

Education Report: Proposed Merger of Lyttelton Main School (3423) and Lyttelton West School (3424)

Executive Summary

1. This report seeks your decision on the proposed merger of Lyttelton Main School and Lyttelton West School under section 156A of the Education Act 1989.
2. On 13 September 2012, you announced the proposed merger as part of the plan for education renewal in greater Christchurch. On 28 September 2012 you initiated formal consultation on the proposal to merge Lyttelton Main School and Lyttelton West School on the Lyttelton Main School site to take effect on 27 January 2016.
3. The roll of Lyttelton Main School was 113 as at July 2012 and the roll of Lyttelton West School was 134 as at July 2012. The proposal was based on the low rolls of both schools, their close proximity to each other, and the likelihood that their rolls will not grow significantly in the future.
4. The Boards of Trustees of Lyttelton Main and Lyttelton West Schools, with the assistance of a facilitator, undertook consultation with their communities about the proposal.
5. The Lyttelton West School Board of Trustees and its community are not supportive of the proposal. The Board's consultation highlighted five themes against the proposal:
 - loss of the unique culture of the school
 - concerns about the Lyttelton Main School site
 - dissatisfaction with Ministry processes
 - questions over why a successful school would be "closed"
 - travel concerns for students.
6. There was strong support to retain the status quo and to rebuild both sites; however, the submission also noted that some of the Lyttelton West School community supported the proposal. The main themes of support included uniting the community, an opportunity for a new modern school and increasing the numbers of learners in Years 7 – 8.
7. The Board of Lyttelton Main School supports the proposal; however, concerns about managing the transition were identified. The Board also noted concerns regarding its site suitability.

8. The two school sites have property constraints. The buildings on the Lyttelton West School site suffered some degree of earthquake damage and while the site is suitable for current use, the Ministry has concerns regarding future development. The school is constructed on a series of level terraces that have been formed in the slope of the hillside. Significant foundation engineering is likely to be required if redevelopment occurs on this site.
9. It is proposed that the Lyttelton Main School site is the continuing site and that additional land is acquired to cater for the combined roll. The buildings on the current site were already earmarked for replacement.
10. Rebuilding on the Lyttelton Main School site is the most cost effective option. It provides the opportunity to build a new school and provide a modern learning environment for all learners. The merged school would operate on split sites until property development is completed on the Lyttelton Main School site.
11. The Ministry recommends you agree to merge Lyttelton Main School and Lyttelton West School as a Year 1–8 school on the Lyttelton Main School site.
12. The Ministry also recommends that the effective date of merger is 27 January 2014 rather than 27 January 2016 as was initially proposed, that the continuing school is Lyttelton Main School, and that an appointed board is the board of the continuing school.
13. Letters will be developed for your signature once your decision is known. If your decision is to merge Lyttelton Main School and Lyttelton West School, these letters will give the Boards details of the 28 day consultation process.

Recommended Actions

We recommend that you:

- a. **note** the information provided about the responses to the consultation by the Boards of Lyttelton Main School and Lyttelton West School with their school communities about a proposed merger of the two schools;
- b. **note** that the Lyttelton Main School Board supports the proposal and the Lyttelton West School Board does not support the proposal;
- c. **agree** that Lyttelton Main School and Lyttelton West School should be merged on the Lyttelton Main School site and that Lyttelton Main School be the continuing school;
- 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 Lyttelton Main School site;


AGREE / DISAGREE


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 letters will be developed for your signature once your decision is known. If your decision is to merge Lyttelton Main School and Lyttelton West School, these letters will give the Boards details of the 28 day consultation process;

- g. **note** that letters to the local Members of Parliament will be developed when your final decision is known; and

- h. **agree** that a copy of this report be released to the Boards of Trustees of Lyttelton Main and Lyttelton West Schools.

AGREE / DISAGREE

Katrina Casey
Deputy Secretary
Regional Operations

Encl

Hon Hekia Parata
Minister of Education

23/1/13

Education Report: Proposed Merger of Lyttelton Main School (3423) and Lyttelton West School (3424)

Purpose

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

Background

3. Lyttelton Main School is a decile 8, Year 1-8 full primary school in the Port Hills electorate. A map of the area is attached as Appendix One. The July 2012 roll of the school was 113. This was comprised of 14 Māori, 2 Pasifika, 94 New Zealand European, one Asian and two learners of other ethnicities.
4. Lyttelton West School is a decile 9, Year 1-8 full primary school in the Port Hills electorate. The July 2012 roll of the school was 134. This was comprised of 24 Māori, 99 New Zealand European, seven Asian and four learners of other ethnicities.
5. On 13 September 2012 you announced a number of proposals for education renewal in greater Christchurch. This announcement included the proposal to merge Lyttelton Main School and Lyttelton West School to take effect from 27 January 2016.
6. On 28 September 2012 you wrote to the Boards of Trustees of affected schools and initiated consultation on the possible merger of Lyttelton Main School and Lyttelton West School. That consultation period ended on 7 December 2012.

Reasons for Considering Merger

7. The two schools in the Lyttelton cluster are less than one kilometre apart. Both have low rolls and are operating well below peak roll capacity resulting in an over-supply of primary school age provision in the area.
8. The Ministry considers that Lyttelton does not have a sufficiently large enough school age population to support two primary schools. As Lyttelton is an isolated community, learners from surrounding catchment areas are unlikely to attend a Lyttelton school. It is therefore proposed to merge the two schools.
9. The Lyttelton Main School site was preferred as the continuing site because of constraints associated with the Lyttelton West School site, including underground tunnels, which will limit future development.

