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Burnside School. ①

Friday, 7th December 2012

Ko Aoraki te maunga tikefike
E tu mokemoke ana
Ko Arahura te Awa Tapu
He wahi takoto ai a Waitaki
Te mere pounamu, he tohu rangatira
Ko Poutini te kaitiaki, te taniwha o te tai
He whararuruhau i te Hapu o Kati waewae.
Ko Takitimu te waka
Ko Ngai tahu te Iwi
No reira, nga mihi nui ki a koe mo te kura tuatahi o Burnside.

Dear Minister,

The Burnside Primary School's Board of Trustees is delighted to present you with our response to your proposal to close our school.

While we have found this process challenging, we have embraced it positively. We are excited about the future for education in greater Christchurch and we look forward to playing a positive and innovative part.

We have been very grateful to have had Mr Michael Deaker as our facilitator throughout this process. His guidance has been extremely valuable and we have appreciated the Ministry's contribution to his facilitation.

We believe our proposal will contribute to the realization of the Ministry's vision for Greater Christchurch, and we thank you for your consideration.

Yours Sincerely

Tracy Williams
Board of Trustees Chairperson

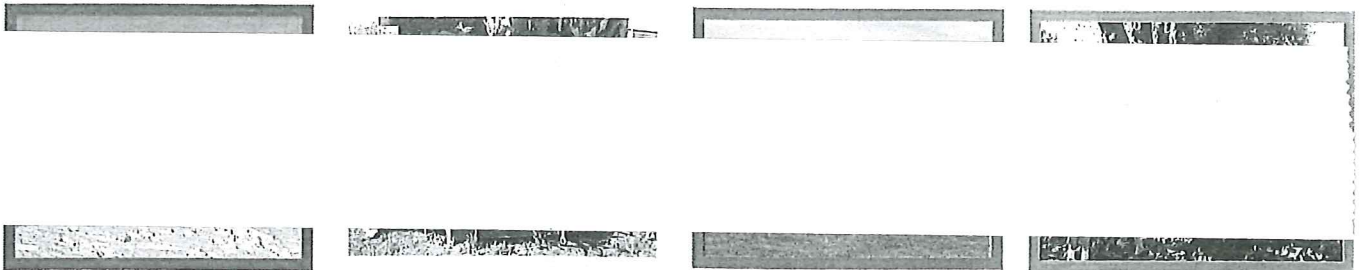
Matt Bateman
Principal

Received
07/12



**BURNSIDE
PRIMARY SCHOOL**
shining stars for a bright future

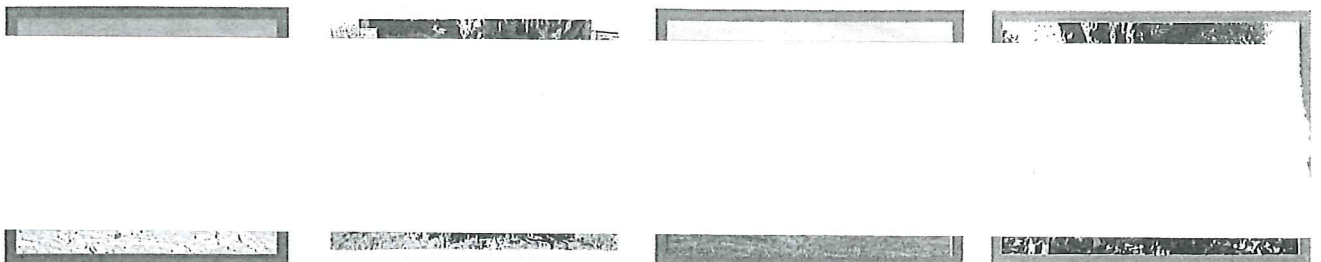
**Response to the
Minister of Education's
Proposal to close
Burnside Primary School**



Response to the Minister of Education's Proposal to close Burnside Primary School

Burnside Primary School and the Burnside Learning Community Cluster embrace the opportunity to help consolidate, modernise and improve education in the north-west of Christchurch. We accept that the status quo is not an option for future schooling in this area.

The proposal below has been developed, not just in consultation with the Burnside community, but through collaboration amongst the principals and trustees of all the schools in the Burnside Learning Community Cluster. They are in support of, and are enthusiastic about, the benefits of what is proposed for our students and schools.



EXECUTIVE SUMMARY: The key concepts of our proposal

1. We recommend that (for probably less than \$4.5 million) **modern learning environments are built to initially accommodate 300 students (ECE to Year 6). Kidsfirst Kindergartens are enthusiastic about partnering in an integrated primary school/kindergarten facility with shared, curriculum, services and spaces.** We accept that Burnside Primary's current buildings are out-dated and to repair them for around \$9 million would be unacceptable.
2. **A community education hub, building on our successes with priority learners.** The hub will provide an integrated educational pathway: early childhood education, schools, special needs, and a language hub. The hub will include bilingual provision for Maori, Pasifika, migrant and refugee families to support students, parents and teachers in all our schools and the neighbouring clusters. We will become the only sustainable provider of bilingual education for priority learners in the north-west. Ngai Tahu strongly support this ECE/schools integration, and a sound bi-lingual pathway for priority learners.
3. Enhancing our achievements in meeting the needs of our diverse community, and to **model support for the changing demographics of Christchurch.** Our parents, community groups, and cluster are in complete support of this proposal.
4. **More effective use of the large Burnside Primary School and Cobham Intermediate site,** 9.2 hectares in the north-west of Christchurch with established services, learning facilities, multiple safe access routes, and community facilities nearby.
5. Our cluster supports developing this site, along with the new school and kindergarten, to **meet the need for centralised education and community facilities.** The latter could include high performance sport (in conjunction with Athletics NZ), as well as partnerships with Hagley Community College and Christchurch City Council. Consolidation could include schools' governance and administration functions; cluster-wide professional learning facilities; services and supplies procurement; and use of specialist staff eg. te reo kaiako. This will allow economies of scale not currently available.
6. We envisage the opportunity for the Ministry of Education to **centralise support services for the north-west** on the Burnside Primary site e.g. RTLbs, RTLit, Reading Recovery, SWIS, Community Constable, Public Health Nurse and the recently refurbished \$2 million dental hub at Burnside Primary.

