

## **Education Report: Consideration of the Closure of Linwood Intermediate School (3414)**

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### **Executive Summary**

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1. This report seeks your decision on the proposed closure of Linwood Intermediate School under section 154 of the Education Act 1989.
2. On 13 September 2012, you announced the proposed closure of Linwood Intermediate School as part of a number of proposed changes to education provision in greater Christchurch. On 28 September 2012 you initiated formal consultation on the proposal to close Linwood Intermediate School.
3. The roll of Linwood Intermediate School was 123 as at July 2012. The proposal to close Linwood Intermediate School is based on the size of the rolls across all schools in the Linwood Learning Community cluster, the cost to remediate these schools, and the opportunity these two issues present to provide enhanced education to the cluster as a whole. The proposal for the Linwood Cluster also includes:
  - a. Relocation of Linwood College to the Linwood College lower fields site.
  - b. Merger of Bromley School and Linwood Avenue School on the current Bromley School site.
  - c. Merger of Woolston Primary School and Phillipstown School as a Year 1-8 school on the current Linwood College site.
4. The Board of Trustees of Linwood Intermediate 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 the school and has submitted that Linwood Intermediate School has a change of class to provide for Year 7-9 education. The Ministry's view is that a Year 7-9 option would not be viable in this network, and would undermine Year 7-8 provision.
5. The Board submitted a number of reasons for why it did not agree that its school should close. These included highlighting the strengths Linwood Intermediate has in its curriculum delivery, its positive Education Review Office reports, the potential loss of middle school options in East Christchurch, its concerns that Year 7-8 in a primary context is not suitable for learners, and the provision in the school for Māori and Samoan languages.
6. The Ministry considers that the rationale to close Linwood Intermediate School remains and that the school should close for the following reasons:
  - a. There is an oversupply of primary places in the Linwood Learning Community Cluster.
  - b. Linwood Intermediate School has a low roll and is utilising only 36% of its capacity.
  - c. Linwood College has proposed offering specialised education programmes for Year 7-8 learners.

- d. There would be fewer transition points in the schooling system, and reduction of risk that learners disengage during the transition point.
  - e. The high cost of remediation of Linwood Intermediate School.
7. The original proposal for the closure of Linwood Intermediate School included the proposal that Year 7-8 education would be provided for in recapitated primary schools in the area. The Ministry considers that the Board's submission highlights that further consultation should be undertaken about the provision of Year 7 and 8 education in this community. Along with recapitation of primary provision, consultation should be undertaken about changing the class of Linwood College to become a Year 7-13 secondary school. Consultation on both options will ensure future provision will best meet the needs of the learners in this community.
  8. The Ministry considered the merger of Linwood Intermediate and Linwood College. This would, however, cause significant disruption for Linwood College as in a merger all staff reapply for their jobs and the principal's position is advertised nationally. The Ministry believes that the same intent can be achieved through the closure of Linwood Intermediate and the possible change of class at Linwood College to become a Year 7-13 school.
  9. The proposals for schools in the Linwood cluster include a merger of Linwood Avenue and Bromley Schools, and the merger of Woolston and Phillipstown Schools as a Year 1-8 school. You are yet to make decisions on these two proposals.
  10. The Ministry is recommending that the merger of Linwood Avenue and Bromley Schools does not take place. If you agree with this recommendation, the Ministry recommendation is that consultation is initiated on recapitating these two schools under either option outlined below. It is also recommended that consultation on the recapitation of Linwood North School also is undertaken as part of either option outlined below. The year levels of the proposed merger of Woolston and Phillipstown Schools has been considered as part of the report on that proposal and is not recommended to be part of the consultation about options for Year 7-8 provision discussed below.
  11. If after considering the information in this report you decide that Linwood Intermediate School should be closed, and that Year 7-8 provision be provided through the recapitation of Linwood Avenue, Linwood North, and Bromley Schools (alongside the merged Woolston and Phillipstown Schools if that merger is approved):
    - a letter to the Board of Trustees of Linwood Intermediate School will be provided for your signature inviting it provide to you within 28 days of the date of your letter, with any further reasons why the school should remain open
    - letters to the Boards of Trustees of Linwood Avenue School, Linwood North School, and Bromley School will be provided for your signature which will initiate formal consultation on the proposal to recapitate them to become Year 1-8.

12. If after considering the information in this report you agree that consultation should take place over the future provision of Year 7-8 schooling in the cluster including the change of class of Linwood College:

- letters to the Boards of Trustees of the following schools will be provided to you, initiating that consultation.
  - Linwood Intermediate School
  - Bromley School
  - Linwood Avenue School
  - Linwood North School
  - Linwood College

13. The consultation would be on the following two options:

Option One

Recapitulation of the following primary schools:

- Bromley School
- Linwood Avenue School
- Linwood North School

Or

Option Two

Change of class at Linwood College to be a Year 7-13 secondary school.

14. If you choose this option, consideration of the decision to close Linwood Intermediate will need to be put on hold until decisions are made on the provision of Year 7-8 education. This is because the option to change the class of Linwood College was not part of the original proposal.

15. During the time of the new consultation, the Board of Linwood Intermediate would have the opportunity to comment and to provide any further information it considers relevant to your decision. If you subsequently decide to close Linwood Intermediate, the Board of the school would then receive a further 28 days to provide you with any reasons why the school should remain open.

16. Dependant on the outcome of your decision, should you decide to recapitate primary schools to accommodate Year 7-8 learners, Linwood Intermediate is proposed to be closed on 27 January 2015. Only Year 8 learners would be enrolled in 2014. The two year timeframe for the closure of the intermediate is to avoid learners who have already left a primary school environment, from having to transition twice within the space of two years. Should you decide to change the class of Linwood College to a Year 7-13 school, it is proposed that Linwood Intermediate should close on 27 January 2014.



## 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 Linwood Intermediate School;
- b. **note** that the Linwood Intermediate Board does not agree with the proposal to close the school;
- c. **note** that the original proposal was to close Linwood Intermediate School and to recapitate Linwood North School, and to recapitate a merged Bromley and Linwood Avenue School;
- d. **note** that the Ministry is recommending that the merger of Bromley and Linwood Avenue Schools does not take place but they be retained as separate schools;
- e. **note** that the Ministry is recommending that Woolston and Phillipstown Schools merge as a Year 1-8 school and that this consultation has already taken place;
- f. **note** that you are yet to make a decision on the two merger proposals above;
- g. **note** that as a result of the communities feedback, the Ministry considers that an alternative option to recapitating the above primary schools, that Linwood College could change its class to become a Year 7-13 secondary school; and

### Either

- h. **agree** that Linwood Intermediate School should close under section 154 of the Education Act 1989 and to progress ~~recapitation of the local primary schools;~~

~~AGREE / DISAGREE~~

*change of class at  
Linwood College*

- i. **agree** that you write to the Board of Linwood Intermediate School, inviting it to provide to you within 28 days of the date of your letter, with any further reasons why the school should remain open;

~~AGREE / DISAGREE~~

*14 days + 28 days*

- j. **agree** that formal consultation be undertaken with the Boards of Trustees of Linwood North School, and with Bromley and Linwood Avenue Schools if you agree that they are retained and not merged;

~~AGREE / DISAGREE~~

- k. **agree** that this consultation takes place concurrently with the 28 day process by the Board of Linwood Intermediate School.