Learning Community Cluster

10. The Lyttelton Learning Community Cluster of schools is comprised of the two schools proposed to merge.
11. The Rationale for Change documents for Lyttelton Main School and Lyttelton West School are attached as Appendix Two.

The Merger Process

12. School mergers take place under section 156A of the Act. This section enables the Minister of Education to merge one or more state schools (merging schools) with another state school (the continuing school).
13. 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.
14. The Board of the continuing school governs the merged school while the Boards of the other schools are dissolved on the day the merger takes effect. The Minister may either leave the current membership of the continuing school's board to govern during the "interim period" (with the addition of one trustee from each merging school) or establish a new constitution for the Board. The "interim period" runs from a set date prior to the merger until the first elections three months after the merger.
15. 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

16. 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 Lyttelton Main School and Lyttelton West School

17. On 13 September 2012 you called a meeting of all schools affected by the proposals for possible closure and merger. You also wrote to the Boards of the schools on 28 September 2012, and you attended a meeting with each school to discuss the proposal on 8 and 9 November 2012.
18. The Ministry also held three information workshops on the consultation process for Board Chairs and the facilitator the schools engaged to undertake the consultation. It was made clear to the Board at these meetings that no decision about closure had been predetermined. Regular contact has been maintained with representative Board members and the Principals.
19. The Boards appointed one facilitator to undertake consultation on their behalf. The final date for submissions was the 7 December 2012. On 14 December 2012, you were provided with the complete submissions from the Boards of Trustees of Lyttelton Main School and Lyttelton West School.

20. The feedback from the Boards of Lyttelton Main School and Lyttelton West School is summarised as follows.

Lyttelton West School

21. The Board of Trustees of Lyttelton West School did not ratify its facilitator's report. It felt it was not a true representation of the consultation. The Board developed its own executive summary using the data gathered by the facilitator. This was provided as part of its submission.

22. In its report the Board noted that 62.1% of parents do not support the proposal. Five themes against the proposal to merge Lyttelton West School were identified.

- *Loss of the unique culture*

The loss of the unique and distinctive character of Lyttelton West School was a stated concern.

- *Concerns about Lyttelton Main School site*

Submitters questioned the suitability of the Lyttelton Main School site for a combined school. Concern focused on the masonry retaining walls and the small size of the site. The lack of geotechnical information regarding safety and the potential cost of remediation of the Lyttelton Main School site were noted by many submitters.

- *Dissatisfaction with Ministry of Education decision making process*

Submitters were particularly dissatisfied with the justification for the proposal. The submission noted the increasing roll of Lyttelton West School and the fact that an additional classroom had been granted prior to the earthquakes.

- *Questions over why a successful school would be "closed"*

References were made to the performance of the school and the endorsement of the latest Education Review Office report.

- *Travel concerns for learners*

Concerns were raised that if the proposal goes ahead, many learners living in west Lyttelton will not be able to walk to school. Other issues over safety and access for learners were also raised.

23. The submission did note that there was some support amongst its community for the proposal with themes such as uniting the Lyttelton community, having a new modern school, and increasing the number of Year 7 – 8 learners.

Lyttelton Main School

24. As part of the consultation, the Lyttelton Main School Board identified strong community support for the proposal to merge. The Board noted that if the proposed merger did occur, it would like it to be an equitable process between the two schools. It made recommendations to enable this. These recommendations include:
- a working group with equal representation from both current Boards oversees the process
 - both Principals retain their positions until the merger is completed
 - the Board of the "new" school has equal representation from both current Boards.
25. The Board also noted concerns regarding the current size of the Lyttelton Main School site if the proposal proceeds.

Ministry Comment on Consultation Issues

Student achievement

26. The Board of Lyttelton West School stated that it disagreed with the Ministry's Rationale for Change because the learners at the school have high levels of achievement. The Ministry acknowledges this, but notes that the level of student achievement was not a contributing reason to proposing the merger of the two schools since the Ministry does not consider that the level of student achievement is sufficient reason to negate the Rationale. The Ministry expects all schools to provide learners with the opportunity to achieve to their full potential.

Roll

27. The Board noted dissatisfaction with the Ministry's information about its school's roll data and utilisation rates. It wrote to you about this on 28 November. A letter was provided informing the Board of the Ministry's processes.

Safety

28. The Board raised concerns about the safety of learners travelling to Lyttelton Main School should the merger proceed. Currently those learners on the roll of Lyttelton West School who are eligible and have entitlement receive Ministry supported bus travel. Under current policy this entitlement would continue. All other learners would make their own way to school and would be able to use routes that avoided the main road and traffic to the port.

Concerns regarding the Lyttelton Main School site

29. Concerns were raised about the suitability of Lyttelton Main School as the site of the continuing school. Questions were also raised regarding the size of the site and the condition of its current retaining walls.

Site size

30. The Lyttelton Main School site is relatively small and a site extension is required. The Ministry is in current negotiations with the New Zealand Police and the adjacent privately owned property about procuring additional land directly adjacent to the current school site. This would increase the current site by approximately 20%.
31. The Ministry has commissioned a full site-wide geotechnical assessment of the Lyttelton Main School site and the adjacent New Zealand Police site. This report is due in February 2013.

Historical retaining walls

32. The Lyttelton Main School site has historical retaining walls which are likely to have suffered earthquake damage. A design is being completed to repair these walls.