Rationale for These Proposed Concepts:

Concept 1:

The attached report from Bell Geoconsulting Ltd provides ample evidence that the Burnside Primary site is geotechnically safe and suitable for new buildings.

We believe there are several strong educational reasons for re-establishing an educational precinct, including an ECE facility, on the current site, to lay the bases for the community education hub outlined above and below. With up to 80 as-yet-unoccupied state houses in the immediate area (*see attached O. I. Act release, dated 02.11.12*), and the recent successful resettlement of the Aorangi students, not to mention the possible closure of Kendal School, it would be unthinkable to leave a gap in the network at this location.

Kidsfirst Kindergartens (*see attached letter from Kidsfirst CEO Sheryll Wilson, dated 30.11.12*) are strong and credible providers of early childhood bi-lingual education. We would work with them to create a seamless ECE/school experience by blending Te Whaariki and level 1 of the New Zealand Curriculum.

Modern learning environments of similar design to those at TKKM o Tuia te Matangi, Richmond; Stonefields School, Mt Wellington; or Clearview, Rolleston; would be both cost and educationally effective for ECE and years 1 - 6. They could be easily supplemented to create the cluster hub facilities proposed.

Rationale for These Proposed Concepts:

Concept 2:

The cluster has identified hubs of teaching, learning and professional development facilities as perhaps the greatest benefits that await us all from the fuller use of the Cobham/Burnside site. While all our schools are committed to learning and achievement for Maori, Pasifika, migrant and refugee children, we will achieve so much more by pooling expert staffing, learning and some funding at this central site to create powerful centres of excellence for priority learners.

We have noted that the majority of our priority learners live in the Burnside (and previously Aorangi) zones and are now securely at home at Burnside Primary. This makes it imperative to build on this existing learning community with bilingual learning opportunities, which will be accessible to staff and students at all the schools in our, and adjoining, clusters. We will partner with Ngai Tahu in this venture, and they have supported our concepts (see *attached letter from Lynne Harata Te Aika, dated December 2012*). Hagley Community College would welcome this perfectly located outpost for their language teaching to refugee groups. (See *attached letter from HCC Director of Learning Communities, Heather Clark, dated 8.11.12*)

We are mindful of the deeply concerning and worsening national statistics showing under-achievement by Maori and Pasifika in mathematics and science. The proposed hub will build on Burnside Primary's success, have access to the excellent science facilities of Cobham Intermediate, and the proposed shared professional learning space will lift pedagogical skills (such as through Best Evidence Synthesis Exemplar 1: "Developing communities of mathematical inquiry") amongst teachers across the cluster.

With the likely migration of Allenvale School from our area, a special education unit or satellite facility will become highly desirable to provide for our and neighbouring clusters. At Burnside/Cobham there is the space, the strategic location, and the justification (over 1000 students on site) for such a facility.

Rationale for These Proposed Concepts:

Concept 3:

Consultation with the Burnside Primary community in the last few weeks has revealed a unanimous shared pride in the way the school welcomes and celebrates diversity for the benefit of all. *(See attached interview and survey response summaries from November 2012, plus notes from consultation meetings).*

It is widely recognised that Burnside Primary has particular expertise in creating a culture of acceptance and success for priority learners, expertise not always seen across wider north-west Christchurch schools.

The community and the cluster wish to build on this and would like to see Burnside Primary carry on as an even more effective "seed" school, a model, as Dr Bronwyn Hayward, Director Arts Scholars Programme, University of Canterbury, has told us, for the type of school of which the new Christchurch must have more. *(See attached letter from Dr Hayward dated 23.11.12)*

Note also the attached letter of support for this concept from the Fendalton/Waimairi Community Board chairperson, Val Carter, dated 21.11.12.

Rationale for These Proposed Concepts:

Concept 4:

The Burnside Learning Community Cluster sees the combined Cobham Intermediate/Burnside Primary site as having enormous potential for more effective use. It has space and safe access for so much more than currently exists.

The site already provides an eight-lane athletic track for zone competitions and its strategic location is enhanced by the presence of the Canterbury District Health Board dental hub and car park. Its closeness to Jellie Park recreation and sport centre, with its multiple swimming facilities and high performance institute, lends more potential for its fuller development as an educational/recreational hub. *(See attached letters from Athletics NZ and Christchurch City Council, dated 04.12.12, and Christchurch Metropolitan Cricket Association, dated 04.12.12)*

We noted, as a cluster, that earlier Christchurch-wide community consultation revealed strong preferences for education and community service hubs.

The transition from early childhood education to school can be a barrier to learning achievement. We are excited by the enthusiasm of Kidsfirst Kindergartens to integrate a new facility into the Burnside/Cobham site, replacing the site they recently lost at Kendal School. This educationally powerful partnership will save capital outlay in re-establishing a modern Burnside Primary and new Burnside Kindergarten, sharing library, staff, and administration facilities.

Burnside Primary School and Kidsfirst will, from the outset, blend to Te Whaariki and level 1 of the New Zealand Curriculum to ensure seamless learning through the early years.

This innovation would also supplement the existing Toy Library which thrives on the current Burnside Primary site.

Rationale for These Proposed Concepts:

Concept 5:

Our cluster foresees that consolidation of school administration functions on the Burnside site would save both rebuild capital outlay and day-to-day operating costs. There would be just one administration area for the ECE/primary school, and within our cluster that same area could provide Novopay and bursar services for all schools.

