

Education Report: Proposed Merger of Bromley School (3302) and Linwood Avenue School (3413)

Executive Summary

1. This report seeks your decision on the proposed merger of Bromley School and Linwood Avenue School under section 156A of the Education Act 1989. It is recommended that you read this report in conjunction with *METIS 741597: Proposed Merger of Phillipstown School and Woolston School* and *METIS 741585: Consideration of Closure of Linwood Intermediate School*.
2. On 13 September 2012 you announced a number of proposed changes to education provision in greater Christchurch. On 28 September 2012 you initiated formal consultation on the proposal to merge Bromley School and Linwood Avenue School on the Bromley School site.
3. The roll of Bromley School was 253 as at July 2012 and the roll of Linwood Avenue School was 289 as at July 2012. The proposal is based on the size of the rolls across all schools in the Linwood Learning Community Cluster, the cost to remediate the property at these schools, and the opportunity these two issues present to provide enhanced education to the cluster as a whole. You have also proposed the following changes in Linwood:
 - Relocate Linwood College to the Linwood College lower fields site
 - Merge Woolston and Phillipstown Schools on the current Linwood College site
 - Close Linwood Intermediate School.
4. The Boards of Trustees of Bromley and Linwood Avenue Schools, with the assistance of facilitators, have undertaken consultation with their communities about the proposed merger. Neither of the Boards supports the proposal to merge.
5. The submission from the Board of Bromley School provided a number of reasons why it opposes the merger. These reasons can be summarised as relating to:
 - the low level of damage at the school
 - the quality of teachers who may be lost through the process
 - data which shows the roll will grow
 - concerns about student engagement during the merger process
 - the level of community support the school has
 - research on the value of small schools.

6. The Board of Linwood Avenue School has also submitted a number of reasons why it opposes the merger. These reasons relate to:
- the level of damage at the school
 - the quality of education provision at the school
 - the reduction in schooling choices in the Linwood area
 - growth in the roll and the number of primary age children in the cluster
 - disruptions to learners during the merger
 - the central location of the school compared to the location of Bromley School and the capacity of its site
 - concerns about the consultation process.
7. The Ministry has considered the submissions from both Boards. Both Boards commented that the damage on their sites was not significant. The rationale for proposing the merger of these schools was not based on property considerations, but on the rolls of the two schools, relative to the number of student spaces available in the network. Even with the growth reported by the schools, there is still significant capacity across the cluster.
8. Both submissions refer to the quality of education provision delivered at each school. The quality of education provision is not a factor in this proposal, and in the case of a merger, the high quality provision referred to would extend into the merged school as both Boards would combine the strengths of each school. Another concern was the potential loss of teaching staff. In the case of a merger being implemented, all staff will need to apply for their roles, and in the first instance, positions will be offered to teachers from the two schools. In the case of the Principal, the position is advertised nationally. This means that the Board of the merged school has the opportunity to appoint the best candidates to fill the positions.
9. The Board of Bromley School put forward two counter proposals: one was for the school to become Year 1-8, and the other was for the merger to take place but with a number of conditions being fulfilled. The Board of Linwood Avenue School also proposed to become Year 1-8, and proposed a number of improvements to its curriculum delivery.
10. The Ministry has considered both submissions, and the counter proposals by the Boards. It has also considered possible outcomes of other recommendations that are being put before you for your decision, which may impact upon this decision, in particular the proposal to merge Phillipstown and Woolston Schools.
11. The Education Report: *Proposed Merger of Phillipstown School and Woolston School – Metis 741597* recommends that Phillipstown and Woolston Schools should be merged, but that this merger is on the Woolston School site rather than on the Linwood College site as originally proposed.

12. The Ministry therefore recommends that you agree to retain Bromley School and Linwood Avenue School as separate schools and initiate consultation about their recapitulation to become Year 1-8 schools. If you agree that Phillipstown and Woolston Schools should be merged on the Woolston School site rather than on the Linwood College site, this will result in there being no primary provision in the Linwood Town Centre. In addition, if the merger between Bromley School and Linwood Avenue School is implemented, some Linwood Avenue School learners may have difficulties in accessing the Bromley School site as many families in this community have no transport.
13. If you agree that Linwood Intermediate School closes, the Ministry recommends that consultation takes place with the Linwood cluster about how provision for Year 7-8 learners is to be provided. This consultation will be on the possible recapitulation of Linwood North School, Bromley School and Linwood Avenue School to become Year 1-8 and the possible change of class of Linwood College to become Year 7-13. Recapitulation has been requested by both Bromley and Linwood Avenue Schools Boards of Trustees, both of which would then be utilising 84% of their capacity, and no new classrooms would be required to accommodate the Year 7-8 learners.
14. Once your decision is known, letters will be developed for your signature. If you agree with the Ministry's recommendation these letters will initiate consultation about the possible recapitulation of these schools. You have been asked to initiate consultation on the possible recapitulation of Linwood North School and the change of class at Linwood College as part of the report on the proposal to close Linwood Intermediate.

Recommended Actions

We recommend that you:

- a. **note** the information provided about the consultation feedback on the proposed merger of Bromley and Linwood Avenue Schools;
- b. **note** that neither the Board of Bromley School nor the Board of Linwood Avenue School support the proposal to merge the two schools on the Bromley School site; and
- c. **agree** that Bromley School and Linwood Avenue School be retained as separate entities and not be merged.

AGREE / DISAGREE

- d. **note** that if you agree to retain the two schools as separate entities you are asked to:

- **agree** to initiate formal consultation about the possible recapitation of Bromley School and Linwood Avenue School to each become Year 1-8 schools;

AGREE / DISAGREE

- **note** that you have also been asked to initiate formal consultation on a proposal to recapitate Linwood North School and change the class of Linwood College as part of the Education Report: *Consideration of Closure of Linwood Intermediate – Metis 741585*; and

AGREE / DISAGREE

- e. **note** that once your decision is known letters to the Boards of Bromley School and Linwood Avenue School, local Members of Parliament and sector groups will be developed;
- f. **agree** that a copy of this report be released to the Boards of Bromley School and Linwood Avenue School.