Ministry view

33. The replacement of the buildings at the Lyttelton Main School site was already in the planning phase prior to the February 2010 earthquake. This rebuild would increase to accommodate the learners from Lyttelton West School.
34. The Lyttelton West School site is badly damaged. There are tunnels beneath this site which need to be repaired to stabilise the land before any repair work can commence. More detail about the property implications is provided below.
35. While the indicative costs of repairing the Lyttelton West School site and the rebuilding of the Lyttelton main site is comparable with the cost of a rebuild at the Lyttelton Main School site to cope with the rolls of both schools, these costs do not include ground stabilisation work at Lyttelton West School.
36. The Ministry considers the opportunity to merge the two schools presents the Lyttelton community with an opportunity to have a new 21st century learning environment for all of its learners.
37. If you agree to the proposal, the concerns over the site that were raised during the consultation process will be addressed via the purchase of additional land and the design of the rebuild on the Lyttelton Main School site.

Early childhood education (ECE)

38. The consultation process raised concerns regarding the future of the early childhood facility on the Lyttelton West School site if the proposal goes ahead. "Busy C's" was established in 1995 on the Lyttelton West School site, one of just two ECE services in Lyttelton.
39. The service is licensed for 34 children including 10 under two year olds. The current roll is 53. This includes 6% Māori tamariki, but no Pasifika children. Lyttelton is not a target area for raising participation.

40. It is proposed that if the schools are to merge on the Lyttelton Main School site the Ministry should designate suitable land for an ECE facility and allow for the establishment of ECE provision at the merged school. Busy C's would be given two years notice to vacate the Lyttelton West School site. ECE provision would be tendered through a request for proposal process. This would ensure that the provider that is selected is the one who best meets local community needs.
41. The capital costs of building an ECE facility at the same time as the redevelopment of the school will be considered. Alternatively, the Ministry could offer the lease of the land as its contribution to ECE provision and expect the ECE provider to cover capital costs.
42. There is a risk of lack of access to ECE provision if land size at the Lyttelton Main School site cannot accommodate a new facility; however the proposed additional purchases and reconfiguration of the Lyttelton Main School site would mitigate this.

Education Provision at the Two Schools

43. The Education Review Office (ERO) last reviewed Lyttelton Main School in June 2009. In its report, ERO reported that:

Students achieve at a range of levels with most achieving at expected levels in literacy and numeracy. Students with particular learning needs are provided with additional help. School entry data that is gathered could be used as a basis for further analysis of the progress students make each year.

Teachers gather a good range of assessment information in literacy and numeracy. They use this information to identify the learning needs of students and to plan programmes of work appropriate to these needs. Students with learning difficulties and gifted and talented students receive additional learning opportunities. Evaluation of these two programmes would be useful in assisting the board with future funding decisions.

Students learn in well managed classrooms. They receive good quality teaching in literacy and numeracy. Classroom learning environments help students to focus on their learning. Relationships between students and their teachers are warm and supportive. Teachers use a range of teaching approaches that help students learn at the appropriate level. Displays of work and recognition at assemblies and in newsletters celebrate students' learning successes.

44. ERO last reviewed Lyttelton West School in September 2012. In its report, ERO reported that:

Information reported to the board at the end of 2011 stated that approximately three quarters of students were achieving at or above age expectations from standardised testing in reading and mathematics. Teachers' assessment information shows that at 69% students are achieving less well in writing.

In 2012, the principal and teachers are taking appropriate steps to implement the National Standards and link their assessment information more closely to the standards. However, reports do not clearly show how well students are achieving against the National Standards, what their next steps are and how parents can support their child's learning. The principal and teachers need to review the quality of their assessment and reporting procedures.

Students are well supported by teachers and teacher aides but are not always aware of how well they are learning. ERO observed some variation in how well students are engaged in their learning. In classes, where ERO observed higher levels of engagement, students were on task, cooperative, initiating conversations about their learning and actively involved in their class programme.

Teachers specifically identify the needs of students who require extra support to succeed with their learning. The teacher responsible for the special needs programme effectively guides teacher aides in their learning support role. The next step is for the principal to report to the board on the impact of the learning support programmes on students' progress.

Priority Learners

45. The July 2012 roll at Lyttelton Main School of 113 included 12.4% Māori learners and 1.8% Pasifika learners. The July 2012 roll at Lyttelton West School of 134 included 17.8% Māori learners. Neither school provides Māori medium education.

46. In its most recent report for the Lyttelton Main School, ERO noted the following:

The principal and teachers have extended their reporting practices. Reports on Māori student achievement identify how well different year groups of Māori students are achieving and where additional support is provided. The teachers are tracking the progress of Māori students as they move through the school. They now need to ensure that the data for each group is analysed to show progress made over time.

Māori language and culture is successfully promoted through the school Māori programme and the kapa haka group. A teacher of Māori takes weekly sessions with each class. Teachers incorporate aspects of these sessions into their teaching programmes. Nearly all students are members of the school kapa haka group. ERO heard students and teachers naturally including te reo Māori in their conversations. Classroom environments reflect aspects of Māori culture. The principal commented that, since the introduction of the school Māori programme and establishment of the kapa haka group, Māori student achievement and behaviour have improved.

The school has a very general target for Māori student achievement developed three or four years ago. Meetings arranged to develop Māori student achievement targets have not been well attended. The principal and board should consider other ways to consult with Māori families individually to set achievement targets for their children.

47. In its most recent report for the Lyttelton West School, ERO noted the following:

Māori culture is strongly validated in this school. Māori students learn in an inclusive and positive environment. The school's values closely reflect Māori values such as manaakitanga – by providing a caring and nurturing environment.

