

## **Education Report:      Consideration of the Closure of Burnham School (3304)**

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### **Executive Summary**

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1. This report seeks your decision on the proposed closure of Burnham School under section 154 of the Education Act 1989.
2. On 13 September 2012, you announced the proposed closure of Burnham School on 27 January 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.
3. The roll of Burnham School was 133 as at July 2012. The proposal to close Burnham School was related to the Rolleston Learning Community Cluster as a whole, which comprises Burnham School, Clearview Primary School, Rolleston School and Weedons School. The proposed closure of Burnham School was based on its proximity to Rolleston and the investment needed at Burnham School to remediate buildings and to bring them to the standard of modern learning environments.
4. The Rolleston area is an area of projected growth. The Ministry is proposing to address this growth through new primary and secondary schooling provision.
5. The Board of Trustees of Burnham School, with the assistance of a facilitator, has undertaken consultation with its community about the proposal. The Board does not agree with the proposal to close. It has provided reasons under 'Catalyst for Change' headings of Demographics, People, Māori and Pasifika Learners, and Property why it believes that the school should remain open. The consultation process highlighted the very strong support of the community for the school.
6. Schools whose rolls might be affected unanimously opposed the proposal to close Burnham School, primarily because of the role the school fulfils in meeting the needs of New Zealand Defence Force personnel and their families.
7. Following the consultation process, the Ministry of Education recommends that you agree to retain Burnham School on the basis that it is relocated to a new site in Rolleston where it will be the new primary provision for the Rolleston area. Timing of establishing the school on the new site will be dependent on sufficient roll numbers to justify building the new school and sufficient time to acquire a site and construct the new buildings. Relocating Burnham School onto a new site is not expected to occur before 2016. It is anticipated that the relocated school would eventually cater for up to 750 learners.

8. There is no specific legislative requirement to consult on the relocation of a school. However, the Ministry recommends that you undertake consultation with the Board of Burnham School about whether they would be supportive of the relocation or whether their preference to this option is for the school to close. Due to the strong opposition that the Board has demonstrated for the closure proposal, the Ministry expects that the Board's preferred option would be to relocate.
9. Once your decision is known, a letter to the Board will be developed notifying it of your decision and outlining the next steps.

## 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 Burnham School;
- b. **note** that the Board of Trustees of Burnham School disagrees with the proposal to close Burnham School;
- c. **note** that following the consultation process the Ministry has identified as an alternative option to the closure proposal that Burnham School could be retained and relocated to Rolleston where it will be the new primary provision for Rolleston;
- d. **agree** to further consultation with the Board of Burnham School on the proposal that the school is retained and relocated to Rolleston;  
  
AGREE / DISAGREE
- e. **note** that this consultation period would begin on 18 February 2013 and end on 22 March 2013;
- f. **note** that once this consultation has been completed the Ministry will provide you with a report on the results of the consultation including the Board's preference for the school to be either relocated or closed;
- g. **note** that once you have received the results of this consultation, you will be asked to make a decision on whether Burnham School will be relocated or should be closed;
- h. **note** that if the result of the consultation on the proposed relocation is that the Board of Burnham School does not agree to relocation and also does not agree to closure, then the Ministry's recommendation would be that the school should be closed;
- i. **note** that if, following the consultation on the proposed relocation, you decide that Burnham School should be closed, the Act requires that you give the Board of Trustees of Burnham School a further 28 days to provide you with any additional reasons why the school should not be closed.

- j. **agree** that once your decision is known a copy of this report be released to the Board of Trustees of Burnham School; and

AGREE / DISAGREE

- k. **note** that once your decision is known, the Ministry will prepare letters for your signature to the Board of Trustees of Burnham School, sector organisations and local Members of Parliament advising them of your decision.

  
Katrina Casey  
Deputy Secretary  
Regional Operations

Encls



Hon Hekia Parata  
Minister of Education

11 / 2 / 13

I do not agree that  
Burnham should be  
closed or relocated.

I support the status  
quo. J



## **Education Report:     Consideration of the Closure of Burnham School (3304)**

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### **Purpose**

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1. This report seeks your decision on the proposed closure of Burnham School under section 154 of the Education Act 1989 (the Act).

### **Background**

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2. Burnham School is a decile 9, Year 1-8 full primary school in the Rolleston Learning Community Cluster of schools, in the Selwyn electorate. A map of the area is attached as Appendix One. The July 2012 roll of the school was 133 which included 82 New Zealand European, 38 Māori, 11 Pasifika, and two Asian learners.
3. On 13 September 2012 you announced a number of proposals for education renewal in greater Christchurch. This announcement included the proposal to close Burnham School to take effect on 27 January 2016.
4. On 28 September 2012 you wrote to the Board of Trustees of Burnham School and initiated consultation on the possible closure of the school. That consultation period ended on 7 December 2012.

