

**Education Report: Proposed Merger of Freeville School (3344)
and North New Brighton School (3448)**

Executive Summary

1. This paper seeks your decision on the proposed merger of Freeville School and North New Brighton School under section 156(A) of the Education Act 1989.
2. On 13 September 2012, you announced the proposed merger as part of a number of changes to schooling provision in greater Christchurch. On 28 September 2012 you initiated formal consultation on the proposal to merge Freeville School and North New Brighton School on the North New Brighton School site to take effect on 27 January 2016.
3. The roll of Freeville School was 299 as at July 2012 and the roll of North New Brighton School was 222 as at July 2012. This 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 (Freeville School with North New Brighton School and Central New Brighton School with South 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 Freeville School and North New Brighton Schools, with the assistance of a facilitator, have undertaken consultation with their communities about the proposal.
5. The submission from the Board of Freeville School stated that it disagreed with both the Ministry's Rationale for Change and the proposal to merge the school with North New Brighton School on the North New Brighton School site. The Board disagrees with the Ministry's rationale because in its view:
 - the Ministry has not provided accurate information about land, buildings, and people in the New Brighton area
 - there is uncertainty about the future use of red zone land around the school
 - the school's land had no lateral spreading and only minor liquefaction
 - a school of 300 – 400 is large enough to provide curriculum choice and diversity.
6. The Board of Freeville School also proposed that Freeville School is 'enhanced' on its current site and it requested more time to explore other opportunities and options.

7. The Ministry considers that it has provided the Board of Freeville School with the most up-to-date and accurate information about land, buildings and the movement of people in the area that is available and given that it could be a significant period of time before a decision will be made about the future of red zone land the education of learners in Christchurch could be marginalised in the interim period. The Ministry does not consider these reasons to justify an alternative to the proposal.
8. The submission from the Board of North New Brighton School agreed with the proposal with some minor variations. One of these variations was to have a permanent early childhood education (ECE) centre on the merged school site. The Ministry considers that this is a viable option.
9. The Ministry recommends you agree to merge Freeville School and North New Brighton School as a Year 1 – 8 school on the North New Brighton School site and that the effective date of the merger be 27 January 2014.
10. It is proposed that the merged school operates on split sites until the property is developed for the merged school on the North New Brighton School site, and that an appointed Board is the board of the continuing school and that the continuing school is North New Brighton School.
11. 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

We recommend that you:

- a. **note** the information about the responses to the consultation by the Boards of Trustees with their school communities about a proposed merger of Freeville School and North New Brighton School;
- b. **note** that the Board of Freeville School disagreed with the proposal to merge and that the Board of North New Brighton School agreed with the proposal to merge;
- c. **agree** that Freeville School and North New Brighton School should be merged on the North New Brighton School site and that North New Brighton School be the continuing school;

AGREE / DISAGREE

- d. **agree** that your preferred date for the merger to take effect is 27 January 2014 and that the school operate on split sites until the property is developed for the merged school on the North New Brighton School site;

AGREE / DISAGREE

- e. **agree** that your preference is for a merged school to be initially governed by an appointed Board of Trustees;

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 Freeville School and North New Brighton School to provide any further reasons why they do not believe the merger should proceed;
- g. **note** that if you decide not to merge Freeville School and North New Brighton School, the Ministry will develop alternative letters for your signature;
- h. **note** that letters to the local Members of Parliament will be developed once your decision is known; and
- i. **agree** that a copy of this report be released to the Boards of Trustees of Freeville and North New Brighton Schools.

AGREE / DISAGREE



Katrina Casey
Deputy Secretary
Regional Operations

Encl



Hon Hekia Parata
Minister of Education

23/1/13

Education Report: Proposed Merger of Freeville School (3344) and North New Brighton School (3448)

Purpose

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

Background

3. Freeville School is a decile 4, 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 299 which included 82 Māori, 6 Pasifika, 204 New Zealand European, 6 Asian, and 1 child of another ethnicity.
4. North New Brighton School is a decile 4, Year 1-8 full primary school in the Christchurch East electorate. The July roll of the school was 222 which included 55 Māori, 9 Pasifika, 153 New Zealand European, 4 Asian and 1 child of another ethnicity.
5. On 13 September 2012 you announced a number of proposals for changes to schooling provision in greater Christchurch. This announcement included the proposal to merge Freeville School with North New Brighton School.
6. On 28 September 2012 you wrote to the Boards of Trustees of both schools and initiated consultation on the possible merger of Freeville School and North New Brighton School on the North New Brighton School site. That consultation period ended on 7 December 2012.
7. The merger was proposed to take place at the beginning of 2016. The Ministry of Education (the Ministry) proposes that you change your preferred date for the proposed merger to take place on 27 January 2014. If the merger and revised date are approved, the newly merged school will operate on two sites until the property is developed for the merged school on the North New Brighton School site. This would enable the Board of the continuing school to work with its community on the design and construction of permanent Modern Learning Environment buildings at the school. If this is the decision that is agreed the Ministry will ensure the schools are supported to work through this process effectively.

