

Burnham Primary 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 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 will 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.

Burnham School is an older school established in 1953 on a moderate sized site. The school has a relatively small roll for a full primary school. While some new buildings have been added over time, none have been upgraded since they were constructed. The buildings will almost certainly require earthquake strengthening and the school would require a large investment in comparison to the size of its roll.

Given future population growth is anticipated in the area the Minister of Education has already announced new education provision for Rolleston as part of the long term plan for education renewal. The Ministry is currently investigating sites for new primary and secondary provision in Rolleston and it is envisaged this new provision will absorb learners from a number of existing nearby schools, including Burnham School. It is proposed to close Burnham School and invest in a new school which will provide a modern learning environment. We will ensure Burnham learners are able to have access to it.

Land

Surrounding land has not been assessed.

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

Buildings

The buildings on the Burnham School site have suffered some degree of earthquake damage. This covers a wide spectrum from cracking to wall linings and ceilings to cracked exterior walls

Some buildings will require earthquake strengthening. Detailed Engineering Evaluations (DEE's) are scheduled to commence and be complete early 2013; these reports will confirm the exact scale of this work.

Weather tightness assessments are yet to be undertaken at Burnham Primary School.

Condition assessments have also yet to be undertaken.

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for Burnham Primary School	\$3.3 million
<i>Note: This figure may vary from amounts previously presented and may be</i>	

¹ This figure includes international fee-paying students.

<i>subject to change when more detailed assessments are completed.</i>	
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The above costs are predominately structural strengthening remediation work.

Please note these indicative costs **do not** include weather tightness and condition assessment remediation costs as this work has yet to be undertaken.

**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 the cost 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 all school buildings. Further detailed assessments were carried out on buildings identified through this exercise.

People

Burnham School had a July 2012 roll of 133, which is less than the roll in 2010.

Based on July 2012 student address data, 50% of Burnham School students resided in Burnham Camp. Almost a third (29%) of Burnham students resided in Rolleston Township.

Approximately 20% of Burnham School students reside within a 1 km radius of Burnham School (a number of houses on the Burnham Camp base are located more than a kilometre from the school). A similar proportion (21%) of Burnham School students reside within a 1 km radius of an alternative primary school within the Rolleston Cluster.

With new provision proposed in Rolleston, some current Burnham students living closer to the township may opt for Rolleston based education provision.

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

School Name	Type	Authority	2008	2010	2012
Burnham School	Full Primary (Year 1-8)	State	127	150	133
Clearview Primary	Full Primary (Year 1-8)	State	0	211	481
Rolleston School	Full Primary (Year 1-8)	State	644	637	652
Weedons School	Full Primary (Year 1-8)	State	149	155	146
Primary Total			920	1,153	1,412

Student Distribution Patterns³

Analysis of July 2012 student address data shows around 94% of year 1-8 students living in the Rolleston cluster catchment attended a state school, 5% were enrolled at state integrated schools and the remaining 1% at private schools.

Schools with the highest number of year 1-8 students living within a 1 km radius of Burnham School.

School	Authority	# students ⁴	% ⁵
Rolleston School	State	635	37%
Clearview Primary	State	456	27%
Weedons School	State	119	7%
Burnham School	State	112	7%
Templeton School	State	44	3%
Broadfield School	State	41	2%
Kirkwood Intermediate	State	39	2%
West Melton School	State	31	2%
Springston School	State	23	1%
Our Lady of Victories	State Integrated	19	1%

Of the students living in the Rolleston Cluster catchment, just over a third (37%) were enrolled at Rolleston School, and just under a third (27%) were enrolled at Clearview Primary.

Enrolments at the four local state schools (Rolleston, Clearview Primary, Weedons and Burnham Schools) equated to 78% of all year 1-8 students living in the Rolleston cluster catchment.

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

Population change⁶

According to the March 2010 address matched roll return data, 1,965 students lived in the Rolleston cluster catchment compared to 2,308 based on the March 2012 roll return data⁷. This indicates growth in the local school age population over this period.

There are no CERA 'red zones' in the Rolleston cluster catchment.

There is large scale greenfield residential development planned for the Rolleston cluster catchment that is projected to result in around 1,300 additional households by 2021⁸.

Household numbers are projected to grow by a further 2,700 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 Selwyn District Council and CERA on projected population change.

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

Closing Burnham Primary would enable funding to be invested in the nearby schools where the majority of the Burnham learners would most likely go, and into the network generally to provide modern learning environments for a larger number of students.

Resilient and inspiring learning environments are key to meeting the 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

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.

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

The provisions of the respective employment agreements will apply.

If a decision to close is made the school property will go into a disposal process.

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 Note this is a count of student address data points, not total school roll.

⁸ 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.

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 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 close the 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 closure of my school fit into the overall plan for the network as a whole?

The proposed closure of Burnham School is one of several proposed changes for the Rolleston cluster. Other proposed changes include:

- Additional primary school provision in Rolleston
- New secondary school provision in Rolleston

These proposed changes are intended to provide a spatially sensible and sustainable education network for the education community within the Rolleston 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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