### **Reasons for Considering Closure**

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5. Burnham School is a relatively small school situated at the site of the Burnham military camp.
6. The school was built in 1953 on a moderate sized site. Some buildings have been added over time; however none have been upgraded since they were constructed. The indicative ten year property cost for Burnham School is \$3.3 million. This is predominantly earthquake strengthening work and does not include weather tightness and condition assessment costs, as this work is yet to be undertaken. Thus, a large investment would be required relative to the size of the school's roll.
7. The Selwyn District and Rolleston in particular, is expected to be an area of significant future population growth. To cater for this, you have already announced a proposal for new primary and secondary provision in Rolleston, and it is envisaged that this new provision would absorb learners from a number of existing nearby schools, including Burnham School.



## Learning Community Cluster Proposal

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8. The proposal for the Rolleston Learning Community Cluster is as follows:

School	Type	Proposal
Burnham School	Yr 1-8	Close school
Clearview Primary School	Yr 1-8	Repair and continue
Rolleston School	Yr 1-8	Repair and continue
Weedons School	Yr 1-8	Repair and continue
New Primary School		
New Secondary School		

9. The Rationale for Change document for Burnham School is attached as Appendix Two.

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

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10. 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 Burnham School

11. On 13 September 2012 you called a meeting at the Lincoln Event Centre of all schools in greater Christchurch and those affected by the proposals around closure and merger. The Ministry delivered letters initiating consultation for you on 28 September 2012 and you attended a meeting with Burnham School to discuss the proposal on 9 November 2012.
12. 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.
13. The Board appointed a facilitator to undertake consultation on its behalf. The final date for submissions on the proposal to close Burnham School was 7 December 2012. On 14 December 2012, you were provided with the complete submission from the Board of Trustees of Burnham School.
14. In addition to the submission from the Board, and accompanying letters, you received six letters from members of the public in relation to the proposal to close Burnham School.

15. There were 12 additional letters of support attached to the submission as follows:
- Colonel Parsons thanks the Burnham and Linton Camp Schools for their support through a difficult year and points to the role the schools play.
  - Linton Camp School and Waiouru School express their support for Burnham School, and also point to the special role these schools play.
  - R N Hughes, Professor of Psychology and former pupil, points to Burnham School's key role in providing psychological and educational support; providing peace of mind to army personnel on deployment overseas; providing success for Māori; and strong community support.
  - Two preschool services in Burnham support the school, share its community focus, and point to the loss of learners at their services if the school was to close.
  - Three parents of children at the school have written strongly supporting the school and the quality of learning and support that the school provides.
16. When you visited the school on 9 November 2012, the school community presented you with a petition 'to save our school and show your support' which included 770 signatures.
17. The Board of Burnham School opposes the proposal to close the school and presents its case under 'Catalyst for Change' headings for Demographics, People, Māori and Pasifika Learners, and Property. The submission is summarised as follows:
- a. *Catalyst for Change: Demographics*
- i. Substantial growth in Rolleston is predicted.
  - ii. Housing within Burnham Camp will have market rental capped at \$320 per week, which compares very favourably to local rentals quoted from Trade Me.
  - iii. Decommissioned New Zealand Defence Force (NZDF) housing used to house workers involved in the Christchurch rebuild is expected to be fully occupied by April 2013, which is expected to have an impact on the Burnham School roll.
  - iv. The Board quotes Ministry figures for preschoolers in the Rolleston Cluster noting total preschool early childhood education numbers of 624 spaces in Rolleston and 214 places in Burnham as evidence of future growth prospects.
  - v. The Board believes that the new school proposed for Rolleston will be at capacity before construction is completed, and Burnham could play an ongoing 'overflow' roll for Rolleston.

b. *Catalyst for Change: People*

- i. Ministry roll figures show an apparent decline. This is questioned because the 2010 data used was a spike year (related to the delayed opening of Clearview School) creating an impression of decline which is not valid. A longer term perspective shows a stable roll.
- ii. 67% of learners come from military families while others choose Burnham School as an alternative to large urban schools.
- iii. Burnham School has a unique culture related to its role with the NZDF. Key to this is recognition of the families that make up the bulk of the student body:
  - i. *The Burnham families have one or both parents who are soldiers serving in the New Zealand Defence Force. Their work takes them away from home and their children for months at a time to train, take part in Military exercises and to be deployed all around the world for periods of up to eight months (sometimes longer) with little contact from home.*
- iv. The submission includes research demonstrating that 'The Army child learns differently to others', and pointing to the key role a military school plays in keeping families together.
- v. The submission quotes research into the impact of a military life on the mental health and educational outcomes for children from military families, and concludes:
  - i. *From all of the published research it is abundantly clear that schools play a vital role in preventing adverse emotional and educational consequences for children who are separated from their military parents. This role is manifested in school wide, teacher-focused, student-focused and family-focused support systems and activities (Harrison and Vennest, 2008).*
- vi. Burnham School is the school of choice for many Rolleston families, many of whom share similar characteristics to the military families.
- vii. Burnham school already has a well established learning cluster involving all parties with an interest in education in Burnham. It would share this knowledge with the new Rolleston cluster.

c. *Catalyst for Change: Māori and Pasifika Learners*

- i. Burnham School has a significant number of Māori and Pasifika learners and is the school of choice for these learners. The school caters for the Māori taura and whānau in many different ways, both academically and with the tikanga and whanaungatanga of the community.
- ii. The success of Māori students at Burnham is affirmed by the latest ERO report, which is quoted in the submission as noting the quality relationships that exist, and the range of opportunities for Māori to succeed as Māori.



