

## **Education Report: Proposed Merger of Gilberthorpe School (3346) and Yaldhurst Model School (3602)**

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### **Executive Summary**

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1. This report seeks your decision on the proposed merger of Gilberthorpe School and Yaldhurst Model School under section 156(A) of the Education Act 1989.
2. On 13 September 2012, you announced the proposed merger as part of a number of proposed changes for education provision in greater Christchurch. On 28 September 2012, you initiated formal consultation on the proposal to merge Gilberthorpe School and Yaldhurst Model School on the Gilberthorpe School site.
3. The roll of Gilberthorpe School was 104 as at July 2012 and the roll of Yaldhurst Model School was 123 as at July 2012. The proposal is based on the small roll size of both schools, and the likelihood that there will be limited population growth for the Yaldhurst area in the future.
4. The Boards of Trustees of Gilberthorpe and Yaldhurst Model Schools, with the assistance of a facilitator, have undertaken consultation with their communities about the proposal.
5. The Board of Yaldhurst Model School strongly opposes the proposal to merge with Gilberthorpe School. The Board of Gilberthorpe School submits that its community supports either the status quo, or a merger with Yaldhurst Model School but as a Year 1-8 school. The Year 1-8 merger option was the most preferred option that emerged from a survey of the community's views.
6. The Ministry of Education has considered this option however a Year 7-8 option at the merged school would undermine the viability of this provision at Hornby High School.
7. Both Boards raised concerns about the differing deciles of the schools. The Board of Gilberthorpe School was concerned at the loss of funding that could accompany a higher decile. Any change in the decile of a merged Gilberthorpe and Yaldhurst Model School is likely to be limited, as the new decile rating would reflect all learners at the newly merged school. Funding will be allocated appropriate to a new decile.
8. The Ministry's view is that any perceived difficulties that have been raised about a successful merger based on socio-economic factors would be overcome if there was a willingness from within both school communities for the merger to be a success. While the Board of Gilberthorpe School has expressed some willingness, the Board of Yaldhurst Model School has not. The Yaldhurst Model School Board of Trustees' submission also included a number of letters supporting its rejection of the proposal.

9. The Ministry has considered the feedback from the Boards of Trustees, alongside further analysis of future growth in the Gilberthorpe area, and the relative costs of either merging the schools or retaining both schools as separate entities. The Ministry's view is that while merging the two schools as proposed in the Rationale for Change documents would achieve efficiencies in the network, and would enhance the viability of education at a merged Gilberthorpe School, retaining Yaldhurst Model School as a separate school at this time would also have benefits as this option would assist in easing roll pressure at Gilberthorpe School during a time of likely growth over the next few years, and pending changes to enrolment schemes and other changes in the network being implemented.
10. The Ministry is therefore presenting you with two options for your consideration. These are as follows:

**Option One: Agree to continue with the merger of Gilberthorpe School and Yaldhurst Model School on the Gilberthorpe School site**

This option is being proposed because:

- both schools have small rolls and while there is likely growth in the Gilberthorpe area, this is not the case for the Yaldhurst area.
- over half of the enrolments at Yaldhurst Model School are from outside of its enrolment zone with a significant proportion of these learners currently living near the Gilberthorpe School site.
- there is no demographic demand within the future schooling network in the Hornby Learning Community Cluster for two separate schools with rolls of less than 150.

**Option Two: Agree to retain both Gilberthorpe School and Yaldhurst Model School as separate stand alone schools.**

This option is being proposed because:

- during the period of growth in the area close to Gilberthorpe, prior to proposed changes to schooling in the wider area taking place and the redrawing of subsequent enrolment schemes, retaining Yaldhurst Model School in the interim will ease the pressure on the roll of Gilberthorpe School.
- In the case of this merger proposal, the cost of retaining and remediating property at Gilberthorpe School or progressing with the proposed merger on the Gilberthorpe School site is not significantly different (\$3.18 million if the merged school is Year 1-6, \$3.41 million if the merged school is Year 1-8 and \$3.77 million if the schools are retained and not merged).

11. If you decide that the two schools should merge, Gilberthorpe School would be the continuing school, and would be governed by an appointed Board of Trustees.
12. The date of the proposed merger of Gilberthorpe School and Yaldhurst Model School was originally 27 January 2015. If you agree that the merger should take place, the Ministry recommends that the date of merger be brought forward to 27 January 2014. This earlier merging date would enable the appointed Board to begin work on developing the merged school.

13. If having considered the information in this report, you decide that the merger should not take place, letters will be developed for your signature advising the Boards of your decision.
14. If you decide that the merger should take place, letters will be developed for your signature providing a further 28 days for the Boards to provide you with any further reasons why the schools should not be merged.

## Recommended Actions

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We recommend that you:

- a. **note** the information provided about the responses to the consultation by the Boards of Trustees of Gilberthorpe School and Yaldhurst Model School with their school communities about a proposed merger of Gilberthorpe School and Yaldhurst Model School;
- b. **note** that the Board of Yaldhurst Model School opposes the proposal to merge the two schools. The Board of Gilberthorpe School expresses support either for the merger to not take place but with improved property provision on its school site, or for the merger to take place but as a Year 1-8 school; and

### Either

- c. **agree** to merge Gilberthorpe School and Yaldhurst Model School on the Gilberthorpe School site (Option One);

AGREE / DISAGREE

- d. **agree** that if having considered the feedback from the Boards the final decision is to merge the schools, your preference is for an appointed Board to become the Board of the continuing school during the interim period (from the date of appointment to 3 months after the merger date when elections for the merged school must have taken place); and

AGREE / DISAGREE

- e. **agree** that if having considered the feedback from the Boards the final decision is to merge the schools, the effective date of implementation of the merger would be 27 January 2014.

AGREE / DISAGREE

### Or

- f. **agree** that Gilberthorpe School and Yaldhurst Model School remain as separate entities and do not merge (Option Two);


AGREE / DISAGREE

**And**

- g. **note** that letters will be developed for your signature once your decision is known. If your decision is to merge Gilberthorpe School and Yaldhurst Model School these letters will give the Boards details of the 28 day consultation process;
- h. **note** that letters to the local Members of Parliament will be developed once your decision is known; and
- i. **agree** that a copy of this report be released to the Boards of Trustees of Gilberthorpe School and Yaldhurst Model School.

  
AGREE / DISAGREE

  
Katrina Casey  
Deputy Secretary  
Regional Operations  
Encls

  
Hon Hekia Parata  
Minister of Education  
23/1/13

## Education Report: Proposed Merger of Gilberthorpe School (3346) and Yaldhurst School (3602)

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### Purpose

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

### Background

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3. Gilberthorpe School is a decile 2, Year 1-6 contributing primary school in the Wigram electorate. A map of the area is attached as Appendix One. The 1 July 2012 roll of the school was 104, which included 20 Māori, 12 Pasifika, and 65 New Zealand European learners.
4. Yaldhurst Model School is a decile 7, Year 1-8 full primary school in the Wigram electorate. The 1 July 2012 roll of the school was 123, which included 12 Māori, 2 Pasifika, and 104 New Zealand European learners.
5. On 13 September 2012, you announced a number of proposals for education renewal in greater Christchurch. This announcement included the proposal to merge Gilberthorpe School with Yaldhurst Model School.
6. On 28 September 2012, you wrote to the Boards of Trustees of Gilberthorpe School and Yaldhurst Model School and initiated consultation on the possible merger of these two schools on the Gilberthorpe School site. That consultation period ended on 7 December 2012.
7. The merger was proposed to take place on 27 January 2015. The Ministry now proposes that if you agree to merge the two schools, that the merger takes place on 27 January 2014. This will enable the appointed Board to start on the work needed to implement the merger.

