

## **Education Report: Consideration of Closure of Burnside Primary School (3305)**

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### **Executive Summary**

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1. This paper seeks your decision on the proposal to close Burnside Primary School under section 154 of the Education Act 1989.
2. On 13 September 2012, you announced the proposed closure of Burnside Primary School, effective from the beginning of 2014, as one of a number of changes to education provision in greater Christchurch. On 28 September 2012 you initiated formal consultation on the proposal.
3. The roll of Burnside Primary School was 211 as at July 2012. The proposal to close Burnside Primary School was based on the surplus capacity which exists in the Burnside cluster of schools and the significant investment required to remediate the school property.
4. The Board of Trustees of Burnside Primary School, with the assistance of a facilitator, has undertaken wide consultation with its community about the proposal, including the Kindergarten Association, Fendalton Playcentre, the Waimairi Community Board, Hagley Community College, the Toy Library, and 11 local Principals and Boards of Trustees, all of whom are supportive of the school remaining open.
5. The Board disagrees with the proposal to close Burnside Primary School and proposes a number of opportunities for the use of the school and site, centred on integrated learning provision. The Board has submitted a petition signed by 3,774 people in favour of keeping Burnside Primary School open. The school also submitted a DVD demonstrating the overarching values of the school.
6. Key concerns conveyed by the community about the proposed closure include the challenge of access for children who walk to school and the associated increased costs for families, and the loss of the inclusive and supportive culture of the school. Respondents conveyed the importance of stability for children and families in Christchurch. A number of respondents also suggested that decisions on location of schools should not be made until a clearer picture of demographic change in the city is gained.
7. Having considered the submission from the Board of Burnside Primary School, the Ministry recommends that Burnside Primary School should not be closed, but is retained in the network and rebuilt. This recommendation is based on the demographic of the school and the ability of Burnside Primary School to cater for its multi-cultural community, and the future potential for Burnside Primary School to work with Cobham Intermediate School and Burnside High School to share facilities and programmes, while remaining as separate entities.
8. Burnside Primary and Cobham Intermediate School effectively share a site. Considerable investment is also needed at Cobham Intermediate, so the opportunity exists to provide facilities that can be shared between the schools.

9. The option of sharing facilities and working alongside each other is supported by both Boards of Burnside Primary School and Cobham Intermediate School in their respective submissions. The Ministry considers that this proposal, with the inclusion of Burnside High School which is in close proximity to the other two schools, has the potential to become a new model of education provision for Year 1-13 learners.
10. Looking more closely at this particular group of learners and the schools they were likely to access led to two other options being considered. These options were for a possible merger of Kendal School and Burnside Primary School on the Burnside Primary School site or for the possible merger of Kendal School, Burnside Primary School and Wairakei School, on the Wairakei School site with the resultant rebuild of the property on the Wairakei site.
11. After analysis of the network, and the cost and other implications of property provision, the Ministry's view is that an option of merging Burnside Primary School with one or with two other schools, should not be progressed. The Ministry believes that the best option for learners in this community is to retain Burnside Primary School and rebuild new school property to provide modern learning environments for this community. The future opportunities presented for learners for enhanced provision from Year 1-13 across the cluster, is a significant aspect of this recommendation.
12. If you agree that Burnside Primary School should not be closed, and that the school should instead be rebuilt, but with shared facilities with Cobham Intermediate School and encouragement for these two schools and Burnside High School to work closely together to ensure a Year 1-13 approach is taken to the education of these learners, a letter will be developed for you to inform the Board.

## Recommended Actions

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We recommend that you:

- a. **note** the information provided about the responses to the consultation by the Board with its school community about the proposed closure of Burnside Primary School under section 154 of the Education Act 1989;
- b. **note** that the Board of Burnside Primary School does not agree that the school should be closed;
- c. **agree** that Burnside Primary School should not be closed;
- d. **note** that if the school is retained and rebuilt:
- new school buildings will be provided at Burnside Primary School;
  - the Ministry proposes it would have shared facilities with Cobham Intermediate School (which also needs considerable investment); and
  - the Boards of Burnside Primary, Cobham Intermediate and Burnside High School will be encouraged to work collaboratively to ensure seamless Year 1-13 education delivery.
- e. **note** that letters to the Board and the local Members of Parliament will be developed once your decision is known; and
- f. **agree** that a copy of this report be released to the Board of Trustees of Burnside Primary School.

AGREE / DISAGREE

AGREE / DISAGREE

  
Katrina Casey  
Deputy Secretary  
Regional Operations

Encls



Hon Hekia Parata  
Minister of Education

11/2/13



## Education Report: Consideration of Closure of Burnside Primary School (3305)

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### Purpose

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1. This paper provides you with information on the outcome of consultation by the Board of Trustees of Burnside Primary School on the possible closure of Burnside Primary School under section 154 of the Education Act 1989 (the Act).
2. You are being asked to agree that Burnside Primary School should not be closed and that the Ministry invest in building a new school.

### Background

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3. Burnside Primary School is a decile 5, Year 1-8 full primary school in the Burnside Learning Community Cluster, in the Ilam electorate of Christchurch. A map of the area is attached as Appendix One. The July 2012 roll of the school was 211 which included 43 Māori, 12 Pasifika, 92 New Zealand European, 45 Asian, and 18 learners of other ethnicities. One learner on the roll is an international student.
4. The school's roll is ethnically diverse, drawing from a community with many refugee and migrant families, and differs, in this respect, from some of the other schools in the cluster.
5. On 13 September 2012 you announced a number of proposals for changes to education renewal in greater Christchurch. This announcement included the proposal to close Burnside Primary School.
6. On 28 September 2012 you wrote to the Board of Trustees of Burnside Primary School and initiated consultation on the possible closure of Burnside Primary School. That consultation period ended on 7 December 2012.
7. Burnside Primary School is proposed to be closed on 27 January 2014.

### Reasons for Considering Closure

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8. Burnside Primary School was built on a large site in 1955 and is in close proximity to Waimairi School, Wairakei School, Westburn School and Fendalton Open Air School. It shares a boundary with Cobham Intermediate School.
9. The school is being considered for closure because the buildings require a significant investment to address infrastructure issues. The primary property concern is that the school buildings are heavily infested with borer and they will also require earthquake strengthening.
10. The indicative cost for remediation work, derived from a series of assessments undertaken by property professionals, totals \$6.0 million.



11. It is anticipated, based on where learners currently live, that they could attend one of seven schools. A significant number of learners who currently attend Burnside Primary School live in proximity to Wairakei School. All but one school currently have capacity, ranging from 12 to 99 available student spaces. This situation is unlikely to change as no significant population change is anticipated in this area.