We envisage that any capital works required in future across the cluster will be decided on collaboratively (starting with Burnside and Cobham Intermediate). Centralised administration could also achieve bulk procurement to the benefit of all our schools, and a central hub for production, collection, and distribution (via ultra-fast broadband) of learning resources which would be effective in our cluster and beyond. We would be able to use the National Education Network for the delivery of specialist programmes across the clusters.

Shared governance across the cluster, including a single board room, could be a future development, and a single specialised professional learning and development facility would be exceptionally useful.

We acknowledge that the way forward will be made more profitable by multi-school professional learning, via the Best Evidence Syntheses e.g. Professor Helen Timperley's professional learning BES; and the BES on school leadership by Professor Viviane Robinson et al and it would be so much better if all our staff and leadership teams had the chance to work on these together.

Rationale for These Proposed Concepts:

Concept 6:

The cluster schools are aware that accommodating invaluable MOE-funded services such as RTLBs, RTLits; Reading Recovery; and SWIS has been transitory in our area in recent years. We propose they would be secure and appropriately located, in purpose-built spaces at the Burnside/Cobham community education hub. The dental hub (non-relocatable) is already there, our hub will be at the concentration of the priority learners' communities in this part of Christchurch, and we recommend associated facilities suitable for both a public health nurse and a community constable even if such facilities were used part time.

Our cluster supports these concepts, and the rationale behind them:



Burnside Primary School	Principal's Name	Principals Signature
Date 5/12/12	Matt Bateman	Matt Bateman
	Chairperson's Name	Chairperson's Signature
Date 5/12/12	Tracy Williams	Tracy Williams

Cobham Intermediate School	Principal's Name	Principals Signature
Date 6/12/12	Scott Helming	Scott Helming
	Chairperson's Name	Chairperson's Signature
Date 7/12/12	Dyane Hosler	pp. R. Chilvers

Waimairi School	Principal's Name	Principals Signature
Date 5/12/12	Mike Anderson	Mike Anderson
	Chairperson's Name	Chairperson's Signature
Date 5/12/12	Dave McCone	Dave McCone

Fendalton School	Principal's Name	Principals Signature
Date 6/12/12	Paul Sibson	Paul Sibson
	Chairperson's Name	Chairperson's Signature
Date 6/12/12	Shaun Cotton	Shaun Cotton

Christ the King School	Principal's Name	Principals Signature
Date 6/12/12	Mike Bonisch	M. T. Bonisch
	Chairperson's Name	Chairperson's Signature
Date 6/12/12	Rebecca Methven	Rebecca Methven

St Patrick's School	Principal's Name	Principals Signature
Date 6/12/12	Aaron Richards	Aaron Richards
	Chairperson's Name	Chairperson's Signature
Date 6/12/12	Jason Macgregor	Jason Macgregor

Burnside High School	Principal's Name	Principals Signature
Date		
	Chairperson's Name	Chairperson's Signature
Date		

Kidsfirst	Chief Executive's Principal's Name	Chief Executive's Principals Signature
Date 07 December 2012	Sheryl Wilson	Sheryl Wilson
	Chairperson's Name	Chairperson's Signature
Date		

Allenvale School	Principal's Name	Principals Signature
Date		
	Chairperson's Name	Chairperson's Signature
Date		

Our cluster supports these concepts, and the rationale behind them:

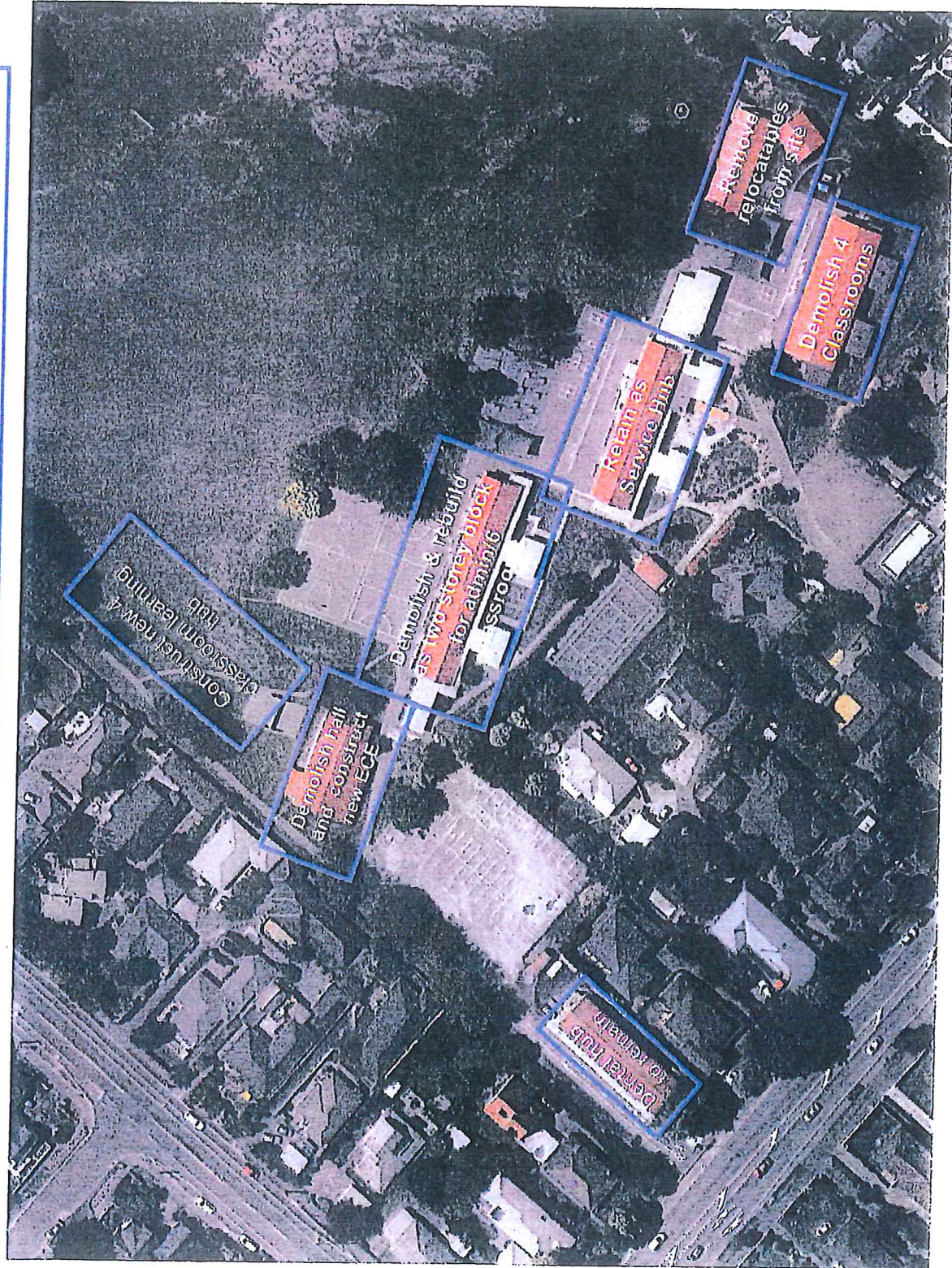


Breens Intermediate School	Principal's Name	Principal's Signature
Date 7/12/2012	Brian Price	
Roydvale School	Principal's Name	Principal's Signature
Date		
Westburn School	Principal's Name	Principal's Signature
Date 6/12/12	David Brown	
Ilseworth School	Principal's Name	Principal's Signature
Date 4.12.12	Jeanette Shearer	
Wairakei School	Principal's Name	Principal's Signature
Date 7/12/2012	Shane Buckner	
Harewood School	Principal's Name	Principal's Signature
Date 7/12/2012	Julie Greenwood	
Ilam School	Principal's Name	Principal's Signature
Date		

EXISTING SITE PLAN BURNSIDE PRIMARY



PROPOSED BURNSIDE PRIMARY REDEVELOPMENT



Supporting Documents

This section includes supporting evidence for the concepts and assertions above:

Burnside Primary School achievement data

Letters and/or emails from:

- *Kidsfirst*
- *Hagley Community College*
- *Fendalton/Waimairi Community Board*
- *Dr Bronwyn Hayward*
- *Athletics New Zealand*
- *Iwi representatives*
- *Toy Library*
- *Christchurch City Council*
- *Burnside Primary School's Petition*
- *Bell Geoconsulting Limited*
- *Sonada-Gakuen High School (Japan)*
- *Housing New Zealand - Demographic (vacant houses)*
- *Canterbury Metropolitan Cricket Association*
- *Frank O'Connor, President, NZ Psychological Society*
- *Penny Holmes, President, Fendalton Playcentre*

Evidence of Support for Burnside Primary School remaining open:-

- *Interviews with members of the community*
- *Responses to community survey*

NAG2A 2012 - Showing students at Burnside Primary School on 1st Nov 2012**Y4 students OTJ only appears in End of Year 4 (Not After 3 yrs)**

Reading	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	<u>17</u>	8.7%	<u>33</u>	16.9%	<u>71</u>	36.4%	<u>74</u>	37.9%	195
Māori	<u>6</u>	17.6%	<u>4</u>	11.8%	<u>11</u>	32.4%	<u>13</u>	38.2%	34
Pasifika	<u>1</u>	9.1%	<u>2</u>	18.2%	<u>2</u>	18.2%	<u>6</u>	54.5%	11
Male	<u>11</u>	10.9%	<u>25</u>	24.8%	<u>38</u>	37.6%	<u>27</u>	26.7%	101
Female	<u>6</u>	6.4%	<u>8</u>	8.5%	<u>33</u>	35.1%	<u>47</u>	50.0%	94

Reading	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school	<u>1</u>	4.3%	<u>4</u>	17.4%	<u>4</u>	17.4%	<u>14</u>	60.9%	<u>23</u>
After 2 years at school			<u>5</u>	25.0%	<u>3</u>	15.0%	<u>12</u>	60.0%	<u>20</u>
After 3 years at school	<u>2</u>	6.7%	<u>5</u>	16.7%	<u>6</u>	20.0%	<u>17</u>	56.7%	<u>30</u>
End of year 4	<u>1</u>	2.4%	<u>5</u>	11.9%	<u>24</u>	57.1%	<u>12</u>	28.6%	<u>42</u>
End of year 5	<u>9</u>	28.1%	<u>9</u>	28.1%	<u>10</u>	31.3%	<u>4</u>	12.5%	<u>32</u>
End of year 6	<u>4</u>	8.3%	<u>5</u>	10.4%	<u>24</u>	50.0%	<u>15</u>	31.3%	<u>48</u>
End of year 7									
End of year 8									
Totals	17		33		71		74		195

Writing	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	<u>21</u>	10.8%	<u>48</u>	24.6%	<u>91</u>	46.7%	<u>35</u>	17.9%	195
Maori	<u>9</u>	26.5%	<u>6</u>	17.6%	<u>16</u>	47.1%	<u>3</u>	8.8%	34
Pasifika	<u>1</u>	9.1%	<u>2</u>	18.2%	<u>7</u>	63.6%	<u>1</u>	9.1%	11
Male	<u>14</u>	13.9%	<u>32</u>	31.7%	<u>40</u>	39.6%	<u>15</u>	14.9%	101
Female	<u>7</u>	7.4%	<u>16</u>	17.0%	<u>51</u>	54.3%	<u>20</u>	21.3%	94