### Reasons for Considering Merger

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8. Both Gilberthorpe School and Yaldhurst Model School have small rolls. Yaldhurst Model School sits beside airport land, and over half its learners come from out of zone. A significant number of the learners live close to Gilberthorpe School. A map has been attached (Appendix Two) to show the areas that Yaldhurst Model School learners reside in.
9. Given that relatively small numbers of learners are drawn from the local community and there is no prospect of population growth in the immediate area, it is proposed that Yaldhurst Model School merge with Gilberthorpe School, which is its nearest neighbouring school.

10. Although Gilberthorpe School is a small school, it is in an area of potential population growth and is on a large site which can accommodate that growth. The two schools already draw learners from the same catchment.
11. The buildings at Yaldhurst Model School have suffered some degree of earthquake damage, but to date no buildings have been identified for structural strengthening. Buildings have been identified as needing weather-tightness remediation, which contribute to the indicative ten year property cost of \$1.3 million.
12. Buildings at Gilberthorpe School have similarly suffered some minor earthquake damage. No weather-tightness issues have been identified, but there are some buildings which require earthquake strengthening. The indicative ten year property cost for the school is \$2.5 million.

### Learning Community Cluster Proposal

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13. The proposal for the Hornby cluster of schools is as follows:

School	Current Type	Proposal
Gilberthorpe School	Yr 1-6	Merge with Yaldhurst Model School
Yaldhurst Model School	Yr 1-8	Merge with Gilberthorpe School
Branston Intermediate School	Yr 7-8	Close school
Hornby High School	Yr 9-13	Change class to become Year 7-13
Sockburn School	Yr 1-6	Retain and rebuild on new location
South Hornby School	Yr 1-6	Retain and relocate to Branston site
Templeton School	Yr 1-8	Retain

14. The Rationale for Change documents for Gilberthorpe School and Yaldhurst Model School are attached as Appendix Three.

### The Merger Process

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15. School mergers take place under both sections 156 and 157 of the Act. This process enables the Minister of Education to merge one or more state schools (merging schools) with another state school (the continuing school).
16. The Board of the continuing school usually stays in office while the Boards of the other schools are dissolved on the day the merger takes effect. Alternatively, the Minister may appoint a Board of Trustees for the continuing school.
17. When two schools are merged, neither is legally closed, but one school is identified as the continuing school. All of the assets, debts and liabilities of the merging school become those of the continuing school at the date of merger.

18. Mergers (like school closures) generate Education Development Initiative (EDI) enhancements and Joint Schools Initiative Funding (JSIF), according to the EDI policy which will be specified in a Memorandum of Agreement negotiated with the Ministry. If the merger is not progressed, no EDI or JSIF funding will be generated.

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

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

### **Consultation with the Boards of Gilberthorpe School and Yaldhurst Model School**

20. On 13 September 2012, you called a meeting for all schools affected by the proposals for possible closures and merger. You also wrote to the Boards of the schools on 28 September 2012, and you attended meetings with the Boards of Gilberthorpe School and Yaldhurst Model School to discuss the proposal on 8 November 2012.
21. The Ministry held three information workshops on the consultation process for Board Chairs and the facilitator the school engaged to undertake the consultation. It was made clear to the Board at these meetings that no decision about merger had been predetermined. Regular contact has been maintained with a representative Board member and the Principal.
22. The Boards appointed a facilitator to undertake consultation on its behalf. The final date for submissions on the proposal to merge Yaldhurst Model School and Gilberthorpe School was 7 December 2012. On 14 December 2012, you were provided with the complete set of submissions from both Boards.
23. You received three letters from members of the public specifically in relation to Yaldhurst Model School. You also received one Official Information Act request about this proposal.
24. The feedback from the Boards of Gilberthorpe School and Yaldhurst Model School is summarised as follows:
  - Both Boards have concerns that given the different decile ratings of the two schools it would be hard for the two communities to merge well as a single community.
  - The Board of Gilberthorpe School expressed concern that a change in its decile rating as a result of merger could jeopardise some of its programmes as a result of a funding decrease.
  - Concern was expressed by the Yaldhurst Model School Board that the special rural character of the school had not been taken into account with the proposal.
  - The Yaldhurst Model School Board said that it did not belong to the Hornby Cluster as it is a rural character school and is, and should continue to be, aligned with the rural schools near to it.

- The Yaldhurst Model School Board also questioned some of the data in the Rationale for Change that had been presented to it, especially around the property costings.
  - The Yaldhurst Model School submission contained 59 feedback forms from members of the school community with 100% of them being against the proposal.
25. The Board of Gilberthorpe School submitted that as a result of a survey undertaken with its school community, the most favoured of three options was that the merger takes place on the Gilberthorpe School site, but as a Year 1-8 school. This option was favoured as it would preserve the Year 1-8 option currently in place at Yaldhurst Model School. The second favoured option was to maintain the status quo, but with an upgrade of classrooms as proposed under the merger.

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

26. On your behalf, the Ministry undertook consultation with the Boards of Hornby Primary School, Sockburn School and South Hornby School. The feedback which the Ministry received was as follows:
- The Board of Sockburn School suggested it become a Year 1-8 school, but did not express any views on the proposal being consulted on.
  - The Boards of Hornby Primary School and South Hornby School did not reply.

## **Ministry Comment**

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### **School Rolls**

27. The rolls of both schools have remained constant over the last decade. There has been little change in the total number of learners residing in the Hornby cluster catchment in the wake of the Canterbury earthquakes.
28. There is some roll growth projected for the area close to Gilberthorpe. During the interim period before proposed changes to schooling and enrolment schemes in the area have occurred there may be pressure on the roll of Gilberthorpe School.
29. The submission from the Yaldhurst Model School Board showed that there was no support for the proposal to merge the two schools. The Yaldhurst Model School Board had concerns that the decile ratings of the schools are significantly different. Gilberthorpe School is a decile 2 and Yaldhurst Model School is a decile 7. The Board of Yaldhurst Model School also commented that as one is an urban school and the other a rural school the two communities could not merge successfully. A concern of the Gilberthorpe School Board was that if the merged school had a higher decile, it could lose some of its funding for some of its programmes.



30. The Ministry acknowledges that there are perceived and actual differences between the two school communities as have been raised through the consultation process but does not agree that these differences preclude a successful merger if the Boards and school communities saw them as opportunities to enrich the merged school.
31. Over half the learners who are enrolled at Yaldhurst Model School are from out of zone (Appendix Two: Map of Yaldhurst Learner areas of residence) with a significant number living close to the proposed merged school site of Gilberthorpe School. In terms of where learners reside, many are already part of the same community.
32. In terms of decile ratings of schools, if the schools were to be merged, the decile of the school would reflect all learners at the merged school and funding would be appropriate for the school's demographic.
33. The Ministry's view is that a well planned and supported merger process would overcome perceived differences providing a positive outcome for learners. If you agree to the merger taking place, it is proposed that an appointed Board would become the Board of the continuing school and that it would comprise representation from both current Boards of Trustees. This would therefore ensure that it includes representation of the perspectives of both school communities.

#### **Māori and Pasifika communities**

34. Gilberthorpe School has strong links to its Māori and Pasifika communities. The school's name Ara Tū Whakatā was gifted by the local iwi as the site was a significant refreshment point for Ngāi Tahu while travelling across the Canterbury Plains. The Board want this name to be retained with the proposed merged school as it is highly significant to the current school site. If the merger is implemented this would be discussed with the Board of the merged school, and will be a decision for that Board to make.

