

**Education Report: Proposed Merger of Central New Brighton School (3311) and South New Brighton School (3508)**

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**Executive Summary**

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1. This report seeks your decision on the proposed merger of Central New Brighton School and South New Brighton School under section 156A of the Education Act 1989.
2. On 13 September 2012, you announced the proposed merger, effective from the beginning of 2016, as part of changes to schooling provision in Christchurch. On 28 September 2012 you initiated formal consultation on the proposal to merge Central New Brighton School and South New Brighton School on the South New Brighton School site.
3. The roll at Central New Brighton School was 122 at July 2012 and the roll at South New Brighton School was 453 at July 2012. The proposal was based on the surplus capacity in the four existing primary schools in the Brighton cluster and the significant investment required to repair and strengthen school buildings at these schools. It is considered that merging four schools into two (Central New Brighton School with South New Brighton School and Freeville School with North New Brighton School), and investing in enhanced learning environments at the two merged schools, would better contribute to student learning outcomes.
4. The Boards of Trustees of Central New Brighton and South New Brighton Schools, with the assistance of a facilitator, have undertaken consultation with their communities about the proposal.
5. The submission from the South New Brighton School Board was received on 6 December 2012. The Board stated that it agreed with the rationale, however it rejected the proposal. Its reason for rejecting the proposal is because it considers that a merger would disrupt the approximately 450 South New Brighton School learners for the sake of a likely small number of learners from Central New Brighton School who would attend the merged school. Their first preferred option was for South New Brighton School to remain as is, with an extended enrolment zone. Their second preferred option is for South New Brighton School to merge with Central New Brighton School, with the Board of South New Brighton School being the Board of the continuing school, as well its school being the continuing site.
6. The submission from the Central New Brighton School Board was also received on 6 December 2012. The Board stated that it disagreed with the rationale and proposal because it believes the South New Brighton School site is unsafe. It considers that transport will be difficult, that it will lose the extra support it is entitled to as a low decile school, and that the community will lose the access to the swimming pool. The Board proposed instead that its school become a 'Learning Hub' for the community that will provide a range of supports on-site.

7. The safety concerns about tsunami risk that the Central New Brighton School Board has about the South New Brighton School site are not shared by the Ministry. According to NIWA Modelling of coastal inundation, the two school sites are in a comparable position. Should you agree to merge the two schools the Ministry could survey off the swimming pool so that the community could continue to use it. The Ministry also considers that a 'Learning Hub' could be established at a merged school, should the community want it.
8. After considering all information, the Ministry recommends you agree to merge Central New Brighton School and South New Brighton School as a Year 1 – 8 school on the South New Brighton School site, with an appointed Board being the continuing Board. Should you agree with this recommendation it is proposed that the merger is effective from 27 January 2014 rather than the end of 2015 as initially proposed. It is also proposed that the continuing school be South New Brighton School and the continuing board be a Ministerially appointed board.
9. Once your decision is known, letters will be developed for your signature. If you agree with the Ministry's recommendation, these letters will give the Boards details about the 28 day consultation process.

## Recommended Actions

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### We recommend that you:

- a. **note** the information provided about the responses to the consultation by the Boards with their school communities about a proposed merger of Central New Brighton School and South New Brighton School;
- b. **note** that the Board of Central New Brighton School did not agree with the proposal to merge it with South New Brighton School, and that the first preference of the Board of South New Brighton School was to not merge;
- c. **agree** that Central New Brighton School and South New Brighton School should be merged on the South New Brighton School site;  
AGREE / DISAGREE
- d. **agree** that your preferred date for the merger to take effect is 27 January 2014;  
AGREE / DISAGREE
- e. **agree** that your preference is for a merged school to be initially governed by an appointed Board of Trustees (until the first elections 3 months after the merger);  
AGREE / DISAGREE
- f. **note** that if you agree with the recommendation the Ministry will develop a 28 day letter for your signature, asking the Boards of Trustees of Central New Brighton School and South New Brighton School to provide any further reasons why they do not believe the merger should take place;
- g. **note** that if you disagree with the recommendation the Ministry will develop a letter for your signature, notifying the Boards of your decision;

- h. **note** that letters to the local Members of Parliament will be developed when your final decision is known; and
- i. **agree** that a copy of this report be released to the Boards of Trustees of Central New Brighton School and South New Brighton School.

AGREE / DISAGREE



Katrina Casey  
Deputy Secretary  
Regional Operations

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Hon Hekia Parata  
**Minister of Education**

23/1/13



## **Education Report: Proposed Merger of Central New Brighton School (3311) and South New Brighton School (3508)**

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### **Purpose**

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1. This report provides you with information about the responses to the consultation by the Boards of Trustees of Central New Brighton School and South New Brighton School on the proposal to merge the two schools on the South New Brighton site.
2. You are asked to indicate your decision on this proposal.

### **Background**

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3. Central New Brighton School is a decile 2, Year 1-8 full primary school in the Christchurch East electorate. A map of the area is attached as Appendix One. The July 2012 roll of the school was 122 which included 34 Māori, nine Pasifika and 76 New Zealand European learners. The roll also included three international students.
4. South New Brighton School is a decile 5, Year 1-8 full primary school in the Christchurch East electorate. The July 2012 roll of the school was 453 which included 53 Māori, five Pasifika, 389 New Zealand European, three Asian, and three learners of other ethnicities.
5. On 13 September 2012 you announced a number of proposed changes to education provision in greater Christchurch. This announcement included the proposal to merge Central New Brighton School with South New Brighton School on the South New Brighton School site.
6. On 28 September 2012 you wrote to the Boards of Trustees of both schools and initiated consultation on the possible merger of Central New Brighton School and South New Brighton School. That consultation period ended on 7 December 2012.
7. The merger is proposed to take place on 27 January 2014.

