

Education Report: Proposed Merger of Burwood School (3302) and Windsor School (3596)

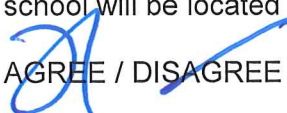
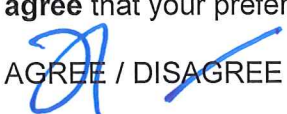
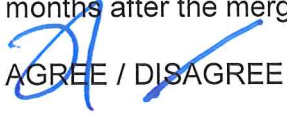
Executive Summary

1. This report seeks your decision on the proposed merger of Burwood School and Windsor School under section 156A of the Education Act 1989.
2. On 13 September 2012, you announced the proposed merger, effective the beginning of 2016, as part of a number of changes to education provision in greater Christchurch. On 28 September 2012 you initiated formal consultation on the proposal to merge the two schools.
3. The roll of Burwood School was 274 as at July 2012 and the roll of Windsor School was 581 as at July 2012. The merger proposal was based on the significant level of earthquake damage that has occurred in the area around the two schools, which has led to families moving out of the area and a resultant fall in the school age population. There is a high level of cost associated with remediating both schools and, given the population decline, it is more cost effective to invest in one merged school.
4. The Boards of Trustees of Burwood and Windsor Schools, with the assistance of facilitators, have undertaken consultation with their communities about the proposal.
5. The Board of Windsor School is opposed to the merger proposal. The Board considers that merging with the smaller Burwood School is a “disproportionate response” to the need for change, and that it creates more disruption than is necessary. It proposes that Windsor School should be left as is, and that if you decided Burwood School should close, the Windsor School zone could be expanded to encompass the Burwood School catchment. The Ministry of Education does not consider this to be a satisfactory alternative as the closure of Burwood School would preclude the opportunity that a merged school offers for community buy-in and combining the strengths of both schools.
6. The Board of Burwood School is also opposed to the merger proposal. It is particularly concerned about the culture of the smaller school not being represented in the merged school, due to the larger roll of Windsor School and the merger being on the Windsor site. The Board has submitted proposals for changing the zones of Burwood and Windsor Schools, Burwood School becoming a “community hub”, and potentially recapitating the school to Year 1–8 if Chisnallwood Intermediate is closed. The Ministry gave consideration to the Board’s proposals, but population data did not support these as viable alternatives.
7. Having considered the information proposed by the Boards the Ministry recommends you agree to merge Burwood School and Windsor School as a Year 1–6 contributing primary school.

8. The Ministry recommends that, if you agree to a merger, you change your preferred date to 27 January 2014. The merger would initially be on a split-site basis with education provision on both the Burwood and Windsor School sites, and the school would later be located on just the Windsor School site.
9. The Windsor School site is considered to be able to accommodate 700 learners. The current combined roll of the schools is 892. However, of this figure approximately 270 learners are living out of zone. Roll decline is anticipated for the roll of the merged school as more residents leave the area and as learners who are continuing to attend the schools after leaving the area finish their schooling. In conjunction with this anticipated population change, the Ministry will manage the roll of the merged school down to a size that can be accommodated on the Windsor School site through the relocation of Marshland School to a site near the Prestons Road development and the associated adjustment of enrolment schemes.
10. It is recommended that an appointed Board is the continuing Board, and that the continuing school is Windsor School.
11. If, after considering the information in this report, you decide that Burwood School and Windsor School should be merged, letters will be developed for your signature to the Boards asking them to provide you, within 28 days of the date of your letter, with any further reasons why the schools should not be merged.

Recommended Actions

We recommend that you:

- a. **note** the information provided about the responses to the consultation by the Boards with their school communities about a proposed merger of Burwood School and Windsor School;
- b. **note** that the Boards of both schools disagree with the merger proposal;
- c. **agree** to merge Burwood School and Windsor School as a Year 1–6 primary school on the Windsor School site, with a second campus on the Burwood School site. When enrolments support a manageable roll size, the merged school will be located entirely on the Windsor School site;

 AGREE / DISAGREE
- d. **agree** that your preferred date for the merger to take effect is 27 January 2014;

 AGREE / DISAGREE
- e. **agree** that your preference is for the Board of the continuing school (Windsor School) to initially be an appointed Board of Trustees (until the first elections 3 months after the merger);

 AGREE / DISAGREE
- f. **note** that letters will be developed once your decision is known. If your decision is to merge Burwood School and Windsor School these letters will give the Boards details of the 28 day consultation process;

- g. **note** that letters to the local Members of Parliament will be developed once your decision is known; and
- h. **agree** that a copy of this report be released to the Boards of Trustees of Burwood School and Windsor School.

AGREE / DISAGREE



Katrina Casey
Deputy Secretary
Regional Operations

Encl



Hon Hekia Parata
Minister of Education

23/1/13

Education Report: Proposed Merger of Burwood School (3302) and Windsor School (3596)

Purpose

1. This report provides you with information about the responses to the consultation by the Boards of Trustees of Burwood School and Windsor School on the proposal to merge the two schools on the Windsor School site.

Background

2. Burwood School is a decile 7, Year 1-6 contributing primary school in the Christchurch East electorate. The school is in the Parklands Learning Community Cluster. The July 2012 roll for the school was 274, including 44 Māori, six Pasifika, 12 Asian, 209 New Zealand European, and three learners of other ethnicities.
3. A Limited Statutory Manager was in place at Burwood School with the Board's powers of employment, curriculum, teaching and assessment practices. This intervention was revoked in November 2012.
4. Windsor School is a decile 9, Year 1-6 contributing primary school in the Christchurch East electorate. The school is in the Parklands Learning Community Cluster. The July 2012 roll for the school was 581, including 59 Māori, 11 Pasifika, 32 Asian, 474 New Zealand European, and five learners of other ethnicities.
5. On 13 September 2012 you announced a number of proposals for changes to education provision in greater Christchurch. This announcement included the proposal to merge Burwood and Windsor Schools.
6. On 28 September 2012 you wrote to the Boards of Trustees of Burwood School and Windsor School and initiated consultation on the possible merger of the two schools on the Windsor School site. That consultation period ended on 7 December 2012.

Reasons for Considering Merger

7. The proposal to merge Burwood School with Windsor School, on the Windsor School site, reflects the degree of land damage and population movement in the area.
8. Burwood School is located near the edge of the "red zone" and its catchment comprises some of the worst earthquake affected areas across greater Christchurch. As such, the school roll has dropped significantly since the September 2010 earthquake. Further roll decline is anticipated as more residents leave the area, and as learners who are continuing to attend the school after leaving the area finish their schooling.

