

Education Report: Proposed Merger of Phillipstown School (3474) and Woolston School (3601)

Executive Summary

1. This report seeks a decision on the proposed merger of Phillipstown School and Woolston School under section 156A of the Education Act 1989.
2. On 13 September 2012, you announced the proposed merger, effective the beginning of 2018, as part of changes to education provision in greater Christchurch. On 28 September 2012 you initiated formal consultation on the proposal to merge Phillipstown and Woolston Schools.
3. The proposal was based on the small rolls of the schools (Phillipstown School had a roll of 155 as at July 2012 and Woolston School had a roll of 241 as at July 2012), the oversupply of primary school places in the area and the damage to the area around both schools. For the wider cluster of which these schools are a part, you have also proposed the following:
 - a. Relocation of Linwood College to the Linwood College lower fields site.
 - b. Merger of Bromley School and Linwood Avenue School on the current Bromley School site.
 - c. The closure of Linwood Intermediate School.
4. The Boards of Trustees of Phillipstown and Woolston Schools, with the assistance of a facilitator, have undertaken consultation with their communities about the proposal.
5. The Board of Phillipstown School does not agree with the merger proposal. The Board considers that the loss of the school on its current site would be detrimental to learners and the community. They raise particular concerns about access to schooling for the learners currently attending Phillipstown School whose families do not have cars, and the loss of the school's technology centre as a resource for learners at the school and wider community. The Ministry's analysis shows that there will still be convenient access for the vast majority of Phillipstown learners if the merger is progressed. The Ministry will also ensure that technology provision continues to be available to learners following the merger. A number of options for this provision have been identified.

6. The Board of Woolston School also disagrees with the merger proposal. The Board believes that retaining the culture of its school is important. They note that a significant amount of money has been spent on the Woolston School buildings in recent years, and raise concerns about access for learners to the proposed new school site. They also state concerns about losing the benefits of the school's bilingual unit. The Board of Woolston School proposed in its submission that Phillipstown and Bamford Schools are closed, and that the learners are accommodated at Woolston School and other schools in the network. The Ministry believes that a merger of Phillipstown and Woolston would be preferable so that representatives of the Phillipstown community can be part of setting the strategic direction of the newly merged school. The Ministry does not agree with closing Bamford School, as Bamford is currently required in the school network.
7. However, the Ministry agrees with the Woolston School Board that the Woolston School site is well-situated as the site for the newly merged school, due to the location of other schools in the network and the possibility of acquiring the Woolston Park site for educational use. It has also become clear that the cost of retaining and repairing the property at Woolston School is significantly lower than the cost of the new school on the Linwood College site, and additional information has been received indicating that building on the Linwood College site will incur additional costs due to geotechnical requirements.
8. For these reasons, the Ministry recommends the merger of Phillipstown School and Woolston School as a Year 1-8 school on the current Woolston School site, rather than on the Linwood College site. Woolston School would be the continuing school and there would be a ministerially appointed board. If you decide to approve the merger, the Ministry recommends that it takes effect on 27 January 2014 rather than the beginning of 2018 as originally proposed.
9. If you agree, this change of proposed site will be included as part of the next round of consultation on the merger proposal.
10. 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 provided about the responses to the consultation by the Boards with their school communities about a proposed merger of Phillipstown School and Woolston School;
- b. **note** that the Boards of Phillipstown School and Woolston School do not agree with the proposal to merge the two schools;
- c. **agree** that Phillipstown School and Woolston School be merged under section 156A of the Education Act 1989 and that this should be on the Woolston School site;

AGREE / DISAGREE

- d. **note** the change of site from the original proposal;
- e. **agree** that your preference is for Woolston School to be the continuing school and for it to be governed by an appointed Board of Trustees during the "interim period";


AGREE / DISAGREE

- f. **agree** that your preferred date for the merger to take effect is 27 January 2014;


AGREE / DISAGREE

- g. **note** that letters to the school Boards, sector groups and 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 Phillipstown School and Woolston School.


AGREE / DISAGREE



Katrina Casey
Deputy Secretary
Regional Operations

Encls



Hon Hekia Parata
Minister of Education

23/1/13

Education Report: Proposed Merger of Phillipstown School (3474) and Woolston School (3601)

Purpose

1. This report provides you with information about the responses to the consultation by the Boards of Trustees of Phillipstown School and Woolston School on the proposal to merge the two schools.

Background

2. Phillipstown School is a decile 1, Year 1-8 full primary school in the Linwood Learning Community Cluster in the Christchurch Central electorate. A map of the area is attached as Appendix One. The July 2012 roll of the school was 155 which included 61 Māori, 22 Pasifika, 51 New Zealand European, 14 Asian and seven learners of other ethnicities.
3. Woolston School is a decile 2, Year 1-8 full primary school in the Linwood Learning Community Cluster in the Port Hills electorate. The July 2012 roll of the school was 241, which included 108 Māori, 23 Pasifika, 102 New Zealand European, six Asian and two learners of other ethnicities.
4. On 13 September 2012 you announced a number of proposals for changes to education provision in greater Christchurch. This announcement included the proposal to merge Phillipstown and Woolston Schools.
5. On 28 September 2012 you wrote to the Boards of Trustees of Phillipstown and Woolston Schools and initiated consultation on the possible merger of the two schools on the current site of Linwood College. That consultation period ended on 7 December 2012.