The principal and teachers have high expectations for learning and behaviour. Most Māori students are achieving at National Standards in reading and mathematics. Māori girls are achieving at or above National Standards in writing. Māori students told ERO that they have many opportunities to learn about their culture including through kapa haka, carving lessons, the links with Rāpaki Marae, harakeke weaving and hearing and using te reo Māori.

Parents of Māori students feel welcome in the school and are meaningfully involved in sharing their knowledge and skills with students by teaching the tikanga alongside the skills of weaving, carving, waiata, and haka. Māori parents told ERO that their children are well cared for and find learning fun.

The principal and board are strongly committed to providing opportunities for all children to learn te reo Māori. They regularly consult with the school's Māori Advisory committee. They are actively seeking a suitable person to support the students and staff in extending their knowledge and use of te reo and tikanga Māori.

Ongoing Resourcing Scheme (ORS)

48. As at 1 July 2012, Lyttelton Main School had one high needs learner accessing Ongoing Resourcing Scheme (ORS) funding. Lyttelton West School had no learners who accessed this funding.

Options for the Governance of the Merged School

49. If you decide to merge the schools, the Ministry recommends that you state a preference for a Ministerially appointed Board to become the Board of the Continuing School during the interim period (the set period prior to the merger until the election 3 months after the merger). The make up of this appointed Board would be developed in consultation with both Boards of Trustees. This gives the opportunity for it to reflect the wider community. The Ministry will seek nominations to the appointed Board and seek your agreement to its appointment.
50. The appointed board would take over from the current Board of Trustees of Lyttelton Main School from the date of its appointment. It would govern Lyttelton Main School through to the merger date and also oversee the merger process.

Staffing

51. Lyttelton Main School was resourced for 5.9 Full Time Teacher Equivalents (FTTE) for the 2012 school year. Lyttelton West School was resourced for 7.10 FTTE.

52. Based on the confirmed staffing rolls for each school as at March 2012, if Lyttelton Main School and Lyttelton West School merge, the FTTE for the newly merged school would be 11.3 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

53. If Lyttelton Main School and Lyttelton West School merge it would generate Education Development Initiative (EDI) funding and Joint Savings Initiative Funding (JSIF), in line with the EDI policy.
54. These EDI funds are used for programmes that support student achievement, psycho-social needs, transition and change management within and across schools and Learning Community clusters.
55. EDI and JSIF funding is only available if the proposed merger of Lyttelton Main and Lyttelton West Schools takes place.
56. 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 savings to the Crown in operational funding will be prepared for your information.

Property Implications

Background Rationale

57. The buildings on the Lyttelton Main School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes, to realigning timber piles. Some buildings will also require earthquake strengthening. No weather tightness issues were identified during the national survey and subsequent inspections. All school buildings were already earmarked and funded for replacement prior to the earthquakes.
58. Significant foundation engineering is likely to be required if redeveloping this site. The indicative cost to repair Lyttelton Main Primary School is \$1.1 million.
59. The buildings on the Lyttelton West 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 buildings. Some buildings will also require earthquake strengthening. No weather tightness issues were identified during the national survey and subsequent inspections.
60. Lyttelton West School is located on a steep hillside slope generally dipping towards the east. The school is constructed on a series of level terraces that have been formed in the hill side slope. The series of level terraces are supported by mass concrete and cantilevered reinforced concrete retaining walls; these retaining walls have the potential to require remediation works similar to Lyttelton Main School.

61. The site is underlain by a loess deposit, yellow brown windblown silt, greater than 3m in thickness and commonly in multiple layers (mQe). The loess is prone to tunnel gully erosion. Tunnel gullies create voids in the ground which can collapse and undermine foundations. This issue was identified prior to the earthquakes. Cavity formation occurred under Classroom 5 due to sewer pipe leakage and resulted in settlement of the classroom foundation. The potential consequences of tunnel gullies are significant. Significant foundation engineering is likely to be required if redeveloping this site. The potential cost of this work is unknown.
62. The indicative cost to repair Lyttelton West School is \$0.89 million but this does not include ground remediation.

Proposal Analysis

63. The Lyttelton Main School site is a reasonably small site at 0.89 hectares. The Ministry is currently in discussion with the owners of the adjacent New Zealand Police site and the adjacent privately owned property. The purchase of these parcels of land would increase the site by 0.2 hectares. This increase in site size would greatly enhance the proposed redevelopment at Lyttelton Main School.
64. The Ministry has commissioned Opus International Consultants to undertake a full site wide geotechnical assessment of the Lyttelton Main School site and the adjacent New Zealand Police site. This report is due in February 2013.
65. The initial findings state that the ground conditions over the site are variable, but it is likely that bedrock will be found at relatively shallow levels.
66. Assessment has not yet been completed, but it is likely that specific design of foundations will be required to address the variable ground conditions. At this stage shallow foundations are expected to be acceptable for future buildings.
67. Generally most of the retaining walls are likely to have suffered some damage in the earthquake, and therefore present additional issues for remediation or mitigation as part of new school development. However possible remediation measures could include creation of a buffer zone, or full reconstruction of the wall. Both of these measures would be incorporated into the design of the new school on Lyttelton Main and do not present any safety issues at present.

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. An explanation of property information is contained in Appendix three.
71. The replacement of the buildings of the Lyttelton Main School site was already indicated and, regardless of the outcome of your decision, a rebuild of this site would need to occur. The table below outlines the costs of the proposal and of maintaining the status quo.