### **Reasons for Considering Merger**

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8. The Brighton cluster comprises four Year 1-8 full primary schools. All of these schools have suffered some degree of earthquake damage. These schools are situated in an 8 kilometre stretch of land which is separated from the rest of Christchurch by an area of red zone, the Avon River, and an estuary. This is likely to constrain future population growth.
9. Overall, the rolls of the four primary schools in the cluster fell by 165 learners between July 2010 and 2012. This included a decrease of 64 learners at South New Brighton School and a decrease of 58 learners at Central New Brighton School (approximately a third of its total roll).



10. All of the four schools in New Brighton are utilising classrooms that were built in the 1960s/1970s and some of the schools are utilising classrooms that were built in the 1940s. The older age of these buildings means they need significant earthquake strengthening. It is not considered cost effective to repair existing buildings as the cost of earthquake repairs alone would exceed the cost of building a new full primary school.
11. The indicative ten year property cost for Central New Brighton School is \$4.4 million, the majority of which is made up of structural strengthening works. For South New Brighton School, and the indicative ten year property costs are \$3.8 million which is split between condition assessment, earthquake damage, and weather tightness remediation.
12. It is proposed to merge the four schools in the cluster onto two sites to allow significant investment in modern learning environments for learners in New Brighton.
13. Merging South New Brighton School with Central New Brighton School on the larger South New Brighton site would support enhanced provision.

### Learning Community Cluster Proposal

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14. The proposal for the Brighton Learning Community Cluster is as follows:

School	Current Type	Proposal
Central New Brighton School	Year 1-8	Merge with South New Brighton School
South New Brighton School	Year 1-8	Merge with Central New Brighton School
North New Brighton School	Year 1-8	Merge with Freeville School
Freeville School	Year 1-8	Merge with North New Brighton School

15. The Rationale for Change documents for Central New Brighton School and South New Brighton School are attached as Appendix Two.

### The Merger Process

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16. School mergers take place under section 156A of the Education Act 1989. This section enables the Minister of Education to merge one or more state schools (merging school/s) with another state school (the continuing school).
17. The Board of Trustees 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.
18. 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.

19. School mergers (like school closures) generate Education Development Initiative (EDI) enhancements which will be specified in a Memorandum of Agreement negotiated with the Ministry of Education.

### Consultation under Sections 156 and 157 of the Education Act 1989

20. 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 Central New Brighton School and South New Brighton School**

21. You called a meeting at the Lincoln Event Centre on 13 September 2012 of all schools affected by the proposals for closures and mergers. The Ministry also delivered letters initiating consultation for you on 28 September 2012 and you attended a meeting with Central New Brighton School on 2 November 2012 and with South New Brighton School on 3 November 2012 to discuss the proposal.
22. The Ministry also held three information workshops on the consultation process for Board Chairs and facilitators for the schools engaged to undertake the consultation. It was made clear to the Boards at these meetings that no decision about merger had been predetermined. Regular contact has been maintained with representative Board members and the Principals.
23. The Boards each appointed a facilitator to undertake consultation on its behalf. The final date for submissions was 7 December 2012. On 14 December 2012, you were provided with the complete submissions from the Boards of Trustees of Central New Brighton School and South New Brighton School.
24. The feedback from the Boards of Central New Brighton School and South New Brighton School is summarised below.

#### ***Board of Trustees of Central New Brighton School***

25. The Board of Central New Brighton School does not support the Ministry's Rationale for Change for the following reasons:
  - Concerns were expressed about the safety of their children on the South New Brighton School site.
  - There would be a loss of the choice to attend a small school.
  - There would be transport difficulties in attending South New Brighton School.
  - The community would lose the extra assistance that is currently available to their vulnerable learners as a decile 2 school.
  - The community is also concerned that it would lose the use of the swimming school's swimming pool.



26. The Board of Central New Brighton School proposed an alternative option of becoming a 'Learning Hub' for the community which would embrace cultural, educational, environmental resources and support services. The 'Learning Hub' would provide pre-school and parenting support, recreation development, adult education, cultural connectedness and health and well-being support on site.

#### ***Board of Trustees of South New Brighton School***

27. The Board of South New Brighton School stated that it '*...acknowledges and accepts the rationale*'. However it '*...firmly rejects the proposal presented by you (as it is)*'. The Board rejected the proposal for the following reasons:
- South New Brighton School is providing high quality education to a large learner population.
  - The location of the school poses a challenge to some learners who currently attend Central New Brighton School.
  - The demographic match of the two schools is not ideal.
  - A merger would create disruption for the large number of learners at South New Brighton School for the sake of a likely small number of Central New Brighton School learners who would attend the merged school.
  - Students and the community face disruption from the rebuild and will then face disruption again as the schools merge.
28. The Board of South New Brighton School identified as its first preferred option that the school be left as is with some minor changes. These include increasing the school enrolment zone, developing the school buildings with modern learning environments, and the provision of before and after school care.
29. The Board's second preferred option is to merge with Central New Brighton School, with South New Brighton School being the continuing school and the Board of South New Brighton School being the continuing Board. The Board requested that its Principal remain and stated that it would welcome two parents from Central New Brighton School onto the Board.