AGREE / DISAGREE


Katrina Casey
Deputy Secretary
Regional Operations

Encl


Hon Hekia Parata
Minister of Education

23/1/13

Education Report: Proposed Merger of Bromley School (3302) and Linwood Avenue School (3413)

Purpose

1. This report provides you with information about the responses to the consultation by the Boards of Trustees of Bromley School and Linwood Avenue School on the proposal to merge the two schools on the Bromley School site.
2. You are being asked to agree that the two schools not be merged, but are retained as separate entities, and that formal consultation on their recapitation to become Year 1-8 schools be initiated as part of a wider consultation in the Linwood area on the provision of Year 7-8 learners.

Background

3. Bromley School is a decile 2, Year 1-6 contributing primary school located in the Linwood Learning Community Cluster, which is in the Port Hills electorate. A map of the area is attached as Appendix One. The July 2012 roll of the school was 253. This included 79 Māori, 38 Pasifika, 128 New Zealand European, four Asian, and four learners of other ethnicities.
4. Linwood Avenue School is a decile 2, Year 1-6 contributing primary school located in the Linwood Learning Community Cluster, which is in the Port Hills electorate. The July 2012 roll of the school was 289. This included 101 Māori, 53 Pasifika, 117 New Zealand European, 10 Asian, and eight learners of other ethnicities.
5. On 13 September 2012 you announced a number of proposals for changes to education provision in greater Christchurch. This announcement included the proposal to merge Bromley School and Linwood Avenue School on the Bromley School site.
6. On 28 September 2012 you wrote to the Boards of Trustees of Bromley School and Linwood Avenue School to initiate consultation on the proposal. That consultation period ended on 7 December 2012.
7. The Ministry is recommending that the two schools be retained as separate entities and not be merged. If, having considered the consultation feedback however, you decide the schools are to be merged, it is proposed that it be implemented from January 2014, dependent on property provision.

Reasons for Considering Merger

8. The Linwood Learning Community Cluster is made up of five schools with varying rolls and utilisation rates. The total roll of the three primary schools and Linwood Intermediate 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 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 estimated cost for Bromley School is \$1.2 million and for Linwood Avenue School it is \$1.6 million.
10. Given the significant cost of remediation across the cluster and the fewer number of learner places required, the Ministry considers that there is an opportunity to reorganise schooling provision in order to enhance the quality of the infrastructure while also supporting learner achievement and participation.

Learning Community Cluster Proposal

11. The proposals for schooling in the Linwood Learning Community Cluster that were announced in September 2012 were as follows:

School	Current Type	Proposal
Linwood Intermediate	Yr 7-8	Close school
Linwood North School	Yr 1-6	Retain and recapitate to Year 8
Linwood Avenue School	Yr 1-6	Merge with Bromley School on the Bromley site and recapitate to Year 8
Bromley School	Yr 1-6	Merge with Linwood Avenue School on the Bromley site and recapitate to Year 8
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 current lower fields site.

12. The Rationale for Change documents for Bromley School and Linwood Avenue School are attached as Appendix Two.

The Merger Process

13. School mergers take place under section 156A of the Act. This section enables the Minister of Education to merge one or more state schools (merging schools) with another state school (the continuing school).
14. The Board of the continuing school usually stays in office while the Boards of the other schools are dissolved on the day the merger takes effect. Alternatively, the Minister may appoint a Board of Trustees for the continuing school.
15. When two schools are merged, neither is legally closed, but one school is identified as the continuing school. All of the assets, debts and liabilities of the merging school become those of the continuing school.
16. Mergers (like school closures) generate Education Development Initiative (EDI) enhancements and Joint Schools Initiative Funding (JSIF), according to the EDI policy, which are specified in a Memorandum of Agreement negotiated with the Ministry of Education. If the merger is not progressed, no EDI or JSIF funding is generated.

Consultation under Sections 156 and 157 of the Education Act 1989

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

Consultation with the Boards of Bromley School and Linwood Avenue School

18. You called a meeting at the Lincoln Event Centre on 13 September 2012 of all schools affected by the proposals around closures and mergers. The Ministry also delivered letters initiating consultation for you on 28 September 2012 and you attended meetings with the schools to discuss the proposal on 10 November 2012.
19. The Ministry also held three information workshops on the consultation process for Board Chairs and the facilitators the schools engaged to undertake the consultation. It was made clear at these meetings that no decision about merger had been made and that all feedback from the consultation would be provided to you for consideration. Regular contact has been maintained with the schools through representative Board members and the Principals.
20. The Boards each appointed a facilitator to undertake consultation on their behalf. The final date for submissions on the proposal to merge Bromley and Linwood Avenue Schools was 7 December 2012. On 14 December 2012, you were provided with the complete submission from the Boards of Trustees of both schools.
21. Neither the Board of Bromley School nor the Board of Linwood Avenue School support the proposal to merge the two schools.
22. The Board of Bromley School consulted with its community in the following ways:
 - it undertook a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) of Bromley School
 - a survey of the Bromley School parents and caregivers asking for feedback about the opportunities, impact and risks a merger may have on the school and community.
23. The Board of Bromley School also included the East Christchurch Pasifika Fono meeting minutes and the Canterbury District Health Board literature review in support of its submission.
24. The feedback from the Board of Bromley School is summarised as follows:
 - a. There is minimal or insignificant damage to the grounds and buildings.
 - b. Education Review Office reports and associated data show that teaching at the school is of good quality and learners are achieving well.
 - c. Ministry projections for 2013 show Bromley School's roll is expected to increase.
 - d. There is the potential for the loss of high performing staff if the schools are merged.
 - e. There is potential for learner achievement and emotional wellbeing to be affected if the schools merge.

- f. The Board is concerned about the transition points in the schooling system. There is the potential for some learners to disengage from the system during the merger process.
 - g. Bromley School has a strong community, and good relationships with Early Childhood Education providers and the other schools in the Linwood Cluster. It also has high performing staff who are vital to its success.
 - h. Research is conflicting on whether learners achieve better in larger or smaller schools, and a larger school is not always the better option.
25. The Board of Linwood Avenue School consulted with its community in the following ways:
- two community surveys were undertaken requesting feedback on the impact of the proposed merger and alternative proposals
 - written support was obtained from local churches, businesses and agencies
 - community meetings were also held.
26. The Board of Linwood Avenue School also included the East Christchurch Pasifika Fono meeting minutes in support of its submission.
27. The feedback from the Board of Linwood Avenue School is summarised as follows:
- a. There is no damage across the school grounds and minimal damage to its buildings.
 - b. The Education Review Office findings show that the school is high achieving.
 - c. If the merger is implemented there would be a reduction in schooling choices for families in the Linwood area.
 - d. The school roll has grown 30% since February 2011 and is projected to grow during 2013 by 12% above the March 2012 roll.
 - e. The Linwood Avenue School zone has the highest proportion of primary age children resident in the Linwood Learning Community Cluster.
 - f. A merger with Bromley School would cause disruptions, affecting roll levels and staffing, school development and performance pathways, and create further demands on the community.
 - g. Linwood Avenue School is in a central location, near community services, and is well placed to serve the children and families of the community. In contrast, Bromley School is situated in an industrial area and next to a cemetery.
 - h. The Ministry failed to consult with the Linwood Avenue School community about the establishment of larger primary schools for its children.
 - i. Linwood is designated as a "Key Activity Centre" in the Urban Development Strategy, with projection for intensified growth over the next two decades.
 - j. Significant redevelopment and relocation of families and communities is far from being finalised.
 - k. There is significant capacity on the site (2.5 hectares).