#### **Learning Networks**

35. Gilberthorpe School is an active member of the Hornby Learning Network which includes Hornby High School. Yaldhurst Model School has not chosen to be part of this network and instead operates as a member of the Ellesmere Schools' Network. If you decide that the merger should be progressed we would encourage the schools to continue to work with a range of partners to develop programmes to best meet the needs of their learners.

#### **Gilberthorpe School's alternative proposal**

36. Gilberthorpe School submitted that there was support for a merger on its site, but as a Year 1-8 school. The Ministry has considered this alternative proposal however in order for a schooling network to function efficiently it requires a coherent structure, and where possible recognised transitional levels. As part of the consideration of the closure of Branston Intermediate School, you have been asked to initiate consultation on a proposal to change the class of Hornby High School to become Year 7-13. The counter proposal by the Board of Gilberthorpe School means that a Year 1-8 school would compete with this option.

## Yaldhurst School's role in its community

37. The submission presented by the Board of Yaldhurst School emphasised the role that the school plays as part of its community. The Ministry does not question the commitment and significance of the school within its community, but expects that all schools meet the individual needs and aspirations of their learners, and of their community. If the merger is approved the Board of the newly merged school would have the opportunity to develop strong relationships with the wider merged school community, and to plan for and then implement any strategies required to meet the needs of this community.

## Year 7–8 provision

38. The initial merger proposal was for Yaldhurst Model School to merge with Gilberthorpe School, as a Year 1-6 primary school, at the end of 2014. As Yaldhurst Model School is currently a Year 1-8 full primary, the proposal to merge the two schools also involves provision of Year 7-8 at Hornby High School.
39. Consultation on changing the class of Hornby High School will be completed concurrently with the 28 day process should you agree to the closure of Branston Intermediate School and/or the merger of Yaldhurst Model and Gilberthorpe Schools.
40. The Ministry recommends that if you agree to the merger, that you change your preferred date to 27 January 2014. The reason for this is that an earlier merging date allows the Board of Trustees, Principal and the school's senior management team to start considering the needs of its new community, and to manage combined resources and staff effectively.

## Education Provision at the Two Schools

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41. The Education Review Office (ERO) last reviewed Gilberthorpe School in August 2010. In its report, ERO reported that:

*Students learn in a safe and supportive environment. ERO observed work-focused classrooms and respectful, affirming relationships throughout the school. This reflects a school-wide commitment to clearly understood school values and beliefs.*

*The principal and teachers have developed a curriculum that reflects community views, student needs and the intent of the New Zealand Curriculum (NZC). Teachers are provided with clear expectations and guidelines for planning, teaching and assessment. They work as a team to provide a range of learning experiences that meet the needs, interests and abilities of students.*

*Most students achieve below national expectations in reading and mathematics. Many students enter the school with significant learning needs. Analysed achievement information in reading shows that the percentage of students achieving at or above expectation improves significantly over time. Reading data shows that Māori students achieve a little below other students at the school. Pacific Island students are achieving well below expectations. One third of students are receiving targeted, additional learning support.*

*Senior leaders provide effective leadership of teaching and learning. Trustees are committed to improving outcomes for students.*

42. ERO last reviewed Yaldhurst Model School in March 2009. In that report, ERO stated that:

*The principal and senior management team, with the support of the board and other teachers, have worked hard to enhance the quality of learning and teaching in numeracy and literacy. They have been effective in:*

- *accessing external support to assist teachers;*
- *creating an effective team approach to improving teaching practice where necessary and sharing effective practice; and*
- *using standardised test information to identify accurately levels of student achievement and to target support where necessary.*

*Students said that they enjoyed literacy and numeracy programmes. During the review, relationships between the teachers and students were generally positive. Students were fully engaged in their learning and involved in teaching innovations such as the use of a class website in the senior class. ERO observed other instances of high quality teaching.*

*The other major area of development at the school has been the improvement in the way student achievement information is gathered and analysed in literacy and numeracy and then reported to the board.*

*Teachers are able to show that achievement levels, even in the short period since the previous review, have improved in literacy. They know where further improvement is possible in numeracy. The board is able to use this information in literacy and numeracy to make effective decisions in providing resources, and funding teacher aides and professional development. The school targets for student achievement provide a useful basis against which student achievement can also be measured.*

*The teachers are continuing to improve the way they use te reo Māori in classrooms and reflect a Māori dimension in teaching and learning programmes.*

## Priority Learners

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43. Gilberthorpe School had a July 2012 roll of 104 which included 20 Māori and 12 Pasifika learners. Yaldhurst Model School had a July 2012 roll of 123 which has a lower percentage of Māori or Pasifika learners, with 12 and 2 respectively. Neither school provides Māori immersion education.

44. In relation to Gilberthorpe School, ERO stated in its last report that:

*The principal and teachers provide extensive support for Māori and Pacific students' learning. They communicate effectively with parents and whanau, with the local runanga, and with a Pacific Island church. They access support from community agencies. The board funds a number of teacher aides, a tutor of Samoan language, and a kapa haka tutor*

45. In relation to Yaldhurst Model School, ERO stated in its last report that:

*The March 2009 report noted that the teachers should gather and provide the board with more specific information on the achievement of Māori students. All students needed to have more opportunities to hear and use te reo Māori and to learn about tikanga Māori.*

### **Areas of progress**

*The teachers and senior managers have improved the way they record and analyse the achievement of Māori students in their assessment records and board reports. The board is provided with an accurate picture of Māori achievement at the school. These reports indicate that Māori students achieve at similar levels to their peers.*

*The teachers have been provided with useful assistance in encouraging the use of te reo Māori in classrooms and in reflecting a Māori dimension in the class environments and in teaching and learning programmes. The efforts and support of a fluent Māori speaker from the community who works with the teachers and in classes has been helpful. Some teachers have made good progress. The next step is to ensure that all teachers demonstrate the same confidence in using te reo Māori as a normal part of their classroom interactions.*

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

46. As at 1 July 2012, both Gilberthorpe and Yaldhurst Schools had one learner accessing Ongoing Resourcing Scheme (ORS) funding. Both learners were high needs.

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

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47. If you decide to merge the schools, the Ministry recommends that you state a preference for a Ministerially appointed Board as the Board of the continuing school during the interim period (the set period prior to the merger until the election 3 months after the merger).
48. It is also proposed that if you agree that the merged school is to be located on the Gilberthorpe School site, that Gilberthorpe School becomes the continuing school.

### **Staffing**

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49. Gilberthorpe School was resourced for 5.10 Full Time Teacher Equivalents (FTTE) for the 2012 school year and Yaldhurst Model School was resourced for 7.10 FTTE. Staffing entitlements change as rolls change throughout the year, which resulted in Yaldhurst Model School increasing its entitlement from a March confirmed entitlement of 5.9 FTTEs.
50. Based on the confirmed staffing rolls for each school as at March 2012, if Gilberthorpe School and Yaldhurst School had merged, the FTTE for the newly merged school would have been 10.05 FTTE. This figure is based on the assumption that all learners currently on the rolls of the two schools would have gone to the newly merged school. This would have represented a loss of 0.5 FTTE on the basis of the 2012 March rolls.
51. If you decide to merge the two schools, the Ministry will provide you with updated confirmed staffing data in the report to you following the 28 day consultation period.