Writing	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school	<u>1</u>	4.3%	<u>3</u>	13.0%	<u>9</u>	39.1%	<u>10</u>	43.5%	<u>23</u>
After 2 years at school	<u>1</u>	5.0%	<u>5</u>	25.0%	<u>7</u>	35.0%	<u>7</u>	35.0%	<u>20</u>
After 3 years at school			<u>11</u>	36.7%	<u>13</u>	43.3%	<u>6</u>	20.0%	<u>30</u>
End of year 4	<u>3</u>	7.1%	<u>7</u>	16.7%	<u>28</u>	66.7%	<u>4</u>	9.5%	<u>42</u>
End of year 5	<u>9</u>	28.1%	<u>11</u>	34.4%	<u>11</u>	34.4%	<u>1</u>	3.1%	<u>32</u>
End of year 6	<u>7</u>	14.6%	<u>11</u>	22.9%	<u>23</u>	47.9%	<u>7</u>	14.6%	<u>48</u>
End of year 7									
End of year 8									
Totals	21		48		91		35		195

Mathematics	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	<u>18</u>	9.2%	<u>30</u>	15.4%	<u>97</u>	49.7%	<u>50</u>	25.6%	195
Maori	<u>7</u>	20.6%	<u>1</u>	2.9%	<u>20</u>	58.8%	<u>6</u>	17.6%	34
Pasifika	<u>1</u>	9.1%	<u>1</u>	9.1%	<u>8</u>	72.7%	<u>1</u>	9.1%	11
Male	<u>12</u>	11.9%	<u>17</u>	16.8%	<u>43</u>	42.6%	<u>29</u>	28.7%	101
Female	<u>6</u>	6.4%	<u>13</u>	13.8%	<u>54</u>	57.4%	<u>21</u>	22.3%	94

Mathematics	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
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After 2 years at school			<u>3</u>	15.0%	<u>14</u>	70.0%	<u>3</u>	15.0%	<u>20</u>
After 3 years at school			<u>9</u>	30.0%	<u>14</u>	46.7%	<u>7</u>	23.3%	<u>30</u>
End of Year 4	<u>2</u>	4.8%	<u>3</u>	7.1%	<u>21</u>	50.0%	<u>16</u>	38.1%	<u>42</u>
End of Year 5	<u>8</u>	25.0%	<u>7</u>	21.9%	<u>11</u>	34.4%	<u>6</u>	18.8%	<u>32</u>
End of Year 6	<u>7</u>	14.6%	<u>5</u>	10.4%	<u>23</u>	47.9%	<u>13</u>	27.1%	<u>48</u>
End of Year 7									
End of Year 8									
Totals	18		30		97		50		195

30 November 2012

Head Office, 43 Birmingham Drive,
PO Box 8089, Christchurch 8440
Tel: 03 338 1303 Fax: 03 338 1086
www.kidsfirst.co.nz

TO WHOM IT MAY CONCERN

LETTER OF SUPPORT

BURNSIDE PRIMARY SCHOOL SUBMISSION TO THE MINISTER OF EDUCATION
EDUCATION RENEWAL PLAN FOR GREATER CHRISTCHURCH

Background Information

Canterbury Westland Kindergarten Association Incorporated trading as Kidsfirst Kindergartens is the largest early childhood education provider in greater Christchurch with over 60 sites. Kidsfirst Kindergartens is highly regarded as a reputable organisation with a history of over 100 years of providing high quality education to preschool children in the Canterbury and West Coast regions of the South Island.

Like many educational institutions within the greater Christchurch area, we have experienced property damage to our buildings and land and within the Burnside /Roydvale Community Learning Clusters, one of our kindergartens, Kidsfirst Kindergartens Kendal Avenue, is now located in temporary accommodation, occupying two classrooms at Kendal Primary School.

Under the Education Renewal Plan for Greater Christchurch there is a proposal to close Kendal Primary School. As the kindergarten building is owned by the Ministry of Education and only meets 13% of the national building standard we remain unclear as to the Ministry of Education's intention for this kindergarten.

Profile of Kidsfirst Kindergartens Kendal Avenue

Currently this kindergarten, established in 1960, serves a range of socio-economic groups with a number of families from non-english speaking backgrounds. A large number of Māori children also attend this kindergarten.

Since the introduction in August of this year of the organisation's "no fees offer" child funded hours at this kindergarten has increased by 9.78%.

This kindergarten, like all Kidsfirst Kindergartens, works hard to support the government early childhood education goals of reducing the barriers to participation for priority families in greater Christchurch. These barriers have been defined as:

- ▶ Cost
- ▶ Access
- ▶ Suitability of provision
- ▶ Education is not a priority
- ▶ Complex issues facing priority families since earthquake

Page Two

Letter of Support: Burnside Primary School

30 November 2012

Support for Burnside Primary School Submission

We are aware of the lack of early childhood education facilities in the area where Burnside Primary School is located and we strongly support the opportunity for our Kendal Avenue Kindergarten to be relocated within the grounds of Burnside Primary School.

We believe that being on a school location enhances the opportunities for increased learning outcomes for our youngest and more vulnerable children and makes the move from early childhood education into primary education a seamless transition process. As transitions are dynamic, multi-faceted and complex and need to be constantly revisited and evaluated within local contexts, taking into account the views of many participants in the process, being located on a school site provides the greatest opportunity for success in this area.

We have explored with Burnside Primary School opportunities for sharing resources and expertise and we are excited by what this could mean from both the school's and the kindergarten's point of view. For example contributing to and sharing resources to extend Māori language provision from early childhood education through to primary school.

As we employ only trained registered teachers we see the potential to bridge the early childhood education curriculum Te Whāriki and the New Zealand Curriculum more effectively by being on a school site. This will enable the new entrant teachers to continue to pick up and build on early childhood education competencies and recording this continuity through individual portfolios which supports the child's identity as a learner across contexts.

We are also aware that having a kindergarten on a school site will reduce some the participation barriers that families face in being able to accept high quality early childhood education. Burnside Primary School have identified that approximately 30% of new entrants attending the school has not participated in any form of early childhood education. This is particularly relevant for Maori and Pasifika children which currently contributes to 25% of the school roll.

