

**Education Report: Consideration of Merger of Lyttelton Main School (3423) and Lyttelton West School (3424): Feedback from the second consultation period**

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**Executive Summary**

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1. This paper seeks your decision on the proposed merger of Lyttelton Main and Lyttelton West Schools under section 156A of the Education Act 1989.
2. On 13 September 2012, you announced a number of proposals for changes to schooling in greater Christchurch including the proposal to merge Lyttelton Main and Lyttelton West Schools on the Lyttelton Main School site. The proposal was based on the low rolls of schools, their close proximity to each other and the likelihood that their rolls will not grow significantly in the future.
3. In January 2013, the Ministry of Education reported to you on the results of the consultation undertaken by the Boards of each school with its community about the proposal to merge the two schools. This report (Metis 742555) is attached for your information (Appendix One). The Ministry recommended that the merger of Lyttelton Main and Lyttelton West Schools be approved.
4. On 18 February 2013, you announced your interim decision that the merger should proceed on 27 January 2014, and wrote to the Boards of each school giving them until 28 March 2013 to advise you of any reasons why the merger should not take place. The Education Act does not require this further consultation period, but you have provided it for those schools proposed to be merged, to align with the process for those schools proposed to be closed.
5. As part of this process, the Lyttelton West School Board of Trustees stated that its community is not supportive of the proposal nor does it agree with the rationale for merger. The importance of the school as a source of stability following the earthquakes and the impact that the merger proposal is having on the wellbeing of its community were themes of its submission.
6. The Board of Lyttelton Main School remains supportive but identified challenges in implementing the proposal.
7. If you approve the merger, both Boards indicated concerns with the revised timeframe and the possibility that the merged school would be operating over three sites. In considering these concerns the Ministry recommends that if you agree to the merger of Lyttelton Main and Lyttelton West Schools:
  - the date of merger be extended to 5 May 2014, the date of the start of Term 2
  - the Ministry commences formal negotiations with the Bishop of Christchurch regarding use of the former St Joseph's Catholic Primary School site in Lyttelton as an initial second site for the merged school. If these negotiations are successful this would be a temporary measure and would mean that the school would be operating over two sites instead of three (the other site would be Lyttelton West School, leaving the Lyttelton Main School site empty while the rebuild is undertaken).

8. If you agree to the proposal, we recommend that Lyttelton Main School will be the continuing site with additional land purchased to cater for the combined roll of the merged school. The buildings on this site are to be replaced. This provides the opportunity to build a "new school" for the community and provide a modern learning environment for all children in Lyttelton. The merged school will initially operate on two sites (St Joseph's and Lyttelton West) until property development is completed at the Lyttelton Main School site. It is expected that they will be operating from one site from Term 3, 2015.
9. If the two schools are merged it is estimated there would be operational costs to the Crown of \$242,728 in the first year and ongoing savings of \$194,956 each year following this. The estimated net operating savings to the Crown in the first ten years after merger, after consideration of EDI and JSIF, is estimated to be \$786,795.
10. The Ministry's view is that Lyttelton Main and Lyttelton West Schools should be merged, and that merger takes effect on 5 May 2014. If you agree to the merger, the Ministry will prepare a report for you on the appointment of the Board for the continuing school, and appoint a change manager, residual agent and governance facilitator to support the process.

## Recommended Actions

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We recommend that you:

a. **note** the information provided from the Boards of Trustees of Lyttelton Main and Lyttelton West Schools following the second consultation period about the proposed merger of their schools;

b. **agree** to the merger of Lyttelton Main School and Lyttelton West School;

 AGREE / DISAGREE

c. **agree** that the effective date of the merger will be 5 May 2014, the beginning of Term 2;

 AGREE / DISAGREE

c. **note** that once your decision is known, the Ministry will provide letters for your signature to the Boards of Trustees of Lyttelton Main School and Lyttelton West School, and to the local Members of Parliament, advising them of your decision. A Gazette notice will also be provided; and

d. **agree** that a copy of this report is released to the Boards of Trustees of both Lyttelton Main School and Lyttelton West School.

 AGREE / DISAGREE

  
Katrina Casey  
Deputy Secretary  
Regional Operations

Encls

  
Hon Hekia Parata  
Minister of Education

20/5/13

# Education Report: Consideration of Merger of Lyttelton Main School (3423) and Lyttelton West School (3424): Feedback from the second consultation period

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## Purpose

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1. This report seeks your decision on the proposed merger of Lyttelton Main and Lyttelton West Schools under section 156A of the Education Act 1989 (the Act).