9. There are significant costs of \$4.7 million anticipated for the remediation of property at Burwood School, with a further \$6.5 million for Windsor School. These costs relate to structural strengthening and weather tightness remediation.
10. Windsor School is the closest school to Burwood School, and is further from the most damaged area. Little household growth is expected in the Windsor catchment. While the cost of remediation at Windsor School is high, merging the two schools is more cost effective and will facilitate the creation of a modern school for a large number of learners in the future.

Learning Community Cluster Proposal

11. The proposal for the Parklands Learning Community Cluster of schools is as follows:

School	Current Type	Proposal
Burwood School	Yr 1-6	Merge with Windsor School
Windsor School	Yr 1-6	Merge with Burwood School
Marshland School	Yr 1-8	Relocate to new site in Prestons Development
Parkview School	Yr 1-8	Repair and continue
Queenspark School	Yr 1-8	Repair and continue

12. The Rationale for Change documents for Burwood School and Windsor School are attached as Appendix Two.

Consultation under Sections 156 and 157 of the Education Act 1989

13. Before making a decision about merging schools, the Minister must consult with the Boards of the schools concerned and with the Boards of state schools whose rolls may be affected.

Consultation with the Boards of Burwood School and Windsor School

14. You called a meeting at the Lincoln Event Centre on 13 September 2012 of all schools in greater Christchurch and those affected by the proposals around closures and mergers. The Ministry also delivered letters initiating consultation for you on 28 September 2012 and you attended a meeting with Burwood School on 30 October 2012, and with Windsor School on 7 November 2012, to discuss the proposal.
15. The Ministry also held three information workshops on the consultation process for Board Chairs and the facilitator the school engaged to undertake the consultation. It was made clear to the Board at these meetings that no decision about closure had been predetermined. Regular contact has been maintained with representative Board members and the Principals.

16. The Boards appointed facilitators to undertake consultation on their behalf. The final date for submissions on the proposal to merge Burwood and Windsor Schools was 7 December 2012. On 14 December 2012, you were provided with the complete submission from the Boards of Trustees.
17. In addition to the formal submissions from the Boards, two members of the public wrote to you specifically about the Burwood School proposal.
18. The feedback from the Boards of Burwood School and Windsor School is summarised as follows.
19. The Board of Burwood School opposed the proposal. The reasons it provided for this were:
 - a) Windsor School is near capacity, while Burwood has “room to grow”.
 - b) The Burwood School culture will be absorbed by Windsor School due to the relocation onto the Windsor site and the larger roll at Windsor School.
 - c) The Board disputes the demographic data that the Ministry is basing its population projections on.
 - d) Burwood School has significant, supportive partnerships with its community.
 - e) The school has presented a comprehensive “Concept Proposal” for the future of curriculum delivery at the school, including a proposal that the school becomes a centre for science education, making use of local environmental features and community partnerships.
20. The Board of Burwood School has provided a number of alternative proposals, which are as follows:
 - a) Burwood School continues as a Year 1-6 school and becomes a “community hub” providing on-site Early Childhood Education services and associated social services.
 - b) If Chisnallwood Intermediate closes, Burwood School recapitates to Year 1-8.
 - c) Burwood School’s buildings are shifted onto its playing fields, as the least damaged part of its site.
 - d) The zones of Burwood School and Windsor School are redrawn to “more equitable boundaries”.
21. The Board of Windsor School also disagreed with the proposal for the merger, citing the following reasons:
 - a) Merging the large Windsor School with the smaller Burwood School would create disruption for a large number of learners.
 - b) Windsor School has an excellent track record of high quality education provision, including for its priority learners.
 - c) The Windsor School leadership team demonstrates excellence in governance and leadership. Dismantling this team would put learner achievement at risk.
 - d) The quality of the school’s teaching staff is high and there is a focus on professional development.

22. The Board of Windsor School provided an alternative proposal in which Windsor School continues to operate as it currently does, while if you decide that Burwood School should close then the zone for Windsor School would be expanded to encompass the current Burwood School zone. The Board has provided a comprehensive plan for how the learners and community of Burwood School would be supported at Windsor School. The Board further proposes that if Chisnallwood Intermediate is to close, then Windsor School could be recapitated to Year 1-8.

Consultation with the Boards of schools whose rolls might be affected

23. On your behalf, the Ministry undertook consultation with the Boards of Banks Avenue School, Chisnallwood Intermediate, Freeville School, Hammersley Park School, Kingslea School, Shirley Intermediate, Shirley Boys' High School, Shirley School and Wainoni School.
24. A response was received from Freeville School, raising concerns about the effect on the roll of Freeville School (or a merged Freeville School – North New Brighton School) if the Burwood School – Windsor School merger goes ahead. Freeville School states that "Parents may not want their children in a 900+ Burwood/Windsor but would try to get them into a 500+ North New Brighton/Freeville".

Ministry Comment

25. The Board of Windsor School states that it opposes the Ministry's proposal to merge it with Burwood School because Windsor School learners achieve highly. The Board of Burwood School also opposes the merger proposal, and has provided a comprehensive "Concept Plan" for curriculum delivery at Burwood School in support of its opposition to the closure.

Educational achievement

26. The Ministry expects all schools to provide learners with the opportunity to achieve to their full potential, and expects that all schools will provide high quality curriculum delivery and a variety of individualised programmes that address the learning areas of the *New Zealand Curriculum* or *Te Marautanga o Aotearoa*.
27. Should you agree with the Ministry's proposal to merge Burwood School and Windsor School, it is expected that the merged school will draw on the strengths of both schools. The combination of Windsor School's excellent track record of learner achievement with Burwood School's visionary proposal for future curriculum delivery can be expected to provide a strong foundation for learners at the merged school.

Leadership

28. Windsor School Board's submission highlights the strengths of the school's leadership team and provides this as a reason for disagreeing with the Minister's proposal. The Ministry considers that the current quality of governance and leadership at a school should not be a deciding factor in whether or not a school should merge. The quality of governance and leadership at a school may be reliant on the skills of particular individuals, and it cannot be assumed that the current level of quality will be sustained as teams change and individuals move on.
29. Similarly, Windsor School Board's submission also identifies quality of teaching as one of the reasons that it disagrees with the Minister's proposal to merge it with Burwood School. However, if the merger is approved, teachers at Windsor School will be able to apply for teaching jobs at the newly merged school as per the collective agreement. Accordingly this is not considered a reason for retaining Windsor School as a separate school.

