate	Intermediate (Year 7 and 8)	State	233	191	180

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

School Name	Type	Authority	2008	2010	2012
Intermediate Total			233	191	180
Hornby High School	Secondary (Year 9-15)	State	452	471	426
Secondary Total			452	471	426
McKenzie Residential School	Special School	State	29	29	29
Waitaha School	Special School	State	18	20	32

Student Distribution patterns³

Analysis of July 2012 student address data shows around 84% of year 1-6 students living in the Hornby cluster catchment attended a state school, 14% were enrolled at state integrated schools and the remaining 2% at private schools.

Around 74% of year 7-8 students living in the Hornby cluster catchment attended a state school, 23% were enrolled at state integrated schools and a further 3% at private schools.

Note: Information on year 7-8 students has been included as Yaldhurst Model School is a year 1-8 full primary school.

Schools with the highest number of year 1-6 students living within the Hornby cluster catchment

School	Authority	# students ⁴	% ⁵
South Hornby School	State	280	19%
Templeton School	State	208	14%
Hornby Primary School	State	133	9%
Sockburn School	State	114	8%
Gilberthorpe School	State	96	7%
St Bernadette's School (Hornby)	State: Integrated	86	6%
Yaldhurst Model School	State	86	6%
Russley School	State	64	4%
Avonhead School	State	51	3%
Our Lady of Victories	State: Integrated	44	3%

Enrolments at the six local state schools equated to 62% of all year 1-6 students living in the Hornby cluster catchment.

Nineteen percent of year 1-6 students in the Hornby cluster catchment were enrolled at South Hornby School and 14% at Templeton School. The remainder were spread across other schools.

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 1-6 students in the cluster that attend a given school

⁵ Percentage of all year 1-6 students in the cluster that attend a given school

Schools with the highest number of year 7-8 students living within the Hornby cluster catchment.

School	Authority	# students ⁶	% ⁷
Branston Intermediate	State	169	33%
Kirkwood Intermediate	State	61	12%
Templeton School	State	57	11%
St Bernadette's School (Hornby)	State: Integrated	31	6%
Middleton Grange School	State: Integrated	20	4%
St Thomas of Canterbury College	State: Integrated	19	4%
Russley School	State	16	3%
Our Lady of Victories	State: Integrated	16	3%
Yaldhurst Model School	State	10	2%
Riccarton School	State	9	2%

Approximately 46% of year 7-8 students living in the Hornby cluster catchment attended one of the three local state schools providing year 7-8 education.

169 or around 33% of the 515 year 7-8 students were enrolled at Branston Intermediate.

Population change⁸

There has been a small decline in the number of year 1-15 students living in the Hornby cluster catchment from 3,011 in March 2010 to 2,985 at March 2012 (according to roll return student address data).

This indicates there has been little change in the total number of students residing in the Hornby cluster catchment in the wake of the Canterbury earthquakes.

There are several large scale greenfield residential developments (e.g. Wigram, Masham) proposed in the Hornby cluster catchment that are projected to result in around 2,000 additional households by 2021⁹.

Household numbers are projected to grow by a further 1,000 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.

⁶ Number of all year 7-8 students in the cluster that attend a given school

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

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?

Of the 1,468 July 2012 year 1-6 student address records within the Hornby cluster 1,136 (77%) reside within 1 km of one of the six state primary schools.

This would reduce to 1,067 (73%) if Yaldhurst Model School were to merge and the other proposed changes were implemented¹⁰.

Thirty three percent of Yaldhurst Model School students already reside within a 1 km radius of Gilberthorpe School.

Over time, given the likely concentration of people living within a 1 km radius of a relocated Sockburn School (which is also proposed), this could be expected to increase as people move into the Wigram development.

Given more than half of learners currently attending Yaldhurst Model School come from outside the zone they are already travelling some distance to school. There is no public transport.

As at July 2012, there were 515 year 7-8 students residing in the Hornby cluster. Of these, 184 (36%) students lived within a 1 km radius of current year 7-8 state school provision (Branston Intermediate, Templeton School, Yaldhurst Model School).

This would reduce minimally to 176 students (34%) if Branston Intermediate were to close and Yaldhurst Model School were to merge and Hornby High School became a year 7-15 secondary school, which is one option for consideration should these merger and closure proposals be adopted.

Merging Yaldhurst Model School would enable funding to be invested in Gilberthorpe School 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 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.

¹⁰ Closure of Branston Intermediate, relocation of South Hornby and Sockburn Schools.

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 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 around enrolment options to families and provide required support.

There is a school transport policy for students and provision will be available as appropriate.

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 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 Yaldhurst Model and Gilberthorpe 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?

The proposed merger of Yaldhurst Model School and Gilberthorpe School is one of several proposed changes for the Hornby cluster. Other proposed changes include:

- The closure of Branston Intermediate School
- Relocation of South Hornby School to the Branston Intermediate site
- Relocation of Sockburn School to a new site in the Wigram development.

These proposed changes are intended to provide a spatially sensible and sustainable primary school network that reflects the areas of growth in the Hornby cluster.

Changing Hornby High School from a year 9-15 secondary school to a year 7-15 secondary school is one option that would be further explored if these proposals are confirmed.

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 ss 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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