

Bromley 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 of 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 Linwood cluster comprises five schools (including Linwood College) with varying rolls and utilisation rates. Overall the cluster is oversupplied and has spare capacity for primary aged education provision

Overall, the aggregate roll in the Linwood cluster for the three primary schools and Linwood Intermediate fell by almost 200 learners between July 2010 and July 2012. There is now an oversupply of primary places in the cluster.

There are also a number of issues with land and buildings in the Linwood cluster. All of the schools in the cluster have earthquake related damage and buildings requiring earthquake strengthening. With one exception these schools also have buildings with weathertightness issues. Additionally, Linwood College is on a split site with the buildings and sports fields on separate sites which are over 1 km apart.

The total cost to remediate all schools within the cluster is estimated at \$25 million. Given the significant level of investment required to remediate all the existing 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.

The proposals have been designed with this in mind, and are to:

- provide a new site for Linwood College, including its sports facilities and a technology hub;
- merge Bromley School and Linwood Avenue School on to the Bromley School site (which is better located for the community), and merge nearby Woolston Primary and Phillipstown School on to the Linwood College site. These changes will provide modern facilities for a larger number of learners; and
- close Linwood Intermediate School, which has a falling roll and would require substantial investment to remediate issues with its buildings.

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.

¹ This figure includes international fee-paying students.

Buildings

The buildings on the Bromley Primary 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 various rooms and buildings.

At present no buildings have been identified as potentially requiring structural strengthening. Detailed Engineering Evaluations (DEE's) are yet to commence but will 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.

Indicative Ten Year Property Costs*

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|--|----------------------|
| Indicative Ten Year Property Costs for Bromley Primary School | \$1.2 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 items identified in the condition assessment.

**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. The Ministry is proceeding to complete DEE's on all school buildings in greater Christchurch as required by the Canterbury Earthquake Recovery Authority.

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

Bromley School had a July 2012 roll of 253, which is less than the July 2008 and 2010 roll.

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

| School Name | Type | Authority | 2008 | 2010 | 2012 |
|-----------------------|-------------------------|-----------|--------------|------------|------------|
| Bromley School | Contributing (Year 1-6) | State | 289 | 291 | 253 |
| Linwood Avenue School | Contributing (Year 1-6) | State | 310 | 322 | 289 |
| Linwood Intermediate | Intermediate (Year 7-8) | State | 197 | 185 | 123 |
| Linwood North School | Contributing (Year 1-6) | State | 236 | 198 | 139 |
| Total | | | 1,032 | 996 | 804 |

Rolls of schools not in the Linwood cluster but likely to be affected by proposed network reorganisation: 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 patterns³

Analysis of July 2012 address matched student address data shows that approximately 1,450 year 1-8 students reside in the Linwood cluster. Of these, 86% attend a state school, 14% attend a state integrated school, and less than 1% attend a private school.

Fifty five percent of year 1-8 students who reside within the Linwood cluster attend one of the 4 state schools in the cluster.

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

| School | Authority | # students ⁴ | % ⁵ |
|---------------------------|-----------|-------------------------|----------------|
| Linwood Avenue School | State | 199 | 13.7% |
| Bromley School | State | 192 | 13.2% |
| Linwood North School | State | 94 | 6.5% |
| Chisnallwood Intermediate | State | 87 | 6.0% |
| Linwood Intermediate | State | 86 | 5.9% |
| Banks Avenue School | State | 74 | 5.1% |
| Woolston School | State | 74 | 5.1% |
| Christchurch East School | State | 64 | 4.4% |

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

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 1-8 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

| | | | |
|-------------------------------|------------------|----|------|
| Phillipstown School | State | 63 | 4.3% |
| St Paul's School (Dallington) | State Integrated | 50 | 3.5% |

Approximately the same number of Linwood cluster resident year 7-8 students attend Chisnallwood Intermediate as attend Linwood Intermediate.

Given the proposed reorganisation of Aranui cluster schools includes the proposed disestablishment of Chisnallwood Intermediate, these 87 students would be expected to attend their local providers of year 7-8 education.