- iii. The submission points to the opportunities provided to learn Te Reo (which is actively taught in all classrooms), and the fundamental role of the Te Roopu o Te Kura Kapahaka Group in the life of the school. The school values and teaches tikanga as part of an integrated curriculum.
  - iv. The school has strong established links to Taumutu Marae.
- d. *Catalyst for Change: Property*
- i. Earthquake damage was minimal, and has been repaired. The school has been notified that the cost to bring the buildings up to 67% of the building code is \$3.2 million.
  - ii. The school has access to additional facilities at Burnham (for example the community hall/cinema, Marae).
  - iii. The Board proposes three alternatives for consideration:
    - *Rebuild*. The Board estimates the cost of replacement as \$1.6 million.
    - *Re-organise*. Blocks 1 and 2 be demolished and replaced with prefabs, while retaining the hall, library, and whare.
    - *Re-vitalise*. If the Detailed Engineering Evaluation (DEE) currently being undertaken finds that blocks 1 and 2 need minimal strengthening, then the total cost would be the cost of strengthening, plus \$35-40,000 per room to bring them up to Modern Learning Environment standards.

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

18. On your behalf, the Ministry undertook consultation with the Boards of Weedons School, Clearview School, and Rolleston School. The feedback which the Ministry received was as follows:
- a. The Boards of all three schools oppose the closure of Burnham School, and are concerned at the pressure schools in Selwyn District and the western suburbs are under as a result of population growth. This pressure has increased as a result of the earthquakes. The schools also express a desire to retain the diversity of options available to parents, including the choice of smaller schools.
  - b. The Board of Weedons School supports the retention of smaller schools in the network (Burnham School and Yaldhurst Model School) as an essential alternative to large urban schools. It believes that schools in the network would not be able to cope with the sudden influx of learners which would result from the closures.
  - c. The Board of Clearview Primary School unanimously opposes the closure of Burnham School, and point to the unique community that Burnham School serves.

- i. *Closing Burnham would be detrimental to their community and to the soldiers that rely heavily on the stability the school provides.*
- And
- ii. *The Board and staff understand the complexities of being next to an Army Base and it is this knowledge that defines them and the special character of the school.*
- d. The Board of Rolleston School argues for the retention of Burnham School on two fronts: the preservation of choice for parents; and the special character of Burnham School in meeting the specific needs of the families of military personnel.
  - e. The Board strongly questions its ability to cater for the needs of the Burnham community:  
  
*An additional 100 pupils 'overnight' would be untenable for our school.*  
  
*The complexities around inducting these students into our setting, and managing the special needs of military families, is something we can do without. We do not have the established special culture which Burnham has to deal with the different job of working with a significant number of military families.*
  - f. Rolleston School does not currently have the classroom space to accommodate learners from Burnham School and the Board finds the prospect of relocatable classrooms untenable.

## Ministry Comment

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### **Burnham School's special characteristics**

- 19. The special characteristics of the Burnham School within the Burnham military camp community are clear to all, as is the role of the school in supporting that community and safeguarding the psychological and educational welfare of learners. The school is performing well for Māori and Pasifika learners, and clearly understands the special characteristics of New Zealand Defence Force (NZDF) personnel, the needs of their families, and the implications that this special character has for a school.
- 20. Local schools recognise the relationship Burnham School has to the NZDF and support retaining Burnham School. The Ministry acknowledges the special characteristics represented in the Board's submission and the widespread support for the retention of the school.

### **Property**

- 21. The Ministry is committed to the provision of high quality modern learning environments. Property implications are discussed below. Cost estimates for the first and third options proposed by the Board are expanded below, at an indicative cost of \$3 - 3.5 million. The second option is not recommended, as it does not fully address modern learning environments, and maintains an ageing stock.

## Update to Original Proposal

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22. The Ministry considers that schooling should not continue on the Burnham Camp site because of the high cost of providing Modern Learning Environments and bringing the facilities up to 67% of the building code. The need for expanded primary education provision is nearby in Rolleston.
23. However, to continue meeting the particular needs of the learners served by Burnham School, the Ministry recommends that Burnham School is retained on the basis that it is relocated to a new site in Rolleston.
24. There is no specific legislative requirement to consult with the Board of a school about a proposal to relocate its school. However, the Ministry recommends that you undertake consultation with the Board of Burnham School about whether they would be supportive of the relocation or whether their preference to this option is for the school to close. Due to the strong opposition that the Board has demonstrated for the closure proposal, the Ministry expects that the Board's preferred option will be to relocate.