Revised indicative property costs – Minister’s Proposal

Proposal	Cost	Details
Rebuild Lyttelton Main School	\$6.50 million	Based on the School Property Guide Calculator if a new school was provided for 400 learners the estimated cost would be \$7.5 – 8.0 million. The new school indicative cost for a school of 241 learners is \$6.5 – 7.0 million. The new school indicative cost for a school of 200 learners is \$6.0 – 6.5 million.
Additional teaching space allowance at Lyttelton Main School for Lyttelton West School learners	\$0.46 million	2 additional teaching space, based on network analysis.
Allowance for purchase of Police site	\$0.10 million	Potential for site expansion, may be at little/no cost.
Other costs – ECE centre to be surveyed and established as a stand alone facility	\$0.10 million	
Total	\$7.16 million	
Lyttelton Main roll – 114		10 October 2012 roll of Lyttelton Main.
Redistributed roll from Lyttelton West – 127		10 October 2012 roll of Lyttelton West.
New combined Roll - 241		Combined 10 October 2012 roll.
Cost per learner*	\$29,710	

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

Alternative Proposal 1 – Lyttelton West to remain open

Proposal	Cost	Details
Repairs to Lyttelton West School	\$0.89 million	Indicative repair cost to Lyttelton West.*
Rebuild of Lyttelton Main School	\$6.50 million	The new school indicative cost for a school of 200 learners is \$6.0 – 6.5 million.
Other costs	\$0.00 million	Nil.
Total	\$7.39 million	
Lyttelton Main roll – 114		10 October 2012 roll of Lyttelton Main.
Redistributed roll from Lyttelton West – 127		10 October 2012 roll of Lyttelton West.
Total Lyttelton Roll – 241		Combined 10 October 2012 roll.
Cost per learner	\$30,664*	

* The indicative repair cost and therefore the cost per learner does not include the unknown cost of ground remediation including the tunnel issues.

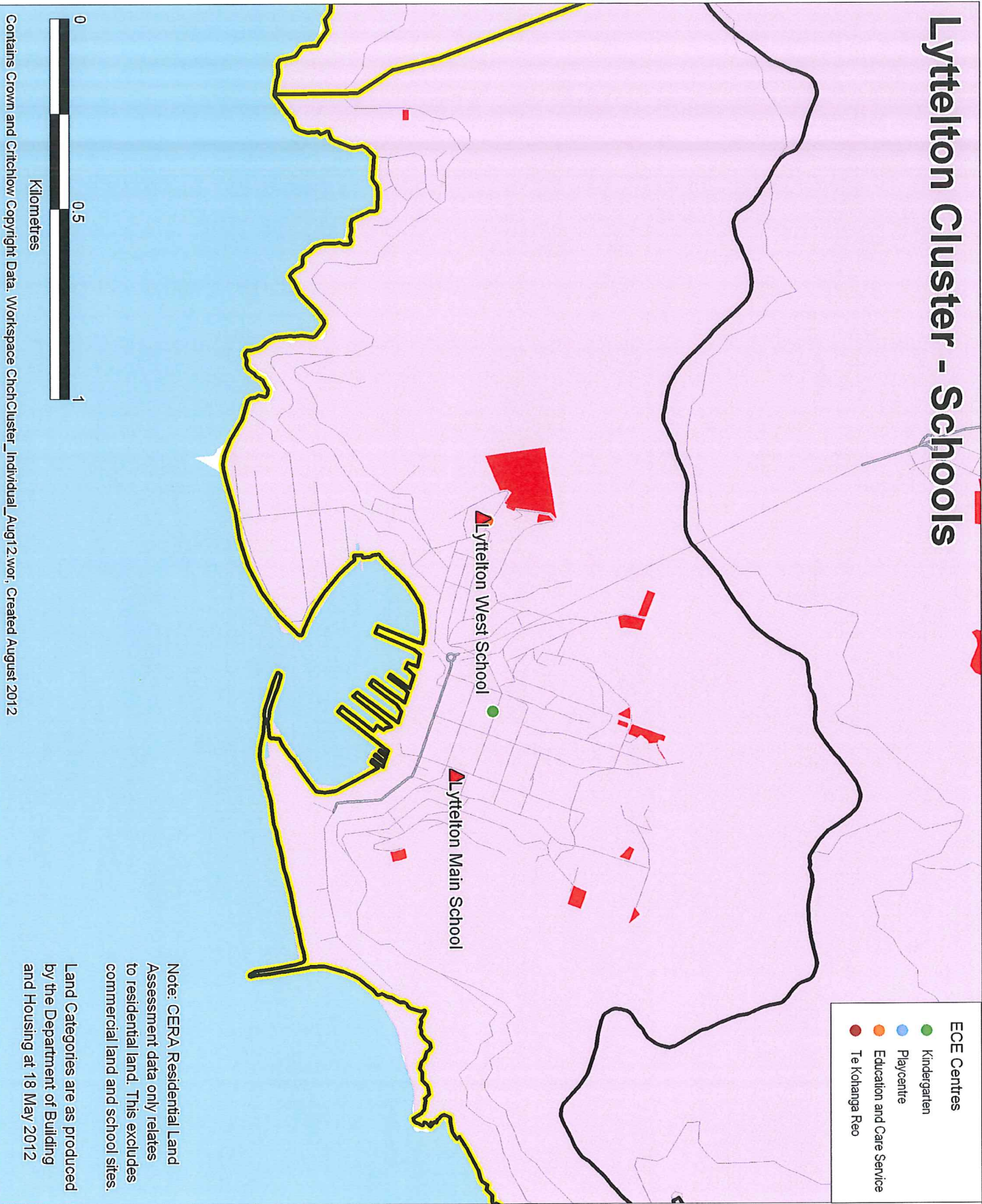
72. A significant consideration is that the costs for Lyttelton West School do not make any allowance for the remediation of the ground conditions, tunnels or additional foundation work required if redeveloped.