Consultation with the Boards of schools whose rolls might be affected

28. On your behalf, the Ministry undertook consultation with the Boards of Bamford School, Linwood College, Linwood North School and the Pasifika community. The feedback which the Ministry received was as follows:
- a. *Bamford 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 technology and other specialised education such as digital and ICT provision, for the Year 7-8 learners in the Linwood Learning Community Cluster. This would provide for a smoother transition between primary and secondary schooling.

The Board of Linwood College has also submitted a proposal for the development of a centre for gifted and talented learners that could serve the wider schooling network in Christchurch. It would like to explore the opportunities within this centre for placing a specific emphasis on gifted and talented Māori and Pasifika learners.
 - c. *Linwood North School*

The Board supports the proposal to recapitate its school to Year 8. It would also like to establish Māori and Pasifika bilingual units at its school.
 - d. *Pasifika Fono for East Christchurch*

The fono opposed the proposal to merge Bromley School and Linwood Avenue School. This was based on concerns about the loss of community identity and the establishment of larger schools.
 - e. *Matauraka Mahaanui - Waitaha Māori Advisory Board*

The Board has made general comments about all schools that are also relevant to the proposal to merge Bromley School and Linwood Avenue School. It supports the least number of transition points in a learner's education, 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.
29. Both Boards provided their submissions to the Ministry by 7 December 2012 and on 14 December you were provided with a copy of them. In addition to the formal submissions from the Boards, you received one letter from a member of the public about the Linwood cluster of schools, two letters about the proposed merger from members of the public, and one letter about the proposal from Hon Ruth Dyson.

Ministry Comment

Property damage

30. While the Boards of both schools have cited minimal or insignificant property damage as a reason for not supporting the merger proposal, the rationale was not based on property damage. The proposal to merge the schools was based on roll change, utilisation of capacity, and the number of schools in the Linwood Learning Community Cluster in relation to the number of learners.

Learner achievement

31. The Boards both state that learners at their schools achieve highly. The Ministry acknowledges this, but does not consider that this is sufficient reasoning to negate the merger proposal as all schools are expected to provide learners with the opportunity to achieve to their full potential.

Schooling choice

32. The Board of Linwood Avenue School state that families in Linwood would have fewer schooling choices if the merger was implemented. The Ministry agrees that this would be the case. All schools, however, are expected to provide high quality curriculum delivery and a variety of individualised programmes that address the learning areas of the New Zealand Curriculum or Te Marautanga o Aotearoa.

Roll projections

33. The Ministry acknowledges Bromley School's submission about its roll projections for 2013. The Board of Linwood Avenue School has also submitted that its roll is projected to grow in 2013, and has grown 30% since February 2011. While the school's roll has grown since March 2012, it is still below its March 2007 roll of 296. Its March 2013 roll is projected to be 263.

Quality teaching

34. The Boards' submissions both identify quality of teaching as one of the reasons for not supporting the proposal to merge. Should you decide that you wish to merge these schools, the Primary Teachers' Collective Agreement allows for teaching positions at a merged school to be advertised internally first, and any unfilled positions are then advertised nationally. This means that teachers that currently hold permanent positions would be able to apply for positions at the merged school. It is therefore not considered to be a reason for retaining Bromley School and Linwood Avenue School as separate schools.
35. The Board of Bromley School submits that there is concern about retaining learners during transition periods, particularly during a process such as a merger. If the merger is implemented the Ministry expects that schooling staff would work with families and the community to ensure that there is a smooth process through the transition. As the proposed merged school may provide for Year 1-8 learners, Linwood College's proposal to also provide specialised education programmes for Year 7-8 learners is relevant. The provision of these specialised education programmes would assist with ensuring that the transition from primary to secondary education is smooth.

Links with the community

36. Both Boards' submissions emphasised the role that the schools play as part of their community and the strong and positive relationships they have developed. The Ministry expects that all schools would meet the individual needs and aspirations of their learners, and of their community. If you decide to progress the merger, the Board of the newly merged school would engage with its wider school community and implement any changes to its programmes that are required for it to continue to meet the needs of its community.

Location and school size

37. The Board of Linwood Avenue School submits that the school is in a central location near community services, and has the highest proportion of primary age children resident in the Linwood Learning Community Cluster. The proposal for Phillipstown School and Woolston School to merge on the Linwood College site would have ensured that a primary school was located in this area, and therefore this argument would not have negated the proposed merger of Bromley School and Linwood Avenue School. However, if you agree that Phillipstown School and Woolston School merge on the Woolston School site, the merger of Bromley School and Linwood Avenue School on the Bromley School site would likely impact on the number of families that can access schooling in this area as many families in this community do not have transport.
38. The Board of Linwood Avenue School also submits that the Ministry has failed to consult with the school community about the establishment of larger primary schools in Linwood. The consultation process undertaken by the Board of Linwood Avenue School about the proposed merger was the opportunity for the school community to provide feedback on this aspect of the proposal.
39. The Board of Linwood Avenue School submits that the Christchurch City Council has identified Linwood as one of the 15 "Key Activity Centres" for future development in Christchurch, and therefore the school should be retained. This means that if the merger goes ahead and you also agree that Phillipstown School and Woolston School merge on the Woolston School site instead of the Linwood College site, there would be no primary provision in the Linwood town centre.
40. The Board of Linwood Avenue School also submits that redevelopment and relocation of communities are far from being finalised. The Ministry considers that further delays in addressing the issues of people movement and infrastructure damage affecting schools will simply create further inequities and uncertainty for learners and their communities.
41. The Bromley School Board's submission emphasises the many benefits its learners receive from being in a small school environment. These range from the inclusive learning community the school can foster, to higher achievement due to more effectively tailored curriculum programmes. While there is evidence to support this it does not negate the fact that many larger schools also achieve similar outcomes for their learners. The Ministry expects all schools to deliver tailored curriculum programmes to address the particular needs of learners.
42. The Board of Linwood Avenue School has indicated that its site size should be taken into account. For the present number of learners attending the school the site can be regarded as reasonably generous and therefore it is able to accommodate additional student numbers.