## Background

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2. Lyttelton Main School is a decile 8, Year 1-8 full primary school in the Port Hills electorate. The July 2012 roll of the school was 113 comprising 14 Māori, two Pasifika, 94 New Zealand European, and one Asian, and two children of other ethnicities. The provisional 1 March 2013 roll was 119.
3. Lyttelton West School is a decile 9, Year 1-8 full primary school also in the Port Hills electorate. The July 2012 roll of the school was 134 comprising 24 Māori, 99 New Zealand European, and seven Asian, and four children of other ethnicities. The provisional 1 March 2013 roll was 120.
4. On 13 September 2012 you announced a number of proposed changes to schooling provision in greater Christchurch, and on 28 September 2012 you wrote to the Boards of Trustees of both Lyttelton Main School and Lyttelton West School formally initiating consultation on possible merger of the two schools. That consultation period ended on 7 December 2012.
5. The two schools are less than one kilometre apart. Lyttelton Main School is operating well below peak roll capacity, and both schools have low rolls resulting in an over-supply of primary school-age provision in the area.
6. The Ministry considers that Lyttelton does not have a sufficiently large enough school age population to support the costs and inefficiencies of retaining two separate primary schools. It is also considered that should the merger be agreed children will have more opportunities and wider variety of activities in the larger school. As Lyttelton is a confined community, children from surrounding catchment areas are unlikely to attend either of the Lyttelton schools.
7. The Lyttelton Main School site is the preferred site for the merged school because of constraints associated with the Lyttelton West School site. A new school will be built to provide modern learning environments for children in Lyttelton; however the merged school will operate on two sites until the development is completed by Term 3, 2015.
8. In January 2013, the Ministry reported to you on the outcome of the consultation process and recommended that Lyttelton Main and Lyttelton West Schools should be merged (Metis 742555 – Appendix One).

9. On 18 February 2013, you announced your interim decision that the merger should proceed, and wrote to the Boards of Trustees giving them a second consultation period to advise you of any reasons why Lyttelton Main and Lyttelton West Schools should not be merged. The Education Act does not require this further period of consultation in the case of mergers, but as part of the wider consultation over changes in Christchurch, you have extended this provision to align the consultation over mergers with the consultation about possible closures. During this consultation period both Boards worked together to discuss the proposal. They submitted separate responses and these were provided to you on 3 April 2013.
10. In late February 2013 you wrote to the Boards of the Lyttelton Schools offering to meet with them to discuss your interim decision for the schools. This meeting took place on 5 March.

### Responses from the Boards of Trustees

11. The submissions from both Boards outlined concerns regarding the timeframe for the proposal. The initial proposal was for the merger to take effect from 27 January 2016. Your interim decision announced in February brought forward the date to 27 January 2014. The submissions from both schools indicated that the earlier date would be a challenge and may have a negative impact on success of the merger and the demands of facilitating the rebuild on the Lyttelton Main School site.
12. Both submissions also expressed concern at the impact that operating the merged school over three sites could have on the success of the proposal. It was noted that this may result in some parents or caregivers collecting students from three sites.
13. The individual feedback from the Boards of Lyttelton Main School and Lyttelton West School is summarised below.

#### **Lyttelton West School**

14. Lyttelton West School noted a lack of support in its community for the proposal. The Board also expressed dissatisfaction with what it concluded was the rationale for the merger.
15. As part of its submission, the Board conducted a family wellbeing survey about its communities circumstances post earthquakes. This information informed much of its submission about the impact that the merger would have on its community. The Board noted the significant stress and uncertainty that was prevalent amongst its community and the importance of "school" as a place of stability.
16. The Board also noted that common themes regarding the proposal amongst its children were: anxiety over losing friendships and teachers, travelling further to school and anticipation at meeting new friends.
17. While noting this lack of support for the proposal the Board recommended that if the proposal is to occur the following should be considered:
  - a delay until the new facility is built and reconsideration of the timeframe
  - provision of certainty and appropriate support for children and families

- collaboration and consultation on the new governance model
- appropriate geotechnical surveys being completed to evaluate the cost effectiveness of the Lyttelton Main School site as the location of the continuing school.

### **Lyttelton Main School**

18. The Board of Lyttelton Main School's submission outlined recommendations that it would like considered if the merger is to occur. Many of the recommendations from the Board are regarding governance and factors pertaining to the design and build of the "new" Lyttelton School. These recommendations include:
- appropriate face to face training and support for the Appointed Board
  - equal representation from both existing boards on the Appointed Board and the appointment of an independent chair
  - that staffing levels for the proposed school are maintained and professional development is made available for staff to encourage pedagogical changes identified for successful modern learning environments.
19. The Board also seeks certainty regarding the rebuild of the "new school" on its site and confirmation that the additional land adjacent to its site will be purchased and that this funding will not be included in the money available for the merge and build.