### Learning Community Cluster Proposal

12. The original proposal for the Burnside Learning Community Cluster is as follows:

School	Type	Proposal
Burnside Primary School	Yr 1-6	Close school
Fendalton Open Air School	Yr 1-6	Repair and continue
Waimairi School	Yr 1-6	Repair and continue
Cobham Intermediate School	Yr 7-8	Repair and continue

13. The Rationale for Change document for Burnside Primary School is attached as Appendix Two.

### Consultation under Sections 154 and 157 of the Education Act 1989

14. Before making a decision about closing a school, the Minister must consult with the Board of the school concerned and with the Boards of state schools whose rolls may be affected. Sections 154 and 157 of the Act require this consultation.

#### **Consultation with the Board of Burnside Primary School**

15. 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 the school to discuss the proposal on 7 November 2012.
16. 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 a representative Board member and the Principal.
17. The Board appointed a facilitator to undertake consultation on its behalf. The final date for submissions on the proposal to close Burnside Primary School was 7 December 2012. On 14 December 2012, you were provided with the complete submission from the Board of Trustees of Burnside Primary School.
18. The feedback from the Board of Trustees of Burnside Primary School is that the Burnside Primary School site be redeveloped to:
- provide modern learning environments for, initially, 300 learners from early childhood to Year 6

- b. create a community education hub. This would provide an integrated educational pathway, including Early Childhood Education and a special education satellite/unit. It is proposed that the hub could include bilingual provision for Māori, Pasifika and for migrant and refugee families, providing support to parents and teachers in the schools within the cluster and across clusters
- c. make more effective use of the 9.2 hectare site shared by Burnside Primary School and Cobham Intermediate school
- d. meet the need for centralised education and community facilities
- e. centralise support services for northwest Christchurch, including RTLB, RTLit, Reading Recovery, SWIS, Community Constable and Public Health Nurse.

### **Consultation with the Boards of schools whose rolls might be affected**

- 19. On your behalf, the Ministry undertook consultation with the Boards of Cobham Intermediate School, Kendal Primary School, Fendalton School, Westburn School and Wairakei School. The Boards of schools in the cluster, and others, have signed the proposal submitted by Burnside Primary School that opposes the closure.
- 20. Cobham Intermediate School has provided a submission identifying that it would work with Burnside Primary School, if it were to remain open, and has signed the Board of Trustees' submission. It has also identified some concepts of how the combined site could be utilised, should the decision be made for Burnside Primary School to close.

### **Ministry Comment**

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- 21. The Ministry acknowledges that Burnside Primary School is an inclusive school, welcoming Māori, Pasifika, refugee and migrant learners and their families.
- 22. Following the closure of Aorangi School on 27 January 2010, 47 learners from Aorangi School were enrolled at Burnside Primary School. The school has also provided a base for Hagley Community Centre English for Speakers of Other Languages (ESOL) provision since the earthquake.
- 23. The school community has conveyed a significant commitment to the school and its facilities.

### **Future provision for priority learners**

- 24. Burnside Primary School currently has 28 learners from refugee or migrant families receiving ESOL. These learners are most likely to attend Wairakei School if Burnside Primary School closes. While Fendalton Open Air School and Westburn School are closer to Burnside Primary School, these schools serve a demographic that is quite different, and the Ministry believes there may be barriers to learners from Burnside Primary School enrolling at these two schools.



25. A comparison of the schools in the area is shown below:

%	Decile	European	Māori	Pasifika	Asian	Other
<b>Burnside</b>	5	43.6	20	5.7	21	8.5
<b>Westburn</b>	9	58.9	4.6	0	32.7	2.0
<b>Fendalton</b>	10	77.1	6.9	2.9	10.9	1.1
<b>Kendal</b>	6	51.7	14.6	9	20.2	4.5
<b>Wairakei</b>	6	65.7	16.7	3	12.9	1.7

26. The Ministry recognises that Burnside Primary School serves a diverse and multi-cultural community for which it has developed experience and expertise in dealing with the specific issues its community faces. While other schools in the area also serve similar demographics, the schools closest to Burnside Primary School are not likely to be schools which the Burnside Primary School families would comfortably attend.

### **Proposal for collaborative approach across the cluster**

27. The Ministry has given consideration to the proposals put forward by the Board of Burnside Primary School in its submission, as well as the support received from across the wider Burnside cluster of schools including Cobham Intermediate School. The Ministry's response to these is outlined below under the section titled Consideration of options for the future of Burnside Primary School.

### **Quality of Education Provision at Burnside Primary School**

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28. The Education Review Office (ERO) last reviewed Burnside Primary School on 14 June 2012. The school is on a three year review cycle. In its report ERO stated that:

*Students learn in settled and well-managed classrooms and most students make good progress over time. Class information about student achievement in reading, writing and mathematics against the National Standards shows a wide range of achievement. In the past, this information had not been used to show school-wide progress and achievement against the National Standards.*

*Since the on-site stage of this ERO review, the school has collated information about student achievement. This shows that just over half of the students achieve at or above the National Standards in reading and mathematics. A third of students achieve at or above the National Standards in writing. About 12% of the students are ESOL and this has some impact on the results.*

29. In relation to the diversity of the school community, ERO stated that:

*Students come from many different cultural backgrounds. Students told ERO that they and their different cultures are valued. This cultural diversity is recognised in school assemblies, newsletters, and in the school environment. For example, an international garden is at the school entrance.*

*Many students are English as a Second Language Learners (ESOL). These students are very well supported in their learning. Special effort is made to welcome and involve their families in the school and in their children's learning.*



*A school goal is to value and involve all parents and whānau. Parents raise funds for resources, help with school activities and join in regular school-family events. Teachers share with parents useful ideas as to how they can support their children's learning.*

30. If Burnside Primary School were to close, it is anticipated that current learners are likely to enrol at Wairakei School, Fendalton Open Air School, and Westburn School. A summary of education provision at these schools is attached as Appendix Four.

## Priority Learners

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31. Burnside Primary School had a July 2012 roll of 211 learners, including one international student. The roll includes 20.4% Māori learners and 5.7% Pasifika learners.

32. In its most recent ERO review, it was stated that:

*The principal and teachers are committed to ensuring that Māori students are successful in their learning. They are just beginning to think more deeply about what success as Māori might mean in this school. There is a wide range of achievement for Māori students. Overall, too many achieve below the National Standards. Teachers have worked hard to lift the achievement of these students.*

### **Areas of Strength**

*Māori students that ERO spoke with liked their school, their principal and teachers. The principal and teachers have worked hard to build students' confidence, sense of belonging and leadership. Teachers and syndicate leaders have good information about each Māori student's progress, achievement, learning strengths and needs.*

*The pastoral care and settling of students from Aorangi has been carefully managed. These students are now a part of this school community. As a result of targeted support, these students have made significant progress with their learning.*

### **Areas for Review and Development**

*It is time for the school to extend its Māori language provision, especially for those students who have strengths or an interest in this. It is also time to develop teachers' knowledge and confidence about how they can best support Māori students to be successful in their learning and experience success as Māori.*

*The board needs better information about Māori students' progress and achievement against the National Standards. This will enable it to set specific targets to lift the achievement of identified students. This was a recommendation in the last ERO report.*

33. The school does not provide Māori medium education.

### **Ongoing Resourcing Scheme (ORS)**

34. As at 1 July 2012, Burnside Primary School had no learners with high needs accessing ORS funding.

## Consideration of options for the future of Burnside Primary School

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35. The Ministry had considered two options for a possible merger involving Burnside Primary School. These options were as follows:

**Option One: Merge Burnside Primary School and Kendal School on the Burnside Primary School site**

36. This option would involve the retention of the Burnside Primary School site with rebuilt property at an estimated cost of \$7.15 million.
37. This option was considered as the Ministry recognises that the Boards of both schools have developed expertise and experience in supporting a significant number of potentially vulnerable young people, and a merger would see this continue and be built upon.