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

30. On your behalf, the Ministry undertook consultation with the Boards of Aranui School, Chisnallwood Intermediate, Freeville School, North New Brighton School and Wainoni School.
31. In its response to the Ministry, the Board of Aranui School stated that due to the distance between Aranui School and South New Brighton School, the proposed merger would have little effect on the Aranui area. The Board of Aranui School also believes that removing Central New Brighton School is removing the heart of the community. Freeville School responded to the Ministry and stated that the timeframes for the proposed mergers could result in roll pressure at Freeville School. No other responses were received.



## Ministry Comment

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### **Central New Brighton School**

32. The Board of Central New Brighton School had several concerns about the proposed merger. The Ministry's responses to these issues are detailed in the paragraphs below.

#### ***Safety***

33. The Board has concerns about the safety of the South New Brighton School site in regards to a perceived tsunami risk. The Ministry however does not share these concerns as property currently occupied is safe for learners. NIWA Modelling of coastal inundation in Christchurch and Kaiapoi from a South American tsunami, indicates that while both sites are prone to inundation, the South New Brighton School site is in a comparable situation to the Central New Brighton School site.

#### ***Accessibility***

34. The Board is concerned there could be transport difficulties for some learners to attend the South New Brighton School site. If you agree to this merger, school transport assistance will be provided for eligible learners within Ministry policy.

#### ***The decile of the merged school***

35. The decile for the proposed merged school is likely to be higher than decile 2, which is Central New Brighton School's current decile. The Board has stated it does not want to lose the extra assistance it currently receives for vulnerable learners. Decile ratings indicate the extent to which schools draw their learners from low socio-economic communities. The details of each learner enrolled in the school is analysed to determine the rating and to ensure that the decile resourcing provided represents the appropriate funding level for the particular make up of the school at that time.
36. The decile of a school can be reassessed each year and if the make up of a school community changes through an influx of new enrolments, or from a group of students leaving the school, then a Board is encouraged to apply for the reassessment. This process ensures that if you approve the proposed merger, the merged school's decile funding will be in line with the funding for other schools with learners from the same socio-economic background.
37. It is noted that it is not just decile funding that is used to support vulnerable learners and that Boards can decide to use their operational funding to support the learners at their school in a range of ways and through various programmes and initiatives that best suit their needs.

#### ***Learning Hub***

38. As an alternative option, the Board proposes that the school become a community 'Learning Hub'. While the Ministry acknowledges this is a valuable vision for education in the area, a 'Learning Hub' could be adopted at any school, including the proposed merged school.

### ***Swimming Pool***

39. Should you agree to merge the two schools on the South New Brighton School site, the Ministry could survey off the swimming pool to enable the community to continue to have access to it.

### **South New Brighton School**

40. South New Brighton School accepted the Rationale for Change however disagreed with the proposal based on several issues. The Ministry's responses to these issues are described in the following paragraphs.

#### ***Education provision***

41. The Board states that it should not merge as it is currently providing high quality education. While this is acknowledged, the Ministry does not consider it is a reason to justify not proceeding with the merger as the Ministry expects all schools to provide learners with the opportunity to achieve to their full potential. The provision of high quality education would therefore be expected to continue at the merged school.
42. The Board of South New Brighton School also has concerns about the disruption to its roll of 450 learners to accommodate a much smaller roll at Central New Brighton School. If the merger is approved, the Ministry will support the board of the continuing school by engaging a change manager to work with the board to plan and manage the changes that are needed to implement the decision. A residual agent will also be appointed to oversee the school's finances and get them in order for the final audit and presentation to the Office of the Auditor General. The Ministry endeavours to support the Boards as much as is required, so that the Principal and teaching staff of the merging and continuing schools can focus on teaching and learning during this time.
43. The Ministry view is that any disruption would be of a short term nature, and would coincide with beginning of year changes that happen as part of normal school operations. The disruption, therefore, does not justify a decision to not proceed with the proposed merger. The Ministry will be funding a change manager to ensure that the process for the merger is as smooth as possible.

#### ***Principals' position in merged school***

44. The second preferred option of the Board of South New Brighton School was for it to merge with Central New Brighton School but that the current Principal of South New Brighton School would remain in the principal's role in the merged school. Should the proposed merger go ahead the Principal's position must be re-advertised nationally as per the employment collective agreement. The Board of the merged school would then appoint the Principal from the applicants, and this would be based on who is the best candidate for the position.



### *Timing*

45. Your original proposal was for Central New Brighton School to merge with South New Brighton School at the end of 2015. The Ministry recommends that if you agree to this merger, that you revise your preferred date to 27 January 2014.
46. The Ministry will provide relocatable buildings on the South New Brighton School site to allow them to operate on one site. An earlier merger date would allow the Board of Trustees, Principal and senior management team to start considering the needs of its new community, and to be involved in the design of the additional buildings to ensure that these meet the needs of their learners.