Counter proposals from the Boards

43. Bromley School has suggested two alternative proposals:
- a. Option 1: Recapitating to Year 8
 - b. Option 2: Merging with Linwood Avenue School with the following considerations:
 - i. retain the Reggio Emilia Philosophy
 - ii. seamless transition from Early Childhood Centres
 - iii. a positive relationship with the Ministry of Education
 - iv. modern, state-of-the-art facilities
 - v. both schools, the community, and the Early Childhood Centres need to be involved in the creation of the merged school
 - vi. recapitate the merged school to Year 8.
44. Linwood Avenue School has suggested an alternative proposal as follows:
- a. extend to become a full primary school (recapitate)
 - b. working with local authorities to establish a community library at the school
 - c. expanding the family and parent support programmes offered
 - d. extending the curriculum
 - e. continuing innovations in literacy and English Language Learners (ELLs) programmes.

Ministry Comment

45. As at July 2012, Bromley School had a roll of 253 learners (62% utilisation) and Linwood Avenue had a roll of 289 learners (72% utilisation). If Bromley School and Linwood Avenue School remain as separate schools and are recapitated to Year 8, as per the Boards' proposals, it is estimated that both schools would be utilising 84% of their capacity, provided that Phillipstown School and Woolston School merge on the Woolston School site.
46. Currently 95% of Year 1-6 learners in the Linwood cluster reside within one kilometre of a primary school. Under the proposed network changes, 89% of Year 1-6 learners living in the Linwood Learning Community Cluster would be within one kilometre of primary provision. Although this change is minimal, in this low socio-economic area both schools are currently appropriately placed to provide access for the communities.
47. In the report to you on the possible closure of Linwood Intermediate, you are being asked to initiate consultation on the recapitation of Linwood North School and on a possible change of class for Linwood College. If you decide to retain both Bromley School and Linwood Avenue School, then letters will be developed to the Boards of Trustees of these schools formally initiating consultation on their possible recapitation.

48. Both Bromley and Linwood Avenue Schools have capacity to grow and it is estimated that no additional classrooms would be required to accommodate learners if the schools are recapitated.

New Information regarding the proposed merger of Phillipstown School and Woolston School

49. Phillipstown School and Woolston School are proposed to be merged on the Linwood College site and become part of the Linwood Learning Community Cluster.
50. The Ministry has now learnt that building on the Linwood College lower fields site will incur additional costs due to geotechnical requirements. In addition, the cost of retaining and repairing the property at Woolston School is significantly lower than the cost of building a new school on the Linwood College site.
51. The proposed merged school on the Linwood College site would have been situated 500 metres from the current Linwood Avenue School, and this was part of the rationale for the proposal that Linwood Avenue School merge with Bromley School on the Bromley School site.
52. The Ministry is recommending that you agree to merge Phillipstown School and Woolston School on the Woolston School site. If you agree to this recommendation, the proposal to merge Bromley and Linwood Avenue School on the Bromley School site would create a hole in the schooling network. The Ministry therefore considers that both Bromley and Linwood Avenue Schools should remain open as separate entities and not be merged.
53. It is recommended that you read this Education Report in conjunction with the Education Reports relating to the proposed merger of Phillipstown School and Woolston School, and the proposed closure of Linwood Intermediate School (METIS 741597 and METIS 741585).

Education Provision at the Schools

54. The Education Review Office (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 school 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.

55. 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.

Priority Learners

56. Bromley School had a July 2012 roll of 253 learners of whom 31.2% (79) were Māori and 15% (38) were Pasifika. Linwood Avenue School had a July 2012 roll of 289 learners of whom 34.9% (101) were Māori and 18.3% (53) were Pasifika.
57. Neither Bromley nor Linwood Avenue Schools provide Māori immersion education.

58. In the most recent ERO report for Bromley School, it is stated that:

Māori students participate well in a long-standing kapa haka programme. They have opportunities to celebrate their language and culture school-wide and within class programmes. Whānau are encouraged to support and participate in their children's learning.

The school has consulted with Māori whānau. Targets have been set with the advice of a student achievement practitioner to improve the engagement and achievement of Māori students identified as not achieving to national expectations.

59. In its 2012 report on Linwood Avenue School, ERO stated that:

Māori student achievement is similar to or slightly better than that of other school groups. Senior leaders and teachers have developed and are implementing a detailed plan to support Māori student achievement, and to provide opportunities for Māori students to experience activities that reflect their cultural heritage. The kapa haka group is large and inclusive. The students enjoy performing, and benefit from the good quality teaching of te reo and tikanga Māori. Teachers monitor Māori student achievement, engagement and well-being to evaluate the success of their programmes, and regularly communicate their findings to whānau.

Ongoing Resourcing Scheme (ORS)

60. As at 1 July 2012, Linwood Avenue School had two learners accessing Ongoing Resourcing Scheme (ORS) funding and Bromley School had four. All six learners were high needs.

Special Education

61. Although not noted in its submission, Bromley School currently hosts a two classroom satellite of Ferndale Special School on its site. Eight learners are currently attending this satellite class and this will increase to 10 learners in 2013.
62. The Special Education Network proposal considers geographic and demographic data and describes repositioning the three day special schools and the rationalisation of current Special School satellites, enabling improved access and equity for learners across greater Christchurch. The establishment of a geographically logical network of satellite provisions managed by Special Schools and integrated into mainstream schools, forms part of its proposal. Discussions are ongoing with the three day special schools in Christchurch and in 2013 will involve the wider education sector.
63. The Linwood Learning Community Cluster is identified in the Special Education Network proposal as a cluster which could include a base school of Ferndale Special School on a secondary school site, and a satellite provision on a primary site.
64. Any decisions about future planning for the special schools and their satellite provisions sit within the context of the greater Christchurch education renewal and the dependencies which exist within that.