**Option Two: Merge Burnside Primary School, Kendal School and Wairakei School on the Wairakei School site**

38. This option would involve the Burnside Primary School and Kendal School sites being closed, with a merger taking place on the Wairakei School site. The estimated cost of building provision on the Wairakei School site would be between \$5 million and \$14 million dependent on whether existing buildings are repaired and expanded or a new school is built. Because of the size of the Wairakei School site, which is smaller than the site at Burnside Primary School, the Ministry's preference would have been to build a new school rather than repair existing buildings.
39. The Ministry gave consideration to this option as Wairakei School is located close to both schools and shares a similar diverse roll make up with the experience to provide the appropriate pastoral care needed for these learners. As Wairakei School also has older buildings, a new school on this site as a result of the merger proposal would provide modern learning environments for a larger number of learners than a rebuild of the site for Wairakei School alone. Wairakei School will require some investment regardless, albeit of a much lower order.
40. In either merger option, a merger would involve all staff having to reapply for their roles. The Principal's position would be advertised nationally, while other positions are in the first instance available to staff from the two merged schools. If necessary, these positions are then externally advertised.
41. The Ministry does not recommend that either of these options be progressed further. Given the location of where learners currently at Kendal School reside, it is likely they will attend at either Roydvale or Isleworth School, and not at Wairakei School meaning that a merger involving Kendal School would not achieve any of the benefits of a merger.
42. The site at Wairakei School is smaller than the Burnside Primary School site, and the additional provision that would need to be built to accommodate all learners from Burnside Primary School would be significant. While the cost of rebuilding Burnside Primary School as an alternative is also high on a cost per learner basis, it is overall a less expensive option. The main benefits of retaining Burnside Primary School, however, are discussed below and relate to the Burnside cluster submission and the opportunity for enhanced future provision across the cluster.



43. A detailed property analysis of the two merger options was prepared, and is attached as part of Appendix four.

#### **Proposed new model for provision across the Burnside cluster**

44. Burnside Primary School Board has proposed that the school be retained to provide modern learning environments from early childhood to Year 6, offering the possibility of a community education hub providing an integrated educational pathway, a more effective use of the 9.2 hectare site shared with Cobham Intermediate School, and the centralisation of community facilities and support services for northwest Christchurch.
45. In particular, the Board referred to provision for Māori, Pasifika and migrant and refugee families within the cluster, and across clusters.
46. The Board of Cobham Intermediate School has submitted that if Burnside Primary School were to remain open, it would support the shared utilisation of its site.
47. Having taken into account the submissions, the Ministry view is that Burnside Primary School should be retained on its current site and rebuilt. The Ministry considers this is the best option for ensuring that education provision and pastoral care continues to be provided to learners, which is of a high quality, and also allows for a new approach to delivering Year 1-13 education across the cluster.
48. The Ministry believes that by working across the cluster to encourage collaboration between Burnside Primary School and Cobham Intermediate School and Burnside High School, this will enable a learning community cluster approach be delivered to provide seamless education to learners, while the three schools remain separate entities. Both Cobham Intermediate and Burnside High Schools rolls are culturally diverse. This model would deliver some of the same advantages being proposed in Aranui, but under a different model (that is it would provide an opportunity to expand the options available for education programmes across Year 1-13).
49. This option would also be cost effective, in that facilities could be shared between Cobham Intermediate and Burnside Primary Schools. Other proposals put forward by Burnside Primary School in relation to a community education hub could be explored at a cluster level, with the assistance of the Ministry and possibly a facilitator if the community wish for that. The Ministry also considers that at some future time, schools in the cluster may wish to consider a form of shared or alternative governance.

#### **Staffing**

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50. Burnside Primary School had a 2012 confirmed staffing entitlement of 9.4 full time teacher equivalents (FTTE).

#### **Financial Implications**

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51. If Burnside Primary School closes, it would generate Education Development Initiative (EDI) funding and Joint Schools Funding Initiative (JSIF), in line with EDI policy.



52. These funds are used for projects that support student achievement, psychosocial needs, transition and change management within and across schools and Learning Community Clusters. Funding is only generated if either closure or merger is implemented.
53. If your decision is that Burnside Primary School should close estimates of the savings to the Crown in operational funding will be prepared for your information.

## Property Implications for the future of Burnside Primary School

### **Background Rationale for proposal to close Burnside Primary School**

54. The buildings on the Burnside Primary School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes, to replacing brick veneer. Some buildings will also require earthquake strengthening. The school property is also infested with borer which was discovered during the condition assessments, which followed a review of all school buildings in the wake of each earthquake event.
55. Surrounding land is predominately CERA technical category 2 (TC2). While geotechnical considerations are unlikely to be a significant factor at this site currently, preliminary assessments suggest further investigation will be required if future development is undertaken.
56. The Indicative Ten Year Property Cost to repair Burnside Primary School was estimated at \$8.9 million. The revised figure as peer reviewed by a professional quantity surveyor has realised an approximate figure of \$6.00 million. The majority of work covered by this figure has not yet been accurately scoped or designed. The estimated costs are therefore based on assumptions and interpretation of requirements which will need to be resolved to provide greater cost certainty.

### ***Proposal Analysis***

57. The Cobham Intermediate School site adjacent to Burnside Primary School does provide a large education site. This combined site has the potential to be expanded to suit almost any eventuality if required.
58. The Burnside Primary School Board of Trustees' submission suggests that there is an opportunity to provide provision for an ECE, a special education satellite unit, RTLB hub, Public Health Nurse, (the site already contains a CDHB dental hub), Social Workers in Schools (SWIS), Community Constable all on site at Burnside Primary School. These provisions could be accommodated by providing additional funding, if the site was to be redeveloped.
59. If Burnside Primary School closes, four temporary teaching spaces will be made available, two at Wairakei School and one at each of Fendalton Open Air School and Westburn School.
60. If both Burnside Primary School and Kendal School close, seven temporary teaching spaces will be made available, three at Wairakei School, two at Roydvale School and one at each of Fendalton Open Air School and Westburn School.