## Alternative Schooling Options and Quality of Education Provision

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25. The Education Review Office (ERO) last reviewed Burnham School in August 2011. In its report, ERO stated that:

*Information reported by the principal to the board in 2010 shows that 75% of Years 3 to 8 students are achieving at or above the expected level for their age in reading and writing. Most students targeted in 2010 to improve their level of achievement in reading and mathematics made good progress. Learning support and extension programmes were planned to meet the needs of specific students.*

*Teachers are focused on improving learning and teaching. Positive relationships and high expectations support students' progress and achievement. Students are able to discuss their own learning and their next steps. Teachers have identified and use agreed practices that engage students in learning. An effective learning support programme is meeting the needs of individual students at risk of not achieving.*

*Teachers use assessment information well to guide their planning and report regularly to parents about their children's learning. The school is beginning to report to parents in relation to National Standards in 2011.*

*The board provides appropriate resources, including a good range of information and communication technologies (ICT) to support learning and teaching.*

26. If Burnham School was to be closed, education provision would be available at Clearview Primary School, Rolleston School, or Weedons School. A summary of education provision at these schools is attached as Appendix Three. These summaries show that learners from Burnham School can be expected to receive high quality provision at their receiving school.



## Priority Learners

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27. The July 2012 roll for Burnham School of 133, included 28.6% Māori and 8.3% Pasifika learners. The school provides Māori immersion education at level 4 for 23 learners.

28. The most recent ERO review reported that:

*Māori students achieve at similar levels to other students in the school. Teachers include bicultural perspectives in topic studies, where appropriate. They provide a range of opportunities for Māori students to learn and succeed as Māori. Students are able to:*

- *learn te reo and tikanga Māori on a regular basis*
- *visit their local marae and learn the Māori history of the area*
- *use the tuakana-teina model of learning where older students support younger students.*

## Ongoing Resourcing Scheme (ORS)

29. As at 1 July 2012, Burnham School had one high needs learner accessing Ongoing Resourcing Scheme (ORS) funding.

## Staffing

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30. Burnham School had a 2012 staffing entitlement of 7.10 Full Time Teacher Equivalents (FTTE).

## Financial Implications

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

32. These funds are used for plans that support student achievement, psycho-social needs, transition and change management within and across schools and Learning Community Clusters. This funding is only generated if the closure is implemented.

33. If Burnham School is retained and relocated no EDI or JSIF will be generated.

34. If your decision is that Burnham School should close, or you decide to proceed with further options for consultation on the future of the school, estimates of the savings to the Crown in operational funding will be prepared for your information.

## Property Implications

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### Background Rationale

35. The buildings on the Burnham School site have suffered some degree of earthquake damage. This covers a wide spectrum from cracking of wall linings and ceilings, to cracked exterior walls. Some buildings will require earthquake strengthening. Weather tightness assessments are yet to be undertaken at Burnham School. Condition assessments are also yet to be undertaken.
36. Surrounding land has not been assessed. While geotechnical considerations are unlikely to be a significant factor, further investigation will be required if development is undertaken on this site.
37. The indicative Ten Year Property Cost to repair Burnham School is \$3.3 million.

### Proposal Analysis

38. The proposal from the Board of Burnham School is that the school remains on its current site which maintains the status quo and the indicative property costs as previously stated.
39. The option of relocating Burnham School as the new school in Rolleston, would have no property implications except the ongoing maintenance to the current school site until the new school was ready.

### Property Entitlement

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

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

Proposal	Cost	Details
Closure of Burnham School	\$0.0 million	Closure of school no repairs or remediation required, normal disposal costs could be applicable
Additional teaching space allowance at the new school at Rolleston	\$0.92 million	4 additional teaching spaces, based on network analysis
<b>Total</b>	<b>\$0.92 million</b>	4 additional spaces at the new school at Rolleston, remaining learners are accommodated into Rolleston and Clearview Primary.

Re distributed roll from Burnham School - 133		10 October 2012 roll of Burnham School to be distributed across nearby schools
<b>Cost per learner</b>	<b>\$6,917</b>	

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

#### Alternative Proposal 1 - Burnham School to remain open

Proposal	Cost	Details
Repairs to Burnham School	\$3.27 million	These are the indicative costs to repair the school. Ten year maintenance and weather tightness costs are not included as they are yet to be assessed, we anticipate this figure will increase, but not significantly
Other costs – Ten year maintenance costs	\$0.06 million	Estimated at \$60k for ten year maintenance costs
<b>Total</b>	<b>\$3.33 million</b>	
Current roll at Burnham School - 133		10 October 2012 roll of Burnham School
<b>Cost per learner</b>	<b>\$25,038</b>	

#### Alternative Proposal 2 - Burnham School to relocate to Rolleston (new school)

Proposal	Cost	Property requirement
Repairs to Burnham School	\$0.33 million	The indicative ten year costs to repair the school is 3.27 million, as the school will be relocated we have estimated that 10% of this will be required to maintain the school in the interim
New School at Rolleston	\$17.0 million	Based on the School Property Guide Calculator if a new school was provided for 750 learners the estimated cost would be \$15-17 million.
Other costs – Ten year maintenance costs	0.00	
<b>Total</b>	<b>\$17.33 million</b>	
Projected roll of the new Rolleston School - 750		
<b>Cost per learner</b>	<b>\$23,107</b>	

#### Transport

43. If you decide not to retain the school and instead to proceed with the closure of the school, normal school transport assistance policy will apply to support learners to attend the closest state school.