### Education Provision at the Two Schools

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47. The Education Review Office (ERO) last reviewed Central New Brighton School in September 2012. In its report, ERO stated that:

*ERO continues to have concerns about the low levels of student achievement. This was also a concern in the 2008 ERO report.*

*The school has recently begun working on a Ministry of Education funded school-wide programme to improve student behaviour. There are several other initiatives in place to build students' leadership and social skills. While on site, ERO observed students working and playing well together. Students spoken with by ERO could talk about their learning and some of the things they needed to work on to improve.*

*The principal and teachers recognise that most students need to make accelerated progress in order to reach the National Standards. Reports to the board for reading, writing and numeracy indicate that the majority of students are not on track to reach the expected National Standards by the end of the year. The most significant groups achieving below expectations are in Years 5 to 8, including boys and Māori learners.*

48. ERO last reviewed South New Brighton School in September 2012. In its report, ERO stated that:

*Students are actively involved in learning activities and lessons, and show good levels of interest in their learning. Those spoken with by ERO:*

- *feel well supported in their learning*
- *are aware of the progress they are making and how they can build on this progress*
- *feel their ideas and opinions are listened to and valued.*

*Reports to the Board in 2011 show that over three quarters of students achieve at or above the National Standards in reading, mathematics and writing. In response to this information, the board has set targets to raise student achievement. This includes targeting specific groups of students who were not achieving at expectations.*



*Each class teacher makes good use of their assessment information to identify students at risk of not achieving and the areas in which they need the most support.*

*The school has high expectations about the progress students will make within a year. Reports to the board about the progress students are making in their first year of school shows most students make significant progress in literacy. School-wide achievement information could be further analysed to show the rate of progress across years for groups of students.*

*Students at risk of not achieving benefit from a good range of programmes and interventions that support them in their learning. These include specific reading programmes, cross-class groupings and the well-planned use of teaching and support staff.*

## Priority Learners

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49. Central New Brighton School had a July 2012 roll of 122 of whom 27.9% were Māori and 7.4% were Pasifika learners. South New Brighton School had a July 2012 roll of 453, of whom 11.7% were Māori and 1.1% were Pasifika learners. Neither school provides Māori medium education.

50. In relation to Central New Brighton School, in its last report ERO noted the following:

*The curriculum is not yet effectively promoting educational success for Māori. Students are hearing and using te reo Māori more in their daily classroom programmes. The school includes Māori protocols and ceremonies in school events. As teachers develop their understanding of effective teaching practices for Māori students this should raise the levels of achievement for this group of students.*

*Through self review the school has identified the need to:*

- *consult with its Māori community*
- *ensure that the newly developed school curriculum better reflects the language, culture and identity of Māori.*

51. In relation to South New Brighton School, in its last report ERO noted the following:

*There has been an increased focus on bicultural practices since the 2008 ERO review. This includes greater staff awareness of tikanga Māori and raising the profile of te ao Māori across the school. For instance, teachers are making links between Māori values and those in the school's curriculum, and beginning to explore teaching practices that are more likely to engage Māori learners.*

*School leaders and teachers are providing additional support for those Māori students who are not yet achieving at their expected level.*

### Area for review and development

*School leaders and trustees need to continue to explore ways to engage with the whānau of Māori students to discuss their wishes and aspirations for their children.*

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

52. As at 1 July 2012, Central New Brighton School had two learners and South New Brighton School had three learners accessing Ongoing Resourcing Scheme (ORS) funding. All five learners were high needs.

### **Options for the Governance of the Merged School**

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53. If you decide to merge the schools, the Ministry recommends that you state a preference for a Ministerially appointed board of the Continuing School during the interim period (the set period to the merger until the election 3 months after the merger).
54. It is also proposed that if you agree that the merged school is to be located on the South New Brighton School site, that South New Brighton School becomes the continuing school. This means that the appointed board would govern South New Brighton School as well as oversee the merger process.

### **Staffing**

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55. Central New Brighton School was resourced for 5.9 Full Time Teacher Equivalent (FTTE) for the 2012 school year.
56. South New Brighton School was resourced for 20.10 FTTE for the 2012 school year.
57. Based on the confirmed staffing rolls for each school as at March 2012, if Central New Brighton School and South New Brighton School merge, the FTTE for the newly merged school would be 25 FTTE. This would represent a drop of one FTTE. This figure is based on the assumption that all learners currently on the rolls of the two schools will go to the newly merged school.

### **Financial Implications**

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

## Property Implications

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### Background Rationale

61. The buildings on the Central New Brighton 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 a room. Some buildings will require earthquake strengthening. There are currently no weather tightness issues known at the school as assessed by the national survey and subsequent inspections.
62. Surrounding land is predominately CERA technical category 2 (TC2). The school site was not badly damaged during the recent earthquakes. Only minor structural damage has been sustained and no liquefaction or lateral spreading has been observed or reported during the earthquake sequence. While geotechnical considerations are unlikely to be a significant factor, preliminary assessments suggest further investigation will be required if development is undertaken on this site.
63. The indicative cost to repair Central New Brighton School is \$4.4 million.
64. The buildings on the South New Brighton 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 buildings and replacing cladding. Some buildings will also require earthquake strengthening. Buildings on the site have also been flagged for weather tightness remediation.
65. Surrounding land is a combination of CERA technical category 2 (TC2) and technical category 3 (TC3). The geotechnical characteristics of the site are less favourable in the vicinity of the sporting fields. A lateral spreading hazard encroaches most of the site emanating from the estuary. However, visual damage (cracking/fissuring) was generally limited to the sporting field areas, although the nature of the soils may have suppressed the large "tears" usually associated with lateral spreading. No land improvement is considered warranted at this time. A full geotechnical report has been undertaken which states the ground beneath the school site is relatively uniform medium dense sands and is suitable for redevelopment with the appropriate engineer designed foundations.
66. The indicative cost to repair South New Brighton School is \$3.8 million.