### **Others**

20. As well as the submissions from the Boards, since 18 February 2013 you received two letters from members of the community about the proposed merger. Both related to Lyttelton West School.

## **Ministry's Response**

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### **Appropriateness of three sites if merger to occur**

21. Both Lyttelton Main and Lyttelton West Schools submitted concerns over operating the proposed merged school over three sites, until the "new school" is built on the Lyttelton Main School site. In assessing this feedback, the Ministry has considered an alternative option that means the initial merge would be on two rather than three sites.
22. Preliminary information is that there is an option to relocate the balance of the roll of Lyttelton Main School to the former St Josephs Catholic Primary School site in Lyttelton. St Joseph's School closed in 2009 and Lyttelton Main School already uses part of this site. If you approve the merger, the Ministry will work with the Roman Catholic Bishop of Christchurch regarding temporary use of this site. Temporary relocatable classrooms would be required to be placed on the site.

23. The ability to use this site would mean that, if you agree to the merger, students would be accommodated on this and the Lyttelton West School site while the building project is being undertaken on the Lyttelton Main School site. While the merged school would still be initially operating over two sites, the Ministry considers that this is more reflective of the community's wishes than three sites that are currently operating.
24. The use of the Bishop's site would be a temporary measure. It will also ensure that the issues associated with constructing a new learning environment on the Lyttelton Main School site would not impact on teaching and learning at the merged school during the initial period of the merger.
25. Indicative property costs to temporarily relocate to the St Joseph's site to enable the merged schools to operate on two sites instead of three are outlined below:

Temporary Facilities on the St Josephs site (Catholic owned site)	\$0.92 million	The current St Joseph's site has capacity for two classrooms, administration and a staff room. 4 new additional teaching spaces are required. This would allow for the equivalent of the roll of Lyttelton Main School to be on this site
Allowance for the provision of an additional toilet block	\$0.10 million	New Toilet Block required for the site
Other costs – Hardstand and paving	\$0.10 million	
<b>Total</b>	<b>\$1.12 million</b>	
Cost per learner not applicable		These are temporary works

Note: the above costs are based on new build facilities based on roll growth rates. Due to the nature of the site and access into Lyttelton it may be an option to provide accommodation and facilities which can be leased e.g. 'portacom' type buildings still suitable for use as a classroom and this would reduce the above costs by up to 25%.

26. If you agree to the merger, the Ministry will formally commence negotiations with the Bishop. Preliminary discussions indicate temporary use of the former St Joseph's School site will be supported by the Bishop.
27. If the negotiations are not successful, then we recommend that this should not delay the merger. While operating over three sites may not be ideal, the third site is very close to another site – within 100m and this will only be an interim measure until the rebuild is complete.

#### **Date of proposed merger**

28. Both Boards have concerns about the date of the proposed merger being brought forward to January 2014. In considering the submissions, the Ministry recommends that, if you agree to the merger, it takes effect on 5 May 2014, the beginning of term 2. This means that the appointed board of the continuing school would be put in place during term 3, 2013 to work with the community to develop the merged school.

29. The Board of Lyttelton Main School proposed that the appointed board be composed of equal representation from the existing boards, and an independent chair be appointed.
30. The Ministry considers that the proposed governance structure of equal representation from both schools and an independent chair alleviates many of the concerns expressed by both Board's and the community regarding the board structure and the timeframe. It also reflects the desire of the community to have an entity that is focused on uniting the Lyttelton schooling community and developing a new learning environment for Lyttelton learners on the Lyttelton Main School site. The Ministry also considers that the timeframe maintains certainty for the community, which a longer timeframe may not do.
31. In several of the other Christchurch merger proposals, the Ministry has recommended an early merger date to mitigate the risk of school rolls declining significantly before the merger is implemented. This is not considered to be a significant issue with Lyttelton because of the limited options geographically for parents.

### **Children's wellbeing**

32. If you agree to the proposal, the Ministry will continue to work with both schools prior and following the implementation of the merger to minimise any disruption and adverse effect on the children. At present, specialist support is being provided to identified children at both schools and the Ministry will continue to work with the schools, as other needs are identified.