## Financial Implications

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52. If Gilberthorpe School and Yaldhurst Model School merge, Education Development Initiative (EDI) funding and Joint Schools Initiative Funding (JSIF) will be generated in line with the EDI policy.
53. These EDI funds are used for plans that support student achievement, psychosocial needs, transition and change management within and across schools and Learning Community Clusters. This funding is only generated if the merger is implemented.
54. 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

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### Background Rationale

55. The buildings on the Gilberthorpe School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to re-levelling floors. Some buildings will require earthquake strengthening. No weather tightness issues were identified during the national survey and subsequent inspections.
56. Surrounding land is predominately CERA technical category 1 (TC1). While geotechnical considerations are unlikely to be a significant factor at this site, further investigation will be required if further development is undertaken on this site.
57. The indicative cost to repair Gilberthorpe School is \$2.5 million
58. The buildings on the Yaldhurst Model School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to floors requiring re-levelling. At present no buildings have been identified for structural strengthening through the desk top survey. Buildings on site have also been flagged for weather-tightness remediation.
59. Surrounding land is predominately CERA technical category 1 (TC1). While geotechnical considerations are unlikely to be a significant factor at this site, preliminary assessments suggest further investigation will be required if further development is undertaken on this site.
60. The indicative cost to repair Yaldhurst Model School is \$1.3 million.

## Proposal Analysis

61. The Yaldhurst School Board of Trustees questioned the indicative property costs of \$1.3 million for the 10 year property remediation excessive. The breakdown of this value is \$392k for general maintenance, \$75k for earthquake remediation, \$811k for weather tightness issues and nil cost for any structural strengthening. The majority of the weather tightness work is required in the administration block which, based on our current assessments, would require just under \$0.5 million to remediate. This work is framing and cladding remediation design and repair. It is understood that the Board believes the work only to be cladding replacement, but this would not resolve the underlying weather tightness issues.

## Property Entitlement

62. 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.

63. These sources are:

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

## Minister's Proposal – All learners from Yaldhurst Model School enrolling at Gilberthorpe School as a contributing school.

Proposal	Cost	Detail
Repairs to Gilberthorpe School	\$2.49 million	Indicative repair cost to Gilberthorpe School
Result of merger property entitlement	\$0.69 million	3 additional teaching spaces, based on network analysis
Other costs	\$0.00 million	Nothing known at this stage
<b>Total</b>	<b>\$3.18 million</b>	
New combined Roll - 224		10 October 2012 combined roll of Gilberthorpe (109) and Yaldhurst School (115), 9 year 7-8 learners from Yaldhurst redistributed.
<b>Cost per learner</b>	<b>\$14,196</b>	

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

**Alternative Proposal 1 – Merge Gilberthorpe and Yaldhurst Schools on Gilberthorpe site as a full primary. Assume Branston Intermediate closes and year 7 & 8 learners attends Gilberthorpe**

<b>Proposal</b>	<b>Cost</b>	<b>Detail</b>
Repairs to Gilberthorpe School	\$2.49 million	Indicative repair cost to Gilberthorpe School
Result of merger property entitlement	\$0.92 million	4 additional teaching spaces, based on network analysis
<b>Total</b>	<b>\$3.41 million</b>	
Combined Roll - 267		10 October 2012 combined roll of Gilberthorpe (109) Yaldhurst School (124) and Branston Intermediate (34) The number of Branston Intermediate learners in the likely catchment of the proposed merged Gilberthorpe / Yaldhurst School.
<b>Cost per learner</b>	<b>\$12,772</b>	

**Alternative Proposal 2 – Gilberthorpe and Yaldhurst Schools to remain open**

<b>Proposal</b>	<b>Cost</b>	<b>Detail</b>
Repairs to Gilberthorpe School	\$2.49 million	Indicative repair cost to Gilberthorpe School
Repairs to Yaldhurst School	\$1.28 million	Indicative repair cost to Yaldhurst School
<b>Total</b>	<b>\$3.77 million</b>	
Combined Roll - 233		10 October 2012 combined roll of Gilberthorpe (109) and Yaldhurst School (124).
<b>Cost per learner</b>	<b>\$16,180</b>	

**Options for the future of Yaldhurst Model School and Gilberthorpe School**

64. The Ministry is providing you with two options for the future of Yaldhurst Model School and Gilberthorpe School. These two options are outlined further below.

**Option One: Agree to continue with the merger of Gilberthorpe School and Yaldhurst Model School on the Gilberthorpe School site**

65. This option is the one that was consulted on by the Boards of Trustees. The Ministry view is that a merger would address the issues in the rationale documents for the two schools, including the small size of the rolls and their close proximity to each other. Many learners currently attending at Yaldhurst Model School are from outside of its enrolment zone, including a significant proportion who live near Burnside school.

66. While the Board of Gilberthorpe School is open to a merger, albeit as a Year 1-8 school, the Board of Yaldhurst Model School is strongly opposed to a merger. The Ministry does not consider that any of the reasons put forward by the Board of Yaldhurst Model School are sufficient to negate the reasons for progressing the merger.

**Option Two: Agree to retain both Gilberthorpe School and Yaldhurst Model School as separate stand alone schools.**

67. Under this option, the two schools would remain open and continue as separate schools. While this would mean that two small schools would continue in close proximity to each other, Ministry information indicates that there is some likely growth for the Gilberthorpe area, thus the rationale for this option is that while growth is continuing in the Gilberthorpe area, and enrolment zones for the wider area are yet to be redrawn or confirmed, retaining Yaldhurst Model School eases any potential roll pressure on Gilberthorpe School. Three new subdivisions are planned for this area (Kintyre Estate, Yaldhurst Village and Masham).
68. The difference in costs required for property provision depending on whether a merger takes place on Gilberthorpe School site, or the schools is upgraded to modern learning environment standards to cater for growth in the area, is minimal. Regardless of the outcome of your decision, the upgrade to property on the Gilberthorpe School site will be required.

## Risks

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69. The key risk if Gilberthorpe School and Yaldhurst Model School merge is that the community of Yaldhurst Model School in particular will feel that its response has not been properly considered, and that you, or the Ministry, have followed a predetermined merger agenda.
70. To mitigate this risk, we recommend that you release this report to the Boards of Gilberthorpe School and Yaldhurst Model School.
71. There is also a risk that, as the Board of Yaldhurst Model School and its community in particular is not open to the merger nor supportive of it, that it will not be successful. Both Boards view the other school's community as too different to be able to effect a successful merger. The differences are viewed as significant difficulties, rather than aspects of the merger that would enrich the merged school, its community and culture.
72. The Ministry considers that there are no identified risks if the decision is to retain the two schools as separate entities and not merge them.

## Conclusion

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73. The Ministry has considered the feedback from the Boards of Gilberthorpe School and Yaldhurst Model School and presents two options for consideration:



### **Option One: Agree to continue with the merger of Gilberthorpe School and Yaldhurst Model School on the Gilberthorpe School site**

This option is being proposed because:

- both schools have small rolls, while growth is expected around the Gilberthorpe area it is not expected in the Yaldhurst area
- over half of the enrolments at Yaldhurst Model School are from outside of its enrolment zone with a significant proportion of these learners currently living near the Gilberthorpe School site
- there is no demographic demand within the future schooling network in the Hornby Learning Community Cluster for two separate schools with rolls of less than 150.

### **Option Two: Agree to retain both Gilberthorpe School and Yaldhurst Model School as separate stand alone schools.**

This option is being proposed because:

- during the period of growth in this area, prior to the proposed changes to schooling reorganisations taking place in the wider area and the redrawing of subsequent enrolment schemes, retaining Yaldhurst Model School in the interim will ease the pressure on the roll of Gilberthorpe School.
- In the case of this merger proposal, the cost of retaining and remediating property at Gilberthorpe School or progressing with the proposed merger on the Gilberthorpe School site is not significantly different (\$3.18 million if the merged school is Year 1-6, \$3.41 million if the merged school is Year 1-8 and \$3.77 million if the schools are retained and not merged).