Reasons for Considering Merger

6. Phillipstown and Woolston Schools both have relatively small rolls, both have suffered significant earthquake damage, and both require other property related issues to be addressed.
7. The schools each have small sites and are situated in an area where there is an over-supply of primary provision. Proposals have been made for other changes to schooling in the Linwood Learning Community Cluster to help manage this situation across the cluster.
8. The original proposal was to merge Woolston School and Phillipstown School on the more centrally located Linwood College site and provide it with modern schooling facilities.
9. Since this proposal was developed, the Ministry has received information showing that building on the Linwood College site will incur additional costs due to geotechnical requirements. In addition the costings for remediation of the Woolston School site indicate that it would be viable despite land damage in the form of a sinkhole that will need to be repaired. This was proposed in the submission from the Woolston School Board of Trustees.

10. Within the context of the wider network changes for the Linwood Cluster, merging the schools on the Woolston School site would result in less change for these communities. The proposed change of site also sits well in terms of education facility placement in the local network and is significantly more cost effective than building a new school.
11. The Ministry notes that if the Woolston School site is the site for the proposed merged school, it could facilitate the further development of the current bilingual provision, and possible expansion of it to include Samoan – English bilingual provision. The Board of Woolston School has also indicated that it could investigate the development of Early Childhood Education bilingual or immersion provision.
12. The Ministry is confident that technology provision currently available through Phillipstown School can be accommodated within the proposed changes to the cluster.
13. Your original proposal was for Phillipstown School and Woolston School to merge in a new school at the Linwood College site at the beginning of 2018. The Ministry recommends that if you agree that the schools should merge on the Woolston School site, that you change your preferred date to 27 January 2014 and that the schools operate on split sites while the necessary property work at Woolston School is undertaken. An earlier merging date allows the Board of Trustees, Principal and senior management team to start considering the needs of its new community, and to be involved in the design of the five additional teaching spaces required, to ensure that these meet the needs of their learners.

Learning Community Cluster Proposal

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

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

15. You have been provided with a report on the proposed merger of Bromley School and Linwood Avenue School (Metis 741570). This report recommends that the two schools are not merged but are retained as separate schools.
16. The Rationale for Change documents for Phillipstown and Woolston Schools are attached as Appendix Two.

The Merger Process

17. 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).
18. When two schools are merged, neither is legally closed, but one school is identified as the continuing school. All of the assets, debts and liabilities of the merging school become those of the continuing school.
19. 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.
20. 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.
21. If this merger is agreed it would generate EDI funding and Joint Schools Initiative Funding (JSIF), in line with the EDI policy. These funds are used for projects that support learner achievement, psycho-social needs, transition and change management within and across schools and Learning Community Clusters.

Consultation under Sections 156 and 157 of the Education Act 1989

22. 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 Phillipstown School and Woolston School

23. On 13 September you called a meeting of all schools affected by the proposals around closures and mergers. You also wrote to the Boards of the schools on 28 September 2012, and you met with the Boards of Phillipstown and Woolston Schools to discuss the proposal on 31 October 2012.
24. The Ministry also held three information workshops on the consultation process for Board Chairs and facilitators for the schools engaged to undertake the consultation. It was made clear to the Boards at these meetings that no decision about merger had been predetermined. Regular contact has been maintained with representative Board members and the Principals.
25. Each Board appointed a facilitator to undertake consultation on its behalf. These were submitted to the Ministry by 7 December 2012 and you were provided with copies on 14 December.

26. In addition to the formal submissions from the Boards of Trustees, you also received one letter about the Linwood cluster of schools from a member of the public and one letter about the proposed merger from Hon Ruth Dyson.
27. The Board of Phillipstown School does not support the proposal to merge. Its submission is summarised below.
 - a. The Board has identified the importance of the school to the local community, especially given the vulnerability of this population post disaster.
 - b. The submission notes the importance of the technology centre as a resource to the wider education network and raises concern that the Ministry's rationale for change is generic and lacks specific information about the Phillipstown site.
 - c. The Board considers it has not been provided with full information from the reports that informed the current proposal.
 - d. The Board states that the proposal does not contain any evidence that it is in the best interests of children.
28. The Board provided a counter proposal that proposes that Phillipstown School remain on its current site while investigating options for developing the school including:
 - a. modern learning environments
 - b. seamless education for learners aged 2-15 years
 - c. extending the services of the technology centre
 - d. extending the before and after school care, holiday
 - e. programmes, and having a breakfast club
 - f. expanding Māori and Samoan medium education.
29. The Woolston Board of Trustees also opposes the merger proposal. Their submission includes the following reasons for disagreeing with the proposal:
 - a. \$1.5 million has been invested in the school's property over the last few years.
 - b. The school's roll has been growing since the appointment of a new Principal.
 - c. It believes that retaining the culture of the school is important.
 - d. There are access concerns for learners at the proposed new school site.
 - e. Māori learners achieve well within Woolston School.
 - f. There are concerns about losing the benefits of the bilingual unit and the loss of cultural identity for these learners.
30. The submission from the Board of Woolston School also notes that members of the Woolston community who responded positively to the proposed merger acknowledged the benefits of new facilities and other financial benefits in a low socio-economic area.