### **Property Entitlement**

61. 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.
62. These sources are:
- The latest indicative property cost information.
  - Current roll information (October 2012).
  - Network analysis of the estimated additional required teaching spaces required.

### **Revised indicative property costs – Minister's Original Proposal**

<b>Proposal</b>	<b>Cost</b>	<b>Details</b>
Closure of Burnside Primary School	\$0.00 million	Closure of school. No repairs or remediation required, normal disposal costs could be applicable
Additional teaching space allowance at Wairakei School	\$0.46 million	2 additional teaching spaces, based on network analysis
Additional teaching space allowance at Fendalton Open Air School	\$0.23 million	1 additional teaching space, based on network analysis
Additional teaching space allowance at Westburn School	\$0.23 million	1 additional teaching space, based on network analysis
Other costs –the CDHB Dental clinic to be surveyed and established as a stand alone facility	\$0.10 million	
<b>Total</b>	<b>\$1.02 million</b>	4 additional spaces at Wairakei, Fendalton and Westburn Schools. Roydvale, Ilam, Wharenui and Isleworth have current capacity to accommodate the proposed re-distributed learners
Re distributed roll from Burnside Primary School - 228		10 October 2012 roll of Burnside Primary School to be distributed across nearby schools
<b>Cost per learner</b>	<b>\$4,474</b>	

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

**Revised indicative property costs – Minister’s Proposal combined with Kendal School closure**

<b>Proposal</b>	<b>Cost</b>	<b>Details</b>
Closure of Kendal School	\$0.0 million	Closure of school. No repairs or remediation required, normal disposal costs could be applicable
Closure of Burnside Primary School	\$0.0 million	Closure of school. No repairs or remediation required
Additional teaching space allowance at Roydvale School	\$0.46 million	2 additional teaching spaces, based on network analysis
Additional teaching space allowance at Wairakei School	\$0.69 million	3 additional teaching spaces, based on network analysis
Additional teaching space allowance at Fendalton Open Air School	\$0.23 million	1 additional teaching space, based on network analysis
Additional teaching space allowance at Westburn School	\$0.23 million	1 additional teaching space, based on network analysis
Other costs – Relocation of Reading Recovery Centre from Kendal School	\$0.23 million	Allowance for an additional classroom space using the standard roll growth teaching space rate
Other costs – Redevelopment of Kids First kindergarten	\$0.70 million	Estimate by Ministry ECE
Other costs –the CDHB Dental clinic to be surveyed and established as a stand alone facility	\$0.10 million	
<b>Total</b>	<b>\$2.64 million</b>	7 additional spaces at Roydvale, Wairakei, Fendalton and Westburn. Remaining learners accommodated into Wairakei and Isleworth, Ilam and Wharenui Schools which have capacity.
Re distributed roll from Kendal School - 87		10 October 2012 roll of Kendal School to be distributed across nearby schools
Re distributed roll from Burnside Primary - 228		10 October 2012 roll of Burnside Primary to be distributed across nearby schools
Total re distributed roll from Kendal and Burnside Primary School - 315		10 October 2012 roll of Kendal and Burnside Primary Schools to be distributed across nearby schools
<b>Cost per learner</b>	<b>\$8,381</b>	



## Property Provision for retention of Burnside Primary School

63. If you decide that Burnside Primary School should not be closed, the indicative costs of either repairing or rebuilding the property at the site are outlined below. The difference in cost between the two options is small, therefore the Ministry recommends that a new school is built on the Burnside Primary School site.

Proposal	Cost	Details
Repairs to Burnside Primary School	\$6.00 million	These are the indicative costs to repair the school. Based on the School Property Guide Calculator, if a new school was provided for 400 learners the estimated cost would be \$8-9 million. The new school indicative cost for a school of 228 learners is \$5.5 – 6.5 million
Other costs - ECE	\$0.69 million	Assumed that a new ECE would be equivalent to three teaching spaces
Other costs – RTLB hub	\$0.23 million	Assumed the RTLB hub would be equivalent to 1 teaching space
Other costs – Public Health Nurse	\$0.23 million	Assumed that Public Health Nurse, Community Constable and SWIS could be accommodated into 1 teaching space
Other costs – Community Constable	See above	Assumed that Public Health Nurse, Community Constable and SWIS could be accommodated into 1 teaching space
Other costs – SWIS	See above	Assumed that Public Health Nurse, community constable and SWIS could be accommodated into 1 teaching space
<b>Total</b>	<b>\$7.15 million</b>	
Current roll at Burnside Primary School - 228		10 October 2012 roll of Burnside Primary School
<b>Cost per learner</b>	<b>\$31,160</b>	<b>For repair option</b>
Indicative cost of counter proposal 1 as a new school	\$7.65 million	
<b>Cost per learner</b>	<b>\$33,553</b>	<b>For new build option</b>

## Risks

64. Consideration of the closure of Burnside Primary should be made with the knowledge that Kendal School is also being considered for closure. Both of these schools have current rolls which comprise priority learners, with a lower decile rating and greater ethnic diversity than some of the schools to which learners will transfer, should the closures proceed.

65. The community support for Burnside Primary School to stay open is strong. Concerns include ease of access, additional change for families and that the sense of belonging felt by the diverse school community, including refugee and migrant families, would be lost.
66. If you decide to proceed to the next stage of closure, the community of Burnside Primary School may believe it has not been listened to and that either you, or the Ministry, has a pre-determined view on the future of the school.
67. If you decide to retain Burnside Primary School, other schools involved in closures at this same time may believe they have not been given the same opportunities being proposed in this report.
68. The Ministry believes that these risks can be mitigated by releasing this report, in the first instance, to the Board of Trustees of Burnside Primary School followed by the public release of this document on the Ministry's website.

## Conclusion

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69. The Ministry's recommendation is that Burnside Primary School should not close, and that a new school is rebuilt on the site. The indicative cost of this new property provision is \$7.65 million.
70. This recommendation is based on the ability of Burnside Primary School to provide for its priority learners both in terms of education delivery and pastoral care, and the opportunities that are presented at a cluster level for the enhanced provision of Year 1-13 education. This includes the provision of shared facilities and strengthened co-operation between Burnside Primary School and Cobham Intermediate School, and at a later date, with Burnside High School.
71. This would be a new model of education provision, based on shared facilities, strengthened co-operation, and possibly programmes, but with schools retaining their status as separate entities.

## Next Steps

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72. If having given consideration to this report and the submission from the Board of Trustees of Burnside Primary School you decide that Burnside Primary School should not be closed, no further consultation is required. A letter will be developed for you to inform the Board of your decision and the Ministry will then progress plans for the rebuild of the school.
73. If you decide that Burnside Primary School should be closed, or you wish to explore alternative options for the future of Burnside Primary School, the Ministry will develop alternative letters for your signature. If your decision is that the school should close, that letter would provide the Board with a further 28 days in which to let you know of any further reasons why the school should remain open.
74. Once your preference is known for the future of Burnside Primary School, the Ministry will also prepare letters for Members of Parliament advising them of your decision.
75. Once your decision has been made, the Ministry recommends that a copy of this report be released to the Burnside Primary School Board of Trustees.