### Proposal Analysis

67. No queries were raised about property in the Central and South New Brighton submissions.

### Property Entitlement

68. The Ministry uses a number of data sources to provide an estimated cost per learner for the original Minister's proposal and any alternative proposals put forward by the school.



69. These sources are:

- The latest indicative property cost information.
- Current roll information (October 2012).
- Network analysis of the estimated additional required teaching spaces required.

70. Further property information is provided in Appendix three.

**Minister's Proposal – All learners from Central New Brighton enrolling at South New Brighton (costs have also been prepared based on learners also enrolling at North New Brighton School. The cost per pupil is the same as below, and is attached as part of Appendix Three).**

<b>Proposal</b>	<b>Cost</b>	<b>Details</b>
Repairs to South New Brighton School	\$3.81 million	Indicative repair cost to South New Brighton School
Result of merger property entitlement	\$0.23 million	1 additional teaching space, based on network analysis
Other costs	\$0.00 million	Nothing known at this stage
<b>Total</b>	<b>\$4.04 million</b>	
New combined Roll - 563		10 October 2012 combined roll of South New Brighton (453) and Central New Brighton Schools (110)
<b>Cost per learner</b>	<b>\$7,176</b>	

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

**Alternative Proposal 1 – Central New Brighton and South New Brighton Schools to remain open**

<b>Proposal</b>	<b>Cost</b>	<b>Details</b>
Repairs to Central New Brighton	\$4.35 million	Indicative repair cost to Central New Brighton
Repairs to South New Brighton School	\$3.81 million	Indicative repair cost to South New Brighton School
<b>Total</b>	<b>\$8.16 million</b>	
Combined Roll - 563		10 October 2012 combined roll of South New Brighton (453) and Central New Brighton Schools (110)
<b>Cost per learner</b>	<b>\$14,494</b>	

71. The Ministry does not consider that alternative proposal 1 (both schools remain open) is feasible given the high cost associated with repairing each school. The proposal to merge the two schools would give learners from Central New Brighton School and South New Brighton School the opportunity to attend a school with a Modern Learning Environment

## Risks

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72. The key risk if Central New Brighton School and South New Brighton School merge is that the community will feel that its response has not been properly considered, and that you, or the Ministry, have followed a predetermined merger agenda.
73. To mitigate this risk, we recommend that you release this report to the Boards of Central New Brighton School and South New Brighton School.

## Conclusion

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74. The Ministry's recommendation is that you proceed with the merger of Central New Brighton School and South New Brighton School on the South New Brighton School site.
- a. The Ministry recommends you proceed based on the fact that it is not considered cost effective to repair all existing buildings in the Brighton Learning Community Cluster as the cost of repairs would exceed the cost of building a new full primary school. By proceeding with this merger it will enable funding to be invested in South New Brighton School so that Modern Learning Environments will be able to be provided for a large number of learners.
  - b. Merging South New Brighton School with Central New Brighton School on the larger South New Brighton School site would support enhanced provision and allow the merged school to be able to cater for any future roll growth.
  - c. Central New Brighton School proposed as an alternative to the merger that it develops a community 'Learning Hub'. The community of Central New Brighton School will be able to develop a 'Learning Hub' as part of the community of the proposed merged school.