Windsor School's alternative proposal

30. The Board of Windsor School has provided an alternative proposal to the merger in which Windsor School stays open and, should you decide that Burwood School should close, the Windsor School zone would be redrawn to encompass the Burwood School catchment. The Ministry does not consider this to be a proposal that warrants further consideration. If Burwood School is closed, the opportunity that a merged school offers for community buy-in and combining the strengths of both schools would be lost. While the current Board of Windsor School has committed to a plan for incorporating the Burwood School community if Burwood School was closed (for example, by co-opting two Burwood School Board of Trustees members), this would all be on Windsor School's terms. The current proposal for a merger already mitigates the disruption to the learners at the larger Windsor School by proposing that the merged school will eventually be located on the Windsor School site.

Burwood School overwhelmed in the merger

31. A reason that the Board of Burwood School has provided for opposing the proposed merger is its concern that, as the smaller school, it will be overwhelmed by the larger school in the merger, with the result that the strengths and culture of Burwood School will be lost. The Ministry considers that this concern will be mitigated by your appointment of the Board of the continuing school (Windsor School) which would oversee the merger process and take over the governance of Windsor School during the interim period (from the date of appointment to when school elections are held within 3 months following the merger date). The appointed Board would include members from the Burwood School community and would allow them, and through them the wider community, to help shape the merged school. Further information about the recommendation for an appointed Board is provided under Options for the Governance of the Merged School.

Links with the community

32. Burwood School Board's submission has also highlighted the significant, supportive partnerships that it has built with businesses and institutions in its community. The Ministry acknowledges this, but does not consider it to be a reason not to proceed with a merger, as it is expected that the merged school would create opportunities for continued and new community partnerships.

Data provided

33. In its submission, the Burwood School Board has questioned the demographic projections that the Ministry has used. The Ministry has used household projections which were prepared for the Canterbury Earthquake Recovery Authority (CERA) and other local government bodies by Market Economics in March 2012.

Burwood School's alternative proposals

34. In opposition to the merger proposal, the Board of Burwood School has proposed instead that the school remains operating as a Year 1-6 school and becomes a "community hub". The Ministry does not consider this to be a viable alternative. While Burwood School's current roll of 285 (October 2012) may suggest that the school is viable as a stand-alone school, projections show that the roll is likely to drop in the future and its viability may not be secured.
35. Of the 285 learners at Burwood School, 51 learners live in the red zone. Only 67 (about a quarter) of Burwood School's current learners live in the green zone area of Burwood School's catchment. The remaining learners live outside of Burwood School's catchment, nearer to another school. This high number of out-of-catchment learners most likely reflects learners who previously resided in Burwood School's catchment, but who have moved out of the area after the earthquakes. These learners may continue to attend Burwood School for the rest of their primary schooling, but would not be expected to be replaced at the school when they move on to intermediate and secondary schooling.
36. The Burwood School Board has further proposed that the school should continue to operate separately from Windsor School and, should you decide that Chisnallwood Intermediate should close, Burwood School would be recapitated to Year 1-8. After considering this proposal, the Ministry does not consider it is a viable option. Currently, 31% of learners in the green zone area of Burwood School's catchment choose to enrol at Burwood School. If 31% of Year 1-8 learners in the green zone area of Burwood School's catchment were to attend a recapitated Burwood School, the potential roll of the school from the catchment is 91 Year 1-8 learners. This is small for an urban full primary school.
37. The Board of Burwood School has also proposed that the school should remain open and that the zones of the two schools be redrawn to "more equitable boundaries". The Ministry has modelled the possibilities for this. Due to the low numbers of learners (31%) from Burwood School's catchment who choose to attend Burwood School, the significant expansion that would be required to create a catchment to provide Burwood School with a sustainable roll is not considered to be viable.

38. Regarding the proposal that Burwood School becomes a “community hub”, while the Ministry acknowledges the extent of loss that the Burwood community has endured, it does not consider that it would be in the best interests of the Burwood learners or their community to attempt to rebuild the community around a school that is not likely to be viable in the medium to long-term.
39. The Board of Burwood School has submitted that Early Childhood Education (ECE) provision could be established on its site if the school was to continue operating as a separate school. The school has identified potential providers for this service. All schools in greater Christchurch will have a master property plan developed in 2013 which will reflect the Learning Community Cluster plan and required repairs and redevelopment. In a case where significant reconfiguration is required on a site, land for future ECE provision will be included if the site is suitable. Establishment of ECE services on new or merged school sites will be supported where there is a demand for more ECE than is currently available.

Update to Original Proposal

40. Your original proposal was for Burwood School and Windsor School to merge on 27 January 2016. The Ministry recommends that if you agree to a merger, that you change your preferred date to 27 January 2014 and agree that the merged school will initially operate on a split-site basis. The reasons for the earlier merging date is that:
- This allows the Board of Trustees, Principal and the school’s senior management team to start considering the needs of its new community, and to be involved in the design of the additional buildings to ensure that these meet the needs of their learners.
 - The Board of the continuing school would then also make decisions about how the school would operate most effectively across the two sites, for example it may choose to have the junior learners on one site and the senior learners on the other.
 - It will allow the merger to progress even though it is expected that the initial roll of the merged school will be too large to be accommodated solely on the Windsor School site in 2014. The Windsor School site is considered to be able to accommodate a roll of around 700 learners.
41. The combined roll of the two schools is currently 892 (October 2012 rolls). As described above, however, only 67 of the learners currently attending Burwood School reside within the green zone area of the school’s catchment. Given the reduction in the number of houses within the school’s catchment, it is likely that a high proportion of these learners were originally in-catchment, but have relocated out of the catchment following the red-zoning of a large number of houses in the catchment. It is therefore considered likely that most of these learners would not be replaced on the roll of the merged school once they finish their primary schooling.
42. Similarly, about 140 learners at Windsor School live outside of the Windsor catchment. In the case of Windsor School, the high number of out-of-catchment learners is considered to reflect both the current retention of learners who have moved out of the area after the earthquakes, and Windsor School being a “school of choice” for learners outside of its catchment.