Reasons for Considering Merger

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 eight 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. Freeville School's roll has remained stable over the past two years; however the overall roll of the four primary schools in the cluster fell by 165 learners between July 2010 and 2012. This included a decrease of 39 learners at North New Brighton School.
10. All of the four schools in Brighton are utilising classrooms that were built in the 1960s/1970s and several of the schools are utilising classrooms that were built in the 1940s. The older age of these buildings mean 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 Freeville School is \$5.7 million, split between structural strengthening works, earthquake damage, and weather tightness remediation. For North New Brighton School, the indicative ten year property costs are also \$5.7 million which is split between structural strengthening and work associated with earthquake repairs.
12. Merging Freeville School with North New Brighton School on the North New Brighton School site would support enhanced provision. The North New Brighton School site is proposed as the site for the merged school as it is over twice the size of the Freeville School site. Given that the schools are approximately one kilometre apart, children would continue to be accommodated within their community.

Learning Community Cluster Proposal

13. 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

14. The Rationale for Change documents for Freeville School and North New Brighton School are attached as Appendix Two.

The Merger Process

15. School mergers take place under both sections 156A and 157 of the Act. This section enables the Minister of Education to merge one or more state schools (merging school/s) with another state school (the continuing school).
16. 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.

17. 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/s become those of the continuing school.
18. 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 156A and 157 of the Education Act 1989

19. 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 Freeville School and North New Brighton School

20. You called a meeting at the Lincoln Event Centre on 13 September 2012 of all schools in greater Christchurch and those affected by the proposals around closures and mergers. The Ministry also delivered letters initiating consultation for you on 28 September 2012 and you attended a meeting with Freeville School on 3 November 2012 to discuss the proposal. North New Brighton School did not request a meeting with you.
21. The Ministry also held three information workshops on the consultation process for Board Chairs and the facilitator for the school 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.
22. The Boards appointed a facilitator to undertake consultation on their behalf. The final date for submissions on the proposal was 7 December 2012. On 14 December 2012 you were provided with the complete submission from the Boards of Trustees of Freeville School and North New Brighton School.
23. In addition to the formal submissions from the Boards, you received two letters from members of the public in relation to Freeville School.
24. The feedback from the Boards of Freeville School and North New Brighton School is summarised in the following paragraphs.

Freeville School

25. The Board of Freeville School rejected the proposal to merge with North New Brighton School. The Board disagrees with the Ministry's Rationale for Change on the following basis:
 - the Ministry has not provided accurate information about land, buildings, and people in the area
 - there is uncertainty about the future of red zone land
 - Freeville School site has no lateral spreading and only minor/moderate liquefaction
 - it believes that a size of 300 to 400 learners is adequate to provide for curriculum choice and diversity.

26. The Board of Freeville School also provided an alternative option in its submission. This is for '*...the enhancement of Freeville School on its current site*'; this includes the enhancement of the bilingual unit, innovative teaching/learning practice, small size, and community focus. The Board also stated that it '*desires more time to explore other opportunities and options*'.

North New Brighton School

27. The submission from the Board of North New Brighton School agreed with the Ministry's Rationale for Change. The Board accepted the proposal with some variations. These included: the establishment of permanent early childhood education (ECE) provision on site, a new playground, and new school buildings which have '*innovative and creative architecture*'.

Consultation with the Boards of schools whose rolls might be affected

28. On your behalf, the Ministry undertook consultation with the Boards of Wainoni School, Aranui School and Central New Brighton School. The Ministry received feedback from the Board of Aranui School that stated it considered that there were no likely implications for the school as the learners from Freeville and North New Brighton School would be unlikely to attend Aranui School. No other feedback on the merger proposal was received.

Ministry Comment

29. The Ministry's responses to the issues raised in the submission from Freeville School's Board of Trustees are detailed below.

Freeville School

The Rationale for Change document

30. The Ministry has provided the Board of Freeville School with the most up-to-date and accurate information about land, buildings and the movement of people in the area that is available.