~~AGREE / DISAGREE~~



Or

- i. **agree** to a second round of consultation taking place with the Linwood Learning Community Cluster about the future provision of Year 7 and 8 education. The consultation will be on the following two options:

Option One

Recapitulation of the following primary schools:

- Linwood North School

And if you agree that Bromley and Linwood Avenue Schools should not be merged;

- Bromley School
- Linwood Avenue School

Or

Option Two

Change of class at Linwood College to become a Year 7-13 secondary school.

AGREE /DISAGREE

- OK*
- m. **note** that this will be a *six* seven week consultation period which will begin on the 18 February 2013 and will end on 5 April 2013 (~~this includes one week during Easter~~); *28 March*
- n. **note** that once this consultation has been completed, the Ministry will provide you with a report on the results of that consultation including the communities preferences for Year 7-8 education provision;
- o. **note** that the Board of Linwood Intermediate School would be invited to make a further comment during the additional consultation prior to your consideration of the proposal to close the school as part of the consultation on Year 7-8 education in Linwood;
- p. **note** that once you have received the results of this consultation, you will be asked to make a decision on whether or not Linwood Intermediate School should be closed and the *OK* 28 day period will begin where the Board can provide you with any further reasons why it should remain open, and which option for year 7-8 education you wish to progress;

**And**

- q. **note** that once your decision is known, the Ministry will prepare the appropriate letters for your signature to the Boards of Trustees concerned, and to local Members of Parliament advising them of your decision; and
- r. **agree** that once your decision is known a copy of this report be released to the Board of Trustees of Linwood Intermediate School.

AGREE / DISAGREE



Katrina Casey  
Deputy Secretary  
Regional Operations

Encls



Hon Hekia Parata  
**Minister of Education**

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## Education Report: Consideration of Closure of Linwood Intermediate (3414)

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### Purpose

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1. This paper seeks your decision on the proposed closure of Linwood Intermediate under section 154 of the Education Act 1989 (the Act).
2. You are also asked to make a decision on whether:
  - Linwood Intermediate School should be closed, and formal consultation is initiated with the Boards of primary schools in the Linwood cluster proposed to be recapitated; or
  - A second round of consultation is undertaken with the Linwood Learning Community Cluster on two options for the provision of Year 7-8 education: the recapitation of primary schools in the cluster or the change of class at Linwood College before you make your initial decision on the proposal to close Linwood Intermediate School.
3. If you decide that a second round of consultation is undertaken with the Linwood Learning Community Cluster on Year 7-8 provision, you will not be in a position to make a decision on whether Linwood Intermediate School should be closed until you have considered the results of the consultation.

### Background

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4. Linwood Intermediate is a decile 2, Year 7-8 school in the Linwood Learning Community Cluster, in the Christchurch Central electorate. A map of the area is attached as Appendix One. The July 2012 roll of the school was 123 which included 35 Māori, 29 Pasifika, 53 New Zealand European, four Asian, and two learners of other ethnicities.
5. On 13 September 2012 you announced a number of proposals for changes to education provision in greater Christchurch. This announcement included the proposal to close Linwood Intermediate School.
6. On 28 September 2012 you wrote to the Board of Trustees of Linwood Intermediate and initiated consultation on the possible closure of Linwood Intermediate. That consultation period ended on 7 December 2012.
7. The original proposal to close Linwood Intermediate School included the proposal to recapitate Linwood North School, to merge Linwood Avenue and Bromley Schools and recapitate the merged school, and to merge Phillipstown and Woolston Schools as a Year 1-8 school.

### Reasons for Considering Closure

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8. The Linwood Learning Community Cluster comprises five schools with varying rolls and utilisation rates. The overall roll of the three primary schools in the cluster, and Linwood Intermediate School, fell by almost 200 learners between July 2010 and July 2012. This has resulted in an oversupply of primary places in the cluster.



9. All the schools in the cluster have some earthquake related damage and buildings that require earthquake strengthening. The total cost to remediate all schools in the cluster is estimated at \$25 million. The estimate for Linwood Intermediate School is \$3.2 million, related primarily to earthquake strengthening work. No weather-tightness issues were identified at the school.
10. Given the significant cost of remediation across the cluster as a whole, and the fewer learner places required, there is an opportunity to enhance the quality of the infrastructure, while also supporting enhanced learner achievement and engagement.

## Learning Community Cluster Proposal

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11. The proposal for the Linwood Learning Community Cluster is as follows:

School	Current Type	Proposal
Linwood Intermediate	Yr 7-8	Close school
Linwood North School	Yr 1-6	Retain and recapitate
Linwood Avenue School	Yr 1-6	Merge with Bromley School on Bromley School site and recapitate
Bromley School	Yr 1-6	Merge with Linwood Avenue School on Bromley School site, and recapitate
Phillipstown School	Yr 1-8	Merge with Woolston School and relocate to Linwood College site
Woolston School	Yr 1-8	Merge with Phillipstown School and relocate to Linwood College site
Linwood College	Yr 9-13	Relocate to the Linwood College lower fields site

12. The Rationale for Change document for Linwood Intermediate is attached as Appendix Two.

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

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13. 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 Linwood Intermediate School***

14. On 13 September 2012 you called a meeting of all schools affected by the proposals for possible closure and merger. You also wrote to the Boards of the schools on 28 September 2012, and you attended a meeting with the Board of Linwood Intermediate School to discuss the proposal on 30 October 2012.
2. 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.

15. The Board appointed a facilitator to undertake consultation on its behalf. As part of this process the Board consulted with its parent community via an online survey and a consultation meeting, its learners via a focus group, teaching staff, and five Māori parents were consulted by telephone. The Board also liaised with the Hagley-Ferrymead Community Board, Matauraka Mahaaanui-Waitaha Māori Advisory Board, and the New Zealand Association of Intermediate and Middle Schools (NZAIMS).
16. Following this consultation process the Board finalised its submission. It does not support the proposal for possible closure for the following reasons:
- a. Linwood Intermediate's particular strengths include the curricular and extra-curricular programmes, its teaching staff, the expectation that every child can succeed, and the stability of the environment at the school for learners of low socio-economic background.
  - b. The Education Review Office has valued the range and quality of the programmes offered at the school.
  - c. Closure of Linwood Intermediate School would mean a loss of middle school options for parents in east Christchurch, presuming that Chisnallwood Intermediate also closes.
  - d. A middle school environment is the best option for providing for the learning needs of this age group, especially as intermediates have provision for specialised education, such as technology.
  - e. It would be inappropriate for Year 7-8 learners to attend a full primary as schools will not be able to devote the requisite attention to this age group to ensure their success. There is also a higher risk that learners will disengage from the schooling system during these years.
  - f. The school has a valued approach to Māori and Samoan languages. The school offers Te Reo classes and Kapa Haka. There is also provision for Samoan language classes for Samoan learners.
  - g. Linwood Intermediate has a good, valued relationship with its community that has been built up over years.
  - h. The school is located on a central site in the community and is easily accessible.
17. The final date for submissions on the proposal to close Linwood Intermediate School was 7 December 2012. On 14 December 2012, you were provided with the complete submission from the Board of Trustees of Linwood Intermediate School.
18. In addition to the formal submission from the Board, you also received one letter from a member of the public about the Linwood cluster as a whole, and one Official Information Act request in relation to Linwood Intermediate School.