43. In addition to the decline that is expected for the roll of the merged school due to learners continuing to move out of the red zone, and the drop-off in out-of-catchment learners, the relocation of Marshland School to a site near the Prestons Road development will also assist the merged school to reach a size that can be accommodated on the Windsor site. The relocation of Marshland School closer to Windsor School will provide the opportunity to adjust enrolment schemes to reflect the updated natural catchments of the schools. The relocated Marshland School is proposed to be operational from 2016.
44. When enrolments support a manageable roll size and the necessary property work has been completed, the Burwood School site will be closed and the school will solely operate on the Windsor School site.
45. The original proposal also included the recapitation of the merged school to Year 1-8. It is now recommended that the merged school is a Year 1-6 primary school, with any future decisions around recapitation being made when Year 7-8 provision in the network in the area is clearer.

Education Provision at the Two Schools

46. The Education Review Office (ERO) last reviewed Burwood School in August 2012. In its report, ERO reported as follows:

Since the last review a detailed school curriculum has been developed and implemented. The curriculum reflects the values and aspirations of the school community and makes cohesive links to the New Zealand Curriculum. It includes detailed expectations and guidelines for teaching practice, including timeframes and procedures for assessment and reporting. Leaders and teachers have made good progress in developing a shared understanding of all aspects of the curriculum.

A review of the curriculum is ongoing, and includes the further development of the school inquiry-learning model, its place in the overall curriculum, and the review of the leadership structure for the junior syndicate.

The use and analysis of student achievement information has improved since the last ERO report. The involvement of all staff in a two-year professional development programme for assessment in mathematics has helped this to be an area of particular strength. Leaders and teachers have identified a need for more training in assessment for literacy, especially in the way teachers make overall judgements about students' achievement.

Trustees are now making better use of reported information for strategic decision making.

The next step is to review the way the school identifies achievement targets for priority learners that enable more specific measurement against the National Standards.

47. ERO last reviewed Windsor School in December 2010. In its report, ERO reported as follows:

School leaders, staff, students and parents are focused on everyone as a learner. The school's shared values and vision are clearly evident throughout the school. They are well communicated to students, staff and the wider community. Shared beliefs underpin the welcoming and inclusive learning environment. Positive relationships are evident at all levels of the school.

Students are well supported in their learning. They benefit from effective teaching practices. Achievement information in reading and mathematics show that students are making good progress. Teachers are working to further improve achievement levels in written language. They use a range of positive strategies that reinforce learning and engagement. This includes the development of a values-based support programme. This programme is aimed at enhancing students' wellbeing and has a strong focus on learning for life.

The school has an effective partnership with parents and the wider community. Senior leaders use a variety of ways to regularly consult with the school community.

Parents and whānau are actively involved in supporting extra-curricular programmes. A local kaumatua provides specialist Māori knowledge to assist class programmes and help upskill teachers.

Priority Learners

48. Burwood School had a July 2012 roll of 274 of whom 44 (16%) were Māori and six (2.2%) were Pasifika. The July 2012 roll at Windsor School was 581, of whom 59 (10.2%) were Māori and 11 (1.0%) were Pasifika.
49. Neither school provides Māori medium education.
50. The most recent ERO reports on the schools contain limited discussion on the progress of priority learners.
51. Windsor School's submission highlights the school's strong focus on supporting the Ministry's priority learners. The National Standards data that it includes in its report shows its Māori learners achieving at or above the National Standards at a higher rate than the school overall. The submission details how the school has worked with whānau to further enhance its cultural responsiveness. The school's expertise and experience in supporting learners with special education needs, and its provision for learners from low socio-economic backgrounds are also described.
52. Burwood School's submission states that the achievement of Māori learners at Burwood School is currently "as strong as their Pākehā counterparts." The Board's Concept Proposal provides a plan for supporting its priority learners through teacher development and pedagogy.

Ongoing Resourcing Scheme (ORS)

53. As at 1 July 2012, Burwood School and Windsor School each had one high needs learner accessing Ongoing Resourcing Scheme (ORS) funding.

Options for the Governance of the Merged School

54. If you decide to merge the schools, the Ministry recommends that you state a preference for a ministerially appointed Board for the board of the continuing school during the interim period (the set period from the appointment of the Board to the continuing school until the election, three months after the merger).
55. It is also proposed that if you agree that the merged school is eventually to be located on the Windsor School site, Windsor School becomes the continuing school. This means that the appointed Board would oversee the merger process and also govern Windsor School during the interim period.

Staffing

56. For the 2012 school year, Burwood School was resourced for 13.4 Full Time Teacher Equivalent (FTTE) and Windsor School was resourced for 25.30 FTTE.
57. Based on the confirmed staffing rolls for each school as at March 2012, if Burwood School and Windsor School merge, the FTTE for the newly merged school would be 37.4 FTTE, which is a staffing drop of 1.3 FTTE. This figure is based on the assumption that all learners currently on the rolls of the two schools will go to the newly merged school.

Financial Implications

58. If Burwood and Windsor Schools merge, the merger would generate Education Development Initiative (EDI) funding and Joint Schools Initiative Funding (JSIF), in line with the EDI policy.
59. These EDI and JSIF funds are used for projects that support learner achievement, psycho-social needs, transition and change management within and across schools and Learning Community Clusters. This funding is only generated if the merger is implemented.
60. If your decision is that the schools should merge, or you decide to proceed with further options for consultation on the future of the schools, estimates of the savings to the Crown in operational funding will be prepared for your information.

Property Implications

Background Rationale

61. The buildings on the Burwood School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to potentially demolishing the hall. Some buildings will require earthquake strengthening. Buildings on site have also been flagged for weather tightness remediation.

62. Surrounding land is predominantly technical category 3 (TC3). There is red zone land across the river and close but not adjacent on the east and west of the school site. Significant foundation engineering is highly likely to be required. A preliminary report indicates risk of settlement and lateral spread on part of the school site.
63. The indicative cost to repair Burwood School is \$4.7 million
64. Burwood School's Board of Trustees suggested the potential use of its playing fields as an area for redevelopment. This area would still require increased foundation remediation and design.
65. Surrounding land at Windsor School is a combination of CERA technical category 2 (TC2) and technical category 3 (TC3). While geotechnical considerations are unlikely to be a significant factor, preliminary assessments suggest further investigation will be required if further development is undertaken on this site. No lateral spread has been discovered on site.
66. The indicative cost to repair Windsor School is \$6.5 million.