## Next steps

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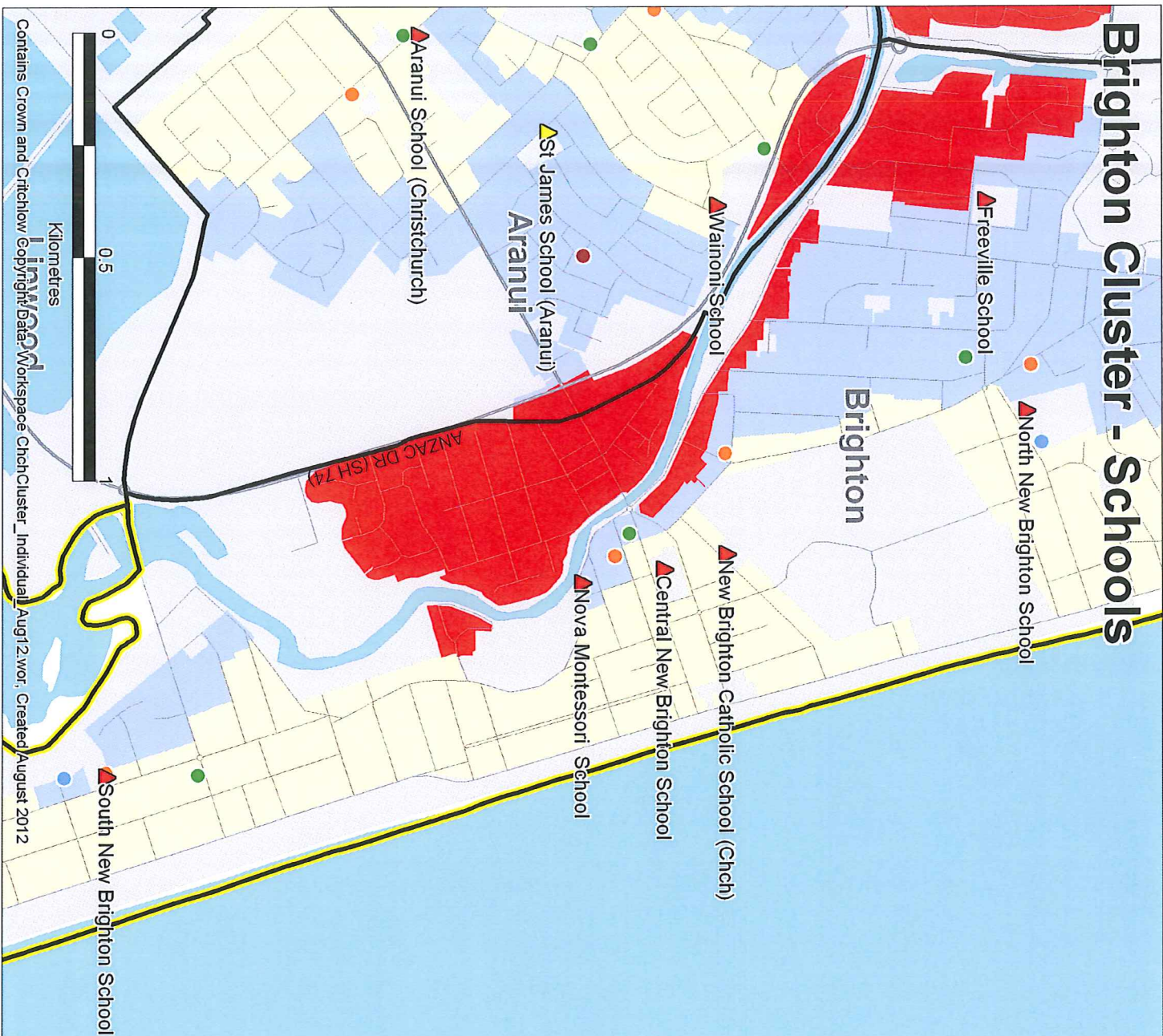
75. If after considering the information in this report you decide that Central New Brighton School and South New Brighton School will be merged, letters to the Boards of Trustees will be developed for your signature, inviting them to provide to you, within 28 days of the date of the letter, with any further reasons why the schools should not merge.
76. If you decide that the schools should not be merged, letters will be developed for your signature notifying the Boards of your decision.
77. Once your decision has been made, the Ministry recommends that a copy of this report be released to the Central New Brighton School and South New Brighton School Boards of Trustees.

Map of the Brighton Cluster

Appendix One



# Brighton Cluster - Schools



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

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

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

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

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

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

**Rationale for Change Documents**

**Appendix Two**



## Central New Brighton – Rationale for change

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

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### Why is change needed?

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

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

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

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

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

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

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

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

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



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## Why is it proposed my school merge?

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

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

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

The Brighton cluster comprises four year 1-8 state primary schools, which are some of the schools which have suffered most earthquake damage. These schools are situated in an 8 km stretch of land which is separated from the rest of Christchurch by an area of red zone and an estuary. This is likely to constrain future population growth.

Student numbers fell by over a third between July 2010 and 2012 in Central New Brighton School. Overall, the rolls of the four primary schools in the cluster fell by 165 students between July 2010 and 2012.

The older age of school buildings in Brighton mean they need significant earthquake strengthening. It is not considered cost effective to repair existing buildings; the cost of earthquake repairs alone would exceed the cost of building a new full primary school.

Instead, it is proposed to merge the four schools in the cluster onto two sites to allow significant investment in modern learning environments for students in Brighton.

Merging South New Brighton School with Central New Brighton School on the larger South New Brighton site would support enhanced provision.

### Land

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

The school site has performed very well during the recent earthquakes.

Only minor structural damage has been sustained and no liquefaction or lateral spreading has been observed / reported during the earthquake sequence.

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

### Buildings

The buildings on the Central New Brighton School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to re-leveling a room.

Some buildings will require earthquake strengthening. Detailed Engineering Evaluations (DEE's) have yet to commence, but are scheduled for completion for end 2013; these reports will confirm the exact scale of this work.

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

There are currently no weather tightness issues known at the school as assessed by the national survey and subsequent inspections.

### Indicative Ten Year Property Costs\*

<b>Indicative Ten Year Property Costs for Central New Brighton School</b>  <i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed.</i>	<b>\$4.4 million</b>
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The majority of the above cost above is made up of structural strengthening 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 adjustors and are being used to support the Ministry’s insurance claim.

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

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

### People

The aggregated July 2012 rolls of Central New Brighton School and South New Brighton School have decreased by 125 since July 2010.

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

School Name	Type	Authority	2008	2010	2012
New Brighton Catholic School (Chch)	Full Primary (Year 1-8)	State: Integrated	178	184	121
Central New Brighton School	Full Primary (Year 1-8)	State	160	180	119
Freeville School	Full Primary (Year 1-8)	State	333	300	299

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

School Name	Type	Authority	2008	2010	2012
North New Brighton School	Full Primary (Year 1-8)	State	258	261	222
South New Brighton School	Full Primary (Year 1-8)	State	491	517	453
<b>Primary Total</b>			<b>1,420</b>	<b>1,442</b>	<b>1,214</b>
Nova Montessori School	Full Primary (Year 1-8)	Private	50	43	34

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

Analysis of July 2012 student address data shows that around 88% of Year 1-8 students living in the Brighton cluster catchment attended a state school, 11% were enrolled at state integrated schools and the remaining 1% at private schools.