A 2010 ERO report, Success for Māori Children in Early Childhood Services, found that kindergartens: ". . . were more likely than any other service types to be responsive to the aspirations and expectations of the parents and whānau of Māori children. . . . Kindergartens were also more likely than other types of services to place a high focus on realising Māori children's potential to become competent and capable learners."

If further information is required in relation to this letter of support please do not hesitate to contact to me by phoning 03 338 1303. We are excited about a potential partnership with Burnside Primary School whereby both education providers are focused on improving the learning outcomes for children with particular emphasis on continuing to support the early childhood and primary education sector goals of government.

Waiho I te toipoto, kaua I te toira

Let us keep close together, not wide apart.



Sherryl Wilson
Chief Executive



Hagley College

TE PUNA WAI O WAIPAPA

8th November 2012

To whom it may concern.

Hagley Community College has a number of initiatives that support students, their families and communities from refugee backgrounds throughout Otautahi Christchurch.

These include the employment of Community liaisons from refugee communities who assist us to bridge the cultural and language gaps to ensure that the needs of these communities are well understood in the development of our programmes, services and initiatives.

This year it was brought to our attention through our liaison officers that a number of parents and older members of the Bhutanese community situated near the Burnside suburb, desperately needed more focused ESOL time but for a variety of reasons this provision needed to be closer to home than we could provide onsite at Hagley.

The reasons included lack of access to a vehicle, age and health related reasons for themselves or family members meaning that they did not want to be traveling several times a week in the evenings, ongoing uncertainty and insecurity after the earthquakes etc.

As a school and venue that they trusted, Burnside kindly made a classroom available two evenings per week for ESOL provision to be provided. Several other options had previously been explored but in post Earthquake Christchurch, appropriate and safe community spaces, and affordable (the funds really only cover the costs of a Teacher to deliver the course) are few and far between at present.

We see this as a positive collaboration between Hagley/ Burnside/ and the Bhutanese community themselves to constructively address the significant language and settlement support needs this community has

as the more recently arrived refugee community to ChCh.

As previously stated, finding an appropriate and affordable venue for the programmes was not easy in the location required and the willingness and responsiveness of Burnside to make such a space available and to work in this collaborative way has been greatly appreciated and critical to whether this programme was going to run or not.

Having this evening class housed safely in a well resourced educational centre, local to the community, has been important to the sense of security and trust of and for the participants, many of whom still have very limited English. The ability to focus on the teaching and learning happening in the classroom rather than heating and resource etc issues that often exist with other kinds of venues, has been extremely important in the success of the programme to date, which we believe will have a significant impact on the lives of the participants and their families as their language, literacy and numeracy increase alongside confidence and participation in NZ society.

We hope to be able to continue to work with Burnside in 2013 and into the future to continue this important community responsive programme.

Yours sincerely

A handwritten signature in black ink, appearing to read 'HBC', with a stylized flourish at the end.

Heather Clark
Director Learning Communities

21 November 2012

Honourable Hekia Parata
Minister of Education
WELLINGTON

Dear Minister

Re: Proposed Closure of Burnside Primary School

The Fendalton/Waimairi Community Board of the Christchurch City Council respectfully seeks your reconsideration of the current proposal to close Burnside Primary School.

The school serves a diverse ethnic community and offers specialist teachers and learning to its cluster schools in a unique and greatly valued manner in this north west area of the city. There is no other such provision within the area, especially with the closure of Aorangi School in 2009 which itself had a large ethnic and low decile catchment.

Key learning expertise which the Board urge should be retained in the ward and strengthened through the retention of Burnside Primary are:

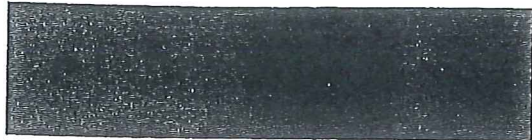
- The support to learners from a wide range of ethnic backgrounds, including refugees, most with families who do not have English speaking abilities. The school nurtures and welcomes these displaced families and enables both children and their parents to be integrated into the community to succeed and aspire to learn, and through its multi-lingual/multicultural approach enables parents to gain pride and involvement in their children's learning.

Indeed the Board recommends Burnside Primary to the Minister as a model of excellence in this area of high need in Christchurch.

- The school provides specialist teaching expertise which is shared with other cluster schools to enable a wider group of learners to benefit than would ever be possible with individual schools' resources. A specialist learning hub and examples of innovative teaching across the cluster is evident in technology, science, reading recovery, languages and sport. Were Burnside Primary to close, learners across the cluster would have fewer targeted learning opportunities and reduced life chances.
- The school sits on an 11 acre site in the heart of a high density residential area and has extensive sports facilities, including a 400 metre running track, which are unique in this area of Christchurch and actively used by other schools and for sports competitions.

Post earthquake Regional Sports are having to be held in venues as far away as Ashburton (60 kilometres). Christchurch children needing to be taken by bus at considerable cost and time. Burnside locally has the facilities, is right here in our city and should be retained and used for these and many other such events. It is adjacent to Jellie Park and the relocated High Performance Sports facility offering greater cohesion. There are no comparable facilities in Christchurch any more.

- The Fendalton/Waimairi ward contains a number of busy, main arterial roads to/from the city and linked to the Western Motorway now being constructed by New Zealand Transport Authority (NZTA) as part of its Roads of National Significance (RoNS) programme. Traffic volumes have already increased post quake with the migration of households to this north west area of the city and NZTA advise further significant increases once the new four lane motorway is completed (early 2013).



The geographical area served by the school is bordered by major arterial roads including Memorial Avenue (four lanes), and Wairakei and Greers Roads. Should closure occur, hundreds of children will have to cross these major arterials to reach other local schools at extremely busy times of day. The Board as an advocate for the many hundreds of families living in this area, believes this is unacceptable. Indeed pedestrian and child road safety are already major concerns for the adjacent schools – Burnside High, Christ the King and Wairakei Primary.