## **Next Steps**

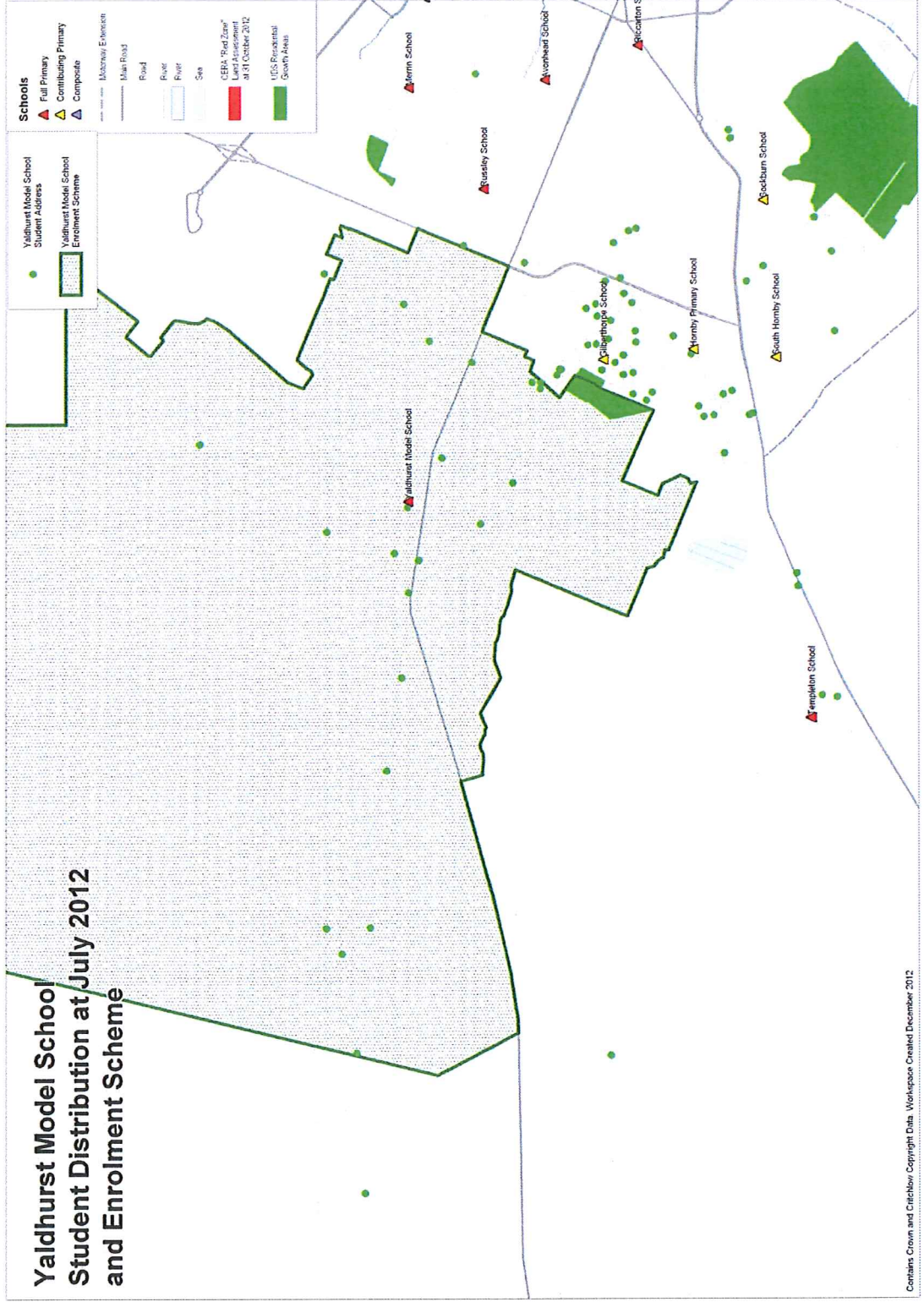
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74. If after considering the information in this report you decide that Gilberthorpe School and Yaldhurst Model School should merge letters will be developed inviting the Boards of Trustees to provide to you, within 28 days of the date of the letter, with any further reasons why the schools should not merge.
75. If after considering the information in this report you decided to retain the Gilberthorpe School and Yaldhurst Model School as separate entities and not merge them, letters will be developed for your signature.
76. You are asked to note that regardless of whether you decide to merge Yaldhurst Model School and Gilberthorpe School or to retain them as separate entities, that property on the Gilberthorpe School site will be upgraded significantly to modern learning environment standards to meet the future needs of learners in this area of potential growth.
77. Once your decision has been made, the Ministry recommends that a copy of this report be released to the Gilberthorpe School and Yaldhurst Model School Boards of Trustees.

## Appendix One

### Map of the Hornby Cluster

Map of Yaldhurst Learner areas of residence



## Appendix Three

### Rationale for Change Document

**Property Information**

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

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

6. Increases to non teaching spaces will be assessed at each site, but no allowance has been made in any of the above figures,

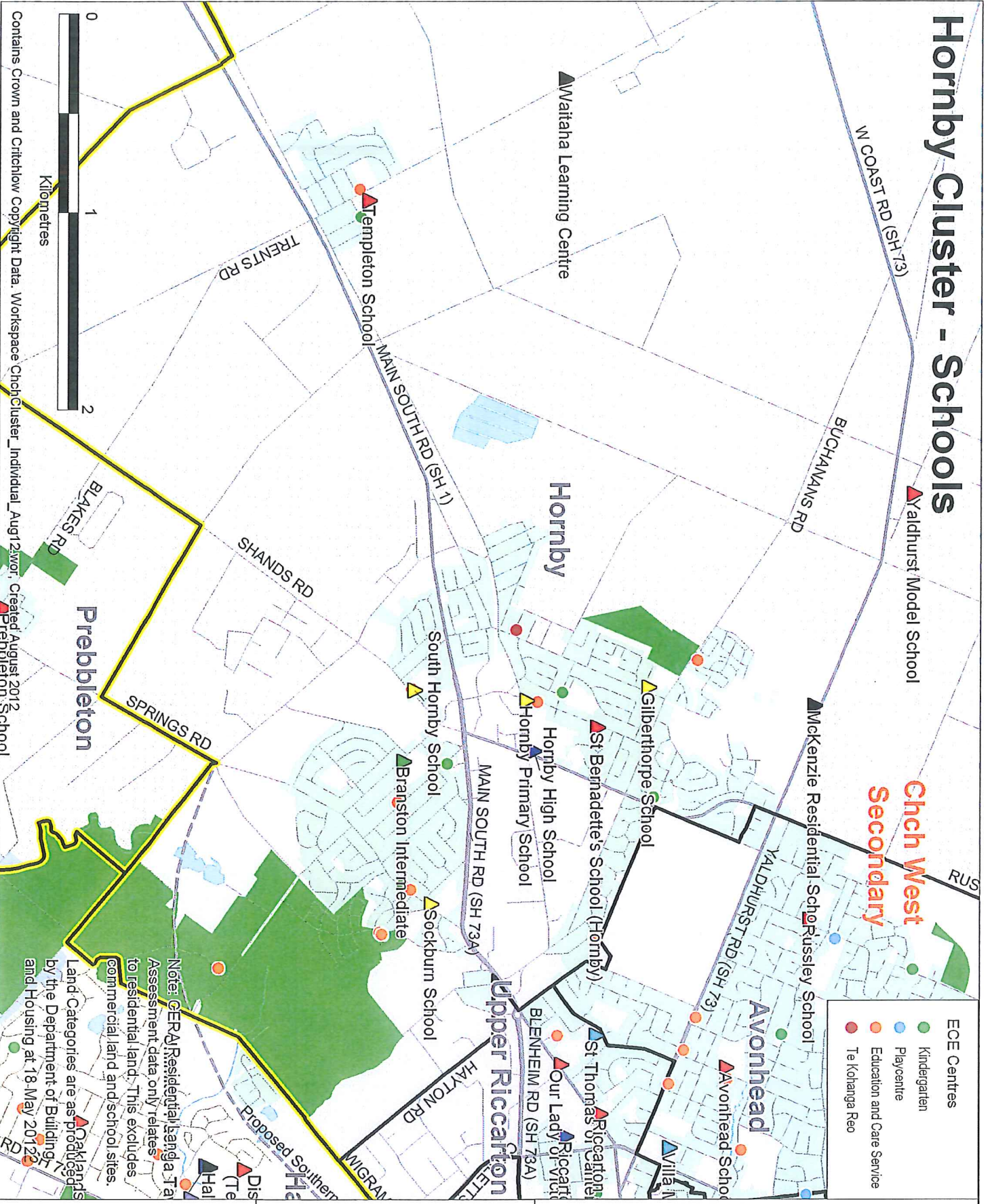
**Indicative Ten Year Property Costs information - The figures may vary from amounts previously presented and may be subject to change as further infrastructure related costing information is obtained through detailed engineering evaluations.**

