

Glenmoor 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 changes 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.

Glenmoor School has a roll of only 42 learners and is operating at 40% of its roll capacity. It has operated with a small roll of between 40 and 60 learners for the last 20 years.

While the school itself was not significantly damaged by the earthquake, it was built in 1957 and will require earthquake strengthening. Additionally, the Mairehau cluster it sits within is adjacent to Shirley where there is unlikely to be rapid growth in the future because of the significant earthquake damage.

Given the level of investment required to keep the school operating, it is difficult to justify retention in its current form unless an alternative option can be found that would see it become well utilised in the future.

Land

Surrounding land is predominately CERA technical category 2 (TC2).

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

Buildings

The buildings on the Glenmoor 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 more than one room.

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

¹ This figure includes international fee-paying students.

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for Glenmoor Primary School	\$2.2 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 structural strengthening remediation 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 design 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.

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

Glenmoor School had a July 2012 roll of 42 which continues the pattern of decline from 2008 to 2010.

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

School Name	Type	Authority	2008	2010	2012
Our Lady of Fatima School (Chch)	Full Primary (Year 1-8)	State: Integrated	252	260	257
Glenmoor School	Contributing (Year 1-6)	State	58	47	42
Mairehau School	Full Primary (Year 1-8)	State	346	371	365
Total			656	678	664

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

Student Distribution patterns³

Analysis of July 2012 student address data shows approximately 841 year 1-8 students reside in the Mairehau cluster. Of these, 79% attend a state school, 18% attend a state integrated school, and 3% attend a private school.

Schools with the highest number of year 1-6 students living in the Mairehau cluster catchment.

School	Authority	# students⁴	%⁵
Mairehau School	State	198	31%
St Albans School	State	132	21%
Our Lady of Fatima School (Chch)	State Integrated	71	11%
Paparoa Street School	State	38	6%
Banks Avenue School	State	19	3%
Glenmoor School	State	19	3%
Shirley School	State	18	3%
Elmwood Normal School	State	17	3%
St Albans Catholic School (Christchurch)	State Integrated	16	3%
St Andrew's College (Christchurch)	Private	10	2%

Approximately 31% of all year 1-6 students in the Mairehau cluster attend Mairehau School. Approximately 3% attend Glenmoor School.

Given the St Albans School enrolment scheme overlaps that of Mairehau School in the south of the Mairehau cluster, a large number of students attend St Albans School,

Population change⁶

There has been a slight increase in student numbers across the Mairehau cluster.

According to the March 2012 roll return data there are now 1,264 year 1-15 students compared to 1,233 in March 2010⁷.

There are no areas of CERA 'Red Zone' land within the Mairehau cluster⁸ and no large scale greenfield development planned.

There is a small increase projected in household numbers of around 380 by 2021⁹.

Household numbers are projected to grow by a further 250 approximately by 2041.

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

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 CERA Red Zone data at 24 August 2012

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.

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.

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

Of the 42 student address records provided by Glenmoor School in the July 2012 roll return, 19 reside within the Mairehau cluster.

Of these, 16 are within 1 km of Mairehau School with the remainder within the current Mairehau School enrolment zone.

The 20 Glenmoor student addresses outside the Mairehau cluster are scattered across several other clusters, including Redwood, St Albans, Shirley and Parklands.

This suggests a very small number of local students are actually served by Glenmoor School.

The impact of the proposed closure is likely to be small in respect to student distribution across the immediate network.

It is anticipated future growth in the area would be accommodated across the local schools such as Papanui School, Paparoa Street School and Mairehau Primary School.

Closing Glenmoor Primary 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
- 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.

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.

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.

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 that 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 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?

Students currently enrolled at Glenmoor Primary School would be accommodated within the remaining schools within the area.

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

Email us shapingeducation@minedu.govt.nz