The Board believes the case to retain Burnside Primary is compelling. The detrimental impact of closure on the ethnic/refugee community, Maori/Pasifika and our children as a whole is extremely significant. The city needs more schools such as Burnside not fewer. It is a model for the future, based on experience from the past, grounded in success in the present.

Yours sincerely

V. J. Carter

Val Carter

Chairperson – Fendalton/Waimairi Community Board

College of Arts

School of Social and Political Sciences

Tel: +64 3 364 2099, Fax: + 64 364 2414

Email: jill.dolby@canterbury.ac.nz

Web site: <http://www.saps.canterbury.ac.nz/>



23 November 2012

Mr Matthew Bateman
Principal
Burnside Primary School
96 Memorial Avenue
Burnside
Christchurch

Tena Koe Mr Bateman

You asked me to provide some formal summary comments of your school based on our involvement studying the pupils at the school over the past 5 years in our wider evaluation of children's experiences of citizenship, democracy and environmental education.

Burnside Primary School features in the study which has been written up as a new book *Children. Citizenship and Environment: Nurturing a Democratic Imagination in a Changing World*, published by Routledge, London, 2012.

The book itself has been well received, the study has been kindly described by international reviewers as "magisterial and wonderful" (Professor William Scott Education, President of the UK National Environmental Education Association) and a "testament to glorious scholarship" Professor Timothy O'Riordan Emeritus Professor of Environmental Sciences, University of East Anglia, UK.

These reviews owe a very great deal to the staff and students of Burnside Primary School who under your leadership have provided a world leading example of how citizenship in a multicultural, international economy should be fostered and developed.

I feel very strongly that Burnside is exactly the kind of primary school that our new city will need, as Professor Spoonley (Demography, Massey) has cautioned, Christchurch, faces tremendous population change, and requires models of teaching and learning that can integrate a new and very diverse citizenship quickly and effectively. Burnside was one of the few local primary schools we encountered that has achieved that to date. More than that, what you have achieved as an international exemplar of outstanding citizenship education. Having read about the way your school integrated over 40 nationalities and helped hold a community together and nurture it through some of the fastest rates of economic and social change in the OECD - the German organization LITCAM (the world children's literacy charity of Frankfurt and Germany's premier agency for teaching literacy to new migrant

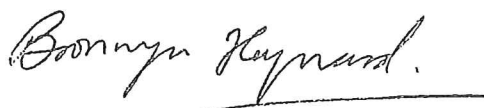
children in Germany's economic development), asked specifically that we connect your school programme.

I have been delighted that we have developed an exchange between Burnside as an exemplar of this new education and Germany schools- over 100 teachers and international administrators attended the launch of the exchange in Frankfurt in 2012 and the video introduction to your school and the German programme now features prominently on their website.

The director of LITCAM has invited me to feature the work at Burnside in next year's special world congress they are planning on CHILDREN in the 21st CENTURY ECONOMY as a keynote event. I am delighted to accept and hope we can work together to show case to the world the extraordinary feat your school achieves every day, supporting new citizens for a rewarding and flourishing future.

I feel very strongly that Burnside represents the seeds of the new economy, and community that Christchurch will become. Your programme is exciting, and it is world leading.

Naku noa, na

A handwritten signature in cursive script, reading "Bronwyn Hayward", followed by a horizontal line.

Dr Bronwyn Hayward
Director Arts Scholars Programme
University of Canterbury,
New Zealand
Ph 021 2727069

Mātauraka Mahaanui-Waitaha Māori Advisory Board

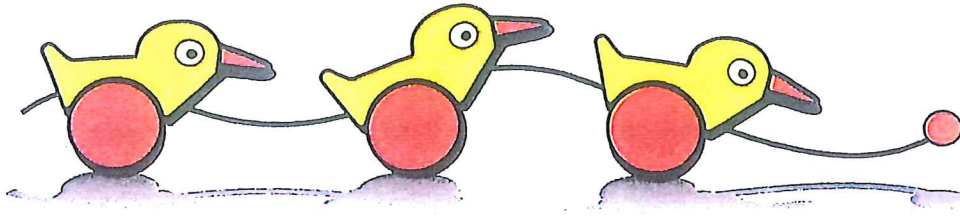
December 2012

It is the position of Mātauraka Mahaanui that we do not comment on specific school closure /merger proposals as we support all schools in our takiwā.

1. We strongly support the enhanced provision of quality teaching and Te Reo across all levels: Early Childhood, Kōhanga Reo, Kura Kaupapa Māori and compulsory schooling. Under no circumstances should current provision across the levels be decreased in any way whatsoever.
2. We support whānau to have the right of access to, and choice of education provision met locally- whether that is Kura Kaupapa Māori, Māori medium or English medium.
3. We support the least number of transition points between years of schooling as possible, as it is often at the transition from one school to another that Māori students disengage with the schooling system. This includes a smooth transition from Early Childhood / Kōhanga Reo to compulsory schooling.
4. We would like to see modern 21st century learning environments for all students so that students' learning is supported in the best way possible. This means giving consideration to the physical environment and teaching and learning that is responsive to Māori.

(Signature)

Chairperson Lynne Harata Te Aika



WAIMAIRI TOY LIBRARY

P.O. Box 20-301

Bishopdale

Christchurch 8053

19-09-12

Dear Minister of Education

I am writing on behalf on the Community Toy Library – Waimairi Incorporated (known as Waimairi Toy Library). The Waimairi Toy Library is a not-for-profit charity run by volunteers. We will have been open for 25 years next year (2013) serving families in the Waimairi area.

The library's objectives are:

1. To assist the development from the earliest age of all local children in a physical, sensory, emotional, social or intellectual manner, through all forms of play activity
2. To lend them the best available toys
3. To provide an opportunity for community involvement in a voluntary service for local persons.