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

School	Authority	# students <sup>4</sup>	% <sup>5</sup>
South New Brighton School	State	372	30%
North New Brighton School	State	192	15%
Freeville School	State	184	15%
Chisnallwood Intermediate	State	86	7%
New Brighton Catholic School (Chch)	State Integrated	64	5%
Central New Brighton School	State	62	5%
Parkview School	State	52	4%
Burwood School	State	20	2%
Windsor School (Christchurch)	State	20	2%
Hillview Christian School	State Integrated	19	2%

Enrolments at the four local state schools equated to 65% of all year 1-8 students living in the Brighton cluster catchment.

Of these approximately 30% were enrolled at South New Brighton School, 15% were enrolled at North New Brighton School, with a further 15% at Freeville School. The remainder were spread across other schools.

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

<sup>4</sup> Number of all year 1-8 students in the cluster catchment who attend a particular school

<sup>5</sup> Percentage of all year 1-8 students in the cluster catchment who attend a particular school



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

### *Percentage of student address records in red zones within the cluster<sup>7</sup>*

There has been a decline in the year 1-8 student population in the Brighton cluster catchment from 1,530 in March 2010 to 1,232 in March 2012, based on address matched roll return data<sup>8</sup>.

There are significant areas of red zone land in the Brighton cluster.

As at March 2010 approximately 18% (281) of students within the Brighton cluster were within the area now classed as CERA "Red Zones". By March 2012 this reduced to 8% (98 students) of year 1-8 students (based on EPS address records).

This shows that while the majority of students have left their red zone residences, a significant number of families remain in these areas at this stage.

The number of year 1-8 students residing in the northern part of the Brighton cluster catchment has decreased by around 130 between March 2010 and March 2012.

In the southern part of the Brighton cluster (from a line south of the southern end of Rawhiti Domain) there are around 160 fewer year 1-8 students in March 2012 compared to March 2010.

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?**

Approximately 44% of Central New Brighton School students reside within a 1 km radius of Central New Brighton School.

3% of Central New Brighton School students reside within a 1 km radius of South New Brighton School.

If Central New Brighton School and South New Brighton School were to merge on the South New Brighton School site approximately 156 students who currently reside within a 1km radius of Central New Brighton School would then be more than 1km from a state primary school.

Based on July 2012 student address data analysis, the proposed merger onto the South New Brighton site would mean around 43% of year 1-8 students living in the southern end of the Brighton catchment would live within 1 km of a state primary school.

Merging Central New Brighton School would enable funding to be invested in South New Brighton School 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

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

<sup>7</sup> CERA Red Zone data at 24 August 2012

<sup>8</sup> Note this is a count of student address data points, not total school roll.

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

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

An effective merger brings together the 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 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.

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 around alternative options that will meet the overarching needs of this cluster to not only revitalise infrastructure but



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also enhance educational outcomes across this education community that it wishes to contribute during consultation.

The cluster will also need to consider how learners might be accommodated in the future should a decision be made to merge Central New Brighton and South New Brighton schools. The cluster would want to consider how enhanced provision that might be required to support moving student populations might look.

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

The proposed merger of Central New Brighton School with South New Brighton School on the South New Brighton School site is one of two proposed changes for the Brighton cluster.

The other proposed change is:

- The merger of Freeville School with North New Brighton School on the North New Brighton School site.

These proposed changes are intended to provide a spatially sensible and sustainable primary school network that reflects the impact of the red zones across the Brighton cluster.

## Facts and Figures

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

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

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

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

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

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

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

Relevant reports and documentation will be provided.



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## Contact us

Email us [shapingeducation@minedu.govt.nz](mailto:shapingeducation@minedu.govt.nz)

# South New Brighton School – Rationale for change

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

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## Why is change needed?

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

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

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

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

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

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

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

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

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

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## Why is it proposed my school merge?

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

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

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

The Brighton cluster comprises four year 1-8 state primary schools, which are some of the schools which have suffered most earthquake damage. These schools are situated in an 8 km stretch of land which is separated from the rest of Christchurch by an area of red zone and an estuary. This is likely to constrain future population growth.

Overall, the rolls of the four primary schools in the cluster fell by 165 students between July 2010 and 2012, including a fall of 64 students in South New Brighton School.

The older age of school buildings in Brighton mean they need significant earthquake strengthening. It is not considered cost effective to repair existing buildings; the cost of earthquake repairs alone would exceed the cost of building a new full primary school.

Instead, it is proposed to merge the four schools in the cluster onto two sites to allow significant investment in modern learning environments for students in Brighton.

Merging South New Brighton School with Central New Brighton School on the larger South New Brighton site would support enhanced provision.

### Land

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

The geotechnical characteristics of the site are less favourable in the vicinity of the sporting fields. A lateral spreading hazard encroaches most of the site emanating from the estuary. However, visual damage (cracking/fissuring) was generally limited to the sporting field areas, although the nature of the soils may have suppressed the large "tears" usually associated with lateral spreading.

No land improvement is considered warranted at this time. A full geotechnical report has been undertaken which states the ground beneath the school site is relatively uniform medium dense sands and is suitable for redevelopment with the appropriate engineer designed foundations.

### Buildings

The buildings on the South New Brighton 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 buildings and replacing cladding.