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

19. On your behalf, the Ministry undertook consultation with the Boards of Bamford School, Linwood College, Linwood North School, the Māori and Pasifika communities, and the Linwood Learning Community Cluster Principals. A summary of the feedback that was received is as follows:



a. *Bamford Primary School*

The Principal wrote in support of the proposals for the Linwood and Woolston Learning Community Clusters.

b. *Linwood College*

The submission from Linwood College outlines the opportunity, created by the relocation of its main site to the lower school fields, to become the provider of specialised education, such as digital technology and ICT for the Year 7-8 learners in the Linwood Cluster. This would provide for a smoother transition between primary and secondary schooling.

Linwood College has also submitted a proposal for the establishment of a centre for gifted and talented learners that could serve the wider schooling network in Christchurch. The Board would like to explore the opportunities within this centre for placing a specific emphasis on Māori and Pasifika students who are gifted and talented learners.

c. *Linwood North School*

The Board and Principal have submitted that the school wishes to recapitate to become Year 1-8. The school has also submitted that it wishes to establish both Māori and Pasifika bilingual units.

d. *Pasifika Fono for East Christchurch*

The fono discussed how extending intermediates to include Year 9 learners may assist with the transition from primary to secondary schooling. The fono support the provision of Samoan language programmes at Linwood Intermediate and stated that this could be extended by expanding the school to include Year 9.

e. *Matauraka Mahaanui - Waitaha Māori Advisory Board*

The Board has made general comments regarding all schools which are relevant to the proposal for Linwood Intermediate. It supports the provision of Te Reo across all levels of schooling. It also supports the least number of transition points in schooling, as it is during these transition points that learners are likely to disengage with the schooling system.

f. *Linwood Learning Cluster Letter of Intent to the Minister of Education, Hon Hekia Parata*

The Cluster Principals have written to you indicating that they would like to explore a range of educational opportunities for schooling in their area. These include utilising educational experts, working with government and community support services and the expansion of ICT.

## Ministry Comment

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### **Roll**

20. As at July 2012, Linwood Intermediate School had a roll of 123 learners. This is a decline from the roll of 197 in July 2008 and 185 in July 2010. The school is utilising 36% of its capacity according to the March 2012 roll (127 learners).



### **Quality Education**

21. The Board's submission identifies quality of teaching as one of the reasons that it does not support the proposal to close Linwood Intermediate School. The Ministry acknowledges that Linwood Intermediate School is valued for its teaching and non-teaching staff and the stable environment for its learners.
22. The Ministry also acknowledges, however, that teachers at all schools should assist learners to achieve to their full potential by identifying learning needs and planning and delivering high quality programmes that meet these needs. The Ministry has an expectation that all schools deliver programmes that address the learning areas of the New Zealand Curriculum, or Te Marautanga o Aotearoa, and ensure that every child succeeds.
23. The Ministry will work with the Learning Community Cluster to ensure that the current benefits are retained and that quality education is a priority in all schools.

### **Middle Schooling**

24. The Board raises a concern about the loss of intermediate school options in east Christchurch if both it and Chisnallwood Intermediate School are closed. This view is focused on the specialised education programmes that intermediate schools provide. The Ministry does not see this as a reason not to close Linwood Intermediate. While Year 1-8 primary schools with limited intermediate aged learners may not have the resources to provide specialised programmes, the proposal from the Board of Linwood College to do so would enable learners in this cluster to have access to such programmes.
25. The Board refers to several pieces of research regarding middle schools which comment on the unique stage of life, being between childhood and adolescence, and that middle schools can provide a more specialised education for this stage. While the Ministry acknowledges the specialised environment that Linwood Intermediate offers its learners, research has shown that the quality of teacher relationships with learners in their care and quality of teaching have more impact on student achievement than the structure of the school network. A review of literature around teaching and learning in middle schooling commissioned by the Ministry and published in 2009<sup>1</sup>, found that overall, research around middle schooling has been inconclusive:

*From their review of the literature, Dinham and Rowe consider that 'what matters most' is: 'Certainly not student compositional characteristics such as 'learning difficulties', 'educational disadvantage', 'disruptive student behaviours', nor school 'structural arrangements' ... but 'quality teaching' and 'learning provision', supported by 'teaching standards' and ongoing teacher professional learning.*

*The reviewers reiterated that while many intended functions and features of middle schooling can be identified, 'many of which have prima facie appeal and have been confirmed as efficacious through general research into effective schooling and quality teaching', there is 'a persistent question arising from the literature' to do with 'the uniqueness and "special case" of the middle years.'*

*The reviewers conclude that 'the one area where the research evidence is unequivocal' is that of 'the critical importance of the quality of classroom teaching'.*

<sup>1</sup> Ministry of Education, "Teaching and Learning in Middle Schools: A Review of the Literature" March 2009, <http://www.educationcounts.govt.nz/publications/schooling/33825/7>

*Teacher quality, and teachers' professional learning supported by educational leadership are key to enhancing achievement for all students: 'Teachers can and do make a substantial difference — underscoring the fundamental importance of evidence-based teaching practices for the provision of quality teaching and learning standards.'*

26. Both the Board's consultation and the feedback from other community groups indicate that there is concern about retaining learners during transition periods. By removing the intermediate school option, there will only be one transition point in the normal schooling of learners in this cluster. Linwood College's proposal to provide for specialised education programmes for Year 7-8 learners will assist with ensuring that the transition from primary to secondary education is smooth.
27. The Ministry considers that there are good educational reasons to further explore the concept of having a Year 7-13 school, rather than the proposed recapitulation of primary schools. Having a critical mass of Year 7 and 8 learners in one school would maximise the use of specialist resources, and will provide greater flexibility for wider curriculum delivery. It may also result in greater access to bilingual or immersion provision, and allow more opportunities to offer other Pasifika language options.
28. Since receiving the submission the Ministry considers that educational benefits may be effectively achieved through changing the class of Linwood College, to a Year 7-13 option, under section 153(1A) of the Education Act 1989. This would avoid a more disruptive merger process (if Linwood Intermediate and Linwood College were to merge), but ultimately achieve an equivalent schooling structure with the benefits Linwood Intermediate has raised of Year 7-8 learners moving on from primary education settings. As an example of the additional disruption of a merger, one consequence of a merger between Linwood Intermediate and Linwood College is that all staff at the secondary school would need to reapply for their positions and the principal's position for the merged Year 7-13 school would be advertised nationally.

### ***Māori and Pasifika Learners***

29. The Board states that Linwood Intermediate School has made good provision for its Māori and Pasifika learners and this will no longer exist if Linwood Intermediate closes. If you agree to close Linwood Intermediate, the Ministry will work with the schools in the Linwood Learning Community Cluster to ensure that this provision is supported in a new format. The Boards of Linwood North School and Linwood College have indicated in their submissions that they wish to deliver specialist education for Māori and Pasifika learners. If both these schools developed immersion / bilingual programmes it would see this provision being available from Year 1-13.

### ***School Community***

30. The majority of the current learners at Linwood Intermediate would have attended one of the primary schools in the cluster and been part of the community surrounding those schools. It is therefore likely that there will be no community change issues for these learners. The Ministry acknowledges the valued relationship that Linwood Intermediate has with its community; however it expects that all schools play an active and positive role in the community in which they are based.