## Risks

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44. If you decide not to progress the proposed closure of Burnham School, other schools involved in closures at this time may believe they have not been given the same opportunities being proposed in this report.
45. The Ministry believes that these risks can be mitigated by releasing this report, in the first instance, to the Board of Trustees of Burnham School followed by the public release of this document on the Ministry's website.
46. There is also a risk that the Board of Burnham School may not support the relocation of the school and may prefer closure to relocation. This risk will be mitigated by consulting with the Board on their preferred option of relocation or closure before a final decision is made.

## Conclusion

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47. Burnham School has a small roll which is not expected to grow substantially. However, it is predicted that there will be substantial growth nearby in Rolleston, and you have announced that there needs to be new provision of both primary and secondary education there.
48. The Board has argued under the headings of Demographics, People, Māori and Pasifika learners, and Property that the school is performing well, in general and in meeting the needs of our targeted groups of Māori and Pasifika.
49. The Board argues that property costs associated with retaining Burnham School on the current site are less than Ministry predictions. The Ministry stands by its original figures, and estimates the cost of the Board's alternative proposals at \$3-3.5 million, compared to \$0.92 million for your original proposal.
50. The Ministry supports the Board's submission that Burnham School provides the school-wide approach that supports the specific needs of NZDF personnel and their families. Local schools recognise the relationship Burnham School has with the NZDF and support retaining the school.
51. You have already announced a proposal for new primary provision in Rolleston. The Ministry's recommendation is that you retain Burnham School on the basis that it is relocated to a new site in Rolleston to be the new primary school for Rolleston.
52. If you agree to progress this option, it is recommended that you consult with the Board of Burnham School to ensure that relocation is their preference over closure before making a final decision about the relocation. The Ministry expects that relocation will be the Board's preferred option.
53. Once your decision has been made, the Ministry recommends that a copy of this report be released to the Burnham School Board of Trustees.

## Appendix One

### Map of the Rolleston Cluster

Rationale for Change Document



### Education Provision at Alternative Schools

#### Clearview Primary School

1. ERO last reviewed Clearview Primary School in October 2011. In its report, ERO stated that:

*Students are well engaged and their learning is effectively promoted.*

*This is supported by:*

- *respectful and affirming relationships between students and teachers, and among students of different ages*
- *a spacious well-resourced environment including the successful integration of information and communication technologies (ICT)*
- *the creative use of learning spaces to support cooperative learning*
- *high, yet realistic, expectations for learning and behaviour, which are also role modelled by staff*
- *a culture that celebrates student success.*

*School leaders have developed effective systems to identify students at risk of not achieving expected levels in literacy and numeracy. Analysed student achievement information collated in 2011 shows that students are making noticeable progress in reading, writing and mathematics.*

*The school leaders and teachers are focused on promoting Māori student success.*

*This is built by effective relationships with students and:*

- *targeted employment of teachers with strengths in this area, who provide suitable professional knowledge and understanding of Māori as Māori*
- *the use of suitable resources such as Ka Hikitia, the Ministry of Education Māori Education Strategy to guide teaching practice*
- *incorporating bicultural practices into important school events*
- *carefully planned processes for consulting with whānau.*

*While many Māori students in Years 1 to 8 were not achieving National Standards in literacy and numeracy when they came to the school, school data shows that most of these students are now making good progress in their learning and achievement.*

#### Rolleston School

2. ERO last reviewed Rolleston School in November 2012. In its report, ERO stated that:

*Students are highly engaged in learning and school life. Students set goals for their learning and are able to talk confidently about what and how they learn. Teachers make good use of a variety of ways to engage students in their learning, including:*

- *setting high expectations for learning*
- *listening and responding to students' preferences*
- *providing feedback about what they are doing well and what they need to do next*
- *involving them in reporting on their learning to their parents.*

*Information that teachers have collected from a range of tests shows that approximately three quarters of students in Years 4 to 8 achieve at or above expectations for their age in mathematics and reading.*

### Weedons School

3. ERO last reviewed Weedons School in October 2012. In its report, ERO stated that:

*The school reports that most students achieve at or above National Standards in reading, writing and mathematics. Student achievement is highest in reading, followed by mathematics. In 2012 the school has focused on lifting achievement in writing for all students. A report in July 2012, indicates that most students identified in the school's annual achievement targets have made good progress in their learning. The school continues to closely monitor some Year 4 and Year 6 students who need to show more progress in mathematics. School leaders have identified the teaching of mathematics as an area to focus on in 2013.*