## Appendix One

**Map of the Burnside Cluster and Dot Map of where learners live / attend**



Rationale for Change Document

### Education Provision at Alternative Schools

#### Fendalton Open Air School

ERO last reviewed Fendalton Open Air School in May 2010. In its report, ERO reported that:

*Students achieve very well at the school. Data for Years 4 to 6 shows that 75% of students are achieving above national expectations. Data for Years 1 to 3 shows much more variation in entry and progress levels. Improvements to the analysis and use of school entry data for tracking and target setting should help teachers continue to improve the achievement of students across these year levels. Teachers are also aware of the need to further develop the learning reports they use to report specifically on achievement levels to parents in a way that all parents can understand.*

*Teachers are continuing to develop the school's curriculum to reflect the focus on improving students' thinking and problem-solving strategies. Students are becoming increasingly involved in setting their own learning goals, and managing and evaluating their own learning. The completion of these developments should result in a consistently delivered school-wide curriculum for all students.*

*Teachers use their professional development to improve learning opportunities for all students. They plan class programmes to meet the range of identified needs of the students. Gifted and talented students can participate in a wide range of additional activities. Students with particular learning needs receive extra support. All students can join in a good range of sporting and cultural activities.*

#### Wairakei School

ERO last reviewed Wairakei School in June 2008. In its report, ERO stated that:

*The principal's reports on student achievement show that nearly all students achieve at expected national levels in literacy and numeracy. This has been the pattern over the last five years. Cumulative data show that more students achieve above expected levels in reading than they do in mathematics.*

*Teachers gather comprehensive achievement information for individual students. The principal's analysis of cumulative school-wide data shows where specific needs exist. The next step is for the principal and board to refine their broad achievement targets to better focus on meeting the identified needs of groups of students.*

*Students are provided with high quality learning experiences across the curriculum. The principal has developed clear expectations for high quality teaching. Teachers generally use reliable assessment information to plan programmes that meet the needs of students.*

*Teaching in literacy, numeracy and music are strengths in the school. Students in Years 3 to 6 are able to participate in a school-wide sporting programme. The teaching students receive reflects the knowledge teachers have of current good practices. Teachers effectively manage learning in their classrooms and work cooperatively to make learning consistent for all students as they move through the school. Students with particular learning needs are taught in small groups or individually by specialist teachers. The principal and teachers are developing a more integrated approach to planning the learning programmes. Their next step is to extend the classroom planning so that the needs of all students are identified and met.*

## Westburn School

ERO last reviewed Westburn School in July 2010. In its report, ERO stated that:

*Westburn School provides education for students in Years 1 to 8 in an increasingly multicultural school community in northwest Christchurch. The school provides significant learning and pastoral support for students who do not have English as their first language (ESOL). A supportive community is regularly involved in many aspects of school life.*

*Specialist music teachers support school music programmes and plan specialist programmes for selected students within the school.*

*Teachers have made considerable progress since the 2007 ERO review in extending students' opportunities to take responsibility for their own learning. Student self-management, including student-led conferences to report progress and achievement to parents, is identified as a strength in this report.*

*Most students achieve at or above national expectations in literacy and mathematics. Targets have been set to raise the achievement of all students in descriptive writing in 2009 and 2010. The school is well placed to report student achievement to parents against national standards.*

*A culture of respect and caring is evident in the relationships established between teachers and students and among students. Older students have significant leadership opportunities and often support the learning of younger students.*



## Appendix Four

### Property Information

1. Cost per learner is the cost of each proposal or alternative proposal divided by the number of effected learners.
2. The calculation for an Additional Teaching Space is based on the Network analysis.
3. 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.
4. 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.
5. Primary School – Teaching Space Allowance

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

6. Increases to non teaching spaces will be assessed at each site, but no allowance has been made in any of the above figures.
7. 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.
8. 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.
9. 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.
10. 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.
11. 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.

12. 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.

**Property provision for Option of merger of Burnside Primary School and Kendal School**

13. The indicative costs of a merger of Burnside Primary School and Kendal School are outlined below. These costs assume the building of a new school on the Burnside Primary School site.

***Revised indicative property costs – merger of Burnside Primary and Kendal School in new school on Burnside Primary site***

<b>Proposal</b>	<b>Cost</b>	<b>Details</b>
Closure of Kendal School	\$0.0 million	Closure of school no repairs or remediation required, normal disposal costs could be applicable
Build new school on Burnside Primary site	\$7.00 million	This is the indicative cost to build a new school
Other costs – Relocation of Reading recovery Centre from Kendal School	\$0.23 million	Allowance for an additional classroom space using the standard roll growth teaching space rate
Other costs – Redevelopment of Kids First kindergarten	\$0.70 million	Estimate provide by Ministry ECE
Other costs –the CDHB Dental clinic to be surveyed and established as a stand alone facility	\$0.10 million	
<b>Total</b>	<b>\$8.03 million</b>	
New combined roll - 315		10 October 2012 roll of Kendal School (87) and Burnside Primary School (228)
<b>Cost per learner</b>	<b>\$25,492</b>	

**Property Provision for option of merger of Burnside Primary, Kendal and Wairakei Schools**

***Revised indicative property costs – Merge Burnside Primary, Kendal and Wairakei on Wairakei School site***

*Wairakei School*

14. The buildings on the Wairakei School site have suffered some degree of earthquake damage. This covers a wide spectrum from cracking to ceiling and wall finishes and some foundations to floors being out of level. Some buildings will require earthquake strengthening. No weather tightness issues were identified during the national survey and subsequent inspections.
15. Surrounding land is predominately CERA technical category 2 (TC2).

16. While geotechnical considerations are unlikely to be a factor, preliminary assessments suggest further investigation will be required if further development is undertaken on this site.
17. The indicative ten year cost to repair and maintain Wairakei School as a stand alone school is \$1.1 million.
18. It is noted that the Wairakei School site is smaller than the Burnside Primary School site, and new buildings would involve two storey blocks to accommodate all learners in its new catchment.
19. The Ministry has prepared indicative costs for remediation of buildings on the Wairakei School site to accommodate a proposed merger of Burnside Primary School, Kendal School, and Wairakei School, as well as for the building of a new school. The Ministry's preference under this option is for a new school build as the Wairakei School site is not large, and remediating buildings only will not provide adequately for a roll that includes all learners from Kendal and Burnside Primary School. New provision would enable two storey classroom blocks to be built.