Early Childhood Education

65. Kidsfirst Kindergartens Bromley operates under the umbrella of the Canterbury Westland Kindergarten Association trading as Kidsfirst Kindergartens, an Incorporated Society. Kidsfirst has a lease for land and buildings on a stand-alone site at the front of Bromley School. If you decide to merge Bromley School and Linwood Avenue School, Kidsfirst would not be affected.

Staffing and Finances

66. Bromley School was resourced for 11.9 Full Time Teacher Equivalents (FTTE) for the 2012 school year and Linwood Avenue School was resourced for 12.7 FTTE.
67. Based on the confirmed staffing rolls for each school as at March 2012, if Bromley School and Linwood School merge, the roll would generate 23.4 FTTE. This figure is based on the assumption that all learners currently on the rolls of the two schools would enrol at the merged school.
68. If you agree that Bromley School and Linwood Avenue School should not merge, then the operational funding for each school is as follows:
- \$1.632 million (excluding GST) for Bromley School
 - \$2.224 million (excluding GST) for Linwood Avenue School.
69. If you agree that Bromley School and Linwood Avenue School should merge, the merged school (with an estimated roll of 598) would generate operational funding of approximately \$3.616 million per year.
70. If Bromley and Linwood Avenue Schools merge, Education Development Initiative (EDI) funding as set out in the Memorandum of Agreement and Joint Schools Initiative Funding (JSIF) would be generated in line with the EDI policy.
71. These EDI funds are used for plans that support student achievement, psycho-social needs, transition and change management within and across schools and Learning Community Clusters.
72. This funding is only generated if the merger is implemented.

Property Implications

Background Rationale

Bromley School

73. The buildings on the Bromley School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes, to re-levelling various rooms and buildings. At present no buildings have been identified as potentially requiring structural strengthening. Buildings on site have also been flagged for weather tightness remediation.

74. Surrounding land is predominately CERA technical category 2 (TC2). While geotechnical considerations are unlikely to be a significant factor at this site, preliminary assessments suggest further investigation will be required if further development is undertaken on this site.
75. The Indicative Ten Year Property Cost to repair Bromley School is \$1.2 million.

Linwood Avenue School

76. The buildings on the Linwood Avenue School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes, to re-levelling floors. Some buildings will also require earthquake strengthening. Buildings on site have also been flagged for weather tightness remediation.
77. Surrounding land is predominately CERA technical category 2 (TC2). While geotechnical considerations are unlikely to be a significant factor at this site, preliminary assessments suggest further investigation will be required if further development is undertaken on this site.
78. The Indicative Ten Year Property cost to repair Linwood Avenue School is \$1.6 million.

Proposal Analysis

79. The alternative proposal to retain Bromley School and Linwood Avenue School and recapitate to become Year 1 – 8 has no additional property costs as there is currently capacity at both of these schools to accommodate the additional learners.

Property Entitlement

80. 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.

81. Further property information is attached as Appendix three.

Revised indicative property costs – Minister's Proposal

Proposal	Cost	Detail
Repairs to Bromley School	\$1.15 million	Indicative repair cost to Bromley School
Result of merger property entitlement	\$2.76 million	12 additional teaching spaces, based on network analysis including the closure of Linwood Avenue School and Linwood Intermediate School
Other costs	\$0.00 million	Nil
Total	\$3.91 million	
New combined roll - 598		Combined roll of Bromley School (259), Linwood Avenue School (304) and learners from Linwood Intermediate School (35 learners in the catchment of the merged school) as at 10 October 2012.
Cost per learner	\$6,538	

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

Alternative Proposal – Bromley School and Linwood Avenue School to remain open and recapitate to become Year 1-8

Proposal	Cost	Details
Repairs to Bromley School	\$1.15 million	Indicative repair cost to Bromley School
Repairs to Linwood Ave School	\$1.63 million	Indicative repair cost to Linwood Ave School
Other Costs	\$0.00 million	Nil, no additional teaching spaces required as the Linwood Intermediate learners can be accommodated into the current network.
Total	\$2.78 million	
New combined roll - 628		Combined roll of Bromley School (259), Linwood Avenue School (304) and learners from Linwood Intermediate School (65 learners in the catchments of the two recapitated schools) as at 10 October 2012.
Cost per learner	\$4,427	

Risks

82. The Ministry considers there is low risk in a decision to retain both schools and initiate consultation on them becoming Year 1-8. It is considered that both Boards are likely to support this option.

Conclusion

83. The Ministry's view is that Bromley School and Linwood Avenue School should be retained as separate entities.
84. New property information about the viability of building on the Linwood College lower site, has resulted in the Ministry now proposing that you agree to merge Phillipstown and Woolston Schools on the Woolston School site. As a rebuild of Linwood College cannot take place on its lower field site, the merged Philipstown and Woolston School could not be relocated to the Linwood College site.
85. The proposal to merge Linwood Avenue School and Bromley School on the Bromley School site was based on there being primary provision on the Linwood College site. If you agree that Phillipstown and Woolston Schools should be merged on the Woolston site, this will then leave a gap in provision in the Linwood area. There would be no primary provision in the Linwood Town Centre. In addition, as raised by the Board of Linwood Avenue School, some former Linwood Avenue School learners may face barriers to attending at the Bromley site as they do not have access to their own transport.
86. In recommending that these two schools are retained, the Ministry asks that you also note that there is limited property damage at either of these sites, and the revised proposal is cost effective as the cost to repair the schools would be less than what is required to develop a larger, merged school. In addition, educational achievement at both Bromley and Linwood Avenue Schools is of a high standard, and both have received favourable ERO reports.
87. If you agree that Linwood Intermediate closes (METIS 741585), the Ministry is recommending that consultation takes place with the Linwood cluster on how to provide for Year 7-8 learners within the cluster.

Next Steps

88. Once your decision is known, letters will be developed to the Boards of Bromley School and Linwood Avenue School for your signature. Letters to sector groups and the local Members of Parliament advising them of your decision will also be developed.
89. In the report to you on the possible closure of Linwood Intermediate, you are being asked to initiate consultation on the recapitation of Linwood North School and on a possible change of class for Linwood College. If you decide to retain both Bromley School and Linwood Avenue School then letters will be developed for your signature to the Boards of Trustees of these schools formally initiating consultation on their possible recapitation.
90. Once your decision has been made, the Ministry recommends that a copy of this report be released to the Bromley School and Linwood Avenue School Boards of Trustees.