*Teachers make good use of their considerable knowledge of their students to plan appropriately to meet students' different needs. Students are effectively grouped for specific instruction in reading, writing and mathematics. Teachers closely monitor the progress of all students and give particular attention in their planning to promoting the achievement of students who are not achieving as well as expected. These approaches are helping to ensure that students remain focused and engaged in their learning.*

*Students with particular learning needs are very well supported by:*

- *early identification of their specific needs*
- *the development of targeted action plans for individual students*
- *a comprehensive range of additional support programmes and resources*
- *regular monitoring of their progress.*

### Property Information

1. As part of the alternative proposal the Board has suggested 3 options.
  - a. Re-build – A new school with six classrooms, an admin block, and a staffroom. The Board has stated they believe this would be at a lower cost than the Ministry's estimate to repair. We have calculated that this scenario would be in a range from \$3.0 - \$3.5 million.
  - b. Re-organise – Demolish blocks 1 and 2 and replace with prefabs while retaining the hall. The Ministry is opposed to this option as it does not address Modern Learning Environment (MLE) and maintains an aged building stock.
  - c. Re-vitalise – Minimal strengthening of block 1 and 2. The Ministry intends to strengthen its buildings to a minimum level of 67% of the current building code, 100% where possible. The cost to undertake this work has previously been stated as \$3.33 million, see counter proposal revised costings.
2. 'Cost per learner' is the cost of each proposal or alternative proposal divided by the number of affected learners
3. The calculation for an Additional Teaching Space is based on Network analysis.
4. 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.
5. 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.
6. 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>
7. Increases to non teaching spaces will be assessed at each site, but no allowance has been made in any of the above figures,
8. 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.
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.

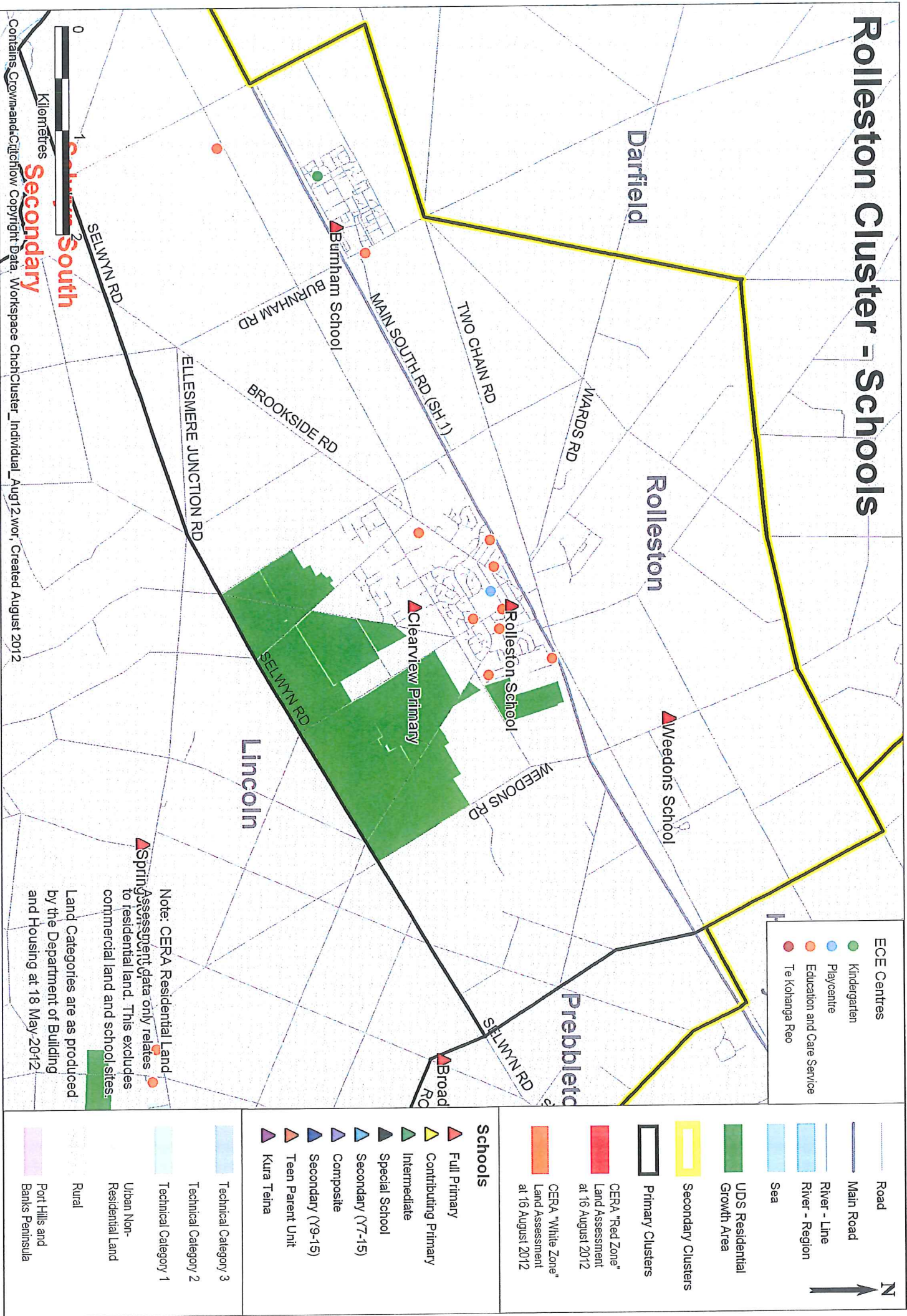
10. For assessing structural strengthening – Information gathered via a national desktop study and during site visits by project managers and engineers has informed indicative assessments around strengthening which have been, or are being confirmed through the detailed engineering evaluation (DEE) process. 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. 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