31. The Woolston School Board of Trustees also provided a counter proposal, which is that Bamford School and Phillipstown School close and learners transition to Woolston School or alternative local schools. The submission emphasised the importance of the bilingual classes at Woolston School, which have increased from two to three over 2012, and are expected to grow to four in 2013. Woolston School has the largest bilingual provision in the South Island.

Consultation with the Boards of schools whose rolls might be affected

32. On your behalf, the Ministry undertook consultation with the Boards of Christchurch East School, Linwood College and Linwood Avenue School. The feedback which the Ministry received was as follows:
- a. Christchurch East School
The Commissioner replied stating that Christchurch East School believes that the merger of Phillipstown and Woolston schools would have a small to medium impact on Christchurch East School and it would welcome any resulting enrolments. The Commissioner also identifies that the school currently provides an effective and reputable technology education service to a number of schools and recommends that support for provision of these services continues.
 - b. Linwood College
The Board and Principal of Linwood College note that the relocation of Linwood College provides the opportunity for the college to become a future technology provider for Year 7 and 8 learners. They identify the success of their current robotics programme and suggest this could be extended to include Year 7 and 8 learners. Lastly, they note that they have an existing relationship with the Canterbury Trades College and are in the process of formalising a partnership with the University of Canterbury Computing Science School.
 - c. Linwood Avenue School
The Principal of Linwood Avenue School contributed to a submission from the Linwood Learning Cluster.
33. A response was also received from the Linwood Learning Community Cluster. The cluster principals agree that there is now a unique opportunity to address the educational needs of all learners in the community. They have agreed, once final proposals are announced, to discuss these implications and seek new ways to unify education endeavours for their community. They are seeking the Ministry's support to develop a coherent approach to education across the cluster from early childhood to Year 13.

Ministry Comment

34. The Ministry is aware that the Boards, staff, learners and families of the schools directly and indirectly affected by this proposal have already undergone significant change and stress as a result of the earthquakes of 2010 and 2011. Further change will add to the challenges they are experiencing, and currently the schools provide a central focus for their communities.

The counter proposal from the Woolston School Board of Trustees

35. The Woolston School Board proposed the closure of Bamford School and Phillipstown School and that learners from these schools be absorbed into the local schooling network.
36. The Ministry believes that a merger of Phillipstown and Woolston Schools is preferable to the closure of Phillipstown, as it allows the appointed Board to create a strategic vision that reflects the needs and aspirations of the learners that make up its new school community and for parent representatives from the Phillipstown community to be part of this process.
37. Bamford School is currently required as part of the schooling network, and so the Ministry does not agree with the Woolston School Board's suggestion to close Bamford.
38. The Ministry considered the suggestion that the merged school be located on the Woolston School site, and accepts the Board's suggestion that this would be a better location for the school than the Linwood College site, due to the location of other schools in the network and the costs of repairs to Woolston School. The Ministry is in discussions with CERA and the Christchurch City Council about a possible land swap for the Woolston Park site that is located next to Woolston School. This would give options for an education hub on the larger site.

Access to school

39. Currently, learners attending Phillipstown School are able to walk to school safely. The submission from the Board of Phillipstown School identified that additional distance will provide a challenge for many of these families who do not have access to a vehicle.
40. Based on July 2012 student address data, 25% of Phillipstown learners reside further than 1.25 kilometres from the school. For these students, Phillipstown School is not their closest school. At July 2012, all Phillipstown learners resided within 1.25km of their closest state primary school.
41. The location of the merged Phillipstown-Woolston School at the Linwood College site would mean that no Phillipstown School learners would reside further than 1.25km from their closest state primary school.
42. The location of the merged Phillipstown-Woolston School at the current Woolston School site rather than the Linwood College site means that 11 Phillipstown School learners would reside further than 1.25km from their closest state primary school. However, the maximum distance any of these learners would reside from their nearest state primary school is 1.36 kilometres (based on July 2012 student address data).
43. The Ministry therefore considers that progressing a merger would not result in additional hardship for current Phillipstown School learners.

Impact of change on the community

44. The Ministry acknowledges that many people in this community have experienced challenging times over the last two years. Further challenges associated with change to the schooling network are also acknowledged, but the Ministry is confident that, in the longer term, the needs of these priority learners will be best met through the merger proposal. If your decision is to proceed with the merger, the Ministry will appoint a change manager to assist with the merger process, and to support the two schools through this change. The Ministry will work closely with the Board and the change manager to offer further support if required.

Education Provision at the Two Schools

45. The Education Review Office (ERO) last reviewed Phillipstown School in April 2010. In its report, ERO stated that:

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

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

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

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

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

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

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

46. ERO last reviewed Woolston School in August 2012. In its report, ERO stated that:

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

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

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

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

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

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

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

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

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

Priority Learners

47. Phillipstown School had a July 2012 roll of 155, which included 39.4% Māori and 14.2% Pasifika learners. The July 2012 roll of Woolston School was 241, which included 44.8% Māori and 9.5% Pasifika learners.

