

Woolston 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 2010.

Even before the earthquake there were around 5,000 spaces already under utilised in the network.

Phillipstown and Woolston both have reasonably small rolls and significant earthquake and other property related costs that need to be addressed.

There is a very high water table and sink hole in the ground at the Woolston site and further geotechnical analysis is needed.

Both schools have small sites and are situated in an area where there is an over-supply of primary school places, and the Ministry is also making proposals for change in the nearby Linwood cluster.

Given the extent of the land and building damage it is proposed to relocate both schools to the more centrally located Linwood College site to establish a new modern school. Linwood College is relocating to a nearby site.

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

Some buildings on the Woolston 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 floors.

Some of these buildings will also require earthquake strengthening. Detailed Engineering Evaluations (DEE's) have commenced and are scheduled for completion mid 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.

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for Woolston School	\$1.7 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 work.

**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

Woolston School had a roll of 241 at July 2012 which is more than the roll in July 2008 and July 2010.

Phillipstown School had a roll of 155 at July 2012 which has remained relatively stable from July 2008 and July 2010.

Rolls: Total July rolls 2008, 2010, 2012

School Name	Type	Authority	2008	2010	2012
Phillipstown School	Full Primary (Year 1-8)	State	146	152	155
Woolston School	Full Primary (Year 1-8)	State	230	197	241
Total			376	349	396

Student Distribution patterns¹

Eighty three percent of year 1-8 students residing within 1 km of Woolston School attend a state primary school, 17% attend state integrated schools, and less than 1% attend private schools.

At July 2012 56% of Woolston School students reside within 1 km of the current school site. Forty seven percent reside within 1 km of the proposed site at Linwood College.

Schools with the highest number of year 1-8 students living within 1 km of Woolston School

School	Authority	# students²	%³
Opawa School	State	153	22%
Woolston School	State	129	18%
Linwood Avenue School	State	62	9%
St Anne's School (Woolston)	State: Integrated	42	6%
Rudolf Steiner School (Chch)	State: Integrated	25	4%
Bromley School	State	23	3%
Hillview Christian School	State: Integrated	21	3%
Linwood Intermediate	State	20	3%
St Martin's School	State	20	3%
Chisnallwood Intermediate	State	17	2%

Of the students living within a 1 km radius of Woolston School, 18% were enrolled at Woolston School. Approximately 22% of students were enrolled at Opawa School. The remainder were spread across other schools

Population change⁴

There are no areas of CERA 'Red Zone' land near the current or proposed school sites or any proposed greenfield residential development.

On this basis the scale of household change in this area is expected to not impact significantly on future 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.

¹ 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.

² Number of all year 1-8 students in the selected area that attend a given school

³ Percentage of all year 1-8 students in the selected area that attend a given school

⁴ March data has been used for the comparison across the period 2010 to 2012, as no relevant historical July student address data exists.

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

Under the proposed change Phillipstown School (in the Central City cluster) and Woolston School (in the Woolston cluster) would merge on a new campus to be built on the current Linwood College site (in the Linwood cluster).

Rolls of schools most affected by proposed merger: Total July rolls 2008, 2010, 2012⁵

Name	School Type	Authority	2008	2010	2012
Christchurch East School	Full Primary (Year 1-8)	State	266	297	188
Phillipstown School	Full Primary (Year 1-8)	State	146	152	155
Bromley School	Contributing (Year 1-6)	State	289	291	253
Linwood Avenue School	Contributing (Year 1-6)	State	310	322	289
Bamford School	Full Primary (Year 1-8)	State	126	115	87
Woolston School	Full Primary (Year 1-8)	State	230	197	241
Total			1,367	1,374	1,213

Proposed merged Phillipstown/Woolston School Site

Eighty eight percent of year 1-8 students residing within 1 km of the proposed Woolston/Phillipstown School (Linwood College site) attend a state primary school, 12% attend state integrated schools, and less than 1% attend private schools.

Schools with the highest number of year 1-8 students living within 1 km of the proposed school site.

School	Authority	# students ⁶	% ⁷
Linwood Avenue School	State	137	18%
Woolston School	State	110	14%
Phillipstown School	State	105	14%
Opawa School	State	57	7%
Linwood Intermediate	State	39	5%
Bromley School	State	26	3%
Hillview Christian School	State: Integrated	24	3%
Banks Avenue School	State	24	3%
Christchurch East School	State	24	3%
St Anne's School (Woolston)	State: Integrated	22	3%

Of all year 1-8 students living within a 1 km radius of the proposed Woolston/Phillipstown site (Linwood College current site), 18% were enrolled at Linwood Avenue School, with 14% enrolled at each of Woolston and Phillipstown Schools.

⁵ July School Rolls are total July rolls, excluding international fee paying students.

⁶ Number of all year 1-8 students in the selected area that attend a given school

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

It is likely in future, students who would have historically attended Linwood Avenue School will attend the Woolston/Phillipstown School instead.

Merging and relocating Woolston School would enable funding to be invested in modern learning environments for these learners and into the network generally 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 to 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 and relocation 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, not just in the Central City cluster but also the Linwood cluster given the proposal for relocation.

In the first instance this is because these clusters may have thoughts they wish to contribute during consultation around alternative options that will meet the overarching needs of these clusters to not only revitalise infrastructure but also enhance educational outcomes across this education community.

The clusters will also need to consider how learners might be accommodated in the future should a decision be made to merge and relocate the school. The clusters 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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