Proposal Analysis

67. The merger of Burwood and Windsor Schools on the Windsor School site would currently realise a combined roll of 892 (1,043 if recapitated to a Year 1-8 and if Chisnallwood Intermediate closed). This roll would require the addition of 20 relocatable teaching spaces and put extreme pressure on the infrastructure at the Windsor School site.
68. Merging the schools initially on a split-site basis enables the property solution to be delayed until Marshland School is relocated and the anticipated roll decline through the drop-off of out-of-catchment learners has taken effect. This will also enable property to provide a permanent solution without having to provide a temporary solution in the interim.
69. The rebuild and relocation of Marshland School to its proposed new site near the Prestons Road development would provide the opportunity to adjust enrolment schemes to reflect the natural catchments of the schools and ultimately reduce the large roll at the proposed merged school. The relocated school is currently expected to be operational in 2016, and the Ministry is also investigating possible procurement options with the developers of the sub division (Ngāi Tahu) to enable this development to be expedited.

Property Entitlement

70. The Ministry uses a number of data sources to provide an estimated cost per learner for the original Minister's proposal and any alternative proposals put forward by the school.
71. These sources are:
 - The latest indicative property cost information.
 - Current roll information (October 2012).
 - Network analysis of the estimated additional required teaching spaces required.

72. Further information about property is attached as Appendix three.
73. The table below provides property costs for the proposed merger of Burwood and Windsor Schools as a Year 1-6 contributing primary school, initially on a split-site and eventually on the Windsor School site. The proposed expansion to the Windsor School site will allow provision for a roll of 700 learners

Proposal	Cost	Details
Repairs to Windsor School	\$6.50 million	Indicative repair cost to Windsor School
Closure of Burwood School Site	\$0.0 million	Closure of school no repairs or remediation required, normal disposal costs could be applicable
Result of merger property entitlement	\$1.15 million	5 additional teaching spaces, based on network analysis
Total	\$7.65 million	
Combined Roll - 700		Roll provision for 700 learners only
Cost per learner	\$10,929	

*Cost per learner is the cost of each proposal or alternative proposal divided by the number of affected learners.

74. This information is based on the completion of the relocated Marshland School, the adjustment of the enrolment zones and having a split site until the combined roll is managed down to 700 learners. The merged school would remain a Year 1-6 contributing primary school, with this potentially being reviewed when current uncertainties about Year 7-8 provision in the area have been resolved.
75. For comparison, the table below provides property costs for retaining both schools as separate Year 1-6 contributing primary schools.

Proposal	Cost	Details
Repairs to Windsor School	\$6.50 million	Indicative repair cost to Windsor School
Growth required at Windsor school	\$0.23 million	Roll growth classroom required for their current capacity issues
Repairs to Burwood School	\$4.71 million	Indicative repair cost to Burwood School
Other costs	Nil	
Total	\$11.44 million	
Combined Roll - 892		10 October 2012 combined roll of Windsor (607) and Burwood Schools(285)
Cost per learner	\$12,825	

Risks

76. The key risk if Burwood School and Windsor School merge is that the community will feel that their response has not been properly considered, and that you, or the Ministry, have followed a predetermined merger agenda.
77. To mitigate this risk, we recommend that you release this report to the Boards of Burwood School and Windsor School.

Conclusion

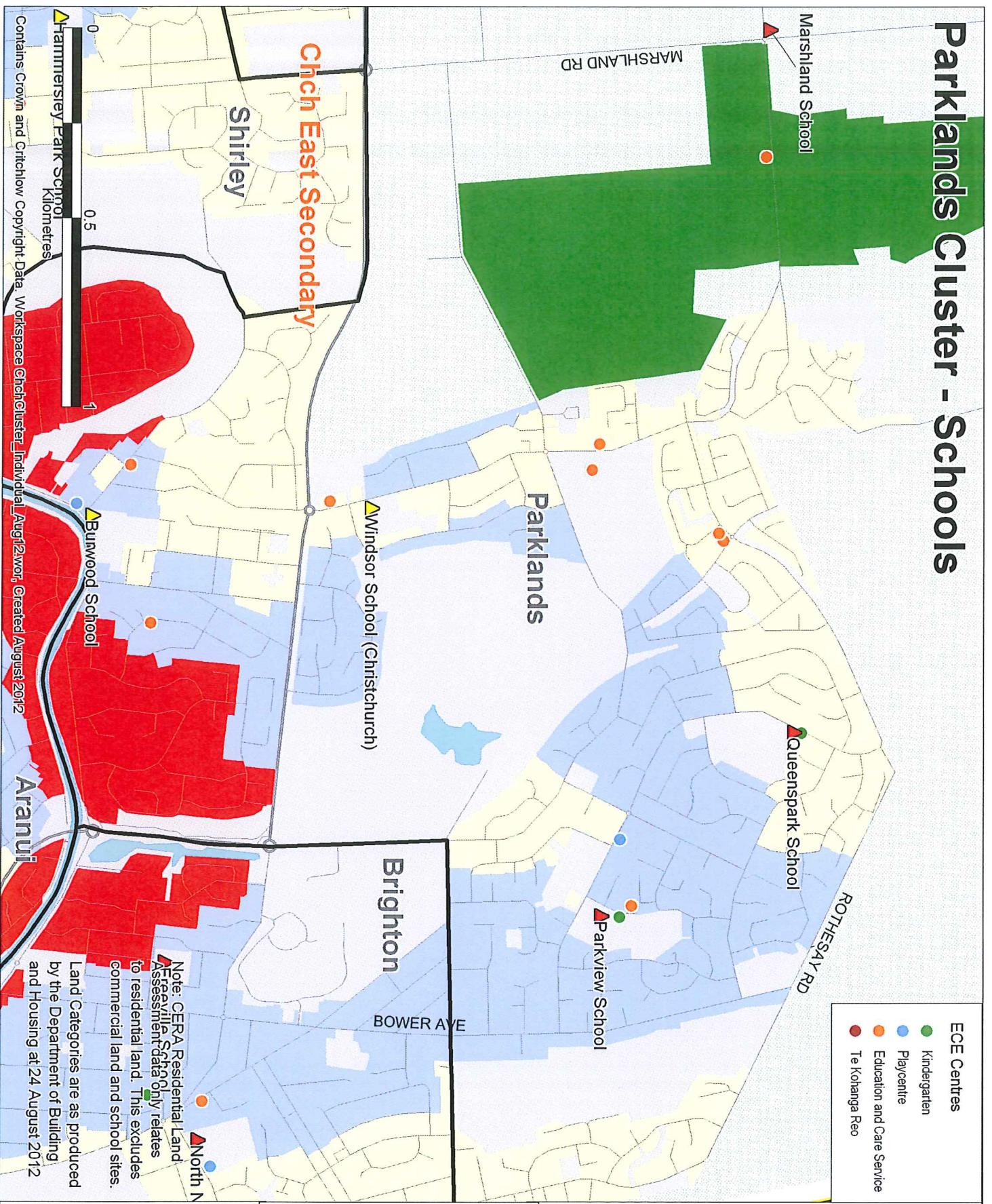
78. The Ministry's recommendation is that Burwood School and Windsor School are merged as a Year 1-6 contributing primary school. The reasons for a merger are:
 - The degree of land damage and population movement in the area necessitates changes to the local schooling network.
 - There are high costs for required property remediation on the site of both schools. Merging the two schools is more cost effective and will facilitate the creation of a modern school for a large number of learners in the future.
79. The Ministry recommends that if you agree to the proposed merger, that you change your preferred implementation date from 27 January 2016 to 27 January 2014 and agree that the merged school will initially operate on a split-site basis and will eventually be located on the Windsor School site. The main reason for the earlier merging date is that this allows the Board of Trustees, Principal and the school's senior management team to start considering the needs of its new community, and to be involved in the design of the additional teaching spaces to ensure that these meet the needs of their learners.
80. Reduction of the roll of the merged school to a size that can be accommodated on the Windsor School site will be supported by the relocation of Marshland School to a site near the Prestons Road development and associated adjustment of enrolment schemes, and the roll decline that is anticipated as more residents leave the area and as learners who are continuing to attend the school after leaving the area finish their schooling.