31. In regards to the future use of red zone land the CERA website states:

"Future long term use of red zone land will be considered once a substantial proportion of red zone land has been transferred to the Crown. CERA, on behalf of the Crown, will lead an assessment of options for land use. The assessment will consider hazard risk, opportunities for economic return, natural features and ecology of the land and adjacent waterways. It will also consider any community input required as part of the process and look for consistency with urban growth policies for greater Christchurch. Land Information New Zealand and CERA will be responsible for interim land management."

32. This indicates that it could be a significant period of time before a decision will be made about the future of red zone land. The Ministry considers that should a decision about schooling not be made until this has occurred, the education of learners in Christchurch could be marginalised in the interim period.

33. Freeville School is on a small site of 2.2 hectares which could limit future growth, and there are also more site implications for the development of this site. The Ministry considers that the larger 4.7 hectare site at North New Brighton School would allow for future growth and is thus the preferred option for the site of the proposed merged school. There are also fewer site implications for the development of the North New Brighton site.
 34. The Board of Freeville School believes that a school of 300 to 400 children is sufficient in size to provide for curriculum diversity and choice. It is the Ministry's expectation that, regardless of size, all schools should deliver curriculum programmes that address the needs of learners and allow them to reach their full potential. Thus the Ministry considers that the size of the school is not sufficient reason to justify an alternative to the original proposal. A school of 500 to 600 children should allow learners to meet their potential in the same way that a school of 300 to 400 children does.
- New school vision for Freeville School*
35. The Board of Freeville School instead proposes to enhance Freeville School. The Ministry's view is that the special characteristics of Freeville School, such as the bilingual unit and innovative teaching/learning practice, can be included and enhanced in a merged school.

North New Brighton School

36. The North New Brighton School Board agreed with the Rationale for Change and accepted the merger proposal with minor variations. One of these variations is the provision of a permanent ECE centre on site. The Ministry's preference for the North Beach Community Childcare Centre to remain on the North New Brighton School site permanently, and it is proposed that it is offered a permanent lease.
37. Another variation the Board of North New Brighton School wanted was the provision of modern, innovative and creative learning environments and a playground at the merged school. Should you agree to the proposed merger the board of the continuing school will work with the Board of Freeville School and the community to provide input into the development of the permanent Modern Learning Environment buildings and facilities at the school.

Timing

38. Your original proposal was that Freeville School and North New Brighton School merge at the end of 2015. The Ministry recommends that if you agree to the merger, that you change your preferred date for its implementation to 27 January 2014 and that the merged school operates on split sites while the necessary property work is undertaken. The reason for this is that an earlier merging date allows the Board of Trustees, Principal and the school's 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 children.
39. Should North New Brighton School and Freeville School operate as a merged split-site school there are no short term property implications.

Education Provision at the Two Schools

40. The Education Review Office (ERO) last reviewed Freeville School in July 2012. In its report, ERO stated that:

Most students are achieving at or above the National Standards in reading, writing and mathematics. Māori and Pacific students' achievement in reading and writing is similar to the achievement of their peers across the whole school. The board has set targets for groups of students who are at risk of not achieving. Students at risk of not achieving are well supported. They receive a range of innovative programmes that are purposefully matched to their needs. The teacher in charge of special programmes, with input from other teachers, effectively monitors students' progress and achievement and regularly reports this to the board. This level of reporting is helping the board to make strategic decisions about maintaining these programmes.

Students are highly engaged in their learning. ERO noticed students:

- confidently talking about their learning with their teachers and peers
- directing and leading their learning
- reflecting on their learning and identifying their next steps.

Students and parents receive good information about how well students are achieving and progressing. Students and parents use this information to set purposeful learning goals.

41. ERO last reviewed North New Brighton School in October 2012. In its report, ERO stated that:

Students who spoke with ERO showed a good awareness of their learning. This included their achievement levels in relation to National Standards; setting goals around what they have to improve on; and what kind of a learner is expected at their school. Students know that if they are having difficulties with their learning they will be helped.

The school's 2011 end of year school achievement information shows that around two thirds of the students were achieving at or above the National Standards in reading, writing and mathematics. There is a larger number of students achieving above the reading National Standards than in writing and mathematics. However, senior leaders have identified that there are some groups of students who are not achieving well in relation to National Standards.

In 2012, the school has set appropriate targets to address these areas of achievement. At the time of the ERO review, the senior leaders were preparing a report for the board in relation to the achievement of these targets.