### **Concerns regarding the Lyttelton Main Site and costing of the adjacent site**

33. As noted in the previous report, a site extension is desirable for the Lyttelton Main School site to accommodate the combined roll. The Ministry is in negotiations with the New Zealand Police and the adjacent privately owned property about procuring additional land directly adjacent to the current school site. The cost of these site extensions is included in the table below:

### **Estimated Property Costs for rebuild schooling in Lyttelton**

<b>Proposal</b>	<b>Estimated Cost</b>	<b>Details</b>
Rebuild Lyttelton Main School	\$6.50 million	Based on the School Property Guide Calculator if a new school was provided for 400 learners the estimated cost would be \$7.5 – 8.0 million. The new school indicative cost for a school of 241 learners is \$6.5 – 7.0 million. The new school indicative cost for a school of 200 learners is \$6.0 – 6.5 million
Costs associated with the use of the former St Joseph's School site (as above)	\$1.12 million	
Allowance for purchase of Police site	\$0.10 million	Potential for site expansion, may be at little/no cost



Other costs – Designate ECE land on merged school site. The establishment of the ECE provision will be tendered through a request for proposal process.	\$0.10 million	
<b>Total</b>	<b>\$7.82 million</b>	

Note: the above costs are based on new build facilities based on roll growth rates. Due to the nature of the site and access into Lyttelton it may be an option to provide accommodation and facilities which can be leased e.g. 'portacom' type buildings and this would reduce the above costs by up to 25%.

34. A full site wide geotechnical testing of the Lyttelton Main School site has been completed and the Ministry is awaiting the analysis of this information. This testing also included the sites identified for extension. The results of this information will inform the remediation or mitigation of the retaining walls on the Lyttelton Main Site that may need to be included in the design of the merged premises.
35. The Ministry notes the comments that the Board of Lyttelton West School made regarding other options for tunnel remediation at its site. It is noted that the consequences of tunnel gullies are unknown and significant foundation engineering is likely to be required if redeveloping this site. The potential cost of this work is unknown.

#### **Lyttelton West's concerns regarding the Ministry rationale**

36. The Ministry notes the concerns of the Board of Lyttelton West School regarding the roll figures and the rationale for the Lyttelton Main School being the continuing school.
37. The Ministry remains of the view that considering the costs and inefficiencies, Lyttelton does not have a sufficiently large enough school age population to support two separate primary schools. The combined roll of the merged school, based on July 2012 figures, would be 247 students, using 1 March 2013 provisional roll data it would be 239. The opportunity to merge and rebuild on the Lyttelton Main School site is the most cost effective option. It also provides the opportunity to build a new school and provide a modern learning environment for all children.

#### **Financial Implications**

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38. If you agree to the merger of Lyttelton Main and Lyttelton West Schools, the cost to the Crown of the Education Development Initiative (EDI) enhancement would be \$564,000 based on the EDI policy. Joint Schools Initiative Funding (JSIF) would be \$161,080. This funding is only generated if the merger is implemented.
39. If the two schools are merged it is estimated there would be operational costs to the Crown of \$242,728 in the first year. The estimated net operating savings to the Crown in the first ten years after closure are estimated to be \$786,795. This includes consideration of EDI and JSIF funding.

## Priority Groups

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### Special Education

40. Provision of all aspects of Special Education has been considered by the Ministry. Individual children who currently receive a specialist service have been identified and, should you decide to close the school, transition planning will occur with the goal of minimal, if any disruption to these specialist services as schools transition through the merger process.
41. The Ministry's goal is for all schools to demonstrate inclusive practices. Where necessary merging schools will be assisted to meet the individual needs of all children who attend regardless of their level of special education need.
42. Any additional services or supports provided to schools, for example Social Workers in Schools, PB4L and RTLB, have been identified. The Ministry will work with the school and providers to minimise any disruption.

### Māori Medium

43. Lyttelton Main School has 61 children that are learning at Level 5 Māori medium. It is expected that the provision of te reo Māori will be a priority for the appointed board, should the merger be approved. This could see the level of provision maintained / grown at the merged school.

## Property

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44. If you approve the merger of the Lyttelton schools, the merged school will be built on the current Lyttelton Main School site to provide modern learning environments for all children in Lyttelton. New land is being investigated to enhance the site. The expected cost of the rebuild is \$7.16 million. Additional costs of \$1.12 million will be required to use the St Joseph's School site while the building project is being undertaken.
45. It is planned that the merged Lyttelton School will be operating on one site (the current Lyttelton Main School site) from term 3, 2015.
46. Following your decision the Ministry will meet with the elected / appointed Board(s) to begin the planning process for the design of the merged school. This will include developing a timeline and key milestones.
47. If the Lyttelton schools are merged, the Lyttelton West site would be disposed of according to the government policy requirements applying to the disposal of surplus Crown owned land.