Next Steps

81. If after considering the information in this report you decide that Burwood School and Windsor School should merge, letters will be developed for your signature to the Boards of Trustees inviting them to provide to you, within 28 days of the date of the letter, any further reasons why the schools should not merge.
82. If your decision is that the two schools should not merge, or you wish to consider further options for their future, the Ministry will develop appropriate letters for your signature.
83. Once your decision has been made, the Ministry recommends that a copy of this report be released to the Burwood School and Windsor School Boards of Trustees.

Map of the Parklands Cluster

Parklands Cluster - Schools



- ECE Centres
- Kindergarten
- Playcentre
- Education and Care Service
- Te Kohanga Reo

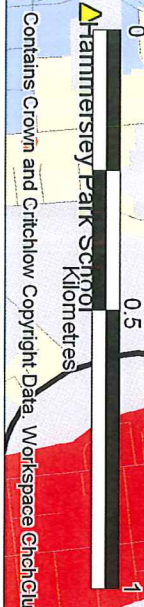
- Road
- Main Road
- River - Line
- River - Region
- Sea
- UDS Residential Growth Area
- Secondary Clusters
- Primary Clusters
- CERA Red Zone Land Assessment at 24 Aug 2012
- CERA White Zone Land Assessment at 24 Aug 2012

- ### Schools
- Full Primary
 - Contributing Primary
 - Intermediate
 - Special School
 - Secondary (Y7-15)
 - Composite
 - Secondary (Y9-15)
 - Teen Parent Unit
 - Kura Teina

- Technical Category 3
- Technical Category 2
- Technical Category 1
- Urban Non-Residential Land
- Rural
- Port Hills and Banks Peninsula

Note: CERA Residential Land Assessment Data only relates to residential land. This excludes commercial land and school sites.

Land Categories are as produced by the Department of Building and Housing at 24 August 2012



Hammersey Park School
Kilometres
0 0.5 1

Contains Crown and Critchlow Copyright Data. Workspace Chch Cluster Individual Aug12, wor, Created August 2012

Rationale for Change Document

Appendix Two

Windsor 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 2010¹.

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

The proposal to merge Burwood School with Windsor on the Windsor School site reflects the degree of land damage and population movement.

Burwood School is located on the edge of the red zone and its entire catchment comprises some of the worst earthquake affected areas across greater Christchurch. As such, the school roll has dropped significantly since the September 2010 earthquake and further roll decline is anticipated as more residents leave the area. In July 2012, there were almost 150 fewer students on roll than in July 2010.

There are also significant costs associated with remediating Burwood School.

Windsor School is the nearest school, and is further away from the most damaged areas. While it also requires significant remediation, merging the two schools is more cost effective and will facilitate the creation of a modern school for a large number of learners in the future.

Land

Surrounding land is a combination of CERA technical category 2 (TC2) and technical category 3 (TC3).

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

Buildings

The buildings on the Windsor 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 multiple rooms.

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

Buildings on site have also been flagged for weather tightness remediation.

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for Windsor School	\$6.5 million
<i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed.</i>	

¹ This figure includes international fee-paying students.

The majority of the above cost is structural strengthening and works associated with weather tightness remediation.

**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 adjusters 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

Windsor School had a July 2012 roll of 581, an increase from July 2010, demonstrating roll growth despite the impact of the earthquakes.

The catchment of the neighbouring Burwood School has been significantly impacted by red zoning of land. This has and will continue to impact the roll of Burwood School.

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

School Name	Type	Authority	2008	2010	2012
Burwood School	Contributing (Year 1-6)	State	420	423	274
Marshland School	Full Primary (Year 1-8)	State	196	204	202
Parkview School	Full Primary (Year 1-8)	State	327	340	288
Queenspark School	Full Primary (Year 1-8)	State	577	561	552
Windsor School (Christchurch)	Contributing (Year 1-6)	State	555	572	581
Total			2,075	2,100	1,897

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

Student Distribution patterns³

Analysis of July 2012 student address data shows around 88% of year 1-8 students living in the Parklands cluster catchment attended a state school, 10% were enrolled at state integrated schools and a further 2% at private schools.

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

School	Authority	# students⁴	%⁵
Queenspark School	State	495	23%
Windsor School (Christchurch)	State	472	21%
Chisnallwood Intermediate	State	258	12%
Parkview School	State	208	9%
Burwood School	State	129	6%
Marshland School	State	99	5%
St Paul's School (Dallington)	State Integrated	56	3%
Freeville School	State	55	3%
Our Lady of Fatima School (Chch)	State Integrated	50	2%
New Brighton Catholic School (Chch)	State Integrated	35	2%

Of particular note is the strong presence of Chisnallwood Intermediate students in the cluster.