7. 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.
8. 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.
9. 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.
10. 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.

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

**Appendix One: Map of the Hornby Cluster**

# Hornby Cluster - Schools



**ECE Centres**

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

Note: GERA Residential Langa Tara 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.

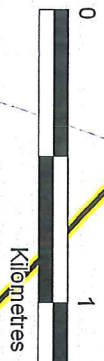
	Road
	Main Road
	River - Line
	River - Region
	Sea
	UDS Residential Growth Area
	Secondary Clusters
	Primary Clusters
	CERA "Red Zone" Land Assessment at 16 August 2012
	CERA "White Zone" Land Assessment at 16 August 2012

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

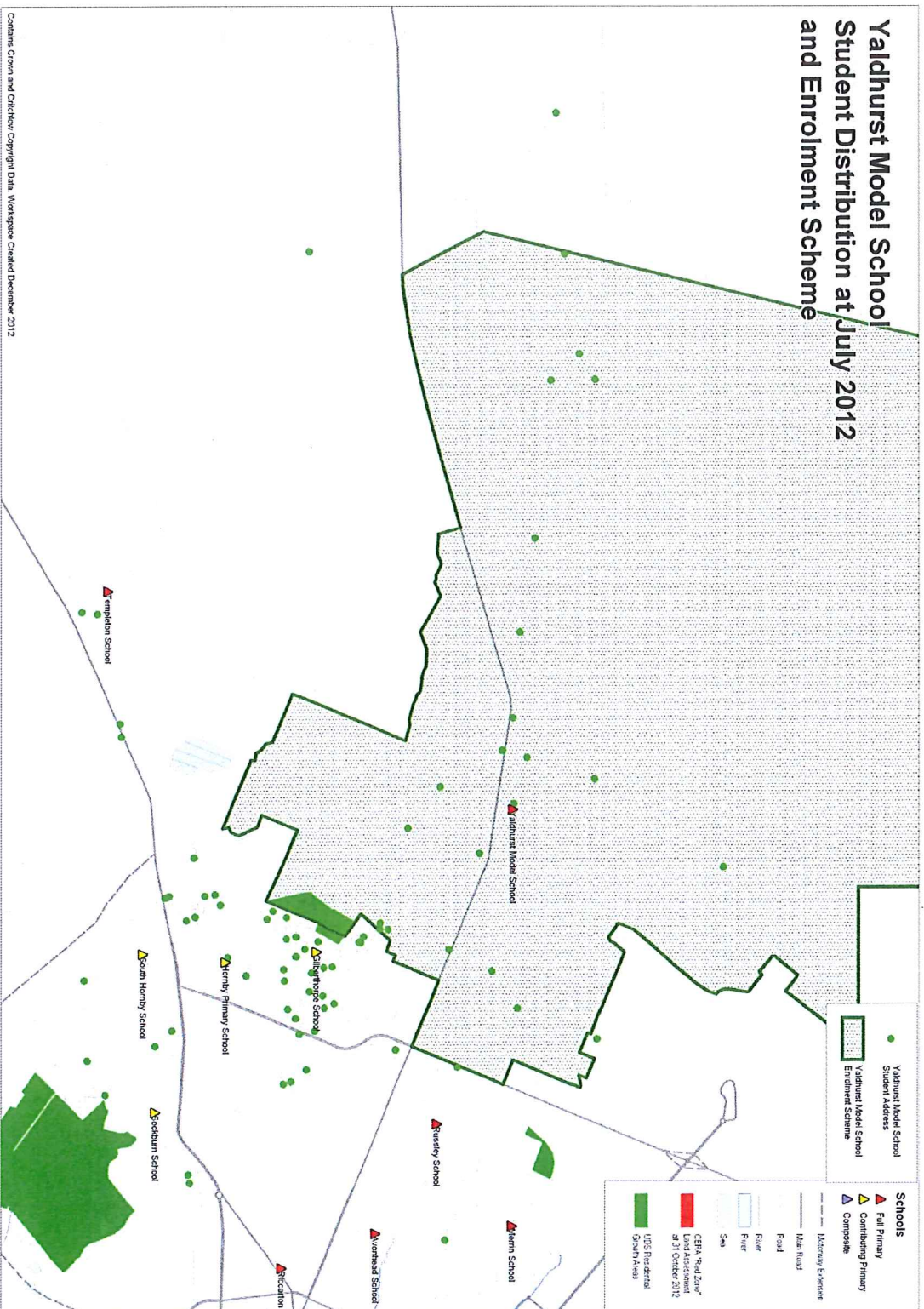
  

	Technical Category 3
	Technical Category 2
	Technical Category 1
	Urban Non-Residential Land
	Rural
	Port Hills and Banks Peninsula





# Appendix Two: Map of Yaldhurst Learner areas of residence



**Appendix Three: Rationale for Change Document**

## Gilberthorpe School – Rationale for change

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

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### Why is change needed?

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

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

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

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

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

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

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

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

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

---

## Why is it proposed my school merge?

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

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

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

Both Yaldhurst School and Gilberthorpe School have small rolls.

Yaldhurst School sits beside airport land, and over half its learners come from out of zone.

Given that relatively small numbers of learners are drawn from the local community and there is no prospect of population growth in the immediate area, it is proposed Yaldhurst School merge with Gilberthorpe School, which is its nearest neighbour.

Although Gilberthorpe School is a small school, it is in an area with growth potential and sits on a large site which can accommodate that growth. The schools already draw students from the same catchment.

### Land

Surrounding land is predominately CERA technical category 1 (TC1).

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

### Buildings

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

Some buildings will require earthquake strengthening. Detailed Engineering Evaluations (DEE's) have commenced and be complete 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.