<b>Proposal</b>	<b>Cost</b>	<b>Details</b>
Closure of Kendal School	\$0.0 million	Closure of school. No repairs or remediation required, normal disposal costs could be applicable
Closure of Burnside Primary School	\$0.0 million	Closure of school. No repairs or remediation required
Repairs to Wairakei School	\$1.13 million	These are the indicative costs to repair the school.
Additional teaching space allowance at Wairakei School	\$2.99 million	13 additional teaching spaces, based on network analysis
Other costs – Relocation of Reading recovery Centre from Kendal School	\$0.23 million	Allowance for an additional classroom space using the standard roll growth teaching space rate
Other costs – Redevelopment of Kids First kindergarten	\$0.70 million	Estimate provide by Ministry ECE
Other costs –the CDHB Dental clinic to be surveyed and established as a stand alone facility	\$0.10 million	
<b>Total</b>	<b>\$5.15 million</b>	13 additional spaces at Wairakei.
New Combined Roll - 550		10 October 2012 roll of Kendal School (87), Burnside Primary (228) and Wairakei School (235)
<b>Cost per learner</b>	<b>\$9,364</b>	



**Revised indicative property costs – Merge Burnside Primary, Kendal and Wairakei in New School on expanded Wairakei School site**

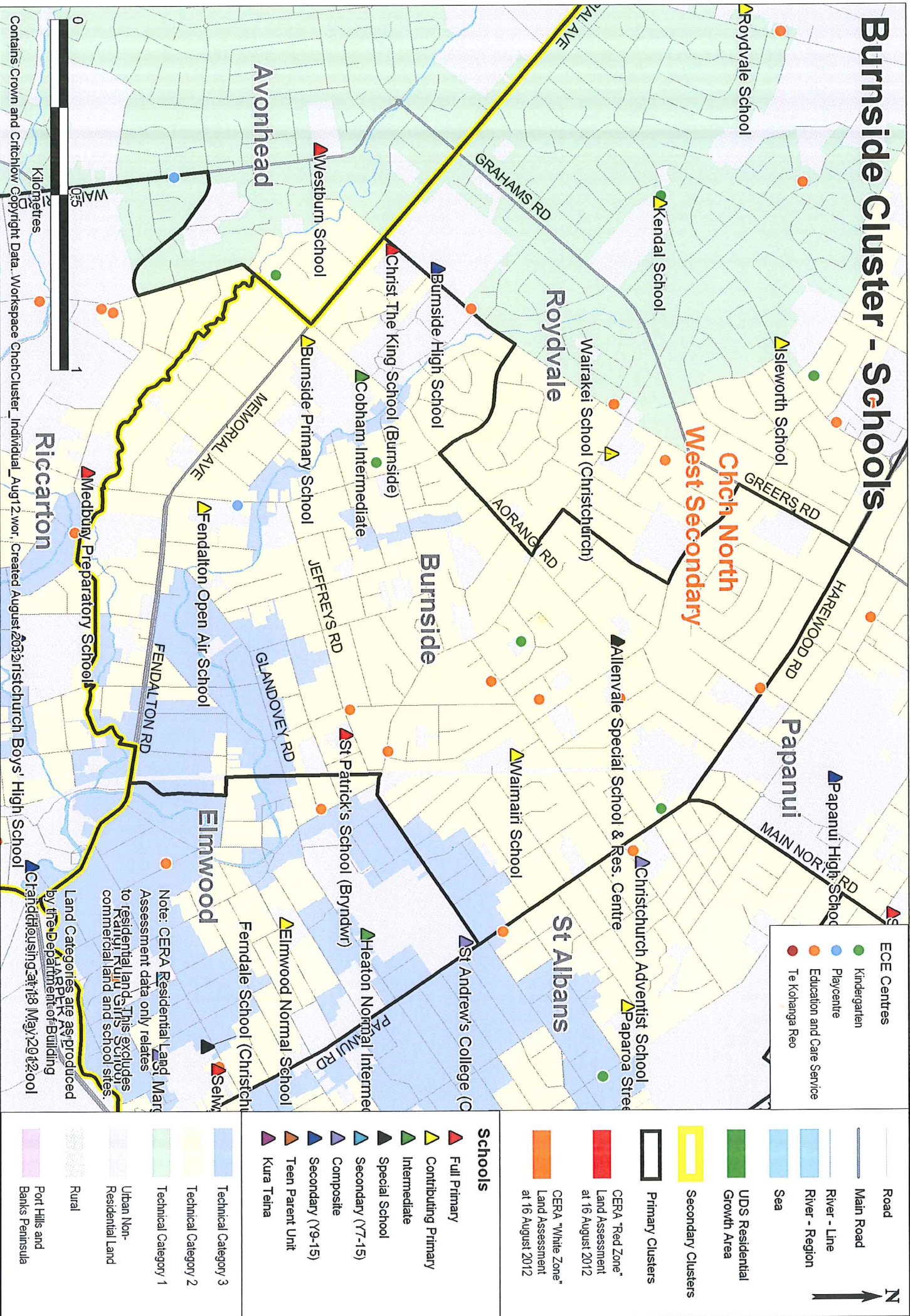
<b>Proposal</b>	<b>Cost</b>	<b>Details</b>
Build new school on Wairakei School site	\$13.20 million	This is the indicative cost to build a new school including \$0.5m for site expansion.
Other costs – Redevelopment of Kids First kindergarten	\$0.70 million	Estimate provide by Ministry ECE
Other costs –the CDHB Dental clinic to be surveyed and established as a stand alone facility	\$0.10 million	
<b>Total</b>	<b>\$14.00 million</b>	
New Combined Roll - 550		10 October 2012 roll of Kendal School (87), Burnside Primary (228) and Wairakei School (235)
<b>Cost per learner</b>	<b>\$25,455</b>	

## Appendix One

Map of the Burnside Cluster and Dot Map of where learners live / attend



# Burnside 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 16 August 2012
- CERA "White Zone" Land Assessment at 16 August 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

0 1  
Kilometres  
Miles  
Contains Crown and Crichton Copyright Data. Workspace ChchCluster\_Individual\_Aug12.wor. Created August 2012. Christchurch Boys' High School

Note: CERA Residential Land Margin 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 Planning on 18 May 2012.



## Appendix Two

### Rationale for Change Document

# Burnside Primary School – Rationale for change

This document has been prepared to assist discussions with parents and communities about proposals for education renewal for greater Christchurch.

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## 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.

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## 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 2010<sup>1</sup>.

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

Burnside Primary School is an older school, established in 1955 on a large site. It is in close proximity to number of other schools.

The indicative costings for remediation, which are derived from a series of reports from a range of property professionals, total \$8.9 million. Burnside Primary School is heavily infested with borer, and will also require earthquake strengthening.

Given the schools age, and condition, and significant investment needed to achieve the modern learning environment vision for greater Christchurch schools, one approach would be to rebuild the school.