## Appendix One

### Map of the Rolleston Cluster

# Rolleston Cluster - Schools



## Appendix Two

### Rationale for Change Document



# Burnham Primary School – Rationale for change

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

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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 for organising and funding educational opportunities must be explored to provide for diversity and choice in an economically viable way.

Discussions with schools, communities and providers within learning community clusters will be key to informing decisions around the overall future shape of each education community. Ways to enhance infrastructure and address existing property issues, improve education outcomes, and consider future governance will form part of these discussions which are running in parallel to consultation around formal proposals.

*“We have a chance to set up something really good here so we need to do our best to get it right”*— submission to Directions for Education Renewal across greater Christchurch.

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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.

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

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

### Land

Surrounding land has not been assessed.

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

### Buildings

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

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

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

Condition assessments have also yet to be undertaken.

### Indicative Ten Year Property Costs\*

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

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



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

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

*\*These preliminary cost estimates are based upon information, data and research carried out by external parties. They are dependent on the information and assumptions included. While these results may vary as further information and/or assumptions are modified, these preliminary estimates will continue to provide the initial basis for the cost of these projects.*

### **Cost estimate information**

**For condition assessment** – a physical site inspection was undertaken of every building to evaluate the anticipated maintenance requirements at each school for the next 10 years.

**For assessing earthquake damage** – the recording and quantifying of earthquake damage and indicative repair costs from all events was undertaken. These reports were reviewed by professional loss 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. The Ministry is proceeding to complete DEE's on all school buildings in greater Christchurch as required by the Canterbury Earthquake Recovery Authority.

**For assessing weather tightness** – cost estimates were developed as part of a national survey of all school buildings. Further detailed assessments were carried out on buildings identified through this exercise.

### **People**

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

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

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

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



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

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

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

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

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

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

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

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

<sup>2</sup> July School Rolls are total July rolls, excluding international 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 1-8 students in the cluster that attend a given school

<sup>5</sup> Percentage of all year 1-8 students in the cluster that attend a given school

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

According to the March 2010 address matched roll return data, 1,965 students lived in the Rolleston cluster catchment compared to 2,308 based on the March 2012 roll return data<sup>7</sup>. This indicates growth in the local school age population over this period.

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

There is large scale greenfield residential development planned for the Rolleston cluster catchment that is projected to result in around 1,300 additional households by 2021<sup>8</sup>.

Household numbers are projected to grow by a further 2,700 by 2041.

*Note: The timing of growth is influenced by a number of factors such as economic and social determinants many of which remain uncertain following the earthquakes.*

The Ministry will continue to work with agencies such as Selwyn District Council and CERA on projected population change.

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

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

Resilient and inspiring learning environments are key to meeting the vision for greater Christchurch schools, which means:

- Ensuring any health and safety and infrastructural issues are addressed
- Taking into account whole of life cost considerations, to allow cost over the life of the asset, rather than initial capital cost to drive repair or replacement decisions
- Enabling all entitlement teaching spaces to be upgraded to meet the 'Sheerin' Core modern learning environment standard – which has a strong focus on heating lighting, acoustics, ventilation and ICT infrastructure upgrades.

This will include provision of appropriate shared facilities across schools within a cluster that can be used by both schools and the community and other agencies

The Ministry will ensure appropriate provision for learners within this cluster to support any changes that may result from consultation.

The Ministry will provide information to ensure families understand the options for enrolment, and to provide support should this be required.

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

The provisions of the respective employment agreements will apply.

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

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

<sup>8</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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## How would the proposed closure of my school fit into the overall plan for my learning community cluster?

Renewal focuses on the cluster of provision within an education community and the collective impact of people movement and land and building damage across the entire provision within the cluster.

The future of your learners should continue to feature in the wider cluster discussion.

In the first instance this is because the cluster may have thoughts around alternative options that will meet the overarching needs of this cluster to not only revitalise infrastructure but also enhance educational outcomes across this education community that it wishes to contribute during consultation.

The cluster will also need to consider how learners might be accommodated in the future should a decision be made to close the school. The cluster would want to consider how enhanced provision that might be required to support moving student populations might look.

## How would the proposed closure of my school fit into the overall plan for the network as a whole?

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

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

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

## Facts and Figures

**School Rolls** are confirmed total 1 July rolls, excluding international fee paying students.

**Student Distribution data** is drawn primarily from the address matched July 2012 School roll return dataset (excluding international fee paying students). Where March 2010 and March 2012 student address data has been used, the use of these datasets is indicated.