## Counter proposal from the Board of Linwood Intermediate School

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31. The Board's counter proposal is that a Year 7-9 school be established to consolidate the achievement gains made during enrolment at the Linwood Intermediate School for a third year, and to assist with the transition from intermediate to secondary schooling. As part of this proposal the Board wish to:
- a. develop and enhance the specialist teaching programmes
  - b. offer Māori and Samoan language education and community programmes
  - c. offer outreach programmes to adults
  - d. collaborate with various agencies for a community 'one-stop-shop'
  - e. repair and upgrade its facilities to 21st century classrooms
  - f. engage with secondary schools to enable smooth transitions.

## Ministry Comment

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32. In order for a schooling network to function efficiently it requires a coherent structure, and where possible recognised transitional levels. The counter proposal means that a Year 7-9 school would either compete with a Year 7-13 network for learners at all its year levels, or with a Year 1-8 / Year 9-13 network for its learners.
33. If a Year 7-9 or Year 7-10 schooling option was to be implemented, it would require a change of class for existing secondary schools to remove year level overlaps. The Ministry considers that the benefits that could be gained through this alternative proposal do not outweigh the considerable change required, and also consider that the benefits can be gained through other means.
34. The Ministry commends the vision that the Board of Linwood Intermediate has for the future, including programmes offered to the wider community. However, this provision is not dependent on Linwood Intermediate continuing, and could be developed further and implemented by other schools in the cluster.

## Alternative Schooling Options and Quality of Education Provision

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35. The Education Review Office (ERO) last reviewed Linwood Intermediate School in August 2012. In its report, ERO reported that:
- Engagement in school and learning.** The PB4L programme has motivated students to be at school and in class on time. Students can see that there are meaningful rewards for correct behaviours in class, in the playground and away from school, for example on sports trips. The programme provides a useful framework for teachers in setting clear expectations and providing guidance on correct social behaviours. Students are kept well informed of their progress towards specific rewards. Rewards are evaluated and changed, if necessary, to strengthen their appeal to students.*



**Student progress and achievement.** While the overall level of student achievement in the National Standards is not high, the school is able to demonstrate that generally students make very good progress in reading and mathematics. Information reported to the board at the end of 2011 indicated that for the Year 8 students who had been at the school for the full two years, their progress had moved from quite low compared to national expectations at the start of Year 7 to about the national expectations by the end of Year 8. The social science report indicates that the vast majority of students are achieving at the New Zealand curriculum levels that the school expects.

**Use of achievement information.** Teachers collect good-quality information about student achievement. Where appropriate, students are given extra specialist help with their reading. Teachers identified that low student achievement in writing in 2011 was a particular concern, but that testing results were not consistently reliable for meaningful comparisons. The school is now part of a special Ministry of Education programme to improve students' writing. New assessment approaches are being used in 2012.

36. Under the current cluster organisation, there is no alternative intermediate provision in Linwood. It was proposed that if Linwood Intermediate is closed, Year 7-8 education provision would be available at Bromley School, Linwood Avenue School and Linwood North School as well as the merged Phillipstown – Woolston School. Summaries of education provision at these schools are attached as Appendix Three. These summaries show that if the changes that are proposed are implemented, then learners from Linwood Intermediate can be expected to receive high quality provision at their receiving school.

## Priority Learners

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37. Linwood Intermediate had a July 2012 roll of 123, which included 28.5% Māori and 23.6% Pasifika learners.
38. There is currently no specific provision for these learners in either a Māori immersion or Pasifika unit; however ERO reported positively on Māori learner achievement at the school. In its recent report, ERO stated that:  
*The school is effective in promoting educational success for Māori students, who make up a third of the school roll. A Māori development plan is part of the school charter. Māori student achievement is similar to or slightly better than that of other groups of students in the school. The classrooms and wider school environment reflect the bi-cultural heritage of New Zealand with examples of te reo and Māori art displays. All students take part in regular timetabled te reo Māori lessons. A kapa haka tutor provides good-quality instruction and leadership of the student kapa haka group.*
39. Linwood Intermediate also offers Samoan language classes for its Samoan learners. It is currently the only school in the Linwood cluster to offer this provision.

## Ongoing Resourcing Scheme (ORS)

40. As at 1 July 2012, Linwood Intermediate had no learners accessing Ongoing Resourcing Scheme (ORS) funding.

## Staffing

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41. The staffing allocation for Linwood Intermediate for the 2012 year was 9.10 Full Time Teacher Equivalent (FTTE).

## Financial Implications

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42. If Linwood Intermediate closes it would generate Education Development Initiative (EDI) and Joint Schools Initiative Funding (JSIF), in line with the EDI policy.
43. These EDI funds are used for programmes that support learner achievement, psycho-social needs, transition and change management within and across schools and Learning Community Clusters.
44. EDI and JSIF funding is only available if the proposed closure of Linwood Intermediate School takes place.
45. If your decision is that Linwood Intermediate should close, estimates of the savings to the Crown in operational funding will be prepared for your information.

## Options for Second Round of Consultation

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46. Feedback from the consultation about the proposal to close Linwood Intermediate School suggests that further consultation on the provision of education for Year 7 and 8 learners in this community should be considered.
47. The original proposal to close Linwood Intermediate School included the proposal to recapitate Linwood North School, merge Linwood Avenue School and Bromley School and recapitate the merged school to Year 1-8, and merge Woolston and Phillipstown Schools as a Year 1-8 school.
48. The Ministry is recommending that the merger of Linwood Avenue School and Bromley School does not progress. No formal consultation has taken place on these schools being recapitated as stand alone schools.
49. The proposal for Phillipstown and Woolston School to merge as a Year 1-8 school was consulted on, and is not being considered as part of the proposal outlined in this report. The Ministry is recommending that this merger is progressed, and that it takes place on the Woolston School site.
50. You are yet to make decisions on the proposals to merge Bromley and Linwood Avenue Schools and Phillipstown and Woolston Schools.
51. It is now proposed that the scope of a further consultation could be widened to include the option of changing the class of Linwood College to make it a Year 7-13 secondary option. This would also allow further consultation over the provision of bilingual or immersion education, and how these needs could be met in either a full primary or a Year 7-13 option.
52. Consultation undertaken so far has focused on the proposed closure of Linwood Intermediate School with a flow on effect on primary schools but no identified effect on Linwood College.



53. If you agree to further consultation about changing the class of Linwood College, and this change is approved, Year 7-8 provision would then be available in a secondary setting. A summary of education provision at Linwood College is attached as part of Appendix three and shows that learners attending at Linwood College can expect a good quality of education provision.

54. The Ministry recommends that this second round of consultation would be on the following two options:

Option One

Recapitulation of:

- Linwood North School

And if you agree that the merger of Bromley and Linwood Avenue Schools does not proceed, the recapitulation of:

- Bromley School
- Linwood Avenue School

Or

Option Two

Change of class at Linwood College to be a Year 7-13 secondary school.

55. If the Boards choose to have a facilitator or facilitators assist in this process, the Ministry will provide funding for this.

56. If you decide to undertake a second round of consultation with the Linwood Learning Community Cluster on Year 7-8 provision, you will not be in a position to make a decision on whether Linwood Intermediate School should be closed until you have considered the feedback from the consultation.

57. The Board of Linwood Intermediate School could use this time to consider if it has any further points it wants to make before you consider the proposal to close the school.

58. If you do not agree that a second round of consultation on Year 7-13 provision takes place, but instead agree that the primary school(s) in the area will be recapitated, you can make a decision now on whether Linwood Intermediate School should close.