## Staffing

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48. The confirmed staffing for Lyttelton West School is 7.3 FTTEs and for Lyttelton Main School it is 7.1 FTTEs. Lyttelton West School also has 10.65 FTE support staff (13 employees) and Lyttelton Main School has 6.44 support staff (11 employees). Should the final decision be to merge the schools, permanent teaching and support staff will be eligible to access the provision of their relevant collective agreements.

49. The Ministry recognises that the merger process is difficult for staff, and will work with Boards to ensure that adequate and appropriate support for staff is in place throughout the process.
50. The Union representatives and the Ministry have developed a plan for supporting staff which offers provision for developing CVs etc. should that be requested.

### Support for children during the transition

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51. The Ministry's Education Wellbeing Response team is available to work collaboratively with the school and its Board to identify strengths and needs across Board of Trustees, staff, and students. The team can work with the school management and Board to problem-solve issues related to wellbeing and develop a plan for ongoing support. This may include direct support from Ministry resources, as well as facilitating engagement with a wide range of activities and agencies. Specific student and teacher programmes are also available as part of a school plan e.g. FRIENDS<sup>1</sup>
52. Should the merger be approved, it will generate both EDI and JSIF funding. This funding is to be used to support the transition and strengthen education provision in the merged school.

### Enrolment Scheme

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53. The Ministry is currently meeting with the Boards of schools where their enrolment scheme is likely to change should the proposed closures / mergers be implemented. This includes discussions with the Boards of Lyttelton Main and Lyttelton West Schools about their thoughts on required zone changes should the merger be approved. The schools have been informed that the Ministry can use an Order in Council to create the zone if required, as it recognises that parents need certainty about enrolments.<sup>2</sup>

### Governance at the merged school

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54. If the schools are merged, the Ministry recommends that the Board of the continuing schools is a Board appointed by you during the interim period (being the set period prior to the merger until the election three months after the merger). It is also recommended that you appoint an independent chair to the Board. The make up of this appointed Board would be developed in consultation with both Boards of Trustees. This gives the opportunity for it to reflect the wider community. The Ministry will seek nominations to the appointed Board and seek your agreement to its appointment.
55. The appointed Board would take over from the current Lyttelton Main School Board members from the date of its appointment. It would govern Lyttelton Main School through to the merger date and also oversee the merger process.

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<sup>1</sup> This is a programme that helps children build resilience during times of transition. More details can be found in the report: *Outcomes of Consultation on Proposed School Closures and Mergers in Greater Christchurch* (Metis 770370).

<sup>2</sup> More details around the indicative enrolment schemes can be found in the report: *Outcomes of Consultation on Proposed School Closures and Mergers in Greater Christchurch* (Metis 770370).

## Conclusion

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56. The view of the Ministry remains that you should proceed with the proposal to merge Lyttelton Main School and Lyttelton West School on the Lyttelton Main School site. The rationale for the merger remains the same as that presented to you in January:
- Lyttelton does not have a sufficiently large enough school age population to support two separate primary schools.
  - The opportunity to merge and rebuilding on the Lyttelton Main School site is the most cost effective option. It also provides the opportunity to build a new school and provide a modern learning environment for all learners.
  - The two schools are less than one kilometre apart.
  - Both schools have low rolls and Lyttelton Main School is operating well below peak roll capacity.
57. In considering the submissions from both Boards, the Ministry recommends that the date of the merger should be extended to 5 May 2014, the start of Term 2. This change in date reflects the wishes of the community and is possible because it is unlikely parents will start to take children to other schools due to no other local options being available. It also provides a longer lead time to complete the visioning of the strategic direction of the merged school.
58. If you agree to the merger, the Ministry will also negotiate with the Bishop of Christchurch regarding the temporary use of the site of the former St Joseph's primary school. The likely use of this site will mean that the merged school will operate over two sites, rather than the current three, which was requested as part of the consultation feedback.
59. The Ministry considers that this merger proposal presents an opportunity to unite the Lyttelton schooling community and for a new learning environment for Lyttelton learners to be built on the Lyttelton Main School site.

## Next Steps

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60. Once your decision on the future of the two schools is known, the Ministry will prepare letters to the Board of Trustees, and local Members of Parliament, advising them of your decision. A Gazette notice will also be provided.
61. If the decision is to merge the schools, the Ministry will meet with the Boards and begin the implementation process which will include seeking nominations for the appointment of board of the continuing school, planning timeframes for the appointment of a change manger to support the boards in their operational roles and residual agent(s) to ensure that the financial process of the merger are effected.