Appendix One

Map of the Linwood Cluster

Rationale for Change Document

Appendix Two

Appendix Three

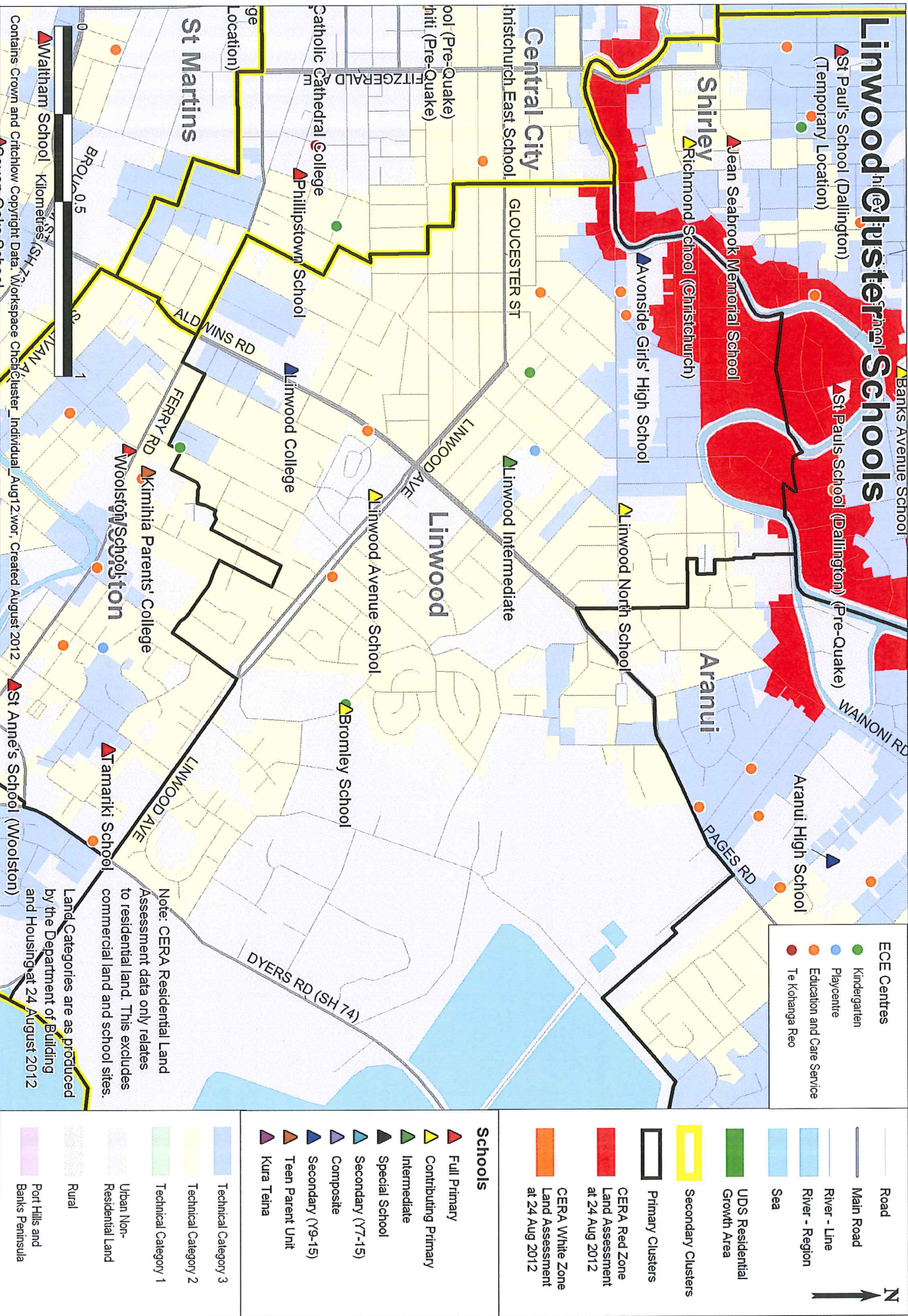
Property Information

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

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

6. Increases to non teaching spaces will be assessed at each site, but no allowance has been made in any of the above figures.
7. Indicative Ten Year Property Costs information - The figures may vary from amounts previously presented and may be subject to further change as additional infrastructure related costing information is obtained through detailed engineering evaluations.
8. For condition assessment – a physical site inspection was undertaken of every building to evaluate the anticipated maintenance requirements at each school for the next 10 years.
9. For assessing earthquake damage – the recording and quantifying of earthquake damage and indicative repair costs from all events was undertaken. These reports were reviewed by professional loss adjustors and are being used to support the Ministry's insurance claim.
10. For assessing structural strengthening – information gathered via a national desktop study and during site visits by project managers and engineers has informed indicative assessments around strengthening which have been, or are being confirmed through the detailed engineering evaluation (DEE) process. All follow up site specific invasive investigations are being carried out by qualified engineers who interpret the findings and recommend further testing as appropriate.
11. For assessing weather tightness – cost estimates were developed as part of a national survey of all school buildings. Further detailed assessments were carried out on buildings identified through this exercise.
12. These indicative cost estimates are based upon information, data and research carried out by external parties. They are dependent on the information and assumptions included. While these results may vary as further information and/or assumptions are modified, these preliminary estimates will continue to provide the initial basis for costs of these projects.

Map of the Linwood Cluster



Bromley School – Rationale for change

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

Why is change needed?

A strong education network is vital for the renewal of greater Christchurch.

The extent of damage and ongoing impact of people movement in the wake of the 2010 and 2011 earthquakes mean it cannot be restored to the way it was.

We need to accept in areas that have been depopulated we will have to do things differently, which will inevitably mean some change to of services. The viability of existing individual schools and increased demand for new schools are a key consideration going forward.

The earthquakes, while devastating, have provided an opportunity beyond simply replacing what was there, to restore, consolidate and rejuvenate to provide new and improved facilities that will reshape education, improve the options and outcomes for learners, and support greater diversity and choice.

Education renewal for greater Christchurch is about meeting the needs and aspirations of children and young people. We want to ensure the approach addresses inequities and improves outcomes while prioritising action that will have a positive impact on learners in greatest need of assistance.

With the cost of renewal considerable, the ideal will be tempered by a sense of what is pragmatic and realistic. Key considerations are the practicalities of existing sites and buildings, the shifts in population distribution and concentration, the development of new communities and a changing urban infrastructure.