Teachers and leaders are using useful strategies to support students' learning. Classroom planning shows that teachers are making good use of assessment information to inform their teaching. There is a range of learning support programmes for literacy and mathematics. Teachers have been part of targeted professional learning and development over a number of years.

Priority Learners

42. Freeville School had a July 2012 roll of 299 of which 82 (27.4%) were Māori learners and 6 (2%) were Pasifika. North New Brighton School had a July 2012 roll of 222, of which 55 (24.8%) were Māori and 9 (4.1%) were Pasifika. Freeville School provides Māori immersion education at level 2.

43. The most recent ERO report for Freeville School noted:

The school has developed a highly effective process of consultation with parents of Māori students over a number of years. The principal at that time undertook a year-long professional development course which supported his knowledge and understanding of his Māori identity, language and culture. This has had a positive impact on the school's acknowledgement and inclusion of te reo and tikanga Māori in the daily life of the school. The establishment of a bilingual option for Māori students and students whose parents have selected this as an option for their children has increased the profile of te reo and tikanga Māori in the school. Kapa haka is an activity that all children at the school have an opportunity to participate in. Māori students told ERO they appreciated the opportunities they had to learn more about themselves. One student commented: "It makes me feel good and my culture is not lost".

44. The most recent ERO report for North New Brighton School noted:

School leaders are aware of the need to review and develop the curriculum further to help promote Māori students' success as Māori. They have been proactive in this area and have developed a useful set of actions in the 2012 school charter.

Ongoing Resourcing Scheme (ORS)

45. As at 1 July 2012, Freeville School had one high needs learner accessing Ongoing Resourcing Scheme (ORS) funding. North New Brighton School had no learners accessing this funding.

Early Childhood Education

46. All schools in Greater Christchurch will have a master property plan developed in 2013 which will reflect the Learning Community Cluster plan and required repairs and redevelopment. In a case where significant reconfiguration is required on a site, land for future ECE provision will be included if the site is suitable. Establishment of ECE services on new or merged school sites will be supported where there is a demand for more ECE than is currently available.

47. As part of its alternative proposal, the Board of North New Brighton School has proposed that it have a permanent early childhood centre on site in order to allow its learners' 'seamless integration' from early childhood education (ECE) to school.

48. North Beach Community Childcare Centre is a community-based education and care centre established in 1996. In February 2011, the centre was forced from its severely damaged Christchurch City Council-owned site in Marriotts Road to a church hall. The church hall was damaged in June 2011, and the Ministry assisted the service to establish in a fully relocatable, purpose-built centre owned by the Ministry on a site at North New Brighton School in July 2012. It currently operates under a temporary lease of one year, plus the right of renewal of one year.
49. North Beach Community Childcare Centre has long had a close relationship with North New Brighton School. Since its relocation, the new entrant classes and the preschool have been sharing resources and activities, for example athletics day and school performances. The Childcare Centre also incorporates a transition to school group in its daily programme.
50. The Ministry proposes that North Beach Community Childcare Centre remains on the North New Brighton School site in its current position. A new, permanent lease would be issued to the centre. There would be no cost to the Ministry for this option. If the reconfiguration of the merged schools requires relocation of the ECE, it is proposed that they are accommodated on an alternative part of the new school. The cost of relocation of the building, playground, fencing and connection to services would be to the Ministry.

Options for the Governance of the Merged School

51. If you decide to merge the schools, the Ministry recommends that you state a preference for a Ministerially appointed Board as the Board of the continuing school during the interim period (the set period prior to the merger until the election three months after the merger).
52. It is also proposed that if you agree that the merged school is to be located on the North New Brighton School site, that North New Brighton School is the continuing school. This means that the appointed board would govern North New Brighton School and oversee the merger process once it is appointed.

Staffing

53. Freeville School was resourced for 14 Full Time Teacher Equivalent (FTTE) for the 2012 school year.
54. North New Brighton School was resourced for 9.7 FTTE for the 2012 school year.
55. Based on the confirmed staffing rolls for each school as at March 2012, if Freeville School and North New Brighton School merge, the FTTE for the newly merged school would be 22.6 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

56. If Freeville and North New Brighton Schools merge it would generate Education Development Initiative (EDI) and Joint Schools Initiative Funding (JSIF), in line with the EDI policy.
57. These funds are used for programmes 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.
58. 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