## **List of Appendices**

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

## Appendix One

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



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

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### Executive Summary

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



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

## Recommended Actions

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### We recommend that you:

- a. **note** the information provided about the responses to the consultation by the Boards of Lyttelton Main School and Lyttelton West School with their school communities about a proposed merger of the two schools;
- b. **note** that the Lyttelton Main School Board supports the proposal and the Lyttelton West School Board does not support the proposal;
- c. **agree** that Lyttelton Main School and Lyttelton West School should be merged on the Lyttelton Main School site and that Lyttelton Main School be the continuing school;
- d. **agree** that your preferred date for the merger to take effect is 27 January 2014 and that the school operate on split sites until the property is developed for the merged school on the Lyttelton Main School site;

AGREE / DISAGREE

AGREE / DISAGREE

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

AGREE / DISAGREE

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

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

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

AGREE / DISAGREE

  
Katrina Casey  
Deputy Secretary  
Regional Operations  
Encl

  
Hon Hekia Parata  
Minister of Education

23/1/13

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

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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 Lyttelton Main School and Lyttelton West School on the proposal to merge the two schools on the Lyttelton Main School site.
2. You are asked to indicate your decision on this proposal.

### Background

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

### Reasons for Considering Merger

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

## Learning Community Cluster

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

## The Merger Process

12. School mergers take place under section 156A of the Act. This section enables the Minister of Education to merge one or more state schools (merging schools) with another state school (the continuing school).
13. When two schools are merged, neither is legally closed, but one school is identified as the continuing school. All of the assets, debts and liabilities of the merging school become those of the continuing school.
14. The Board of the continuing school governs the merged school while the Boards of the other schools are dissolved on the day the merger takes effect. The Minister may either leave the current membership of the continuing school's board to govern during the "interim period" (with the addition of one trustee from each merging school) or establish a new constitution for the Board. The "interim period" runs from a set date prior to the merger until the first elections three months after the merger.
15. Mergers (like school closures) generate Education Development Initiative (EDI) enhancements which will be specified in a Memorandum of Agreement negotiated with the Ministry of Education.

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

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

### **Consultation with the Boards of Lyttelton Main School and Lyttelton West School**

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

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

***Lyttelton West School***

21. The Board of Trustees of Lyttelton West School did not ratify its facilitator's report. It felt it was not a true representation of the consultation. The Board developed its own executive summary using the data gathered by the facilitator. This was provided as part of its submission.
22. In its report the Board noted that 62.1% of parents do not support the proposal. Five themes against the proposal to merge Lyttelton West School were identified.
- *Loss of the unique culture*  
The loss of the unique and distinctive character of Lyttelton West School was a stated concern.
  - *Concerns about Lyttelton Main School site*  
Submitters questioned the suitability of the Lyttelton Main School site for a combined school. Concern focused on the masonry retaining walls and the small size of the site. The lack of geotechnical information regarding safety and the potential cost of remediation of the Lyttelton Main School site were noted by many submitters.
  - *Dissatisfaction with Ministry of Education decision making process*  
Submitters were particularly dissatisfied with the justification for the proposal. The submission noted the increasing roll of Lyttelton West School and the fact that an additional classroom had been granted prior to the earthquakes.
  - *Questions over why a successful school would be "closed"*  
References were made to the performance of the school and the endorsement of the latest Education Review Office report.
  - *Travel concerns for learners*  
Concerns were raised that if the proposal goes ahead, many learners living in west Lyttelton will not be able to walk to school. Other issues over safety and access for learners were also raised.
23. The submission did note that there was some support amongst its community for the proposal with themes such as uniting the Lyttelton community, having a new modern school, and increasing the number of Year 7 – 8 learners.

### ***Lyttelton Main School***

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

## **Ministry Comment on Consultation Issues**

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### ***Student achievement***

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

### ***Roll***

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

### ***Safety***

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

### ***Concerns regarding the Lyttelton Main School site***

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

### *Site size*

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

### *Historical retaining walls*

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

### **Ministry view**

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

### **Early childhood education (ECE)**

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

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

### Education Provision at the Two Schools

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

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

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

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

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

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



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

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

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

## Priority Learners

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **Staffing**

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

52. Based on the confirmed staffing rolls for each school as at March 2012, if Lyttelton Main School and Lyttelton West School merge, the FTTE for the newly merged school would be 11.3 FTTE. This figure is based on the assumption that all learners currently on the rolls of the two schools will go to the newly merged school.