Whilst building a new school of similar size would be cheaper than remediating the existing buildings, it would be difficult to justify this investment given the surplus capacity that already exists in this cluster.

Because significant future growth is not anticipated within the Burnside cluster, building a new school on the Burnside site would have a significant impact on the two primary schools nearby.

### Land

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

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

### Buildings

The buildings on the Burnside Primary School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to replacing brick veneer.

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

The school property is also heavily infested with borer which was uncovered during the condition assessments which followed a review of all school buildings in the wake of each earthquake event.

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<sup>1</sup> This figure includes international fee-paying students.



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No weather tightness issues were identified during the national survey. However issues have subsequently been identified as part of the building condition report to further investigate the borer issues.

The ten year estimate of costs to remediate all school buildings is just under \$9 million dollars. This exceeds the cost of a full replacement of all buildings.

### Indicative Ten Year Property Costs\*

<b>Indicative Ten Year Property Costs for Burnside Primary School</b> <i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed.</i>	<b>\$8.9 million</b>
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The majority of the above cost is structural strengthening and works associated with borer 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 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

Burnside Primary School had a roll of 210 at July 2012, which is smaller than the roll in 2008.

It is in close proximity to a number of other state primary schools such as Wairakei School, Fendalton Open Air School and Westburn School.

The data below shows many of the local schools are already drawing from the immediate catchment of Burnside Primary school.

*Rolls of schools in the cluster: July rolls 2008, 2010, 2012<sup>2</sup>*

School Name	Type	Authority	2008	2010	2012
Christ The King School (Burnside)	Full Primary (Year 1-8)	State: Integrated	307	319	313
St Patrick's School (Bryndwr)	Full Primary (Year 1-8)	State: Integrated	157	158	154
<b>Burnside Primary School</b>	<b>Contributing (Year 1-6)</b>	<b>State</b>	<b>245</b>	<b>292</b>	<b>210</b>
Fendalton Open Air School	Contributing (Year 1-6)	State	498	492	471
Waimairi School	Contributing (Year 1-6)	State	441	467	463
<b>Primary Total</b>			<b>1,648</b>	<b>1,728</b>	<b>1,611</b>
Cobham Intermediate	Intermediate (Year 7 and 8)	State	702	687	663
<b>Intermediate Total</b>			<b>702</b>	<b>687</b>	<b>663</b>
Allenvale Special School & Res. Centre	Special School	State	127	124	131

***Student Distribution patterns<sup>3</sup>***

Analysis of July 2012 student address data shows around 82% of year 1-6 students living within a 1 km radius of Burnside Primary School attended a state school, 10% were enrolled at state integrated schools and a further 7% at private schools.

*Schools with the highest number of year 1-6 students living in the Burnside Primary School cluster catchment.*

School	Authority	# students <sup>4</sup>	% <sup>5</sup>
Fendalton Open Air School	State	128	27%
Burnside Primary School	State	84	18%
Westburn School	State	66	14%
Ilam School	State	42	9%
Christ The King School (Burnside)	State Integrated	34	7%
Wairakei School (Christchurch)	State	20	4%
Medbury Preparatory School	Private	16	3%
St Andrew's College (Christchurch)	Private	12	2%
Elmwood Normal School	State	7	1%

<sup>2</sup> July School Rolls are total July rolls, excluding foreign fee paying students.

<sup>3</sup> 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.

<sup>4</sup> Number of all year 1-6 students that attend a nearby school

<sup>5</sup> Percentage of all year 1-6 students that attend a nearby school



School	Authority	# students <sup>4</sup>	% <sup>5</sup>
St Patrick's School (Bryndwr)	State Integrated	6	1%

Of the students living within a 1 km radius of Burnside Primary School just under a third (27%) were enrolled at Fendalton Open Air School and approximately 18% at Burnside Primary School. The remainder were spread across other schools.

### **Population change<sup>6</sup>**

There has been a small decline in the number of year 1-15 students living in the Burnside cluster catchment from 3,009 in March 2010 to 2,829 in March 2012, based on roll return student address data.

This indicates there has been little change in the total number of students residing in the Burnside cluster catchment in the wake of the Canterbury earthquakes.

There is no large scale greenfield residential development planned for the Burnside cluster catchment though there is projected to be a small increase in household numbers of around 150 by 2021<sup>7</sup>.

Household numbers are projected to grow by a further 300 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.

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

Approximately 42% of Burnside Primary School students reside within a 1 km radius of Burnside Primary School (July 2012 student address data).

If Burnside Primary School were to close 73% of Burnside students would be within 1 km of Wairakei School, Fendalton Open Air School or Westburn School.

If Kendal School (which is in the Roydvale cluster and is also proposed for closure) and Burnside Primary schools were both to close, approximately 99% of year 1-6 students living in the Burnside cluster would still live within 1 km of a remaining state primary school.

This means that even if Burnside Primary School was to close, there are other state primary schools nearby for students to attend.

Wairakei School is likely to receive enrolments from students who might otherwise have enrolled at Burnside Primary School as well as Kendal School, which is also proposed for closure.

Based on July 2012 student distributions, approximately 36 Kendal School students and 103 Burnside Primary School students live within 1 km of Wairakei School. Approximately 30 of these students also reside within 1 km of Isleworth School.

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

<sup>7</sup> 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.



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*Rolls of schools likely<sup>8</sup> to receive enrolments of Burnside students if the school were to close: Total July rolls 2008, 2010, 2012*

School Name	Authority	2008	2010	2012
Fendalton Open Air School	State	498	492	471
Wairakei School (Christchurch)	State	231	236	233
Westburn School	State	456	428	445
<b>Total</b>		<b>1,185</b>	<b>1,156</b>	<b>1,149</b>

Closing Burnside Primary would enable funding to be invested in the nearby schools where the majority of the 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.

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 provide required support.

The provisions of the respective employment agreements will apply for staff.

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 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.

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<sup>8</sup> Based on where students currently live

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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 that may have otherwise enrolled at Burnside 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](mailto:shapingeducation@minedu.govt.nz)





### Education Provision at Alternative Schools

#### Fendalton Open Air School

ERO last reviewed Fendalton Open Air School in May 2010. In its report, ERO reported that:

*Students achieve very well at the school. Data for Years 4 to 6 shows that 75% of students are achieving above national expectations. Data for Years 1 to 3 shows much more variation in entry and progress levels. Improvements to the analysis and use of school entry data for tracking and target setting should help teachers continue to improve the achievement of students across these year levels. Teachers are also aware of the need to further develop the learning reports they use to report specifically on achievement levels to parents in a way that all parents can understand.*

*Teachers are continuing to develop the school's curriculum to reflect the focus on improving students' thinking and problem-solving strategies. Students are becoming increasingly involved in setting their own learning goals, and managing and evaluating their own learning. The completion of these developments should result in a consistently delivered school-wide curriculum for all students.*