Background Rationale

59. The buildings on the Freeville School site have suffered significant earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to demolition of school blocks. One block has been demolished and another cordoned off. Some buildings will require earthquake strengthening. Buildings on site have also been flagged for weather tightness remediation.
60. Surrounding land is a combination of CERA technical category 3 (TC3) and CERA Red Zone. There has been moderate to severe structural damage to buildings, though no lateral spreading and only minor to moderate liquefaction was experienced on site during the earthquake sequence. The low level of liquefaction on site is probably due to the elevated aspect of the school grounds relative to the surrounding streets, which did suffer severe liquefaction and ground damage. Part of Freeville School is adjacent to the red zone where damaged houses are not able to be rebuilt. Preliminary assessments suggest geotechnical considerations are likely to be a factor when undertaking development at this site. Significant foundation engineering is also likely to be required.
61. The Indicative cost to repair Freeville School is \$5.7 million
62. The buildings on the North 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 potentially the replacement of a building due to earthquake damage. Some buildings will require earthquake strengthening. Buildings on site have also been flagged for weather tightness remediation.
63. Surrounding land is a combination of CERA technical category 2 (TC2) and technical category 3 (TC3). Moderate amounts of liquefaction surfaced in low lying areas of the site; in particular the sporting fields (depressed area), the front car park and near the former library (Block 2), which has experienced significant subsidence. Inundation associated with liquefaction was localised and quickly drained away. No lateral spreading was evident at the site. Foundation engineering is likely to be required and is likely to be a factor when undertaking development at this site.

64. The Indicative cost to repair North New Brighton Primary School is \$5.7 million.

Proposal Analysis

65. The North New Brighton School site is large enough (4.7ha) to accommodate the merger of the two schools. 4.7ha is approximately twice the size of many Christchurch primary schools.
66. The Board of Trustees of Freeville School has queried the uncertainty about the future of the 'red zone' land. The below is an extract from the CERA website.
67. *"Future long-term use of red zone land will be considered once a substantial proportion of red zone land has been transferred to the Crown. CERA, on behalf of the Crown, will lead an assessment of future options for land use. The assessment will consider hazard risk, opportunities for economic return, natural features and ecology of the land and adjacent waterways. It will also consider any community input required as part of the process and look for consistency with urban growth policies for greater Christchurch. Land Information New Zealand and CERA will be responsible for interim land management."*

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.

Ministers Proposal – All learners from Freeville enrolling at North New Brighton

Proposal	Cost	Details
Repairs to North New Brighton School	\$5.69 million	Indicative repair cost to North New Brighton School
Result of merger property entitlement	\$1.61 million	7 additional teaching spaces, based on network analysis
Other costs	\$0.00 million	Nothing known at this stage
Total	\$7.30 million	
New combined Roll - 526		10 October 2012 combined roll of North New Brighton (226) and Freeville School (300)
Cost per learner	\$13,878	

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

Ministers Proposal – All learners from Freeville enrolling at a new school on North New Brighton site

Proposal	Cost	Details
Build a new school on North New Brighton School site	\$10.80 million	This is the indicative cost to build a new school
Other costs	\$0.00 million	Nothing known at this stage
Total	\$10.80 million	
New combined Roll - 526	526	10 October 2012 combined roll of North New Brighton (226) and Freeville School (300)
Cost per learner	\$20,532	

Alternative Proposal 1 – North New Brighton and Freeville Schools to remain open

Proposal	Cost	Details
Repairs to Freeville School	\$5.71 million	Indicative repair cost to Freeville School
Repairs to North New Brighton School	\$5.69 million	Indicative repair cost to North New Brighton School
Total	\$11.40 million	
Combined Roll - 526		10 October 2012 combined roll of North New Brighton (226) and Freeville School (300)
Cost per learner	\$21,673	

70. Alternative Proposal 1 is not considered feasible as it is more cost effective to merge the two schools and it will also provide a wider number of learners with the opportunity to utilise Modern Learning Environments.

Transport

71. There are no transport implications for the Ministry should you agree to a merger between Freeville School and North New Brighton School.

Risks

72. The key risk if Freeville School and North New Brighton School merge is that the Freeville 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 Freeville School and North New Brighton School.