48. Phillipstown School shares its site with a Kōhanga Reo. Te Hohepa Te Kōhanga Reo was established in 1989. The kōhanga's building is owned by the Ministry and sits at the rear of the school site, independently accessed from Phillips Street.
49. Te Kōhanga Reo National Trust has requested that Te Hohepa Te Kōhanga Reo remain on the current site and that the Ministry issue it with a long-term building lease.
50. Providing Te Hohepa Te Kōhanga Reo with a long-term lease meets the outcomes in the Early Learning Foundations section of the Shaping Education Renewal programme in greater Christchurch: ensuring that the identity, language, and cultures of learners continue to be valued and supported by working with Te Kōhanga Reo National Trust to secure and strengthen the role of Kōhanga Reo.
51. Woolston School provides Māori medium education at levels 1 through 4.
52. ERO commented in its last report on Phillipstown School that:
Māori students continue to achieve well, with many of them achieving at higher levels than their non-Māori peers in reading.
53. In its 2012 report on Woolston School, ERO commented that:
The school effectively promotes and supports Māori students' success. The school has a bilingual unit for selected Māori students to learn both te reo Māori and English. Since the beginning of 2012, when two classrooms were in operation, the number of students has increased to the point where three classes now meet the needs of these tamariki. There are similar numbers of Māori students in mainstream classes.

Areas of strength

Students in the bilingual unit show higher achievement levels than students elsewhere in the school.

Students respond positively to the high quality of the teaching in the bilingual unit. They feel excited about their learning and are enthusiastic to achieve the high aspirations they and their whānau have set.

Students from the bilingual unit are well integrated into the school as a whole and make a significant contribution to the positive, culturally inclusive nature of the school.

Māori students throughout the school take pride in the many ways they can and do achieve as Māori. These achievements are regularly shared with whānau, the rest of the school and the community.

Area for review and development

The school is aware that next steps for the bilingual unit include to:

- *strengthen strategic planning so that it identifies priorities for future development in this part of the school*
- *use the data about achievement to clearly identify the factors that are having such a positive impact on students' rates of progress.*

Ongoing Resourcing Scheme (ORS)

54. As at 1 July 2012, both Phillipstown School and Woolston School had two learners accessing the Ongoing Resourcing Scheme (ORS). One ORS learner at Phillipstown School is an ORS extension student, and the other was very high needs. Both learners at Woolston School were high needs.

Options for the Governance of the Merged School

55. 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 (a set period prior to the merger until the election three months after the merger). The membership 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 rather than the current Woolston Board, and will have representation from the Phillipstown School Board. The Ministry would then seek nominations to the appointed board and seek your agreement to its appointment.
56. The appointed board would take over from the current Board of Trustees of Woolston School from a date to be determined. It would govern Woolston School through to the merger date and also oversee the merger process.

Staffing

57. At the end of the 2012 school year, Phillipstown School was resourced for 19.7 Full Time Teacher Equivalents (FTTE) and Woolston School was resourced for 14 FTTE. Staffing entitlements change throughout the year as a school's roll grows.
58. Staffing rolls are confirmed in March of each year, and as at March 2012, Phillipstown School was entitled to 18.6 FTTE and Woolston School was entitled to 11 FTTE. If these schools had been merged at that time, the FTTE for the merged school would have been 28.5 FTTE, a decrease of 1.1 FTTE. This figure is based on the assumption that all learners currently on the rolls of the two schools would have gone to the merged school.
59. If you decide the two schools should merge, and a 28 day consultation takes place, the Ministry will provide you with updated staffing data for 2013.

Financial Implications

60. If your decision is that the schools should merge, or you decide to proceed with further options for consultation on the future of the schools, estimates of the savings to the Crown in operational funding will be prepared for your information.

Property Implications

Background Rationale

61. The buildings on the Phillipstown School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes, to potentially requiring demolition of the hall. Some buildings will also require earthquake strengthening. Buildings on site have also been flagged for weather tightness remediation.
62. Surrounding land is a combination of CERA technical category 2 (TC2) and technical category 3 (TC3). Preliminary assessments suggest geotechnical considerations are likely to be a factor when undertaking development at this site. Significant foundation engineering is likely to be required.
63. The indicative cost to repair the property at Phillipstown School is \$3.5 million
64. Some buildings on the Woolston School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes, to re-levelling floors. Some of these buildings will also require earthquake strengthening. There are currently no weather tightness issues known at the school as assessed by the national survey and subsequent inspections.
65. Surrounding land is a combination of CERA technical category 2 (TC2) and technical category 3 (TC3). Preliminary assessments suggest geotechnical considerations are likely to be a factor when undertaking development at this site. There is a sinkhole that will need to be repaired, and significant foundation engineering is likely to be required.
66. The indicative cost to repair the property at Woolston School is \$1.7 million.

Proposal Analysis

67. The land at Linwood College site has experienced liquefaction, but the absence of lateral spreading means that damage due to subsidence is likely to be limited, compared with the liquefaction induced lateral spreading and consequent damage to other parts of Christchurch.
68. The Woolston School site is a viable option, but significant foundation engineering is likely to be required.
69. Detailed Engineering Evaluations (DEE) are yet to be undertaken. When these investigations are completed the updated information will be issued to the Boards of the schools. The reports, when available, are expected to confirm the desktop analysis of the amount of structural strengthening required.
70. The following costings have been developed for comparison costs. The proposals presented include a range of possible changes to the schooling network, including those that have been proposed as part of the formal consultation process.