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



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

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

### Indicative Ten Year Property Costs\*

<p><b>Indicative Ten Year Property Costs for South New Brighton School</b></p> <p><i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed.</i></p>	<p><b>\$3.8 million</b></p>
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The above costs are predominately split between condition assessment, earthquake damage and weather tightness remediation.

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

### Cost estimate information

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

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

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**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

The aggregated July 2012 rolls of South New Brighton School and Central New Brighton Schools have decreased by 125 since July 2010.

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

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

Analysis of July 2012 student address data shows around 88% of year 1-8 students living in the Brighton cluster catchment attended a state school, 11% were enrolled at state integrated schools and the remaining 1% at private schools.

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

School	Authority	# students <sup>4</sup>	% <sup>5</sup>
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Enrolments at the four local state schools equated to 65% of all year 1-8 students living in the Brighton cluster catchment.

Of the students living in the Brighton cluster catchment, approximately 30% were enrolled at South New Brighton School, 15% were enrolled at North New Brighton School, with a further 15% enrolled at Freeville School. The remainder were spread across other schools.

<sup>3</sup> Student distribution data is based on 'funded' students only, i.e. it does not include foreign fee paying students etc. It reflects the student home address – which bears no relationship to the school they were enrolled at.

<sup>4</sup> Number of all year 1-8 students in the cluster catchment who attend a particular school

<sup>5</sup> Percentage of all year 1-8 students in the cluster catchment who attend a particular school

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

### *Percentage of student address records in red zones within the cluster*<sup>7</sup>

There has been a decline in the year 1-8 student population in the Brighton cluster catchment from 1,530 in March 2010 to 1,232 in March 2012, based on roll return data.

There are significant areas of red zone land in the Brighton cluster.

As at March 2010 approximately 18% (281) of students within the Brighton cluster were within the area now classed as CERA "Red Zones". By March 2012 this reduced to 8% (98 students) of year 1-8 students (based on student address records).

This shows that while the majority of students have left their red zone residences, a significant number of families remain in these areas at this stage.

The number of year 1-8 students residing in the northern part of the Brighton cluster catchment has decreased by around 130 between March 2010 and March 2012.

In the southern part of the Brighton cluster (from a line south of the southern end of Rawhiti Domain) there are around 160 fewer year 1-8 students in March 2012 compared to March 2010.

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

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

<sup>7</sup> CERA Red Zone data at 24 August 2012



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

Approximately 44% of Central New Brighton School students reside within a 1 km radius of Central New Brighton School<sup>8</sup>.

This compares to 3% of Central New Brighton School students residing within a 1 km radius of South New Brighton School.

If South New Brighton School and Central New Brighton School were to merge on the South New Brighton School site approximately 156 students who currently reside within a 1 km radius of Central New Brighton School would then be more than 1 km from a state primary school.

Based on July 2012 student address data analysis, the proposed merger onto the South New Brighton site would mean around 43% of year 1-8 students living in the southern end of the Brighton catchment would live within 1 km of a state primary school.

Merging Central New Brighton School would enable funding to be invested in South New Brighton School 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.

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<sup>8</sup> Based on address matched July 2012 roll return data. Excludes international fee paying students.

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

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

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

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

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

The provisions of the respective employment agreements will apply.

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

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

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

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

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

The cluster will also need to consider how learners might be accommodated in the future should a decision be made to merge South New Brighton and Central New Brighton schools. The cluster would want to consider how enhanced provision that might be required to support moving student populations might look.

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

The proposed merger of South New Brighton School and Central New Brighton School on the South New Brighton School site is one of two proposed changes for the Brighton cluster. The other proposed change is:

- The merger of Freeville School with North New Brighton School on the North New Brighton School site.

These proposed changes are intended to provide a spatially sensible and sustainable primary school network that reflects the impact of the red zones in the Brighton cluster.

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## Facts and Figures

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**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.

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

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

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

Peak rolls used: Primary – the October 2011 roll

Secondary and Intermediate – the March 2012 roll return

Relevant reports and documentation will be provided.

## Contact us

Email us [shapingeducation@minedu.govt.nz](mailto:shapingeducation@minedu.govt.nz)



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
<b>Total allowance</b>	<b>\$230,000</b>

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

12. These indicative cost estimates are based upon information, data and research carried out by external parties. They are dependent on the information and assumptions included. While these results may vary as further information and/or assumptions are modified, these preliminary estimates will continue to provide the initial basis for costs of these projects.
13. The Ministry has also prepared calculations for learners from Central New Brighton attending at North New Brighton, and providing new provision at that school.

***Minister's Proposal B – Allocation of learners from Central New Brighton who reside in the catchment area of North New Brighton and South New Brighton***

<b>Proposal</b>	<b>Costs</b>	<b>Details</b>
Repairs to South New Brighton School	\$3.81 million	Indicative repair cost to South New Brighton School
Result of merger property entitlement	\$0.00 million	0 additional teaching space, based on network analysis
Additional teaching space allowance at North New Brighton School	\$0.23 million	1 additional teaching space, based on network analysis. All remaining learners who reside outside the Brighton catchment area would be absorbed into their local network
Other costs	\$0.00 million	Nothing known at this stage
<b>Total</b>	<b>\$4.04 million</b>	
New combined Roll - 563		10 October 2012 combined roll of South New Brighton (453) and Central New Brighton Schools (110)
<b>Cost per learner</b>	<b>\$7,176</b>	