The Chisnallwood Intermediate enrolment zone includes Windsor and Burwood Schools. If the proposed Burwood/Windsor Schools are recapitated to a full primary (year 1-8) school, it would be expected to provide education for the year 7-8 students within their catchment.

The proposed closure of Chisnallwood Intermediate as part of the Aranui cluster reorganisation will also have an effect on schools outside of its enrolment scheme.

In particular, 35 Chisnallwood students reside within the Queenspark School enrolment zone (but not in the Windsor zone), and 66 reside near Parkview School (but not in the Queenspark zone or Brighton cluster).

Schools with the highest number of year 1-8 students living in a combined Windsor and Burwood cluster catchment

School	Authority	# students⁶	%⁷
Windsor School (Christchurch)	State	450	40%
Chisnallwood Intermediate	State	165	15%
Burwood School	State	131	12%
Queenspark School	State	59	5%

³ Analysis includes all crown 'funded' students only ie 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

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

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

School	Authority	# students ⁶	% ⁷
St Paul's School (Dallington)	State Integrated	40	4%
Our Lady of Fatima School (Chch)	State Integrated	30	3%
Marshland School	State	18	2%
Heaton Normal Intermediate	State	17	2%
Banks Avenue School	State	16	1%
Freeville School	State	14	1%

According to July 2012 roll return student address data there were approximately 1,114 year 1-8 students living within the combined Windsor/Burwood School enrolment zones.

The combined rolls of Windsor School, Burwood School and Chisnallwood Intermediate total 746 students. This includes 76 students in red zones.

Population change⁸

Percentage of March 2010 and March 2012 student address records in red zones within the cluster.

At March 2010, approximately 15% (291 students) of all 1,942 year 1-8 student address records within the Parklands cluster were within areas which have been classified as "Red Zone" by CERA. *Note that no March 2010 student address data is available for Windsor School.*

At March 2012, approximately 6% (131 students) of all 2,119 year 1-8 students residing in the cluster lived within these areas (including Windsor School students).

This shows that while many students have left residences in the red zone, a significant number remain at this stage. However, the fact that March 2010 data for Windsor School is not available means no precise comparison can be drawn between the March 2010 and March 2012 datasets.

There is large scale greenfield residential development planned for the north of the Parklands cluster catchment. While this development is projected, over time, to replace the households lost as a result of red zoning of land, there is still expected to be around 700 fewer households in the cluster at 2021⁹ compared with pre-earthquake 2011 household data.

Household numbers are projected to continue to grow and exceed the 2011 level 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 Christchurch City Council and CERA on projected population change.

⁸ March data has been used for the comparison across the period 2010 to 2012, as no relevant historical July student address data exists.

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.

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

Based on the July 2012 roll return data, 399 Windsor School students were within the Windsor School enrolment scheme¹⁰. 51 reside outside the Windsor School enrolment scheme but within the Burwood School enrolment scheme. *Note that the two enrolment schemes overlap.*

Based on the July 2012 roll return, 116 Burwood School students lived within the Burwood School enrolment scheme. 15 resided outside the Burwood School enrolment scheme but within the Windsor School enrolment scheme.

In total, 581 Burwood and Windsor School students resided in the area covered by the combined Burwood and Windsor School enrolment zones.

A re-drawing of the Windsor/Burwood School enrolment scheme would need to be considered in the event of a merger. This could also require changes to the neighbouring Marshland and Queenspark Schools enrolment zones to match that of the merged Burwood/Windsor School.

Merging Windsor School and Burwood School 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 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.

An effective merger brings together the strength 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.

¹⁰ Due to the complexity of the north-western portion of the Windsor School enrolment scheme it is difficult to determine which residences lie within the zone. Any review of enrolment schemes in the future will be drawn to land parcels, enabling greater ease of identification of in- and out- of zone learners.

There must be at least one full term between the gazetting and 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 ensure families understand the options for enrolment, and to provide support should this be required.

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.

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 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 merge Windsor School with Burwood 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 merger of my school fit into the overall plan for the network as a whole?

The proposed merger of Windsor School and Burwood School, on the Windsor School site, is one of two proposed changes for the Parklands cluster.

The other proposed change is the relocation of Marshland School into the vicinity of the Prestons Road development in the north of the Parklands cluster.

It is intended the proposed changes would ensure a sustainable network of primary schools in the Parklands 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

Email us shapingeducation@minedu.govt.nz

Burwood 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 2010¹.

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

The proposal to merge Burwood School with Windsor on the Windsor School site reflects the degree of land damage and population movement.

Burwood School is located on the edge of the "red zone" and its entire catchment comprises some of the worst earthquake affected areas across greater Christchurch. As such, the school roll has dropped significantly since the September 2010 earthquake and further roll decline is anticipated as more residents leave the area. In July 2012, there were almost 150 fewer students on roll than in July 2010.

There are also significant costs associated with remediating Burwood School.

Windsor School is the nearest school, and is further away from the most damaged areas. While it also requires significant remediation, merging the two schools is more cost effective and will facilitate the creation of a modern school for a large number of learners in the future.

Land

Surrounding land is predominantly technical category 3 (TC3).

There is red zone land across the river and close but not adjacent on the east and west of the school site.

Significant foundation engineering is highly likely to be required.

A preliminary report indicates risk of settlement and lateral spread on part of the school site.

Buildings

The buildings on the Burwood Primary School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to potentially demolishing the Hall.

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

Buildings on site have also been flagged for weather tightness remediation.

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for Burwood Primary School	\$4.7 million
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¹ This figure includes international fee-paying students.

Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed.	
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The above costs are predominately split between structural strengthening and weather tightness remediation works

**These preliminary cost estimates are based upon information, data and research carried out by other parties. The results are dependent on the information and assumptions included. While these results may vary as further information and/or assumptions are changed, 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 adjusters 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

Burwood School had a July 2012 roll of 274, which is significantly less than the roll in 2008.

More than half the households in the Burwood School enrolment scheme home zone are in red zones. Projected household numbers for the area suggest there will be very little change in the number of households in the near future.