## Financial Implications

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

## Property Implications

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### Background Rationale

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

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

### **Proposal Analysis**

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

### **Property Entitlement**

68. The Ministry uses a number of data sources to provide an estimated cost per learner for the original Minister's proposal and any alternative proposals put forward by the school.
69. These sources are:
  - The latest indicative property cost information.
  - Current roll information (October 2012).
  - Network analysis of the estimated additional required teaching spaces required.

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

**Revised indicative property costs – Minister’s Proposal**

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

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

## Alternative Proposal 1 – Lyttelton West to remain open

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

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

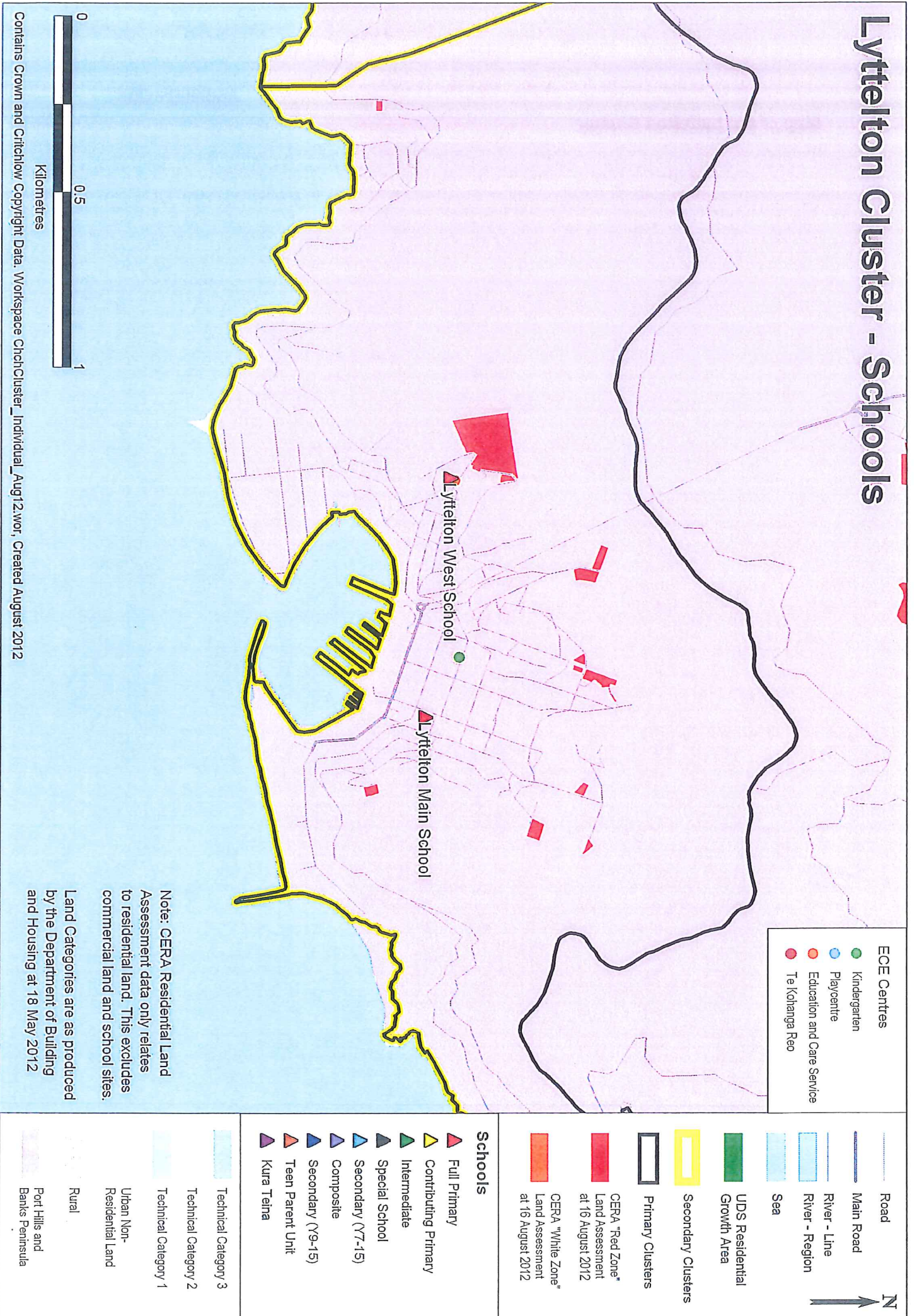
72. A significant consideration is that the costs for Lyttelton West School do not make any allowance for the remediation of the ground conditions, tunnels or additional foundation work required if redeveloped.