Population change⁶

At March 2010, approximately 9% (139) of the 1,584 year 1-8 students residing in the Linwood cluster lived within areas now classified as “Red Zone” land by CERA.

At March 2012, approximately 4% (50) of the 1,377 year 1-8 students residing in the Linwood cluster lived within these areas.

This indicates that while the majority of students appear to have left the red zone, a number remain. There has also been a significant reduction in the number of students living in non red zone properties in the cluster.

Given the significant areas of CERA ‘Red Zone’ land within the Linwood cluster and lack of proposed greenfield residential development the scale of household change in this area is expected to reduce 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.

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

Based on July 2012 student address data, currently 95% of year 1-6 students in the Linwood cluster reside within 1 km of a year 1-6 state education provider.

Under the proposed network changes⁷, 89% of year 1-6 students living within the cluster would be within 1 km of a provider of year 1-6 education.

Currently 72% of year 7-8 students in the Linwood cluster reside within 1 km of a year 7-8 state education provider.

Under the proposed network changes, 92% of intermediate students living within the cluster would be within 1 km of a provider of year 7-8 education, as all local state primary schools would be full primary schools.

Under the proposed reorganisation,

- Bromley and Linwood Avenue Schools would merge on the Bromley site,
- Linwood Intermediate School would close, and
- Linwood North School and the merged Bromley/Linwood Avenue School would be recapitated to become full primary (year 1-8) schools

⁶ March data has been used for the comparison across the period 2010 to 2012, as no relevant historical July student address data exists.

⁷ Including the proposed merger of Woolston and Phillipstown onto the Linwood College site, but assuming the relocated Banks Ave school is further than 1km from the Linwood Cluster boundary.

Under the renewal proposals Phillipstown School (in Central City cluster) and Woolston School (in Woolston cluster) would merge on a new campus to be built on the current Linwood College site (in the Linwood cluster). This merged school would naturally draw some students from the Linwood cluster, as well as from the Woolston and Central City clusters.

Linwood Avenue / Bromley Schools

Of the current Linwood Avenue school students, 58% reside within 1 km of Linwood Avenue School. Twenty seven percent of Linwood Avenue School students reside within 1 km of the Bromley School site.

Given the student distribution, the merger will result in a significant number of enrolments at the proposed Woolston/Phillipstown School by students who would traditionally have attended Linwood Avenue School.

The proposed network change includes re-capitating the merged Linwood Ave/Bromley School to provide education for years 1-8. Approximately 487 year 1-8 state school students reside within a 1 km radius of Bromley School. Of these, 62% attend Bromley School, Linwood Avenue School or Chisnallwood Intermediate or Linwood Intermediate School.

Linwood Intermediate

Forty six percent of current Linwood Intermediate students reside within 1 km of the current school site. Seventy-seven percent of current Linwood Intermediate students reside within 1 km of proposed new year 7-8 provision at Linwood North, Bromley and the proposed merged Woolston/Phillipstown School sites.

While Linwood Intermediate draws students from across several clusters, 72% of Linwood Intermediate students reside within the Linwood cluster (July 2012 student address data).

Linwood North School

Linwood North School is proposed to re-capitate. This would see Linwood North School taking on year 7-8 state students currently residing in their enrolment scheme. This includes 53 Chisnallwood Intermediate and 18 Linwood Intermediate students.

Approximately 475 year 1-8 state school students reside within a 1 km radius of Linwood North School. Of these, 34% currently attend Linwood North School or Chisnallwood, Intermediate or Linwood Intermediate.

Recapitating the merged schools from contributing primary (year 1–6) to full primary (year 1–8) would support the provision of modern facilities for learners while managing over supply of primary aged capacity across the cluster. (Since new schools make better use of internal space and require fewer buildings, existing sites can be better utilised by a larger number of learners, without compromising the delivery of education.)

The proposed school merger and closure of the Linwood Avenue site 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

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- 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.

Enhanced provision will be provided as required 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 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 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. The cluster 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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