59. Formal consultation on the proposal to recapitate the primary school(s) must still take place as to date, consultation has focused on the proposal to close Linwood Intermediate School. As part of the consultation that takes place under section 157 of the Act with schools whose rolls may be affected, the Board of Linwood North School has indicated that it supports the recapitulation of its school. In their submissions to you on the proposal to merge Bromley and Linwood Avenue Schools, both these Boards proposed that they be retained and recapitated.

60. If you decide to initiate a second round of consultation on the provision of Year 7-8 education in the cluster including the change of class at Linwood College, the timeframe for this would be that you would initiate consultation on the 18 February 2013. The Boards would have seven weeks to the 5 April 2013 to provide submissions to the Ministry. This includes one week over the Easter period.



61. Your decision on the possible closure of Linwood Intermediate School, and the future provision of Year 7-8 education, will then be able to be announced at the same time as your final decisions on other proposals for changes to education in greater Christchurch are made. If at this time you agree that Linwood Intermediate School should close, the Board of that school will be invited to provide you with any further reasons why the school should remain open within 28 days of the date of your letter.

## Property Implications

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### ***Background Rationale***

62. The buildings on the Linwood Intermediate site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to re-levelling building floors. Some buildings will require earthquake strengthening. No weather tightness issues were identified during the national survey and subsequent inspections.
63. Surrounding land is a combination of CERA technical category 2 (TC2) and technical category 3 (TC3). Preliminary assessments suggest geotechnical considerations are likely to be a factor when undertaking development at this site. Significant foundation engineering is likely to be required.
64. The indicative ten year cost to repair Linwood Intermediate is \$3.2 million.

### ***Proposal Analysis***

65. The Ministry considered the Board's proposal for Year 7-9 schooling and decided that it would be untenable in the schooling network. No analysis on it was progressed.

### ***Property Entitlement***

66. 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.
67. The Ministry has used a number of data sources to provide an estimated cost per learner for your original proposal and any alternative proposals put forward by the Board. These sources are:
- the latest indicative property cost information
  - current roll information (October 2012)
  - network analysis of the estimated additional required teaching spaces required.

**Minister's Proposal - Revised indicative property costs**

Proposal	Cost	Details
Closure of Linwood Intermediate	\$0.0 million	Closure of school no repairs or remediation required
Other Costs	\$0.00 million	Nil, no additional teaching spaces required as the Linwood Intermediate learners can be accommodated into the current network analysis see appendix 5
<b>Total</b>	<b>\$0.00 million</b>	
Re-distributed roll from Linwood Intermediate - 127		10 October 2012 roll of Linwood Intermediate to be distributed across nearby schools
Cost per learner	\$0	

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

**Alternative Proposal – Revised indicative property costs for Linwood Intermediate to remain open**

Proposal	Cost	Details
Repairs to Linwood Intermediate	\$3.20 million	These are the indicative costs to repair the school.
Other costs	\$0.00 million	Nil
<b>Total</b>	<b>\$3.20 million</b>	
Current roll at Linwood Intermediate – 127		10 October 2012 roll of Linwood Intermediate
Cost per learner	\$25,197	

68. An explanation of property information is contained in Appendix four.
69. The Ministry has not provided specified costs for a possible change of class of Linwood College. As a result of geo-technical considerations on the Linwood College site, it is expected that Linwood College will be relocated and rebuilt. In that event, the provision for Year 7-8 learners would be part of the overall property costs, and would add a possible \$1 million for the provision of four classrooms.
70. In the interim, if extra classroom space is required at the College site, relocatable classrooms can be provided.
71. If you decide to proceed with consultation on a change of class option, the Ministry will provide you with further property information in its report to you following consultation.

**Risks**

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72. If Linwood Intermediate School is closed, there is a risk that Samoan language classes, which are unique to this school, will no longer be available. The Boards of two schools in the Linwood Learning Community Cluster have indicated they wish to deliver Pasifika language and specialised programmes for Pasifika learners. If the school does close the Ministry will work closely with the Boards of these schools and the wider cluster to ensure the future provision of these classes.



73. If you agree to undertake further consultation on Year 7-8 education provision, bilingual and immersion education, including Samoan language, would be considered as part of the consultation with the community.
74. If Linwood Intermediate closes it is likely that the community will feel that its response has not been properly considered, and that the decision for the future of the school has been predetermined. To mitigate this risk, we recommend that you agree to release this report to the Board of Linwood Intermediate School.

## Conclusion

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75. The Ministry's recommendation is that the rationale for closing Linwood Intermediate School remains. As a result of feedback received during consultation, the Ministry is proposing that a further round of consultation could be undertaken to determine how the delivery of Year 7 and 8 provision would best meet the needs of learners in this community.
76. The reasons for the recommendation to close the school is that there is an oversupply of primary and intermediate places in the Linwood Learning Community Cluster, the roll of Linwood Intermediate is low with only 39% utilisation, and the high cost of remediating school property.
77. The consultation process over the proposed closure of Linwood Intermediate has led the Ministry to the view that the community may support a Year 7-13 option and this could be consulted on as an alternative to recapitulation of primary schools. Discussion in the submissions included that student engagement is likely to be supported better in a Year 7-13 environment, and while Linwood College did not raise the option of a Year 7-13 option, it did comment on the possibilities of providing specialist education to Year 7-8 learners.
78. A Year 7-13 model would enable Year 7-8 learners to be accommodated as one student body, rather than being dispersed across a number of primary schools. The Ministry therefore recommends that you consider undertaking consultation on the community's preference for Year 7-8 schooling.

## Next Steps

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79. If after considering the information in this report you decide that Linwood Intermediate School should be closed, and that Year 7-8 provision be provided through the recapitulation of Linwood North School, and if you agree not to merge them, of Linwood Avenue School and Bromley School:
- a letter to the Board of Trustees of Linwood Intermediate School will be provided for your signature inviting it provide to you within 28 days of the date of your letter, with any further reasons why the school should remain open
  - letters to the Boards of Trustees of Linwood North, Linwood Avenue and Bromley Schools will be provided for your signature which will initiate formal consultation on the proposal to recapitate them to become Year 1-8.
80. If after considering the information in this report you agree that consultation should take place over the future provision of Year 7-8 schooling in the cluster including the change of class of Linwood College:



- letters to the Boards of Trustees of the following schools will be provided to you, initiating that consultation.
  - Linwood College
  - Linwood North School
  - Linwood Intermediate School
  - Linwood Avenue School
  - Bromley School

81. The consultation would be on the following two options:

Option One

Recapitation of the following primary schools:

- Linwood North School

And if you agree that Bromley and Linwood Avenue Schools should not be merged;

- Bromley School
- Linwood Avenue School

Or

Option Two

Change of class at Linwood College to become a Year 7-13 secondary school.