*Teachers use their professional development to improve learning opportunities for all students. They plan class programmes to meet the range of identified needs of the students. Gifted and talented students can participate in a wide range of additional activities. Students with particular learning needs receive extra support. All students can join in a good range of sporting and cultural activities.*

#### Wairakei School

ERO last reviewed Wairakei School in June 2008. In its report, ERO stated that:

*The principal's reports on student achievement show that nearly all students achieve at expected national levels in literacy and numeracy. This has been the pattern over the last five years. Cumulative data show that more students achieve above expected levels in reading than they do in mathematics.*

*Teachers gather comprehensive achievement information for individual students. The principal's analysis of cumulative school-wide data shows where specific needs exist. The next step is for the principal and board to refine their broad achievement targets to better focus on meeting the identified needs of groups of students.*

*Students are provided with high quality learning experiences across the curriculum. The principal has developed clear expectations for high quality teaching. Teachers generally use reliable assessment information to plan programmes that meet the needs of students.*

*Teaching in literacy, numeracy and music are strengths in the school. Students in Years 3 to 6 are able to participate in a school-wide sporting programme. The teaching students receive reflects the knowledge teachers have of current good practices. Teachers effectively manage learning in their classrooms and work cooperatively to make learning consistent for all students as they move through the school. Students with particular learning needs are taught in small groups or individually by specialist teachers. The principal and teachers are developing a more integrated approach to planning the learning programmes. Their next step is to extend the classroom planning so that the needs of all students are identified and met.*

## Westburn School

ERO last reviewed Westburn School in July 2010. In its report, ERO stated that:

*Westburn School provides education for students in Years 1 to 8 in an increasingly multicultural school community in northwest Christchurch. The school provides significant learning and pastoral support for students who do not have English as their first language (ESOL). A supportive community is regularly involved in many aspects of school life.*

*Specialist music teachers support school music programmes and plan specialist programmes for selected students within the school.*

*Teachers have made considerable progress since the 2007 ERO review in extending students' opportunities to take responsibility for their own learning. Student self-management, including student-led conferences to report progress and achievement to parents, is identified as a strength in this report.*

*Most students achieve at or above national expectations in literacy and mathematics. Targets have been set to raise the achievement of all students in descriptive writing in 2009 and 2010. The school is well placed to report student achievement to parents against national standards.*

*A culture of respect and caring is evident in the relationships established between teachers and students and among students. Older students have significant leadership opportunities and often support the learning of younger students.*

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10. 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.
11. 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.



12. 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.

**Property provision for Option of merger of Burnside Primary School and Kendal School**

13. The indicative costs of a merger of Burnside Primary School and Kendal School are outlined below. These costs assume the building of a new school on the Burnside Primary School site.

***Revised indicative property costs – merger of Burnside Primary and Kendal School in new school on Burnside Primary site***

<b>Proposal</b>	<b>Cost</b>	<b>Details</b>
Closure of Kendal School	\$0.0 million	Closure of school no repairs or remediation required, normal disposal costs could be applicable
Build new school on Burnside Primary site	\$7.00 million	This is the indicative cost to build a new school
Other costs – Relocation of Reading recovery Centre from Kendal School	\$0.23 million	Allowance for an additional classroom space using the standard roll growth teaching space rate
Other costs – Redevelopment of Kids First kindergarten	\$0.70 million	Estimate provide by Ministry ECE
Other costs –the CDHB Dental clinic to be surveyed and established as a stand alone facility	\$0.10 million	
<b>Total</b>	<b>\$8.03 million</b>	
New combined roll - 315		10 October 2012 roll of Kendal School (87) and Burnside Primary School (228)
<b>Cost per learner</b>	<b>\$25,492</b>	

**Property Provision for option of merger of Burnside Primary, Kendal and Wairakei Schools**

***Revised indicative property costs – Merge Burnside Primary, Kendal and Wairakei on Wairakei School site***

Wairakei School

14. The buildings on the Wairakei School site have suffered some degree of earthquake damage. This covers a wide spectrum from cracking to ceiling and wall finishes and some foundations to floors being out of level. Some buildings will require earthquake strengthening. No weather tightness issues were identified during the national survey and subsequent inspections.
15. Surrounding land is predominately CERA technical category 2 (TC2).

16. While geotechnical considerations are unlikely to be a factor, preliminary assessments suggest further investigation will be required if further development is undertaken on this site.
17. The indicative ten year cost to repair and maintain Wairakei School as a stand alone school is \$1.1 million.
18. It is noted that the Wairakei School site is smaller than the Burnside Primary School site, and new buildings would involve two storey blocks to accommodate all learners in its new catchment.
19. The Ministry has prepared indicative costs for remediation of buildings on the Wairakei School site to accommodate a proposed merger of Burnside Primary School, Kendal School, and Wairakei School, as well as for the building of a new school. The Ministry's preference under this option is for a new school build as the Wairakei School site is not large, and remediating buildings only will not provide adequately for a roll that includes all learners from Kendal and Burnside Primary School. New provision would enable two storey classroom blocks to be built.

<b>Proposal</b>	<b>Cost</b>	<b>Details</b>
Closure of Kendal School	\$0.0 million	Closure of school. No repairs or remediation required, normal disposal costs could be applicable
Closure of Burnside Primary School	\$0.0 million	Closure of school. No repairs or remediation required
Repairs to Wairakei School	\$1.13 million	These are the indicative costs to repair the school.
Additional teaching space allowance at Wairakei School	\$2.99 million	13 additional teaching spaces, based on network analysis
Other costs – Relocation of Reading recovery Centre from Kendal School	\$0.23 million	Allowance for an additional classroom space using the standard roll growth teaching space rate
Other costs – Redevelopment of Kids First kindergarten	\$0.70 million	Estimate provide by Ministry ECE
Other costs –the CDHB Dental clinic to be surveyed and established as a stand alone facility	\$0.10 million	
<b>Total</b>	<b>\$5.15 million</b>	13 additional spaces at Wairakei.
New Combined Roll - 550		10 October 2012 roll of Kendal School (87), Burnside Primary (228) and Wairakei School (235)
<b>Cost per learner</b>	<b>\$9,364</b>	

***Revised indicative property costs – Merge Burnside Primary, Kendal and Wairakei in New School on expanded Wairakei School site***

<b>Proposal</b>	<b>Cost</b>	<b>Details</b>
Build new school on Wairakei School site	\$13.20 million	This is the indicative cost to build a new school including \$0.5m for site expansion.
Other costs – Redevelopment of Kids First kindergarten	\$0.70 million	Estimate provide by Ministry ECE
Other costs –the CDHB Dental clinic to be surveyed and established as a stand alone facility	\$0.10 million	
<b>Total</b>	<b>\$14.00 million</b>	
New Combined Roll - 550		10 October 2012 roll of Kendal School (87), Burnside Primary (228) and Wairakei School (235)
<b>Cost per learner</b>	<b>\$25,455</b>	