

Wainoni 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

There are five schools in the Aranui cluster. Since July 2010, their combined school roll has fallen by almost 500 learners. For example, Wainoni School now has just 92 learners and less than 30% utilisation.

All five schools have earthquake related damage.

Schools would be very expensive to remediate, particularly where they have relatively small rolls. For example, Aranui School – which is full but has just 149 learners – would cost \$4 million to remediate.

Given the significant level of investment required to remediate all five schools, there is an opportunity to enhance the quality of the infrastructure and also support enhanced learner achievement, engagement and participation in education

Closing all five Aranui schools and establishing a new Aranui Community Campus with a range of wrap around community, sporting and educational services is proposed. Early childhood, tertiary, social, and sporting organisations could operate from the campus to provide an innovative learning hub that would fundamentally change how education is delivered in this community.

No sites have been selected for this future provision.

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 Wainoni School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to realigning piles.

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

There are currently no weather tightness issues known at the school as assessed by the national survey and subsequent inspections.

¹ This figure includes international fee-paying students.

Indicative Ten Year Property Cost*

Indicative Ten Year Property Costs for Wainoni School	\$5.6 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 structural strengthening 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

Wainoni School had a roll of 92 at July 2012 which is less than the roll in 2008 and 2010.

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

Name	School Type	Authority	2008	2010	2012
St James School (Aranui)	Contributing (Year 1-6)	State: Integrated	106	101	86
Aranui High School	Secondary (Year 9-15)	State	622	650	502
Aranui School (Christchurch)	Full Primary (Year 1-8)	State	242	209	149
Avondale School (Christchurch)	Contributing (Year 1-6)	State	494	485	335
Chisnallwood Intermediate	Intermediate (Year 7-8)	State	785	805	746

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

Name	School Type	Authority	2008	2010	2012
Wainoni School	Full Primary (Year 1-8)	State	139	128	92
Total			2,388	2,378	1,910

Student Distribution patterns³

Based on July 2012 student address data:

Of the 1223 year 1-8 students residing in the Aranui cluster at July 2012, 1081 (88%) reside within 1 km of an appropriate state education provider in the cluster⁴.

Thirty six percent of the 1223 year 1-8 students in the Aranui cluster reside within 1 km of more than one appropriate state education provider in the cluster.

Of the 142 Year 1-8 students residing more than 1 km from an appropriate Aranui state education provider, 123 (87%) reside within the current enrolment scheme of Linwood North School, which is proposed to become a full primary (year 1-8) school. Of these students, 89 live within 1 km of Linwood North School.

Analysis of July 2012 student address data shows around 86% of the 1,223 year 1-8 students living within the Aranui cluster attended a state school, 14% were enrolled at state integrated schools and less than 1% were enrolled at private schools.

Ninety percent of the 737 year 9-15 students living within the Aranui cluster attended a state school, 9% were enrolled at state integrated schools and less than 1% were enrolled at private schools.

Schools with the highest number of enrolments of year 1-8 students living within the Aranui cluster, July 2012 student address data.

School	Authority	# students ⁵	% ⁶
Avondale School (Christchurch)	State	270	22%
Chisnallwood Intermediate	State	170	14%
Aranui School (Christchurch)	State	130	11%
St James School (Aranui)	State: Integrated	77	6%
Wainoni School	State	76	6%
Burwood School	State	46	4%
Central New Brighton School	State	44	4%
South New Brighton School	State	39	3%
Freeville School	State	36	3%
Linwood North School	State	27	2%

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 Taking into account the mix of Contributing Primary, Full Primary, and Intermediate Schools which makes up Year 1-8 education provision in the cluster.

⁵ Number of all year 1-8 students in the cluster that attend a given school

⁶ Percentage of all year 1-8 students in the cluster that attend a given school

Note: Chisnallwood Intermediate's enrolment zone extends north to Windsor School, and draws students from across both Aranui and Parklands clusters, and to a lesser extent Brighton, Shirley and Linwood clusters.

Schools with the highest number of enrolments of year 9-15 students living within the Aranui cluster, July 2012 student address data.

School	Authority	# students ⁷	% ⁸
Aranui High School	State	268	36%
Shirley Boys' High School	State	104	14%
Linwood College	State	87	12%
Avonside Girls' High School	State	82	11%
Hagley Community College	State	42	6%
Mairehau High School	State	29	4%
Catholic Cathedral College	State: Integrated	20	3%
Middleton Grange School	State: Integrated	15	2%
Burnside High School	State	13	2%
Marian College	State: Integrated	11	1%

Note: Aranui High School also draws 40 students from the Brighton cluster, 35 from Parklands cluster and 56 from the Linwood cluster, as it is the closest provider of secondary education for many of these students.

Population change⁹

There are large areas of CERA 'Red Zones' in and around the Aranui cluster.

Ten percent (270) of the 2,587 March 2010 year 1-15 student address records¹⁰ within the cluster were within the areas now classed as CERA "Red Zones"¹¹.

At March 2012, approximately 2% (83) of the 1,996 year 1-15 students residing in the cluster lived within these areas.

This shows that while the majority of students have left their red zone residences, a significant number of families remain in these areas at this stage. There has also been a significant reduction in the number of students living in non-red zone properties in the cluster.

There is no large scale greenfield residential development proposed.

The scale of household decline in this cluster is expected to impact significantly on demand for primary schooling in this area (as has been experienced in 2012).

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

⁷ Number of all year 9-15 students in the cluster that attend a given school

⁸ Percentage of all year 9-15 students in the cluster 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 Student address records are geocoded (address matched) records from the respective school roll returns. Not all records were address matched.

¹¹ CERA Red Zone data at 24 August 2012

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

Closing Wainoni School would enable funding to be invested in enhanced education provision for all learners across the Aranui cluster to support the provision of modern learning environments for a larger number of students.

Given the significant level of investment required to remediate all five schools there is an opportunity to not only enhance the quality of the infrastructure but also support enhanced learner achievement, engagement and participation in education.

Discussions will be held with the schools and community to determine the shape of future provision.

The proposal is to create a new campus that could provide provision for all learners with a range of wrap around community, sporting and educational services.

Early childhood, tertiary, social, and sporting organisations could operate from the campus to provide an innovative learning hub that would fundamentally change how education is delivered in this community.

Such a facility would encapsulate the desire for school to remain at the heart of the community continuing to nurture students from early learning through to secondary and beyond.

Beyond simply replacing what was there, new and improved facilities in Aranui will reshape education, improve the options and outcomes for learners, and support greater diversity and choice.

Year 1-13 schools are not new. There are a number already operating throughout New Zealand, predominately in rural areas. There is also the ability to have a school within a school concept to allow a junior, middle, and senior school on the one site.

The current consultation round aims to seek the respective schools in the Aranui cluster and their education community's feedback on the proposal including how it might look and operate.

There is also the ability to consider what facilities could be shared and used with the community.

No sites have been selected for future provision but it is envisaged this is an opportunity to share land and facilities with other central and local government agencies

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 discussion, especially given significant change is proposed across the Aranui cluster.

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 this school and others also proposed for closure. The cluster would want to consider how enhanced provision that might be required to support moving student populations might look.

This includes consideration of the proposal for a new Aranui Community Campus with a range of wrap around community, sporting and educational services that would fundamentally change how education is delivered in this community.

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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