## Conclusion and Next Steps

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

Map of the Lyttelton Cluster

# Lyttelton Cluster - Schools

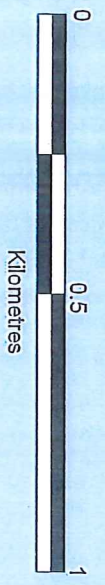


- ECE Centres
- Kindergarten
- Playcentre
- Education and Care Service
- Te Kohanga Reo

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

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

- Technical Category 3
  - Technical Category 2
  - Technical Category 1
  - Urban Non-Residential Land
  - Rural
  - Port Hills and Banks Peninsula
- Note:** CERA Residential Land Assessment data only relates to residential land. This excludes commercial land and school sites.
- Land Categories are as produced by the Department of Building and Housing at 18 May 2012



Contains Crown and Critchlow Copyright Data. Workspace CihohCluster\_Individual\_Aug12.wor, Created August 2012





**Rationale for Change Document**

**Appendix Two**

## Lyttelton Main School – Rationale for change

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

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### Why is change needed?

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

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

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

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

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

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

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

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

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

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## Why is it proposed my school merge?

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

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

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

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

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

It is therefore proposed to merge the two schools.

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

### Land

Technical categories have not been assigned to Lyttelton properties.

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

### Buildings

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

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

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

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

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

## Indicative Ten Year Property Costs\*

<b>Indicative Ten Year Property Costs for Lyttelton Main 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>\$1.0 million</b>
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The majority of the above cost is structural strengthening and works associated with maintenance of the buildings.

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

### Cost estimate information

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

**For assessing earthquake damage** – the recording and quantifying of earthquake damage and indicative repair costs from all events was undertaken. These reports were reviewed by professional loss 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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<sup>4</sup> Number of all year 1-8 students in the cluster that attend a given school

<sup>5</sup> Percentage of all year 1-8 students in the cluster that attend a given school

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

<sup>7</sup> Student address records are geocoded (address matched) records from the respective school roll returns. Not all records were address matched.

<sup>8</sup> CERA Red Zone data at 24 August 2012

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

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

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

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

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

### **Lyttelton Main School**

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

### **Lyttelton West School**

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

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

### **Proposed Merged Schools**

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

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

Merging Lyttelton West School would enable funding to be invested at Lyttelton Main School where learners would most likely go, and into the network generally to provide modern learning environments for a larger number of students.

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

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

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

An effective merger brings together the strengths of both schools. The particular programmes which are run in the merged school are decisions made by the board of the

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continuing school, however, it is likely the successful programmes, culture etc which have been developed within either school would be continued in the merged school.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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







## Lyttelton West School – Rationale for change

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

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### Why is change needed?

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

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

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

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

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

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

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

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

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

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## Why is it proposed my school merge?

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

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

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

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

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

It is therefore proposed to merge the two schools.

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

### Land

Technical categories have not been assigned to Lyttelton properties.

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

A site wide investigation programme has commenced.

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

### Buildings

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

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

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

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

## Indicative Ten Year Property Costs\*

<b>Indicative Ten Year Property Costs for Lyttelton West 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>\$0.9 million</b>
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The above costs are predominately split between earthquake remediation works and works associated with earthquake repairs.

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

### Cost Estimate Information

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

**For assessing earthquake damage** – the recording and quantifying of earthquake damage and indicative repair costs from all events was undertaken. These reports were reviewed by professional loss 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

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

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

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

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

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

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

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

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

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

<b>School</b>	<b>Authority</b>	<b># students<sup>4</sup></b>	<b>%<sup>5</sup></b>
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Redcliffs School	State	2	0.8%

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

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

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

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

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

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

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

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<sup>4</sup> Number of all year 1-8 students in the cluster that attend a given school

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

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

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

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

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

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

### Lyttelton West School

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

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

### Lyttelton Main School

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

### Proposed Merged Schools

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

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

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

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

- Ensuring any health and safety and infrastructural issues are addressed
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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.

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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.

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

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

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

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

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

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

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

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

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

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

### Facts and Figures

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

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

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

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

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

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

Peak rolls used: Primary – the October 2011 roll

Secondary and Intermediate – the March 2012 roll return

Relevant reports and documentation will be provided.

### Contact us

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



Property Implications

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

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

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

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11. For assessing weather tightness – cost estimates were developed as part of a national survey of all school buildings. Further detailed assessments were carried out on buildings identified through this exercise.
12. These indicative cost estimates are based upon information, data and research carried out by external parties. They are dependent on the information and assumptions included. While these results may vary as further information and/or assumptions are modified, these preliminary estimates will continue to provide the initial basis for costs of these projects.