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

School Name	Type	Authority	2008	2010	2012
Burwood School	Contributing (Year 1-6)	State	420	423	274
Marshland School	Full Primary (Year 1-8)	State	196	204	202
Parkview School	Full Primary (Year 1-8)	State	327	340	288
Queenspark School	Full Primary (Year 1-8)	State	577	561	552
Windsor School (Christchurch)	Contributing (Year 1-6)	State	555	572	581
Total			2,075	2,100	1,897

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

Student Distribution Patterns³

Analysis of July 2012 student address data shows around 88% of year 1-8 students living in the Parklands cluster catchment attended a state school, 10% attended state integrated schools and a further 2% attended private schools.

Schools with the highest number of year 1-8 students living in the Parklands cluster catchment

School	Authority	# students⁴	%⁵
Queenspark School	State	495	23%
Windsor School (Christchurch)	State	472	21%
Chisnallwood Intermediate	State	258	12%
Parkview School	State	208	9%
Burwood School	State	129	6%
Marshland School	State	99	5%
St Paul's School (Dallington)	State Integrated	56	3%
Freeville School	State	55	3%
Our Lady of Fatima School (Chch)	State Integrated	50	2%
New Brighton Catholic School (Chch)	State Integrated	35	2%

Of particular note is the strong presence of Chisnallwood Intermediate students in this cluster.

The Chisnallwood Intermediate enrolment zone includes Windsor and Burwood Schools. If Burwood and Windsor Schools are recapitated to full primary (year 1-8) schools, they would be expected to provide education for the year 7-8 students within their catchment.

The proposed closure of Chisnallwood Intermediate as part of the Aranui cluster reorganisation will have an effect on schools outside of its enrolment scheme.

In particular, 35 Chisnallwood students reside within the Queenspark School enrolment zone (but not in the Windsor zone), and 66 reside near Parkview School (but not in Queenspark zone or the Brighton cluster).

Schools with the highest number of year 1-8 students living in a combined Windsor and Burwood cluster catchment

School	Authority	# students⁶	%⁷
Windsor School (Christchurch)	State	450	40%
Chisnallwood Intermediate	State	165	15%
Burwood School	State	131	12%
Queenspark School	State	59	5%

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

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

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

School	Authority	# students ⁶	% ⁷
St Paul's School (Dallington)	State Integrated	40	4%
Our Lady of Fatima School (Chch)	State Integrated	30	3%
Marshland School	State	18	2%
Heaton Normal Intermediate	State	17	2%
Banks Avenue School	State	16	1%
Freeville School	State	14	1%

According to July 2012 roll return student address data there were approximately 1,114 year 1-8 students living within the combined Windsor/Burwood School enrolment zones.

The combined rolls of Windsor School, Burwood School and Chisnallwood Intermediate totals 746 students. This includes 76 students in red zones.

Population change⁸

At March 2010, approximately 15% (291 students) of all 1,942 year 1-8 student address records within the Parklands cluster catchment were within areas which have been classified as "Red Zone" by the Canterbury Earthquake Recovery Authority, CERA. *Note that no March 2010 student address data is available for Windsor School.*

At March 2012, approximately 6% (131 students) of all 2119 year 1-8 students residing in the cluster lived within these red zone areas (including Windsor School students).

This indicates that while the majority of students have left their red zone residences, a significant number of families remain at this stage. However, the fact that March 2010 data for Windsor School is not available means that no precise comparison can be drawn between the March 2010 and March 2012 datasets.

There is large scale greenfield residential development planned for the north of the Parklands cluster catchment. While this development is projected to replace the households lost as a result of red zoning of land there is still expected to be around 700 fewer households in the cluster catchment at 2021⁹ compared with pre-earthquake 2011 household data.

Household numbers are projected to continue to grow and exceed 2011 numbers by 2041.

However, the majority of future residential growth in the Cluster will occur within the enrolment scheme of Marshland School.

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.

⁸ March data has been used for the comparison across the period 2010 to 2012, as no relevant historical July student address data exists.

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.

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

Based on the July 2012 roll return student address data, 116 Burwood School students lived within the Burwood School enrolment scheme, and 15 resided outside the Burwood School enrolment scheme but within the Windsor School enrolment scheme.

Based on the July 2012 roll return data, 399 Windsor School students were within the Windsor School enrolment scheme¹⁰, and 51 reside outside the Windsor School enrolment scheme but within the Burwood School enrolment scheme. *Note that the two enrolment schemes overlap.*

In total, 581 Burwood and Windsor School students resided in the area covered by the combined Burwood and Windsor School enrolment zones.

A re-drawing of the Windsor/Burwood School enrolment scheme would need to be considered in the event of a merger. This could require changes to the neighbouring Marshland and Queenspark Schools enrolment zones to match that of the merged Burwood/Windsor School.

A total of 52 Windsor and Burwood School learners reside within the CERA "Red Zone". No students will be drawn from this area in the future.

Merging Windsor School and Burwood School 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 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.

An effective merger brings together the strength 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.

¹⁰ Due to the complexity of the north-western portion of the Windsor School enrolment scheme it is difficult to determine which residences lie within the zone. Any review of enrolment schemes in the future will be drawn to land parcels, enabling greater ease of identification of in- and out- of zone learners. Actual number of students eligible for in zone status at Windsor in this area is likely to be greater than stated.

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 around enrolment options to families and 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.

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 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 merge Burwood School with Windsor 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 merger of my school fit into the overall plan for the network as a whole?

The proposed merger of Burwood School and Windsor School, on the Windsor School site, is one of two proposed changes for the Parklands cluster.

The other proposed change is the relocation of Marshland School into the vicinity of the Prestons Road development in the north of the Parklands cluster.

It is intended the proposed changes would ensure a sustainable network of primary schools in the Parklands 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

Email us shapingeducation@minedu.govt.nz

Appendix Three

Property Information

1. Cost per learner is the cost of each proposal or alternative proposal divided by the number of affected learners
2. The calculation for Teaching Space Allowance is based on the Ministry's standard allowance for a roll growth classroom, and additional allowance for site specific conditions and infrastructure.
3. Additional allowance for site specific conditions and infrastructure will be assessed on a site by site basis at the time of project planning. This figure has been used to provide consistent indicative cost estimates.
4. Primary School – Teaching Space Allowance

Standard allowance	\$197,520
Additional allowance for site specific conditions	\$32,480
Total allowance	\$230,000

5. Indicative Ten Year Property Costs information - The figures may vary from amounts previously presented and may be subject to change as further infrastructure related costing information is obtained through detailed engineering evaluations.
6. 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.
7. 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.
8. 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.
9. 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.
10. These indicative 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.