### Indicative Ten Year Property Costs\*

<b>Indicative Ten Year Property Capital Costs for Gilberthorpe Primary School</b> <i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed.</i>	<b>\$2.5 million</b>
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The above costs are predominately structural strengthening remediation works

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

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

### **Cost estimate information**

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

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

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

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

### **People**

Gilberthorpe School had a July 2012 roll of 104 which is around the same level it was in 2008 and 2010.

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

School Name	Type	Authority	2008	2010	2012
St Bernadette's School (Hornby)	Full Primary (Year 1-8)	State: Integrated	151	140	141
Gilberthorpe School	Contributing (Year 1-6)	State	111	98	104
Hornby Primary School	Contributing (Year 1-6)	State	144	149	143
Sockburn School	Contributing (Year 1-6)	State	215	155	131
South Hornby School	Contributing (Year 1-6)	State	297	304	302
Templeton School	Full Primary (Year 1-8)	State	343	339	346
Yaldhurst Model School	Full Primary (Year 1-8)	State	129	116	123
<b>Primary total</b>			<b>1,390</b>	<b>1,301</b>	<b>1,290</b>
Branston Intermediate	Intermediate (Year 7 and 8)	State	233	191	180
<b>Intermediate total</b>			<b>233</b>	<b>191</b>	<b>180</b>

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

School Name	Type	Authority	2008	2010	2012
Hornby High School	Secondary (Year 9-15)	State	452	471	426
<b>Secondary total</b>			<b>452</b>	<b>471</b>	<b>426</b>
McKenzie Residential School	Special School	State	29	29	29
Waitaha School	Special School	State	18	20	32

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

Analysis of July 2012 student address data shows around 84% of year 1-6 students living in the Hornby cluster catchment attended a state school, 14% were enrolled at state integrated schools and a further 2% at private schools.

Around 74% of year 7-8 students living in the Hornby cluster catchment attended a state school, 23% were enrolled at state integrated schools and a further 3% at private schools.

*Note: Information on year 7- 8 students has been included to reflect the fact Yaldhurst Model School is a year 1-8 full primary school.*

*Schools with the highest number of year 1-6 students living in the Hornby cluster catchment.*

School	Authority	# students <sup>4</sup>	% <sup>5</sup>
South Hornby School	State	280	19%
Templeton School	State	208	14%
Hornby Primary School	State	133	9%
Sockburn School	State	114	8%
Gilberthorpe School	State	96	7%
St Bernadette's School (Hornby)	State: Integrated	86	6%
Yaldhurst Model School	State	86	6%
Russley School	State	64	4%
Avonhead School	State	51	3%
Our Lady of Victories	State: Integrated	44	3%

Enrolments at the six local state schools equated to 62% of all year 1-6 students living in the Hornby cluster catchment.

Nineteen percent of these students were enrolled at South Hornby School and 14% at Templeton School. The remainder were spread across other schools.

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

<sup>4</sup> Number of all year 1-6 students in the cluster that attend a given school

<sup>5</sup> Percentage of all year 1-6 students in the cluster that attend a given school

*Schools with the highest number of year 7-8 students living in the Hornby cluster catchment.*

School	Authority	# students <sup>6</sup>	% <sup>7</sup>
Branston Intermediate	State	169	33%
Kirkwood Intermediate	State	61	12%
Templeton School	State	57	11%
St Bernadette's School (Hornby)	State: Integrated	31	6%
Middleton Grange School	State: Integrated	20	4%
St Thomas of Canterbury College	State: Integrated	19	4%
Russley School	State	16	3%
Our Lady of Victories	State: Integrated	16	3%
Yaldhurst Model School	State	10	2%
Riccarton School	State	9	2%

Approximately 46% of year 7-8 students living in the Hornby cluster catchment attended one of the three local state schools providing year 7-8 education.

169 or around 33% of the 515 year 7-8 students were enrolled at Branston Intermediate School

### ***Population change<sup>8</sup>***

There has been a small decline in the number of year 1-15 students living in the Hornby cluster catchment from 3,011 in March 2010 to 2,985 at March 2012<sup>9</sup> (according to roll return student address data).

This indicates that there has been little change in the total number of students residing in the Hornby cluster catchment in the wake of the Canterbury earthquakes.

There are several large scale greenfield residential developments (e.g. Wigram, Masham) proposed in the Hornby cluster catchment that are projected to result in around 2,000 additional households by 2021<sup>10</sup>.

Household numbers are projected to grow by a further 1,000 by 2041.

*Note: The timing of growth is influenced by a number of factors such as economic and social determinants many of which remain uncertain following the earthquakes.*

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

<sup>6</sup> Number of all year 7-8 students in the cluster that attend a given school

<sup>7</sup> Percentage of all year 7-8 students in the cluster that attend a given school

<sup>8</sup> March data has been used for the comparison across the period 2010 to 2012, as no relevant historical July student address data exists.

<sup>9</sup> Note this is a count of student address data points, not total school roll.

<sup>10</sup> Source: Greater Christchurch Household Scenarios 2011-2041, Prepared for the UDS Partners, March 2012. Figures quoted are based on the 'BAU Quick Scenario' household projections and are compared to pre-earthquake 2011 household data.

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

Of the 1,468 year 1-6 students residing in the Hornby cluster 1,136 (77%) reside within 1km of one of the six state primary schools, according to July 2012 student address data.

This would reduce to 73% (1,067 students) if Yaldhurst Model School were to merge and the other proposed changes were implemented<sup>11</sup>.

Thirty three percent of Yaldhurst Model School students already reside within a 1km radius of Gilberthorpe School.

Over time this could be expected to increase as people move into the Wigram development given the likely concentration of people living within a 1 km radius of a relocated Sockburn School, which is also proposed.

As at July 2012, there were 515 year 7-8 students residing in the Hornby cluster. Of these 184 (36%) of these students live within a 1 km radius of current year 7-8 state school provision (Branston Intermediate, Templeton School, Yaldhurst Model School).

This would reduce minimally to 176 students (34%) if Branston Intermediate was to close and Yaldhurst Model School merge and Hornby High School became a year 7-15 Secondary School, which is one option for consideration should the merger and closure proposals be adopted.

Merging Yaldhurst Model School would enable funding to be invested in Gilberthorpe School where the majority of learners would most likely go, and into the network generally to provide modern learning environments for a larger number of students.

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

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

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

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

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

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

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

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<sup>11</sup> Closure of Branston Intermediate, relocation of South Hornby and Sockburn Schools.



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

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

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

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

The Ministry will provide information 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.

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

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 around alternative options that will meet the overarching needs of this cluster to not only revitalise infrastructure but also enhance educational outcomes across this education community that it wishes to contribute during consultation.

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

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

The proposed merger of Gilberthorpe School and Yaldhurst Model School is one of several proposed changes for the Hornby cluster. Other proposed changes include:

- The closure of Branston Intermediate School
- Relocation of South Hornby School to the Branston Intermediate site



# Yaldhurst Model School – Rationale for change

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

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## Why is change needed?

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

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

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

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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.

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---

## Why is it proposed my school merge?

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

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

Both Yaldhurst School and Gilberthorpe School have small rolls.

Yaldhurst School sits beside airport land, and over half its learners come from out of zone.

Given that relatively small numbers of learners are drawn from the local community and there is no prospect of population growth in the immediate area, it is proposed Yaldhurst School merge with Gilberthorpe School, which is its nearest neighbour.

Although Gilberthorpe School is a small school, it is in an area with growth potential and sits on a large site which can accommodate that growth. The schools already draw students from the same catchment.

### Land

Surrounding land is predominately CERA technical category 1 (TC1).

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

### Buildings

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

At present no buildings have been identified for structural strengthening through the desk top survey.