Conclusion and Next Steps

74. The Ministry's recommendation is that you proceed with the proposed merger of Freeville School and North New Brighton School on the North New Brighton School site, to take effect from 27 January 2014. This recommendation is because:
- a. the merger would support enhanced provision and give a wide range of learners the opportunity to experience Modern Learning Environments. As the schools are approximately one kilometre apart learners would continue to be accommodated within their community. In addition, the North New Brighton School site, at 4.7 hectares, is significantly larger than the Freeville School site and would be able to cater for any future roll growth. The North New Brighton School site also has fewer site implications for development.
 - b. the rationale that was used by the Board of Freeville School to disagree with the Minister's proposal, including accuracy of information on land, uncertainty about red zone land and school size, does not justify not proceeding with the merger.
 - c. the Board of Freeville School proposed, as an alternative, that it is enhanced on its current site. The special characteristics that are at Freeville School, such as its bilingual unit and innovative teaching and learning practice, will be able to be enhanced at the proposed merged school.
 - d. the Board of North New Brighton School accepted both the Rationale for Change and the proposal to merge.
75. If after considering the information in this report you decide that Freeville School and North New Brighton School should merge, the Ministry will develop letters for your signature to the Boards of Trustees inviting them to provide to you, within 28 days of the date of the letter, any further reasons why the schools should not merge.
76. If your decision is that the schools should not merge, or you wish to consider further options for their future, the Ministry will develop appropriate letters for your signature.
77. Once your decision has been made, the Ministry recommends that a copy of this report be released to the Freeville School and North New Brighton School Boards of Trustees.

Appendix One

Map of the Brighton Cluster

Rationale for Change Document

Property Information

1. Cost per learner is the cost of each proposal or alternative proposal divided by the number of effected learners.
2. The calculation for an additional teaching space is based on the Network Analysis.
3. The calculation for the 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

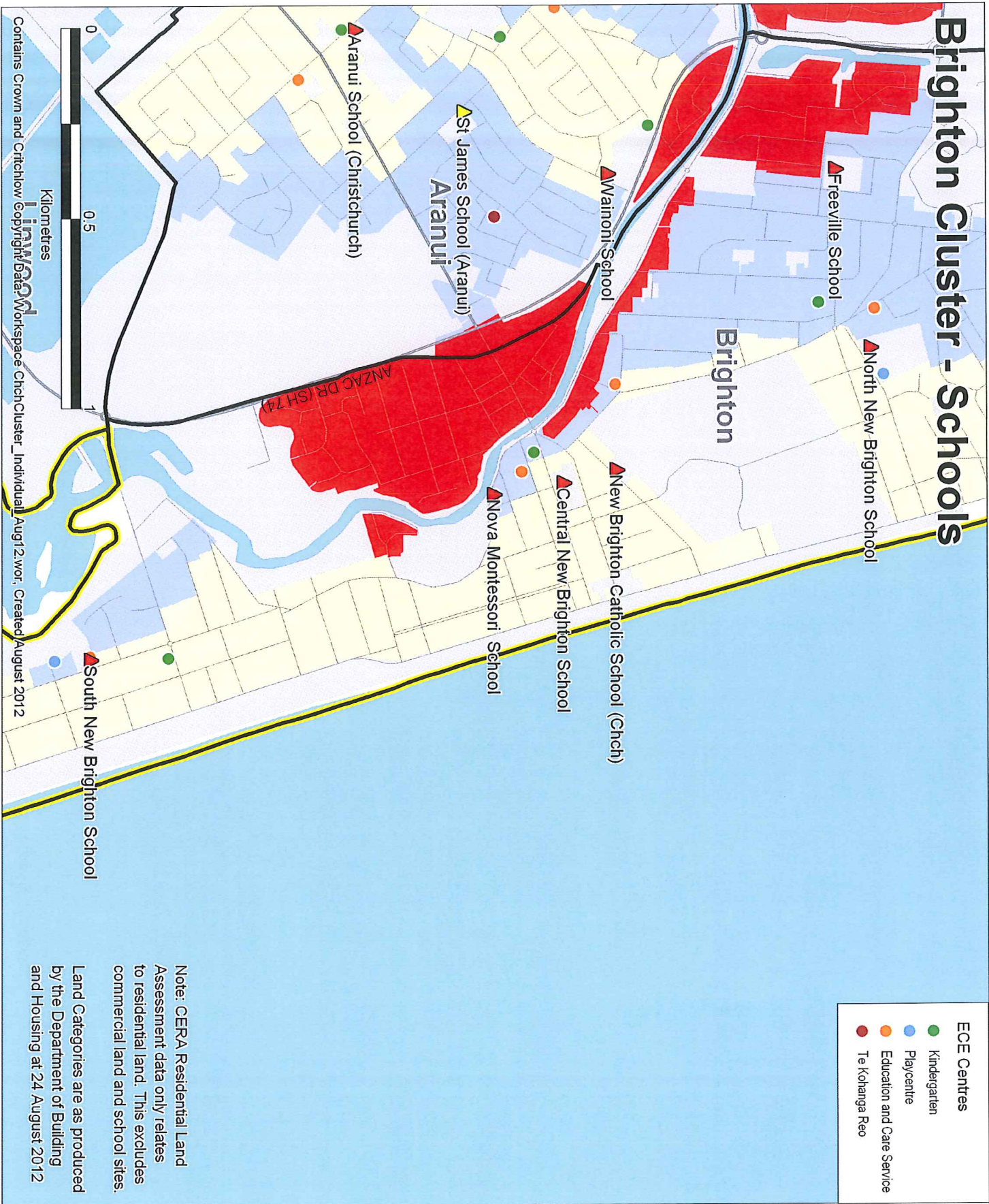
Standard allowance	\$197,520
Additional allowance for site specific conditions	\$32,480
Total allowance	\$230,000