Innovative, cost effective, and sustainable options for organising and funding educational opportunities must be explored to provide for diversity and choice in an economically viable way.

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

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

Why is it proposed my school merge?

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

Many school buildings suffered significant damage, school sites have been compromised and there were 4,311 fewer student enrolments across greater Christchurch at July 2012 compared to July 2010¹.

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

The Linwood cluster comprises five schools (including Linwood College) with varying rolls and utilisation rates. Overall the cluster is oversupplied and has spare capacity for primary aged education provision

Overall, the aggregate roll in the Linwood cluster for the three primary schools 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 weathertightness 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, and are 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 (which is better located for the community), 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 predominately CERA technical category 2 (TC2).

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

¹ This figure includes international fee-paying students.

Buildings

The buildings on the Bromley Primary School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to re-levelling various rooms and buildings.

At present no buildings have been identified as potentially requiring structural strengthening. Detailed Engineering Evaluations (DEE's) are yet to commence but will be complete by mid 2013; these reports will confirm the exact scale of the structural strengthening, if required.

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

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for Bromley Primary School <i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed.</i>	\$1.2 million
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The above costs are predominately items identified in the condition assessment.

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

Cost estimate information

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

For assessing earthquake damage – the recording and quantifying of earthquake damage and indicative repair costs from all events was undertaken. These reports were reviewed by professional loss adjusters and are being used to support the Ministry's insurance claim.

For assessing structural strengthening – Information gathered via a national desktop study and during site visits by project managers and engineers has informed indicative assessments around strengthening which have been, or are being confirmed through the Detailed Engineering Evaluation (DEE) process. All follow up site specific invasive investigations are being carried out by qualified engineers who interpret the findings and recommend further testing as appropriate. 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 school buildings. Further detailed assessments were carried out on buildings identified through this exercise.

People

Bromley School had a July 2012 roll of 253, which is less than the July 2008 and 2010 roll.

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

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 7-8)	State	197	185	123
Linwood North School	Contributing (Year 1-6)	State	236	198	139
Total			1,032	996	804

Rolls of schools not in the Linwood 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 patterns³

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 who reside within the Linwood cluster attend one of the 4 state schools in the cluster.

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

School	Authority	# students ⁴	% ⁵
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%

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

³ Analysis includes all crown 'funded' students only, i.e. regular, regular adult, returning adult & extramural. It reflects the student's home address – which bears no relationship to the school they were enrolled at. Not all student records were address matched.

⁴ Number of all year 1-8 students in the cluster that attend a given school

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

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.

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

Population change⁶

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.

This indicates that while the majority of students appear to have left the red zone, a number remain. There has also been a significant reduction in the number of students living in non red zone properties in the cluster.

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?

Based on July 2012 student address data, 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 changes⁷, 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

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

⁷ 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.

Under the renewal proposals Phillipstown School (in Central City cluster) and Woolston School (in 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.

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.

Given the student distribution, the merger will result in a significant number of enrolments at the proposed Woolston/Phillipstown School by students who would traditionally have attended Linwood Avenue School.

The proposed network change includes re-capitating the merged Linwood Ave/Bromley School to provide education for years 1-8. Approximately 487 year 1-8 state school students reside within a 1 km radius of Bromley School. Of these, 62% attend Bromley School, Linwood Avenue School or Chisnallwood Intermediate or Linwood Intermediate School.

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 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

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

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

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.)

The proposed school merger and closure of the Linwood Avenue site 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.

An effective merger brings together the strengths of both schools. The particular programmes which are run in the merged school are decisions made by the board of the continuing school, however, it is likely the successful programmes, culture etc which have been developed within either school would be continued in the merged school.

The Ministry would expect a merged school would want to work with all learners in its community.

If a merger is to proceed the move would not be piecemeal.

The board of the continuing school would discuss an implementation plan for the merger with the Ministry. This would then be implemented.

If a final decision to merge is made by the Minister, and gazetted, the board of the continuing school or a new board as appropriate, would oversee the process. This will include decisions around school name, uniform, branding etc.

There must be at least one full term between the gazetting and when the merger is implemented. In some cases, the Minister agrees to appoint a board for the continuing school. The appointed board can co-opt members as required.

Elections for a new board of trustees must be held within three months of the date of merger. At this time, the newly elected board will be representative of all families at the merged school.

Enhanced provision will be provided as required to support any changes that may result from consultation.

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

Staff, including support staff, will be able to apply for positions in the merged school. Alternatively redundancy may apply in respect to reduced or full loss of hours.

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

If a decision to merge is made the vacated school property site will go into a disposal process.

How would the proposed merger of my school fit into the overall plan for my learning community cluster?

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

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

In the first instance this is because the cluster may have thoughts 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 merge. The cluster would want to consider how enhanced provision that might be required to support moving student populations might look.

Facts and Figures

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

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

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

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

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

Utilisation: The amount of student space being used (peak roll) as a percentage of the total student spaces available. Total student space has been based on the number of classrooms as at February 2012.

Peak rolls used: Primary – the October 2011 roll

Secondary and Intermediate – the March 2012 roll return

Relevant reports and documentation will be provided.

Contact us

Email us shapingeducation@minedu.govt.nz

Linwood Avenue School – Rationale for change

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

Why is change needed?

A strong education network is vital for the renewal of greater Christchurch.

The extent of damage and ongoing impact of people movement in the wake of the 2010 and 2011 earthquakes mean it cannot be restored to the way it was.

We need to accept in areas that have been depopulated we will have to do things differently, which will inevitably mean some change to services. The viability of existing individual schools and increased demand for new schools are a key consideration going forward.

The earthquakes, while devastating, have provided an opportunity beyond simply replacing what was there, to restore, consolidate and rejuvenate to provide new and improved facilities that will reshape education, improve the options and outcomes for learners, and support greater diversity and choice.

Education renewal for greater Christchurch is about meeting the needs and aspirations of children and young people. We want to ensure the approach addresses inequities and improves outcomes while prioritising action that will have a positive impact on learners in greatest need of assistance.

With the cost of renewal considerable, the ideal will be tempered by a sense of what is pragmatic and realistic. Key considerations are the practicalities of existing sites and buildings, the shifts in population distribution and concentration, the development of new communities and a changing urban infrastructure.

Innovative, cost effective, and sustainable options for organising and funding educational opportunities must be explored to provide for diversity and choice in an economically viable way.