Property Entitlement

71. The Ministry used a number of data sources to provide an estimated cost per learner for the original proposal and alternative proposals put forward by the schools.
72. These sources were:
- The latest indicative property cost information.
 - October 2012 roll information.
 - Network analysis of the estimated additional required teaching spaces required.
73. An explanation of property information is contained in Appendix three.

Revised indicative property costs – Minister’s Proposal Merge Woolston and Phillipstown Schools on new site, school to remain Year 1-8

Proposal	Cost	Details
Closure of Phillipstown School	\$0.0 million	Closure of school. No repairs or remediation required, normal disposal costs could be applicable
Closure of Woolston School	\$0.0 million	Closure of school. No repairs or remediation required, normal disposal costs could be applicable
New school on current Linwood College site property entitlement	\$10.5 million	Based on the School Property Guide Calculator, if a new school was provided for 423 learners the estimated cost would be \$9.5 – 10.5 million
Other costs – ECE at Phillipstown School to be surveyed and established as a stand alone facility	\$0.10 million	
Total	\$10.60 million	
New combined roll – 423		10 October 2012 combined roll of Phillipstown (163) and Woolston Schools (260)
Cost per learner	\$25,059	

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

Revised indicative property costs – Minister’s Proposal including Linwood Intermediate closure. Merged school to remain Year 1-8

Proposal	Cost	Details
Closure of Phillipstown School site	\$0.0 million	Closure of site. No repairs or remediation required, normal disposal costs could be applicable
Closure of Woolston School site	\$0.0 million	Closure of site. No repairs or remediation required, normal disposal costs could be applicable
New school built on current Linwood College site property entitlement	\$11.00 million	Based on the School Property Guide Calculator. if a new school was provided for 466 learners the estimated cost would be \$10.0 – 11.0 million
Other costs – ECE at Phillipstown School to be surveyed and established as a stand alone facility	\$0.10 million	
Total	\$11.1 million	
New combined roll - 466		10 October 2012 combined roll of Phillipstown (163) and Woolston Schools (260) and the number of Linwood Intermediate students in the likely catchment of the proposed merged Phillipstown / Woolston School (43)
Cost per learner	\$23,820	

Alternative Proposal 1 – Merger of Phillipstown School and Woolston School onto the current Woolston School site, school to remain Year 1-8

Proposal	Cost	Details
Repairs to Woolston School	\$1.72 million	Indicative repair cost to Woolston School
Closure of Phillipstown School site	\$0.0 million	Closure of school site. No repairs or remediation required, normal disposal costs could be applicable
Additional teaching space allowance at Woolston School	\$1.15 million	5 additional teaching spaces.
Other costs – ECE at Phillipstown School to be surveyed and established as a stand alone facility	\$0.10 million	
Total	\$2.97 million	
New combined Roll - 423		10 October 2012 combined roll of Phillipstown (163) and Woolston Schools (260)
Cost per learner	\$7,021	