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 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.

Appendix One

Map of the Brighton Cluster

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

0 0.5 1
Kilometres
Contains Crown and Crichtlow Copyright Data
linwood
Workspace ChchCluster_Individual_Aug12.wor
Created August 2012

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



Rationale for Change Document

Freeville 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 changes 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 Brighton cluster comprises four year 1-8 state primary schools, some of which suffered significant 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.

While Freeville School's roll has been stable over the past two years, the rolls of the other three schools in the cluster collectively fell by over 160 students. This included a fall of almost 40 students for North New Brighton. Both North New Brighton and Central New Brighton are less than two-thirds full.

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, we propose merging the four schools in the cluster onto two sites to allow significant investment in modern learning environments for students in Brighton.

Merging Freeville School with North New Brighton School on the North New Brighton site would support enhanced provision. We are proposing the North New Brighton site as it is over twice the size of the Freeville School site. Given the schools are approximately 1 km apart learners would continue to be accommodated within their community.

Land

Surrounding land is a combination of CERA technical category 3 (TC3) and CERA Red Zone.

There has been moderate to severe structural damage to buildings, though no lateral spreading and only minor to moderate liquefaction was experienced on site during the earthquake sequence.

The low level of liquefaction on site is probably due to the elevated aspect of the school grounds relative to the surrounding streets which did suffer severe liquefaction and ground damage.

Part of Freeville School is adjacent to the red zone where damaged houses are not able to be rebuilt.

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

¹ This figure includes international fee-paying students.

Buildings

The buildings on the Freeville School site have suffered significant earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to demolition of school blocks. One block has been demolished and another cordoned off.

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.

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

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for Freeville Primary School	\$5.7 million
<i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed.</i>	

The above costs are predominately split between structural strengthening, 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 the cost of these projects.*

Cost estimate information

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

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

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

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

People

The aggregated July 2012 rolls of Freeville School and North New Brighton School have decreased by 40 since July 2010.

While Freeville's roll has remained stable, 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.

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

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
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
Primary Total			1420	1442	1214
Nova Montessori School	Full Primary (Year 1-8)	Private	50	43	34

Student Distribution patterns³

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 year 1-8 students living in the Brighton cluster catchment

School	Authority	# students ⁴	% ⁵
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.

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

Of these students, approximately one third were enrolled at South New Brighton School, 15% at North New Brighton School, with a further 15% enrolled at Freeville School.

At the Brighton cluster level, of the 1,246 year 1-8 students residing in the Brighton cluster, 1,043 (84%) reside within 1 km of a state primary school. This reduces to 67% (842 students) based on the proposed mergers in the cluster.

Based on July 2012 student address data analysis, the proposed merger onto the North New Brighton site would mean around 89% of year 1-8 students living in the northern end of the Brighton catchment would live within 1 km of a state primary school

Population change⁶

Roll return data shows the number of year 1-8 students living in the Brighton cluster catchment reduced from 1,530 to 1,232 between March 2010 and March 2012.

Percentage of March 2010 and March 2012 student address records in red zones within the cluster

Approximately 18% (281 students) of March 2010 student address records were within the area now classed as CERA Red Zones⁷ within the Brighton cluster. March 2012 student distribution data shows that the number of students living in the red zones has reduced to 8% (98 students) of year 1-8 students.

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.

In the northern part of the Brighton cluster (from a line north of the southern end of Rawhiti Domain) there are around 130 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.

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

Approximately 43% of Freeville School students reside within a 1 km radius of Freeville School.