Detailed Engineering Evaluations (DEE's) scheduled to be completed for the end of 2013 will confirm the scale of this work, if required.

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

### Indicative Ten Year Property Costs\*

<b>Indicative Ten Year Property Costs for Yaldhurst Model School</b>	<b>\$1.3 million</b>
<i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed.</i>	

The above costs are predominately made up of weather tightness issues

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

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

### **Cost estimate information**

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

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

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

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

### **People**

Yaldhurst Model School had a roll of 123 at July 2012 which is approximately the same as it was in 2008.

Thirty three percent of Yaldhurst Model School students live within a 1 km radius of Gilberthorpe School, and only 9% within a 1 km radius of Yaldhurst Model School.

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

School Name	Type	Authority	2008	2010	2012
St Bernadette's School (Hornby)	Full Primary (Year 1-8)	State: Integrated	151	140	141
Gilberthorpe School	Contributing (Year 1-6)	State	111	98	104
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Yaldhurst Model School	Full Primary (Year 1-8)	State	129	116	123
<b>Primary Total</b>			<b>1,390</b>	<b>1,301</b>	<b>1,290</b>
Branston Intermediate	Intermediate (Year 7 and 8)	State	233	191	180

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

School Name	Type	Authority	2008	2010	2012
<b>Intermediate Total</b>			<b>233</b>	<b>191</b>	<b>180</b>
Hornby High School	Secondary (Year 9-15)	State	452	471	426
<b>Secondary Total</b>			<b>452</b>	<b>471</b>	<b>426</b>
McKenzie Residential School	Special School	State	29	29	29
Waitaha School	Special School	State	18	20	32

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

Analysis of July 2012 student address data shows around 84% of year 1-6 students living in the Hornby cluster catchment attended a state school, 14% were enrolled at state integrated schools and the remaining 2% at private schools.

Around 74% of year 7-8 students living in the Hornby cluster catchment attended a state school, 23% were enrolled at state integrated schools and a further 3% at private schools.

*Note: Information on year 7-8 students has been included as Yaldhurst Model School is a year 1-8 full primary school.*

*Schools with the highest number of year 1-6 students living within the Hornby cluster catchment*

School	Authority	# students <sup>4</sup>	% <sup>5</sup>
South Hornby School	State	280	19%
Templeton School	State	208	14%
Hornby Primary School	State	133	9%
Sockburn School	State	114	8%
Gilberthorpe School	State	96	7%
St Bernadette's School (Hornby)	State: Integrated	86	6%
Yaldhurst Model School	State	86	6%
Russley School	State	64	4%
Avonhead School	State	51	3%
Our Lady of Victories	State: Integrated	44	3%

Enrolments at the six local state schools equated to 62% of all year 1-6 students living in the Hornby cluster catchment.

Nineteen percent of year 1-6 students in the Hornby cluster catchment were enrolled at South Hornby School and 14% at Templeton School. The remainder were spread across other schools.

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

<sup>4</sup> Number of all year 1-6 students in the cluster that attend a given school

<sup>5</sup> Percentage of all year 1-6 students in the cluster that attend a given school

*Schools with the highest number of year 7-8 students living within the Hornby cluster catchment.*

School	Authority	# students <sup>6</sup>	% <sup>7</sup>
Branston Intermediate	State	169	33%
Kirkwood Intermediate	State	61	12%
Templeton School	State	57	11%
St Bernadette's School (Hornby)	State: Integrated	31	6%
Middleton Grange School	State: Integrated	20	4%
St Thomas of Canterbury College	State: Integrated	19	4%
Russley School	State	16	3%
Our Lady of Victories	State: Integrated	16	3%
Yaldhurst Model School	State	10	2%
Riccarton School	State	9	2%

Approximately 46% of year 7-8 students living in the Hornby cluster catchment attended one of the three local state schools providing year 7-8 education.

169 or around 33% of the 515 year 7-8 students were enrolled at Branston Intermediate.

### ***Population change<sup>8</sup>***

There has been a small decline in the number of year 1-15 students living in the Hornby cluster catchment from 3,011 in March 2010 to 2,985 at March 2012 (according to roll return student address data).

This indicates there has been little change in the total number of students residing in the Hornby cluster catchment in the wake of the Canterbury earthquakes.

There are several large scale greenfield residential developments (e.g. Wigram, Masham) proposed in the Hornby cluster catchment that are projected to result in around 2,000 additional households by 2021<sup>9</sup>.

Household numbers are projected to grow by a further 1,000 by 2041.

*Note: The timing of growth is influenced by a number of factors such as economic and social determinants many of which remain uncertain following the earthquakes.*

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

<sup>6</sup> Number of all year 7-8 students in the cluster that attend a given school

<sup>7</sup> Percentage of all year 7-8 students in the cluster that attend a given school

<sup>8</sup> March data has been used for the comparison across the period 2010 to 2012, as no relevant historical July student address data exists.

<sup>9</sup> Source: Greater Christchurch Household Scenarios 2011-2041, Prepared for the UDS Partners, March 2012. Figures quoted are based on the 'BAU Quick Scenario' household projections and are compared to pre-earthquake 2011 household data.

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

Of the 1,468 July 2012 year 1-6 student address records within the Hornby cluster 1,136 (77%) reside within 1 km of one of the six state primary schools.

This would reduce to 1,067 (73%) if Yaldhurst Model School were to merge and the other proposed changes were implemented<sup>10</sup>.

Thirty three percent of Yaldhurst Model School students already reside within a 1 km radius of Gilberthorpe School.

Over time, given the likely concentration of people living within a 1 km radius of a relocated Sockburn School (which is also proposed), this could be expected to increase as people move into the Wigram development.

Given more than half of learners currently attending Yaldhurst Model School come from outside the zone they are already travelling some distance to school. There is no public transport.

As at July 2012, there were 515 year 7-8 students residing in the Hornby cluster. Of these, 184 (36%) students lived within a 1 km radius of current year 7-8 state school provision (Branston Intermediate, Templeton School, Yaldhurst Model School).

This would reduce minimally to 176 students (34%) if Branston Intermediate were to close and Yaldhurst Model School were to merge and Hornby High School became a year 7-15 secondary school, which is one option for consideration should these merger and closure proposals be adopted.

Merging Yaldhurst Model School would enable funding to be invested in Gilberthorpe School where the majority of learners would most likely go, and into the network generally to provide modern learning environments for a larger number of students.

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

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

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

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

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

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

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<sup>10</sup> Closure of Branston Intermediate, relocation of South Hornby and Sockburn Schools.



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

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

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

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

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

The Ministry will provide information to 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 around alternative options that will meet the overarching needs of this cluster to not only revitalise infrastructure but also enhance educational outcomes across this education community that it wishes to contribute during consultation.

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

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

The proposed merger of Yaldhurst Model School and Gilberthorpe School is one of several proposed changes for the Hornby cluster. Other proposed changes include:

- The closure of Branston Intermediate School
- Relocation of South Hornby School to the Branston Intermediate site
- Relocation of Sockburn School to a new site in the Wigram development.

These proposed changes are intended to provide a spatially sensible and sustainable primary school network that reflects the areas of growth in the Hornby cluster.

Changing Hornby High School from a year 9-15 secondary school to a year 7-15 secondary school is one option that would be further explored if these proposals are confirmed.

## 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 ss 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](mailto:shapingeducation@minedu.govt.nz)

## Appendix Four: Property Information

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

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

6. Increases to non teaching spaces will be assessed at each site, but no allowance has been made in any of the above figures,

**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.**

7. 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.
8. 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.
9. 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.
10. 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.

11. 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.