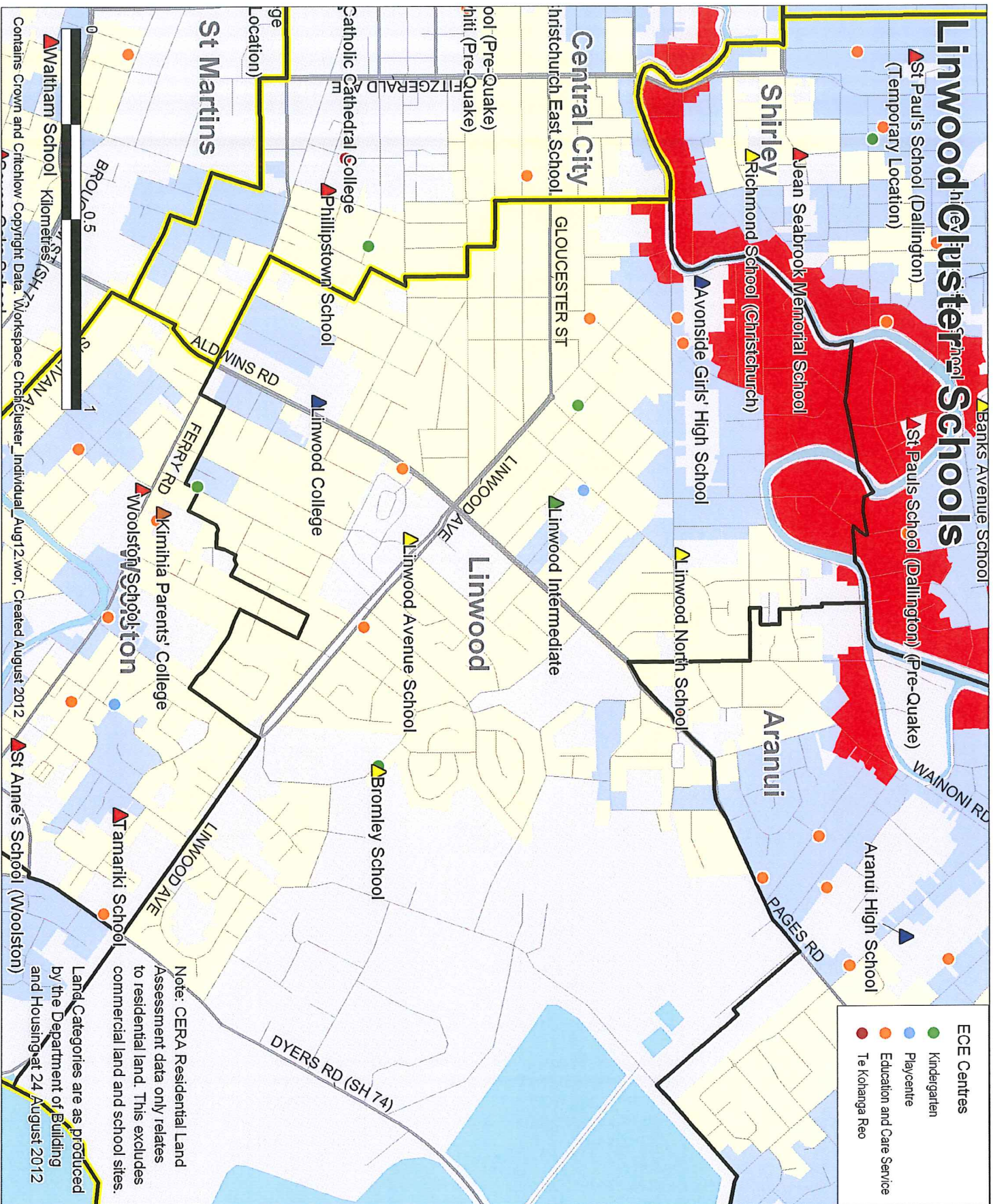
82. Once your decision has been made, the Ministry will prepare letters to the relevant Boards, and to Members of Parliament, advising them of your decision
83. It is recommended that once your decision is known, a copy of this report be released to the Linwood Intermediate School Board of Trustees.

**Map of the Linwood Cluster**

**Appendix One**



# Linwood Cluster Schools



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

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

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

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

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

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

Scale: 0, 0.5, 1 Kilometres

Contains Crown and Citchlow Copyright Data. Workspace ChchCluster\_Individual\_Aug12.wor. Created August 2012.



**Rationale for Change Document**

## Linwood Intermediate – 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 merge?

People movement and land and or building damage as a result of the earthquakes are the catalysts for change across the network across greater Christchurch.

Many school buildings suffered significant damage, school sites have been compromised and there were 4,311 fewer student enrolments across greater Christchurch at July 2012 compared to July 2010<sup>1</sup>.

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

The Linwood cluster comprises five schools (including Linwood College) with varying rolls and utilisation rates.

Overall, the aggregate roll for the three primaries in the Linwood cluster and Linwood Intermediate fell by almost 200 learners between July 2010 and July 2012. There is now an oversupply of primary places in the cluster.

There are also a number of issues with land and buildings in the Linwood cluster. All of the schools in the cluster have earthquake related damage and buildings requiring earthquake strengthening. With one exception these schools also have buildings with weather-tightness issues. Additionally, Linwood College is on a split site with the buildings and sports fields on separate sites which are over 1 km apart.

The total cost to remediate all schools within the cluster is estimated at \$25 million. Given the significant level of investment required to remediate all the existing schools there is an opportunity to not only enhance the quality of the infrastructure but also support enhanced learner achievement, engagement and participation in education.

The proposals have been designed with this in mind. We propose to:

- provide a new site for Linwood College, including its sports facilities and a technology hub;
- merge Bromley School and Linwood Avenue School on to the Bromley School site, and merge nearby Woolston Primary and Phillipstown School on to the Linwood College site. These changes will provide modern facilities for a larger number of learners; and
- close Linwood Intermediate School, which has a falling roll and would require substantial investment to remediate issues with its buildings.

### Land

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

Preliminary assessments suggest geotechnical considerations are likely to be a factor when undertaking development at this site. Significant foundation engineering is likely to be required.

### Buildings

The buildings on the Linwood Intermediate School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to re-leveling building floors.

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



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

No weather tightness issues were identified during the national survey and subsequent inspections.

### Indicative Ten Year Property Costs\*

<b>Indicative Ten Year Property Costs for Linwood Intermediate</b>	<b>\$3.2 million</b>
<i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed.</i>	

The above costs are predominately structural strengthening remediation work.

*\*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 school buildings. Further detailed assessments were carried out on buildings identified through this exercise.

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## People

Linwood Intermediate School had a roll of 123 at July 2012 which less than it was in 2008 and 2010. This is considered small roll for an intermediate school.

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

School Name	Type	Authority	2008	2010	2012
Bromley School	Contributing (Year 1-6)	State	289	291	253
Linwood Avenue School	Contributing (Year 1-6)	State	310	322	289
Linwood Intermediate	Intermediate (Year 7 and 8)	State	197	185	123
Linwood North School	Contributing (Year 1-6)	State	236	198	139
Total			1032	996	804

*Rolls of schools not in the cluster but likely to be affected by proposed network reorganisation: Total July rolls 2008, 2010, 2012*

School Name	Type	Authority	2008	2010	2012
Phillipstown School	Full Primary (Year 1-8)	State	146	152	155
Woolston School	Full Primary (Year 1-8)	State	230	197	241
Total			376	349	396

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

Analysis of July 2012 address matched student address data shows that approximately 1,450 year 1-8 students reside in the Linwood cluster. Of these, 86% attend a state school, 14% attend a state integrated school, and less than 1% attend a private school.

Fifty five percent of year 1-8 students resident within the Linwood cluster attend one of the four state schools in the cluster.

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

School	Authority	# students <sup>4</sup>	% <sup>5</sup>
Linwood Avenue School	State	199	13.7%
Bromley School	State	192	13.2%
Linwood North School	State	94	6.5%

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<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 1-8 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

Chisnallwood Intermediate	State	87	6.0%
Linwood Intermediate	State	86	5.9%
Banks Avenue School	State	74	5.1%
Woolston School	State	74	5.1%
Christchurch East School	State	64	4.4%
Phillipstown School	State	63	4.3%
St Paul's School (Dallington)	State Integrated	50	3.5%

Approximately the same number of Linwood cluster resident year 7-8 students attend Chisnallwood Intermediate as attend Linwood Intermediate.