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

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

Why is it proposed my school merge?

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

Many school buildings suffered significant damage, school sites have been compromised and there were 4,311 fewer student enrolments across greater Christchurch at July 2012 compared to July 2010¹.

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

The Linwood cluster comprises five schools (including Linwood College) with varying rolls and utilisation rates. Overall the cluster is oversupplied and has spare capacity for primary aged education provision.

Overall, the aggregate roll of the Linwood cluster for the three primary schools 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 weathertightness 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:

- merge Linwood Avenue School and Bromley School on to the Bromley School site (which is better located for the community), 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
- provide a new site for Linwood College, including its sports facilities and a technology hub;

Land

Surrounding land is predominately CERA technical category 2 (TC2). While geotechnical considerations are unlikely to be a significant factor at this site, preliminary assessments suggest further investigation will be required if further development is undertaken on this site.

¹ This figure includes international fee-paying students.

Buildings

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

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

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

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for Linwood Avenue Primary School <i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed.</i>	\$1.6 million
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The above costs are predominately split between weather tightness and condition assessment remediation works.

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

Cost estimate information

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

For assessing earthquake damage – the recording and quantifying of earthquake damage and indicative repair costs from all events was undertaken. These reports were reviewed by professional loss adjusters and are being used to support the Ministry's insurance claim.

For assessing structural strengthening – Information gathered via a national desktop study and during site visits by project managers and engineers has informed indicative assessments around strengthening which have been, or are being confirmed through the Detailed Engineering Evaluation (DEE) process. All follow up site specific invasive investigations are being carried out by qualified engineers who interpret the findings and recommend further testing as appropriate.

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

People

Linwood Avenue School had a roll of 289 at July 2012 which is less than the roll in 2008 and 2010.

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

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 7-8)	State	197	185	123
Linwood North School	Contributing (Year 1-6)	State	236	198	139
Total			1,032	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 patterns³

Analysis of July 2012 address matched student address data shows 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 ⁴	% ⁵
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%

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

³ Analysis includes all crown 'funded' students only, i.e. regular, regular adult, returning adult & extramural. It reflects the student's home address – which bears no relationship to the school they were enrolled at. Not all student records were address matched.

⁴ Number of all year 1-8 students in the cluster that attend a given school

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

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.

Given the proposed reorganisation of the 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 change⁶

Percentage of March 2010 and March 2012 student address records in Red Zones 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.

This indicates while the majority 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 the 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, based on July 2012 student address data.

Under the proposed network changes⁷, 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,

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

⁷ 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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- 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 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.

Given the student distribution, the merger will result in a significant number of enrolments at the proposed Woolston/Phillipstown School by students who would traditionally have attended Linwood Avenue School.

The proposed network change includes recapitating the merged Linwood Ave/Bromley School to provide education for years 1-8.

487 year 1-8 state school students live within a 1 km radius of Bromley School. Of these, 62% attend either Bromley School, Linwood Avenue School or Chisnallwood Intermediate or Linwood Intermediate School.

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 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.

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

Re-capitating 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.)

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

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

- Ensuring any health and safety and infrastructural issues are addressed
- Taking into account whole of life cost considerations, to allow cost over the life of the asset, rather than initial capital cost to drive repair or replacement decisions

-
- Enabling all entitlement teaching spaces to be upgraded to meet the 'Sheerin' Core modern learning environment standard – which has a strong focus on heating lighting, acoustics, ventilation and ICT infrastructure upgrades.

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

An effective merger brings together the strengths of both schools. The particular programmes which are run in the merged school are decisions made by the board of the continuing school, however, it is likely the successful programmes, culture etc which have been developed within either school would be continued in the merged school.

The Ministry would expect a merged school would want to work with all learners in its community.

If a merger is to proceed the move would not be piecemeal.

The board of the continuing school would discuss an implementation plan for the merger with the Ministry. This would then be implemented.

If a final decision to merge is made by the Minister, and gazetted, the board of the continuing school or a new board as appropriate, would oversee the process. This will include decisions around school name, uniform, branding etc.

There must be at least one full term between the gazetting and when the merger is implemented. In some cases, the Minister agrees to appoint a board for the continuing school. The appointed board can co-opt members as required.

Elections for a new board of trustees must be held within three months of the date of merger. At this time, the newly elected board will be representative of all families at the merged school.

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

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

Staff, including support staff, will be able to apply for positions in the merged school. Alternatively redundancy may apply in respect to reduced or full loss of hours.

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

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

How would the proposed merger of my school fit into the overall plan for my learning community cluster?

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

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

In the first instance this is because the cluster may have thoughts 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 merge 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 merger 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

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.

Facts and Figures

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

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

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

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

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

Utilisation: The amount of student space being used (peak roll) as a percentage of the total student spaces available. Total student space has been based on the number of classrooms as at February 2012.

Peak rolls used: Primary – the October 2011 roll
 Secondary and Intermediate – the March 2012 roll return

Relevant reports and documentation will be provided.

Contact us

Email us shapingeducation@minedu.govt.nz

Appendix Three

Property Information

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

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

6. Increases to non teaching spaces will be assessed at each site, but no allowance has been made in any of the above figures.
7. Indicative Ten Year Property Costs information - The figures may vary from amounts previously presented and may be subject to further change as additional infrastructure related costing information is obtained through detailed engineering evaluations.
8. For condition assessment – a physical site inspection was undertaken of every building to evaluate the anticipated maintenance requirements at each school for the next 10 years.
9. For assessing earthquake damage – the recording and quantifying of earthquake damage and indicative repair costs from all events was undertaken. These reports were reviewed by professional loss adjustors and are being used to support the Ministry's insurance claim.
10. For assessing structural strengthening – information gathered via a national desktop study and during site visits by project managers and engineers has informed indicative assessments around strengthening which have been, or are being confirmed through the detailed engineering evaluation (DEE) process. All follow up site specific invasive investigations are being carried out by qualified engineers who interpret the findings and recommend further testing as appropriate.
11. For assessing weather tightness – cost estimates were developed as part of a national survey of all school buildings. Further detailed assessments were carried out on buildings identified through this exercise.
12. These indicative cost estimates are based upon information, data and research carried out by external parties. They are dependent on the information and assumptions included. While these results may vary as further information and/or assumptions are modified, these preliminary estimates will continue to provide the initial basis for costs of these projects.