Conclusion and Next Steps

73. The Ministry's view is that you should proceed with the proposal that Lyttelton Main School and Lyttelton West School merge. It is proposed that the Lyttelton Main School site be the continuing site because of constraints associated with the Lyttelton West School site, including underground tunnels, which will limit future development. The rationale for the merger is that:
- Lyttelton does not have a sufficiently large enough school age population to support two primary schools.
 - The two schools are less than one kilometre apart.
 - Both schools have low rolls and are operating well below peak roll capacity.
74. The proposal to merge the schools presents an opportunity to unite the Lyttelton schooling community and for a new learning environment for Lyttelton learners to be built on the Lyttelton Main School site.
75. If after considering the information in this report you decide that Lyttelton Main School and Lyttelton West School should merge, letters will be developed for your signature inviting the Boards of Trustees to provide you within 28 days of the date of the letter with any further reasons why the schools should not merge.
76. Once your decision has been made, the Ministry recommends that a copy of this report be released to Lyttelton Main School and Lyttelton West School Boards of Trustees.
77. Letters to the local Members of Parliament advising them of your decision will be prepared for you once that decision is known.

Map of the Lyttelton Cluster

Lytelton Cluster - Schools



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

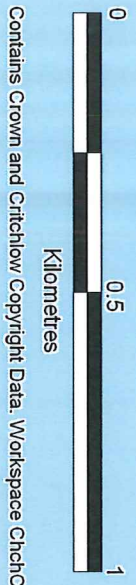
- Road
- Main Road
- River - Line
- River - Region
- Sea
- UDS Residential Growth Area
- Secondary Clusters
- Primary Clusters
- CERA "Red Zone" Land Assessment at 16 August 2012
- CERA "White Zone" Land Assessment at 16 August 2012

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

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

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

Land Categories are as produced by the Department of Building and Housing at 18 May 2012



Rationale for Change Document

Appendix Two

Lyttelton Main School – Rationale for change

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

Why is change needed?

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

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

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

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

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

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

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

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

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

Why is it proposed my school merge?

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

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

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

The two schools in the Lyttelton cluster are less than 1 km apart. Both have small rolls and are operating well below peak roll capacity, so there is an over-supply of primary school age provision in the area.

Lyttelton does not have a sufficiently large enough school age population to support two primary schools. Because Lyttelton is an isolated community learners from surrounding catchment areas are unlikely to attend a Lyttelton school

It is therefore proposed to merge the two schools.

The Lyttelton Main site was chosen as the continuing site because of constraints associated with the Lyttelton West site, including underground tunnels, which will limit future development. There is also an unoccupied private school site close to the Lyttelton Main site which could potentially to be used for future development.

Land

Technical categories have not been assigned to Lyttelton properties.

Preliminary assessments suggest geotechnical considerations are likely to be a factor when undertaking development at this site. Significant foundation engineering is likely to be required. A full site wide geotechnical investigation is currently being prepared.

Buildings

The buildings on the Lyttelton Main Primary School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to realigning timber piles.

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.

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

All school buildings were already earmarked and funded for replacement prior to the earthquakes.

¹ This figure includes international fee-paying students.

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for Lyttelton Main Primary School <i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed.</i>	\$1.0 million
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The majority of the above cost is structural strengthening and works associated with maintenance of the buildings.

**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

Lyttelton Main School had a July 2012 roll of 113, which is less than the roll in 2008 and 2010.

Lyttelton West School had a July 2012 roll of 134 which is virtually double its 2008 roll.

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

School Name	Type	Authority	2008	2010	2012
Lyttelton Main School	Full Primary (Year 1-8)	State	134	133	113
Lyttelton West School	Full Primary (Year 1-8)	State	65	114	134
Total			199	247	247

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

Student Distribution patterns³

Analysis of July 2012 student address data shows approximately 250 year 1-8 students reside in the Lyttelton cluster.

Of these, 91% attend a state school, 7% attend a state integrated school, and 2% attend a private school.

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

School	Authority	# students ⁴	% ⁵
Lyttelton Main School	State	106	42.4%
Lyttelton West School	State	104	41.6%
Rudolf Steiner School (Chch)	State Integrated	12	4.8%
Heathcote Valley School	State	6	2.4%
Governors Bay School	State	4	1.6%
The Cathedral Grammar School	Private	3	1.2%
Christchurch South Intermediate	State	3	1.2%
Middleton Grange School	State Integrated	2	0.8%
St Mark's School (Christchurch)	State Integrated	2	0.8%
Redcliffs School	State	2	0.8%

Approximately the same number of year 1-8 students who live in the Lyttelton cluster attend Lyttelton Main School as attend Lyttelton West School.

Population change⁶

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

At March 2010 approximately 3% (8) of the 275 year 1-8 students⁷ residing in the Lyttelton cluster lived within areas now classified as "Red Zone"⁸ land by CERA.

At March 2012, the same number 3% (8) of the 243 year 1-8 students residing in the Lyttelton cluster lived within these areas.

There are small areas of CERA 'Red Zone' land within the Lyttelton cluster but no proposed greenfield residential development.

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

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 Student address records are geocoded (address matched) records from the respective school roll returns. Not all records were address matched.

⁸ CERA Red Zone data at 24 August 2012

On this basis the scale of household change in this area is expected to have little impact on future demand for local primary schooling provision.

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

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

Eighty nine percent (223) of the 250 year 1-8 students who live in Lyttelton are within 1 km of a state primary school, based on address matched July 2012 student address records.