*Schools with the highest number of year 1-8 students living in the Linwood cluster*

School	Authority	# students <sup>6</sup>	% <sup>7</sup>
Linwood Avenue School	State	199	13.7%
Bromley School	State	192	13.2%
Linwood North School	State	94	6.5%
Chisnallwood Intermediate	State	87	6.0%
Linwood Intermediate	State	86	5.9%
Banks Avenue School	State	74	5.1%
Woolston School	State	74	5.1%
Christchurch East School	State	64	4.4%
Phillipstown School	State	63	4.3%
St Paul's School (Dallington)	State Integrated	50	3.5%

Given the proposed reorganisation of Aranui cluster schools includes the disestablishment of Chisnallwood Intermediate, these 87 students would be expected to attend their local providers of year 7-8 education.

**Population change<sup>8</sup>**

*Percentage of March 2010 and March 2012 student address records<sup>9</sup> in Red Zones<sup>10</sup> within the cluster*

At March 2010, approximately 9% (139) of the 1,584 year 1-8 students residing in the Linwood cluster lived within areas now classified as "Red Zone" land by CERA.

At March 2012, approximately 4% (50) of the 1,377 year 1-8 students residing in the Linwood cluster lived within these areas.

<sup>6</sup> Number of all year 1-8 students in the cluster that attend a given school

<sup>7</sup> Percentage of all year 1-8 students in the cluster that attend a given school

<sup>8</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>9</sup> student address records are geocoded (address matched) records from the respective school roll returns. Not all records were address matched.

<sup>10</sup> CERA Red Zone data at 24 August 2012



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This indicates that while a large number of students appear to have left the Red Zone, a commensurate number remain.

Given the significant areas of CERA 'red zone' land within the Linwood cluster and lack of proposed greenfield residential development the scale of household change in this area is expected to reduce demand for local primary schooling provision.

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

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

Currently 95% of year 1-6 students in the Linwood cluster reside within 1 km of a year 1-6 state education provider.

Under the proposed network changes<sup>11</sup>, 89% of year 1-6 students living within the cluster would be within 1 km of a provider of year 1-6 education.

Currently 72% of year 7-8 students in the Linwood cluster reside within 1 km of a year 7-8 state education provider.

Under the proposed network changes, 92% of intermediate students living within the cluster would be within 1 km of a provider of year 7-8 education, as all local state primary schools would be full primary schools.

Under the proposed reorganisation:

- Bromley and Linwood Avenue Schools would merge on the Bromley site,
- Linwood Intermediate School would close, and
- Linwood North School and the merged Bromley/Linwood Avenue School would be recapitated to become full primary (year 1-8) schools

### **Linwood Intermediate**

Forty six percent of current Linwood Intermediate students reside within 1 km of the current school site. Seventy-seven percent of current Linwood Intermediate students reside within 1 km of proposed new year 7-8 provision at Linwood North, Bromley School and the proposed merged Woolston/Phillipstown School sites.

While Linwood Intermediate draws students from across several clusters, 72% of Linwood Intermediate students reside within the Linwood cluster (July 2012 student address data).

### **Linwood North School**

It is proposed Linwood North School re-capitate to take on year 7-8 state students currently residing in their enrolment scheme. This includes 53 Chisnallwood Intermediate and 18 Linwood Intermediate students.

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<sup>11</sup> including the proposed merger of Woolston and Phillipstown onto the Linwood College site, but assuming the relocated Banks Ave school is further than 1km from the Linwood cluster boundary.

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Approximately 475 year 1-8 state school students live within a 1 km radius of Linwood North School. Of these, 34% currently attend either Linwood North School, Chisnallwood Intermediate or Linwood Intermediate

### **Linwood Avenue / Bromley Schools**

Of the current Linwood Avenue School students, 58% reside within 1 km of Linwood Avenue School. Twenty seven percent of Linwood Avenue School students reside within 1 km of the Bromley School site.

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

Safe and inspiring learning environments are key to meeting the New Zealand Property vision for greater Christchurch schools, which means:

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

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

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

The Ministry will provide information around enrolment options to families and provide required support.

Alternatively redundancy may apply in respect to reduced or full loss of hours.

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.

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.



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

### Under the proposed reorganisation,

- Bromley and Linwood Avenue Schools would merge on the Bromley site,
- Linwood Intermediate School would close, and
- Linwood North School and the merged Bromley/Linwood Avenue School would be recapitated to become full primary (year 1-8) schools

Recapitating the merged schools from contributing primary (year 1–6) to full primary (year 1–8) would support the provision of modern facilities for learners while managing over supply of primary aged capacity across the cluster. (Since new schools make better use of internal space and require fewer buildings, existing sites can be better utilised by a larger number of learners, without compromising the delivery of education.)

**Under the renewal proposals** Phillipstown School (in the Central City cluster) and Woolston School (in the Woolston cluster) would merge on a new campus to be built on the current Linwood College site (in the Linwood cluster). This merged school would naturally draw some students from the Linwood cluster, as well as from the Woolston and Central City clusters

### Under the renewal proposals

Phillipstown School (in the Central City cluster) and Woolston School (in the Woolston cluster) would merge on a new campus proposed for the current Linwood College site (in the Linwood cluster).

This merged school would naturally draw some students from the Linwood cluster, as well as from the Woolston and Central City clusters

## 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

### Linwood North School

Linwood North School is currently a Year 1-6 contributing primary school but is proposed to be recapitated to Year 1-8. The Education Review Office (ERO) last reviewed Linwood North School in August 2012. In that report, ERO stated that:

*The principal and staff realise that student well-being is a vital pre-requisite to engagement. They work hard to ensure that students are as ready for learning as possible. This involves working with students and their families/whānau and a range of welfare support services. Examples include the local community hub, the on-site after-school programme and significant wider community support and donations. There is a focus on improving students' attendance and punctuality as part of boosting student engagement and achievement.*

*When students first enter school, teachers effectively address their learning needs. In their first years at the school, students make very good progress in literacy and numeracy. In Years 4-6 student achievement is much the same as other similar schools.*

*Teachers collect and use student achievement information to design programmes to meet the learning needs of individuals and groups of students. End-of-year analysis of achievement against the National Standards helps leaders and trustees set student achievement targets for the following year.*

*Students who need assistance with their learning are well supported, for example through teacher aide assistance, second language support, or gifted and talented programmes.*

Linwood North School has a Tongan preschool on its site. The Board has indicated they will seek to provide Pasifika language provision if Linwood Intermediate closes.