Risks

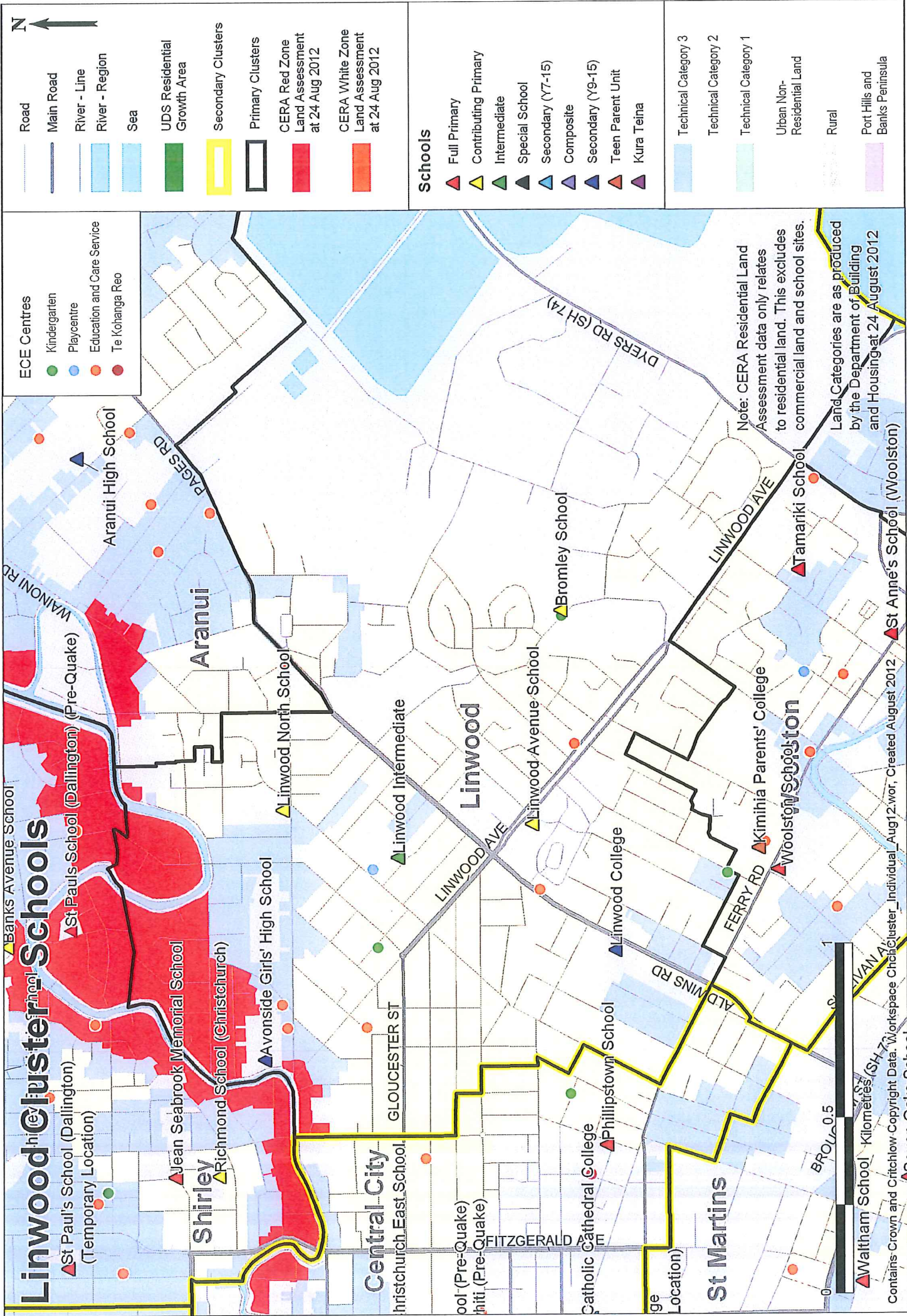
74. This proposal should be considered within the wider context of the Linwood Learning Community Cluster, as there are a number of interdependencies at play.
75. The submission from the Board of Trustees of Phillipstown School has identified distance to an alternative school as a concern. However, the majority of learners currently living in the Phillipstown area, who attend Phillipstown School, live within 1.25 kilometres of an alternative state school.
76. The Technology Centre currently situated at Phillipstown School provides support to Year 7 and 8 learners in the wider network. The Ministry will ensure that this service continues to be available to learners following the merger. A number of options for this provision have been identified.
77. If Phillipstown School and Woolston School merge the community may feel that its response has not been properly considered and that you, or the Ministry, have followed a predetermined merger agenda.
78. To mitigate this risk, we recommend that you release this report to the Boards of Phillipstown School and Woolston School.

Conclusion and Next Steps

79. The Ministry's recommendation is that Phillipstown and Woolston schools should merge on the Woolston School site.

80. This recommendation takes the following into consideration:
- a. The counter proposal from Woolston School Board of Trustees that included the possibility of Woolston School site remaining.
 - b. The emotional needs of the Woolston and Phillipstown communities, and the benefits of minimising change, where possible.
 - c. The distance for learners to access schooling, given the concerns of the Phillipstown School Board of Trustees.
 - d. The potential for the Technology Centre service at Phillipstown School to be hosted by other schools in the Linwood Learning Community Cluster.
 - e. The existing provision of Māori bilingual provision at Woolston School, and the potential for Samoan language provision in the future.
 - f. The potential for Early Childhood Education provision on the Woolston School site.
 - g. The significant cost benefits of remediation work on the Woolston School site compared with building a new school.
81. The education provision currently provided through the Phillipstown Technology Centre can continue, irrespective of the proposed merger, as it could be managed by the Board of the merged school or another school in the Linwood Learning Community Cluster.
82. If, after considering the information in this report, you decide that Woolston School and Phillipstown 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, with any additional comments they have regarding the proposed merger on the Woolston School site.
83. Once your decision has been made, the Ministry recommends that a copy of this report be released to the Phillipstown School and Woolston School Boards of Trustees.

Map of the Linwood Cluster



Rationale for Change Document

Phillipstown 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.

Phillipstown and Woolston both have reasonably small rolls and significant earthquake and other property related costs that need to be addressed.

The Phillipstown site has liquefaction which indicates a larger geotechnical issue may exist beneath the site. The school's hall has been isolated.

Both schools have small sites and are situated in an area where there is an over-supply of primary school places, and the Ministry is also making proposals for change in the nearby Linwood cluster.

Given the extent of the land and building damage and low utilisation it is proposed to relocate both schools to the more centrally located Linwood College site to establish a new modern school. Linwood College is relocating to a nearby site.

Land

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

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

Buildings

The buildings on the Phillipstown School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to potentially demolishing the Hall.

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

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

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for Phillipstown Primary School	\$3.5 million
<i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed.</i>	

¹ This figure includes international fee-paying students.

The above costs are predominately split between earthquake remediation works and structural strengthening.

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

Cost estimate information

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

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

For assessing structural strengthening – Information gathered via a national desktop study and during site visits by project managers and engineers has informed indicative assessments around strengthening which have been, or are being confirmed through the Detailed Engineering Evaluation (DEE) process. All follow up site specific invasive investigations are being carried out by qualified engineers who interpret the findings and recommend further testing as appropriate. The Ministry is proceeding to complete DEE's on all school buildings in greater Christchurch as required by the Canterbury Earthquake Recovery Authority.