This compares to 51% of Freeville School students who reside within a 1 km radius of North New Brighton School.

Only one Freeville student would live outside of a 1 km radius from a state primary school if Freeville and North New Brighton School were to merge on the North New Brighton School site.

Based on July 2012 student address data analysis, the proposed merger onto the North New Brighton site would mean around 89% of year 1-8 students living in the northern end of the Brighton catchment would live within 1 km of a state primary school.

The larger site at North New Brighton School (proposed continuing site) will allow for future growth.

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 CERA Red Zone data at 24 August 2012

Merging Freeville School would enable funding to be invested in North 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.

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 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 Freeville and North 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 Freeville School with North New Brighton School on the North New Brighton School site is one of two proposed changes for the Brighton cluster. The other proposed change is:

- The merger of Central New Brighton School and South New Brighton School on the South New Brighton School site.

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

North 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.

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 forming 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 Brighton cluster comprises four year 1-8 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.

North New Brighton's roll fell by almost 40 students between July 2010 and July 2012, and the rolls of the four schools in the cluster collectively fell by 165 students. Both North New Brighton and Central New Brighton are less than two-thirds full.

The older age of school buildings in Brighton mean they would 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, we propose merging the four schools in the cluster onto two sites to allow significant investment in modern learning environments for learners in Brighton.

Merging North New Brighton School with Freeville School on the North New Brighton site would support enhanced provision. This site is over twice the size of Freeville School. Given the schools are just 1 km apart learners would continue to be accommodated within their community.

Land

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

Moderate amounts of liquefaction surfaced in low lying areas of the site; in particular the sporting fields (depressed area), the front car park and near the former library (Block 2), which has experienced significant subsidence. Inundation associated with liquefaction was localised and quickly drained away. No lateral spreading was evident at the site.

Foundation engineering is likely to be required and is likely to be a factor when undertaking development at this site.

Buildings

The buildings on the North 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 potentially the replacement of a building due to earthquake damage.

¹ This figure includes international fee-paying students.

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

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

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for North New Brighton Primary School	\$5.7 million
<i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed.</i>	

The above costs are predominately split between structural strengthening and works associated with earthquake repairs.

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

Cost estimate information

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

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

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

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

People

The aggregated July 2012 rolls of North New Brighton and Freeville Schools have decreased by 40 since July 2010.

North New Brighton School had a roll of 222 at July 2012, which less than in 2008.

Freeville's roll has remained stable.

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

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
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
Primary Total			1,420	1,442	1,214
Nova Montessori School	Full Primary (Year 1-8)	Private	50	43	34

Student Distribution patterns³

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 ⁴	% ⁵
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.

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 who attend a particular school

⁵ Percentage of all year 1-8 students in the cluster who attend a particular school

Of these students, approximately one third were enrolled at South New Brighton School, 15% at North New Brighton School, with a further 15% enrolled at Freeville School.

At the Brighton cluster level, of the 1,246 year 1-8 students residing in the Brighton cluster, 1,043 (84%) reside within 1 km of a state primary school. This reduces to 67% (842 students) based on the proposed mergers in the cluster.

Population change⁶

Percentage of student address records in red zones within the cluster⁷

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.

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 (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.

In the northern part of the Brighton cluster (from a line north of the southern end of Rawhiti Domain) there are around 130 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.

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

Approximately 43% of Freeville School students reside within a 1 km radius of Freeville School (based on July 2012 student address data).

This compares to 51% of Freeville School students who reside within a 1 km radius of North New Brighton School.

Only one Freeville School student would live outside of a 1 km radius from a state primary school if Freeville and North New Brighton School were to merge on the North New Brighton School site.

Based on July 2012 student address data analysis, the proposed merger onto the North New Brighton School site would mean around 89% of year 1-8 students living in the northern end of the Brighton catchment would live within 1 km of a state primary school.

The larger site at North New Brighton School (proposed continuing site) should allow for future growth.

Merging with Freeville School would enable funding to be invested in North 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.

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 CERA Red Zone data at 24 August 2012

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 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 North New Brighton and Freeville schools. The cluster would want to consider how enhanced provision that might be required to support moving student populations might look.

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

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

- The merger of Central New Brighton School and South New Brighton School on the South New Brighton School site.

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

Property Information

1. Cost per learner is the cost of each proposal or alternative proposal divided by the number of effected learners.
2. The calculation for an additional teaching space is based on the Network Analysis.
3. The calculation for the 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 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.