### Bromley School

Bromley School is currently a Year 1-6 contributing primary school but is proposed to be merged with Linwood Avenue School, and the merged school be recapitated to provide Year 1-8 education. ERO last reviewed Bromley School in October 2012. In its report, ERO stated that:

*Students are well supported by a range of strategies to ensure they are present and engaged in learning. Behaviour management and food in schools programmes focus on supporting the well-being of students. Since the June 2009 ERO review senior leaders and teachers have made good progress with strengthening assessment practices. Teachers use effective diagnostic assessments to identify learning needs and to plan programmes. Learning support initiatives target students well and aim to accelerate their learning. Support is strongly based within class programmes and students are closely monitored.*

*National Standards information shows that many students have made good progress in literacy and mathematics from 2011 to 2012. Information reported to the board in June 2012 shows that over 70% of students are achieving at or above their expected levels in reading, written language and numeracy. Increased levels of achievement are particularly evident in the junior school.*

*The school has identified that many boys are not making satisfactory progress, especially in Years 4 to 6. These boys are now being targeted though school-wide achievement targets and their progress is regularly monitored and reported. Māori and Pacific students achieve at levels similar to those of other students.*

#### Linwood Avenue School

Linwood Avenue School is currently a Year 1-6 contributing primary school but is proposed to be merged with Bromley School, and the merged school be recapitulated to provide Year 1-8 education. ERO last reviewed Linwood Avenue School in August 2012. In its report, ERO stated that:

*Building student engagement has been a focus for teachers' professional development. Teachers are expected to include detailed strategies to engage students in their unit planning. Teachers make good use of analysed student achievement information at class level to identify learning needs, and plan programmes to meet these needs.*

*Students ERO spoke to enjoy the challenge of learning. They indicated that the variety of teaching approaches used by teachers helped them in their learning. Students respond positively to the good range of leadership opportunities that are provided.*

*The reinforcement of school values is supporting improvements in overall levels of student engagement and supporting students' development of self-management skills.*

*There are good to high levels of student achievement. The school reports that over 55% of the whole-school population is achieving at or above the national standards in mathematics, reading and writing. Students identified as not meeting the standards are targeted for additional support, including English for speakers of other languages (ESOL), and learning support groups.*

*Senior leaders and trustees seek and use analysed achievement information to make informed decisions in planning for school improvement. Literacy and numeracy achievement is reported regularly to the board. This information is detailed and specific, and shared with the community.*

*Most students are making good learning progress. Teachers identify students who are not achieving at expected levels, and set targets for them. Teachers design learning programmes to accelerate progress of priority learners. In 2011, these students made very good progress in reading and writing.*

#### Phillipstown School

Phillipstown School is currently a Year 1-8 primary school but is proposed to be merged with Woolston School. ERO last reviewed Phillipstown School in April 2010. In its report, ERO stated that:

*Phillipstown School is a multicultural primary school providing education for Years 1 to 8 students in central Christchurch. Over half the students have Māori or Pacific heritage. The student roll changes frequently as families move in and out of the area. A specialist technology centre on the same site caters for Years 7 and 8 students from 30 schools throughout the city.*



*The school fosters close links with parents and the wider community to benefit students' learning. The board, senior managers and staff are focused on providing a positive learning environment that encourages students to engage in learning and experience success. Since the 2007 ERO review, the school has made significant improvements to make the school more attractive and welcoming for students, staff and parents.*

*Reports to the board show that most Years 4 to 8 students achieve at age appropriate levels in reading and at expected levels in numeracy. Māori students continue to achieve well, with many of them achieving at higher levels than their non-Māori peers in reading.*

*Extending teachers' use of a wider range of assessments, and more consistent assessment practices, would provide the board, senior managers and teachers with more accurate information with which to confirm their belief that students are achieving well and making good progress.*

*The strengths of the school's curriculum most evident during the review include:*

- the sensitive, caring and respectful relationships staff have with students, parents and each other that contribute to a positive school culture;*
- the extensive and well-organised learning and behaviour support programme that is successfully improving student performance;*
- the range of learning experiences provided for students within and outside the school, including specialist music and drama lessons; and*
- the initiatives undertaken in the technology centre to enhance learning and teaching.*

*Partnerships in learning with parents and the wider community are a strong feature of the school. Community volunteers provide valuable ongoing support for students in reading and other learning areas.*

### Woolstow School

Woolston School is currently a Year 1-8 contributing primary school but is proposed to be merged with Phillipstown School. ERO last reviewed Woolston School in August 2012. In its report, ERO stated that:

*Student-achievement information reported to the board for 2011 shows that:*

- about three quarters of the students achieve at or above the National Standards in reading, writing and mathematics*
- Māori students are achieving about the same as non-Māori students in mathematics*
- Māori students are achieving better than non-Māori students in reading and writing*
- Pacific students are not achieving as well as other students in reading, writing and mathematics.*

*Students are highly engaged in their learning. They can talk confidently about their learning, their goals for improvement, and what they need to do to achieve these goals. They know how the school's values help them develop a positive approach to learning so they can 'dream, believe and achieve' (the school's vision for learning) and succeed with their goals.*

*Students learn in an environment where high expectations for learning and behaviour ensure a positive learning focus.*

*Students told ERO, and ERO observed, that teachers make learning enjoyable and engaging for students. There are clear and effective guidelines for managing behaviour so that students can enjoy learning and support each other.*

*Teachers have a very good understanding of students and their needs so they can best support their learning and well-being. Senior leaders and teachers have worked effectively to promote and support high levels of engagement.*

*Teachers make good use of assessment information to provide detailed evidence of students' progress and achievement. Teachers make regular contact with whānau/parents, including the use of three-way conferences, to tell parents about how well their children are meeting their goals and what they need to do to achieve well against the National Standards.*

*Teachers use achievement information to provide extra support for students who are achieving below the expected level to help them make accelerated progress. This learning support is well planned to take place in the classroom with clear guidance for extra support staff. Teachers with experience and knowledge are used to support the students most in need. The achievement levels and rates of progress for students most at risk are well monitored and changes are made to their programme as the need arises.*

*Teachers identify at an early stage the significant number of students who enter school with low levels of early literacy and numeracy understandings. They quickly put in place programmes to help these students reach their expected levels at a faster rate.*

### Linwood College

ERO last reviewed Linwood College in October 2012. In this review, ERO stated that:

*The school reports that students are well engaged in their learning. College information shows that overall students make good learning progress during Years 9 and 10. Achievement in the National Certificate of Educational Achievement (NCEA) is comparable to similar schools.*

*Year 9 students were assessed early in 2012 for literacy and numeracy to identify levels of achievement and learning needs. Teachers in all curriculum areas use this information to set appropriate expectations for students' learning and progress. For example, teachers identified significant weakness in junior student writing achievement, and implemented targeted teaching to address these needs. Subsequent testing showed that students made very good progress in their writing.*

*Overall student achievement in NCEA has improved significantly in the last three years. The achievement of Māori and Pacific students is similar to the national levels of achievement for these groups. Subject endorsements for merit and excellence are promoted and in 2011 showed achievement slightly better than similar schools, especially for Level 1. In order to raise achievement expectations, senior leadership now compare students' performance against all students nationally rather than against comparable schools.*

*A college wide focus on encouraging student engagement and positive behaviour is bringing about improvements. The college Years 9 and 10 mid-year learning review indicates that student engagement is improving and that pastoral support systems are operating effectively. An external review of the Positive Behaviour for Learning initiative identified many strengths in the implementation of the programme and gave ideas for further development.*

*Students are likely to benefit from teachers' increasing use of new data management and tracking systems. For example all teachers now have access to students' progress in accumulating NCEA credits. This information is regularly shared with students via a "credit card". Deans have immediate access to all data about their students via a recently introduced student information database system.*



**Property Information**

1. Cost per learner is the cost of each proposal or alternative proposal divided by the number of affected learners.
2. Indicative Ten Year Property Costs information - The figures may vary from amounts previously presented and may be subject to further change as additional infrastructure related costing information is obtained through detailed engineering evaluations.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.