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

People

Phillipstown School had a roll of 155 at July 2012 which has remained relatively stable from 2008 and including 2010.

Woolston School had a roll of 241 at July 2012 which is more than the roll in 2008 and 2010.

Rolls: Total July rolls 2008, 2010, 2012

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

Student Distribution patterns²

Ninety two percent of year 1-8 students residing within 1 km of Phillipstown School attend a state primary school, Seven percent attend state integrated schools, and less than 1% attend private schools.

Schools with the highest number of year 1-8 students living within 1 km of Phillipstown School

School	Authority	# students³	%⁴
Phillipstown School	State	108	24%
Linwood Avenue School	State	63	14%
Christchurch East School	State	45	10%
Woolston School	State	42	9%
Opawa School	State	19	4%
Banks Avenue School	State	17	4%
Chisnallwood Intermediate	State	14	3%
Linwood Intermediate	State	11	2%
Waltham School	State	9	2%
Hillview Christian School	State: Integrated	8	2%

Seventy percent of Phillipstown School students at July 2012 reside within 1 km of the current school site. Sixty eight percent of Phillipstown School students reside within 1 km of the proposed site at Linwood College.

Of the students living within a 1km radius of Phillipstown School, 24% were enrolled at Phillipstown School.

Population change⁵

There are no areas of CERA 'Red Zone' land near the current or proposed school sites or any proposed greenfield residential development.

On this basis the scale of household change in this area is expected to not impact significantly on future demand for local primary schooling provision.

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

² Analysis includes all crown 'funded' students only ie regular, regular adult, returning adult & extramural. It reflects the student's home address – which bears no relationship to the school they were enrolled at.

³ Number of all year 1-8 students in the selected area that attend a given school

⁴ Percentage of all year 1-8 students in the selected area that attend a given school

⁵ March data has been used for the comparison across the period 2010 to 2012, as no relevant historical July student address data exists.

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

Under the proposed change Phillipstown School (in the central City cluster) and Woolston School (in the Woolston cluster) would merge on a new campus to be built on the current Linwood College site (in the Linwood cluster).

Rolls of schools most affected by proposed merger: Total July rolls 2008, 2010, 2012⁶

Name	School Type	Authority	2008	2010	2012
Christchurch East School	Full Primary (Year 1-8)	State	266	297	188
Phillipstown School	Full Primary (Year 1-8)	State	146	152	155
Bromley School	Contributing (Year 1-6)	State	289	291	253
Linwood Avenue School	Contributing (Year 1-6)	State	310	322	289
Bamford School	Full Primary (Year 1-8)	State	126	115	87
Woolston School	Full Primary (Year 1-8)	State	230	197	241
Total			1,367	1,374	1,213

Proposed merged Phillipstown/Woolston School Site

Eighty eight percent of year 1-8 students residing within 1 km of the proposed Woolston/Phillipstown School (Linwood College site) attend a state primary school, 12% attend state integrated schools, and less than 1% attend private schools.

Schools with the highest number of year 1-8 students living within 1 km of the proposed school site.

School	Authority	# students ⁷	% ⁸
Linwood Avenue School	State	137	18%
Woolston School	State	110	14%
Phillipstown School	State	105	14%
Opawa School	State	57	7%
Linwood Intermediate	State	39	5%
Bromley School	State	26	3%
Hillview Christian School	State: Integrated	24	3%
Banks Avenue School	State	24	3%
Christchurch East School	State	24	3%
St Anne's School (Woolston)	State: Integrated	22	3%

Of all year 1-8 students living within a 1 km radius of the proposed Woolston/Phillipstown site (Linwood College current site), 18% were enrolled at Linwood Avenue School, with 14% enrolled at each of Woolston and Phillipstown Schools.

⁶ July School Rolls are total July rolls, excluding international fee paying students.

⁷ Number of all year 1-8 students in the selected area that attend a given school

⁸ Percentage of all year 1-8 students in the selected area that attend a given school

It is likely that in future, students who would have historically attended Linwood Avenue School will attend the Woolston/Phillipstown School instead.

Merging and relocating Phillipstown School would enable funding to be invested in modern learning environments for these learners and into the network generally 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 and relocation 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, not just in the Central City cluster but also the Linwood cluster given the proposal for relocation.

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

The clusters will also need to consider how learners might be accommodated in the future should a decision be made to merge and relocate the school. The clusters would want to consider how enhanced provision that might be required to support moving student populations might look.

Facts and Figures

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

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

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

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

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

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

Peak rolls used: Primary – the October 2011 roll

Secondary and Intermediate – the March 2012 roll return

Relevant reports and documentation will be provided.

Contact us

Email us shapingeducation@minedu.govt.nz

Woolston 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 2010.

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

Phillipstown and Woolston both have reasonably small rolls and significant earthquake and other property related costs that need to be addressed.

There is a very high water table and sink hole in the ground at the Woolston site and further geotechnical analysis is needed.