Individual student records have been cleaned of all sensitive data and address matched (geocoded) to street addresses. Not all student records were address matched, as some records were not able to be geocoded, and student records identified with a privacy risk indicator have been excluded from the data. Across all schools in greater Christchurch, approximately 95% of records were address matched.

Where a school has an enrolment scheme, this is legally defined in a written description and is available from the relevant school. School enrolment scheme "home zones" or "school zones" are legally defined in the written description, and the display of any enrolment zone in a map is only a visual representation of the written description. School enrolment schemes, enrolment zones, and associated maps are reviewed periodically

**Land and infrastructure information** has been drawn from a variety of sources as outlined above.



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**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

#### Clearview Primary School

1. ERO last reviewed Clearview Primary School in October 2011. In its report, ERO stated that:

*Students are well engaged and their learning is effectively promoted.*

*This is supported by:*

- *respectful and affirming relationships between students and teachers, and among students of different ages*
- *a spacious well-resourced environment including the successful integration of information and communication technologies (ICT)*
- *the creative use of learning spaces to support cooperative learning*
- *high, yet realistic, expectations for learning and behaviour, which are also role modelled by staff*
- *a culture that celebrates student success.*

*School leaders have developed effective systems to identify students at risk of not achieving expected levels in literacy and numeracy. Analysed student achievement information collated in 2011 shows that students are making noticeable progress in reading, writing and mathematics.*

*The school leaders and teachers are focused on promoting Māori student success.*

*This is built by effective relationships with students and:*

- *targeted employment of teachers with strengths in this area, who provide suitable professional knowledge and understanding of Māori as Māori*
- *the use of suitable resources such as Ka Hikitia, the Ministry of Education Māori Education Strategy to guide teaching practice*
- *incorporating bicultural practices into important school events*
- *carefully planned processes for consulting with whānau.*

*While many Māori students in Years 1 to 8 were not achieving National Standards in literacy and numeracy when they came to the school, school data shows that most of these students are now making good progress in their learning and achievement.*

#### Rolleston School

2. ERO last reviewed Rolleston School in November 2012. In its report, ERO stated that:

*Students are highly engaged in learning and school life. Students set goals for their learning and are able to talk confidently about what and how they learn.*

*Teachers make good use of a variety of ways to engage students in their learning, including:*



- *setting high expectations for learning*
- *listening and responding to students' preferences*
- *providing feedback about what they are doing well and what they need to do next*
- *involving them in reporting on their learning to their parents.*

*Information that teachers have collected from a range of tests shows that approximately three quarters of students in Years 4 to 8 achieve at or above expectations for their age in mathematics and reading.*

### Weedons School

3. ERO last reviewed Weedons School in October 2012. In its report, ERO stated that:

*The school reports that most students achieve at or above National Standards in reading, writing and mathematics. Student achievement is highest in reading, followed by mathematics. In 2012 the school has focused on lifting achievement in writing for all students. A report in July 2012, indicates that most students identified in the school's annual achievement targets have made good progress in their learning. The school continues to closely monitor some Year 4 and Year 6 students who need to show more progress in mathematics. School leaders have identified the teaching of mathematics as an area to focus on in 2013.*

*Teachers make good use of their considerable knowledge of their students to plan appropriately to meet students' different needs. Students are effectively grouped for specific instruction in reading, writing and mathematics. Teachers closely monitor the progress of all students and give particular attention in their planning to promoting the achievement of students who are not achieving as well as expected. These approaches are helping to ensure that students remain focused and engaged in their learning.*

*Students with particular learning needs are very well supported by:*

- *early identification of their specific needs*
- *the development of targeted action plans for individual students*
- *a comprehensive range of additional support programmes and resources*
- *regular monitoring of their progress.*

### Property Information

1. As part of the alternative proposal the Board has suggested 3 options.
  - a. Re-build – A new school with six classrooms, an admin block, and a staffroom. The Board has stated they believe this would be at a lower cost than the Ministry's estimate to repair. We have calculated that this scenario would be in a range from \$3.0 - \$3.5 million.
  - b. Re-organise – Demolish blocks 1 and 2 and replace with prefabs while retaining the hall. The Ministry is opposed to this option as it does not address Modern Learning Environment (MLE) and maintains an aged building stock.
  - c. Re-vitalise – Minimal strengthening of block 1 and 2. The Ministry intends to strengthen its buildings to a minimum level of 67% of the current building code, 100% where possible. The cost to undertake this work has previously been stated as \$3.33 million, see counter proposal revised costings.
2. 'Cost per learner' is the cost of each proposal or alternative proposal divided by the number of affected learners
3. The calculation for an Additional Teaching Space is based on Network analysis.
4. 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.
5. 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.
6. 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>
7. Increases to non teaching spaces will be assessed at each site, but no allowance has been made in any of the above figures,
8. 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.
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. 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