Under the proposed merger, 69% of students would reside within 1 km of a state school (Lyttelton Main site). Only 55% of students in the cluster reside 1 km of Lyttelton West School.

Lyttelton Main School

Currently, 84% of Lyttelton Main School students reside within 1 km of Lyttelton Main School.

Lyttelton West School

Currently, 52% of Lyttelton West School students reside within 1 km of Lyttelton West School.

Under the proposed merger, 38% of current Lyttelton West School students would reside within 1 km of the local state primary provider (on the Lyttelton Main site). Sixty seven percent of current Lyttelton West students reside within 2 km of the Lyttelton Main site.

Proposed Merged Schools

Fifty nine percent of current Lyttelton Main and Lyttelton West School students reside within 1 km of the Lyttelton Main site.

Because Lyttelton does not have a sufficiently large enough school age population to support two primary schools, merging Lyttelton Main and Lyttelton West Schools will support continued provision of teaching and learning in the township.

Merging Lyttelton West School would enable funding to be invested at Lyttelton Main School where 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.

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

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 Lyttelton Main and Lyttelton West 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?

These proposed changes are intended to ensure continued and sustainable teaching and learning within the Lyttelton township.

Facts and Figures

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

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

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

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

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

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

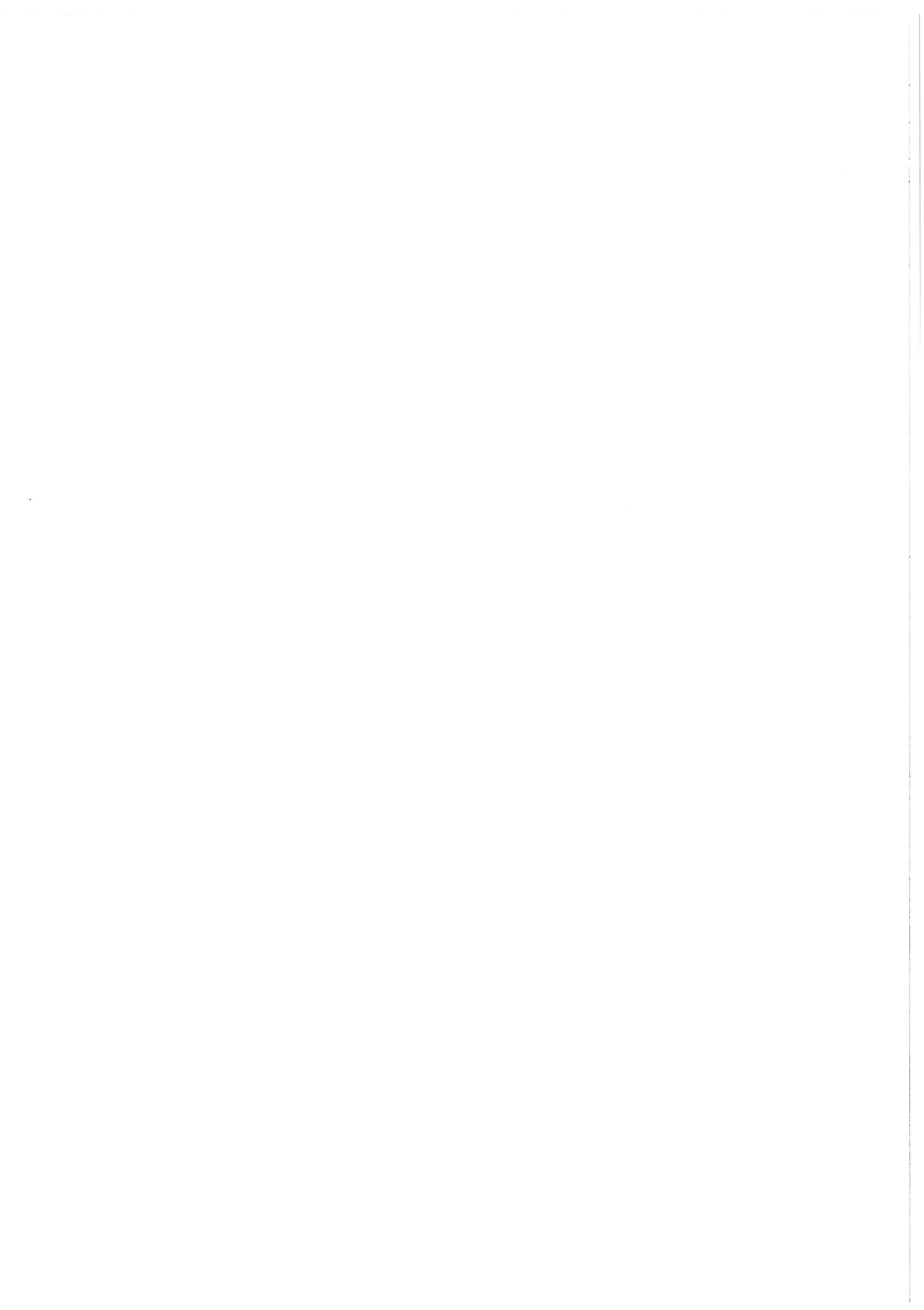
Peak rolls used: Primary – the October 2011 roll

Secondary and Intermediate – the March 2012 roll return

Relevant reports and documentation will be provided.

Contact us

Email us shapingeducation@minedu.govt.nz



Lyttelton West School – Rationale for change

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

Why is change needed?

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

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

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

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

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

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

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

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

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

Why is it proposed my school merge?

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

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

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

The two schools in the Lyttelton cluster are less than 1km apart. Both have small rolls and are operating well below peak roll capacity, so there is an over-supply of primary school age provision in the area.