Both schools have small sites and are situated in an area where there is an over-supply of primary school places, and the Ministry is also making proposals for change in the nearby Linwood cluster.

Given the extent of the land and building damage it is proposed to relocate both schools to the more centrally located Linwood College site to establish a new modern school. Linwood College is relocating to a nearby site.

Land

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

Preliminary assessments suggest geotechnical considerations are likely to be a factor when undertaking development at this site.

Significant foundation engineering is likely to be required.

Buildings

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

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

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

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for Woolston School <i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed.</i>	\$1.7 million
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The above costs are predominately made up of structural strengthening work.

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

Cost estimate information

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

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

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

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

People

Woolston School had a roll of 241 at July 2012 which is more than the roll in July 2008 and July 2010.

Phillipstown School had a roll of 155 at July 2012 which has remained relatively stable from July 2008 and July 2010.

Rolls: Total July rolls 2008, 2010, 2012

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

Student Distribution patterns¹

Eighty three percent of year 1-8 students residing within 1 km of Woolston School attend a state primary school, 17% attend state integrated schools, and less than 1% attend private schools.

At July 2012 56% of Woolston School students reside within 1 km of the current school site. Forty seven percent reside within 1 km of the proposed site at Linwood College.

Schools with the highest number of year 1-8 students living within 1 km of Woolston School

School	Authority	# students²	%³
Opawa School	State	153	22%
Woolston School	State	129	18%
Linwood Avenue School	State	62	9%
St Anne's School (Woolston)	State: Integrated	42	6%
Rudolf Steiner School (Chch)	State: Integrated	25	4%
Bromley School	State	23	3%
Hillview Christian School	State: Integrated	21	3%
Linwood Intermediate	State	20	3%
St Martin's School	State	20	3%
Chisnallwood Intermediate	State	17	2%

Of the students living within a 1 km radius of Woolston School, 18% were enrolled at Woolston School. Approximately 22% of students were enrolled at Opawa School. The remainder were spread across other schools

Population change⁴

There are no areas of CERA 'Red Zone' land near the current or proposed school sites or any proposed greenfield residential development.

On this basis the scale of household change in this area is expected to not impact significantly 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.

¹ 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.

² Number of all year 1-8 students in the selected area that attend a given school

³ Percentage of all year 1-8 students in the selected area that attend a given school

⁴ March data has been used for the comparison across the period 2010 to 2012, as no relevant historical July student address data exists.

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

Under the proposed change Phillipstown School (in the Central City cluster) and Woolston School (in the Woolston cluster) would merge on a new campus to be built on the current Linwood College site (in the Linwood cluster).

Rolls of schools most affected by proposed merger: Total July rolls 2008, 2010, 2012⁵

Name	School Type	Authority	2008	2010	2012
Christchurch East School	Full Primary (Year 1-8)	State	266	297	188
Phillipstown School	Full Primary (Year 1-8)	State	146	152	155
Bromley School	Contributing (Year 1-6)	State	289	291	253
Linwood Avenue School	Contributing (Year 1-6)	State	310	322	289
Bamford School	Full Primary (Year 1-8)	State	126	115	87
Woolston School	Full Primary (Year 1-8)	State	230	197	241
Total			1,367	1,374	1,213

Proposed merged Phillipstown/Woolston School Site

Eighty eight percent of year 1-8 students residing within 1 km of the proposed Woolston/Phillipstown School (Linwood College site) attend a state primary school, 12% attend state integrated schools, and less than 1% attend private schools.

Schools with the highest number of year 1-8 students living within 1 km of the proposed school site.

School	Authority	# students ⁶	% ⁷
Linwood Avenue School	State	137	18%
Woolston School	State	110	14%
Phillipstown School	State	105	14%
Opawa School	State	57	7%
Linwood Intermediate	State	39	5%
Bromley School	State	26	3%
Hillview Christian School	State: Integrated	24	3%
Banks Avenue School	State	24	3%
Christchurch East School	State	24	3%
St Anne's School (Woolston)	State: Integrated	22	3%

Of all year 1-8 students living within a 1 km radius of the proposed Woolston/Phillipstown site (Linwood College current site), 18% were enrolled at Linwood Avenue School, with 14% enrolled at each of Woolston and Phillipstown Schools.

⁵ July School Rolls are total July rolls, excluding international fee paying students.

⁶ Number of all year 1-8 students in the selected area that attend a given school

⁷ Percentage of all year 1-8 students in the selected area that attend a given school

It is likely in future, students who would have historically attended Linwood Avenue School will attend the Woolston/Phillipstown School instead.

Merging and relocating Woolston School would enable funding to be invested in modern learning environments for these learners and into the network generally for a larger number of students.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

How would the proposed merger and relocation 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, not just in the Central City cluster but also the Linwood cluster given the proposal for relocation.

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

The clusters will also need to consider how learners might be accommodated in the future should a decision be made to merge and relocate the school. The clusters would want to consider how enhanced provision that might be required to support moving student populations might look.

Facts and Figures

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

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

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

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

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

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

Peak rolls used: Primary – the October 2011 roll

Secondary and Intermediate – the March 2012 roll return

Relevant reports and documentation will be provided.

Contact us

Email us shapingeducation@minedu.govt.nz

Appendix Three

Property Information

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

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

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