Lyttelton does not have a sufficiently large enough school age population to support two primary schools. Because Lyttelton is an isolated community learners from surrounding catchment areas are unlikely to attend a Lyttelton school

It is therefore proposed to merge the two schools.

The Lyttelton Main site was chosen as the continuing site because of constraints associated with the Lyttelton West site, including underground tunnels, which will limit future development. There is also an unoccupied private school site close to the Lyttelton Main site which could potentially to be used for future development.

Land

Technical categories have not been assigned to Lyttelton properties.

The school is located on a steep slope with an extensive series of terraces and retaining walls and there is a history of problems relating to the tunnel gullies at this site, which is not related to seismic risk. Potential consequences of tunnel gullies are significant.

A site wide investigation programme has commenced.

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

Buildings

The buildings on the Lyttelton West 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 buildings.

Some buildings will also 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.

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

¹ This figure includes international fee-paying students.

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for Lyttelton West Primary School <i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed</i>	\$0.9 million
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The above costs are predominately split between earthquake remediation works 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 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

Lyttelton West School had a July 2012 roll of 134 which is virtually double its 2008 roll.

Lyttelton Main School had a July 2012 roll of 113, which is less than the roll in 2008 and 2010.

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

School Name	Type	Authority	2008	2010	2012
Lyttelton Main School	Full Primary (Year 1-8)	State	134	133	113
Lyttelton West School	Full Primary (Year 1-8)	State	65	114	134
Total			199	247	247

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

Student Distribution patterns³:

Analysis of July 2012 student address data shows that approximately 250 year 1-8 students reside in the Lyttelton cluster.

Of these, 91% attend a state school, 7% attend a state integrated school and 2% attend a private school.

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

School	Authority	# students ⁴	% ⁵
Lyttelton Main School	State	106	42.4%
Lyttelton West School	State	104	41.6%
Rudolf Steiner School (Chch)	State Integrated	12	4.8%
Heathcote Valley School	State	6	2.4%
Governors Bay School	State	4	1.6%
The Cathedral Grammar School	Private	3	1.2%
Christchurch South Intermediate	State	3	1.2%
Middleton Grange School	State Integrated	2	0.8%
St Mark's School (Christchurch)	State Integrated	2	0.8%
Redcliffs School	State	2	0.8%

Approximately the same number of year 1-8 students who live in the Lyttelton cluster attend Lyttelton Main School as attend Lyttelton West School.

Population change⁶

Percentage of March 2010 and March 2012 student address records in Red Zones within the cluster

At March 2010 approximately 3% (8) of the 275 year 1-8 students residing in the Lyttelton cluster lived within areas now classified as "Red Zone"⁷ land by CERA⁸.

At March 2012, the same number 3% (8) of the 243 year 1-8 students residing in the Lyttelton cluster lived within these areas.

There are small areas of CERA 'red zone' land within the Lyttelton cluster but no proposed Greenfield development.

On this basis the scale of household change in this area is expected to have little impact on future demand for local primary schooling provision.

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

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

⁸ Student address records are geocoded (address matched) records from the respective school roll returns. Not all records were address matched.

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?

Eighty nine percent (223) of the 250 year 1-8 students living in Lyttelton are within 1 km of either state primary school, based on address matched student July 2012 address records.

Under the proposed merger, 69% of students would reside within 1 km of a state school (Lyttelton Main site). Only 55% of students in the cluster would reside within 1 km of Lyttelton West School.

Lyttelton West School

Currently, 52% of Lyttelton West School students reside within 1 km of Lyttelton West School.

Under the proposed merger, 38% of current Lyttelton West School students would reside within 1 km of the local state primary provider (on the Lyttelton Main site). 67% of current Lyttelton West students reside within 2 km of the Lyttelton Main site.

Lyttelton Main School

Currently, 84% of Lyttelton Main School students reside within 1 km of Lyttelton Main School.

Proposed Merged Schools

59% of current Lyttelton Main and Lyttelton West School students reside within 1 kilometre of the Lyttelton Main site.

Because Lyttelton is isolated and does not have a sufficiently large enough school age population to support two primary schools, merging Lyttelton Main and Lyttelton West schools will support continued provision of teaching and learning in the township.

Merging Lyttelton West School would enable funding to be invested in Lyttelton Main School where the 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 Lyttelton West and Lyttelton Main 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?

These proposed changes are intended to ensure continued and sustainable teaching and learning within the Lyttelton township.

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.

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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

Property Implications

1. Cost per learner is the cost of each proposal or alternative proposal divided by the number of affected learners.
2. The costs for Lyttelton West School do not make any allowance for the remediation of the ground conditions, tunnels or additional foundation work required if re developed.
3. The calculation for Teaching Space Allowance is based on the Ministry's standard allowance for a roll growth classroom, and additional allowance for site specific conditions and infrastructure.
4. Additional allowance for site specific conditions and infrastructure will be assessed on a site by site basis at the time of project planning. This figure has been used to provide consistent indicative cost estimates.
5. Primary School – Teaching Space Allowance

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

6. Increases to non teaching spaces will be assessed at each site, but no allowance has been made in any of the above figures,
7. Indicative Ten Year Property Costs information - The figures may vary from amounts previously presented and may be subject to 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.

Property Implications

1. Cost per learner is the cost of each proposal or alternative proposal divided by the number of affected learners.
2. The costs for Lyttelton West School do not make any allowance for the remediation of the ground conditions, tunnels or additional foundation work required if re developed.
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.
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Standard allowance	\$197,520
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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.