We have a current membership of 124 families. This includes parents, grandparents, and whanau. We have 221 children with the majority 1-3 years of age group.

The Waimairi Toy Library members have been delighted with Burnside Primary School. We were lucky enough to join their community this year and cannot state strongly enough what a fabulous place the school is and how much of a pleasure it has been to have become part of their community. Our children stay and play on the wonderful school grounds during and after session times.

This is a school with a very strong link into the wider community. Their community centred approach is part of what makes them such a valuable asset in Christchurch. The earthquakes have not only caused the loss of life and enormous damage to property in Canterbury, they have hugely minimised the space available for community groups.

Schools provide a place where our children belong. Belonging is one of the crucial strands in Te Whaariki. The Waimairi Toy Library is something that our children belong to. By closing Burnside Primary School you are taking away yet another strand in the lives of our children who have already lost so much.

We at the Waimairi Toy Library ask that you change you mind about the proposed closure of Burnside Primary School and keep it open, please think also of the wider community.

Yours sincerely

Pam Blundell

President

Waimairi Toy Library

On behalf of all members



Sonoda Gakuen Junior and Senior High School
24-16, Minami-Toukaguchi 1-chome,
Amagasaki City, Kyogo, Japan 664-0857
Phone: 06-6248-2242
Fax: 06-6428-0201

November 21, 2012

Dear Principal Bateman,

We at Sonoda Gakuen Junior High School are greatly saddened to hear about the decision to close Burnside Primary School. For many years now Burnside, led by Mr. Bateman, has hosted our third year students who are 15 years old, for a cultural exchange and Japanese language lesson as part of their class excursion to New Zealand. Upon their return to Japan, the Burnside school visit is one of the most talked about experiences. It always ranks high as their favorite part of the trip and they gleefully show their other teachers and classmates photos of the experience.

The loss of Burnside as a part of our New Zealand excursion will forever change the nature of the program and is regrettable. Even more regrettable is the closing of any school and the consequences that will affect the students, parents, and staff. We hope that Mr. Bateman and everyone at Burnside can find an even greater happiness after the school closure. All of us at Sonoda Gakuen, from the university to the kindergarden, send you our best wishes and the hope that we will be able to work together once again.

Yours very truly,

Toshio Kumagai

Principal

Sonoda Gakuen Junior High Schools.

4th December 2012

Matt Bateman
Burnside Primary School
96 Memorial Ave
Christchurch

Dear Matt,

RE: PROPOSAL TO BUILD A GRASS ATHLETIC TRACK

Thank you for taking the time to discuss the possibility of a grass athletic track being built on the grounds of the Burnside Primary school.

Christchurch has lost both athletic tracks at QEII Park to earthquake damage. The grass track at the University Oval is permanently closed. Canterbury Athletics, supported by Council, have developed a grass track at Rawhiti Domain in New Brighton. This is a stop-gap measure but is not meeting demand. There is a recognised shortage of athletics track facilities of a sufficient standard to accommodate athletes and host club and school competitions. The loss of the University Oval has made this shortage more severe in the north west of Christchurch.

Council has partnered with High Performance Sport New Zealand to locate a high performance sport centre on Jellie Park. A high quality grass athletics track within jogging distance would add to the value of this investment.

The Christchurch City Council Recreation and Sports Unit would support the proposal to develop a grass athletic track at Burnside Primary School proceeding to a feasibility study stage if:

- The track was of sufficient quality to host top athletes, clubs and school competitions.
- The track was made available to the community and high performance sport in a managed way.

Should the proposal proceed, the Recreation and Sports Unit can offer access to stakeholder networks, expertise and technical assistance and advice on fund raising through third parties.

If I can be of any further assistance, please don't hesitate to call myself or Martin McGregor, Sports Liaison Advisor, Christchurch City Council, 03 941 5392 or martin.mcgregor@ccc.govt.nz.

Yours sincerely



John Filsell
Unit Manager, Recreation & Sports
Christchurch City Council
Phone 03 941 8303
john.filsell@ccc.govt.nz

cc. Councillor Sally Buck
Councillor Jamie Gough

NATIONAL OFFICE WELLINGTON

80 Boulcott Street

PO Box 2628, Wellington 6140

Free phone 0800 801 801

Tel 04 439 3000, Fax 04 472 5752

www.hnzc.co.nz

02 NOV 2012

Evan Owens
erhj.owens@ihug.co.nz

Dear Mr Owens

Thank you for your email of 11 October 2012 to Housing New Zealand Corporation, requesting the following information:

"...a break down of the occupancy data (occupied, unoccupied, etc.) for the social housing stock within a 5 km radius of our school address, 96 Memorial Avenue [Christchurch]."

I can advise you that as at 31 July 2012 the Corporation had a total of 2,195 managed properties within a 5 kilometre radius of 96 Memorial Avenue, Christchurch, of which 2,112 were tenanted. There were 83 vacant properties, most of which are under development due to earthquake damage.

I trust this information is useful. Thank you again for writing.

Yours sincerely


Sharon Girvan
Manager Government Relations (Acting)

CHRISTCHURCH METROPOLITAN CRICKET ASSOCIATION

4th December 2012

To whom it may concern:

Over recent years Canterbury Cricket and the Christchurch Metro Cricket Association have embarked on an artificial cricket pitch programme in schools.

We now have funded over 40 cricket pitches to be placed in schools all over Christchurch and Canterbury. There have been a numerous benefits with this programme including the opportunity for schools to use the pitches for in house activities and inter school games, and the ability for community clubs to use the pitches and grounds for weekend cricket.

It is a grave concern of ours that a number of schools which have been earmarked for merger or closure currently house a cricket pitch, which have been developed at considerable cost.

One such school is Burnside Primary. Burnside made the commitment to install and artificial pitch in 2010, with the work completed in 2011. Since that time the pitch has become a central focus point for the cricketing community in the area benefiting both the school and local clubs Old Boys Collegians and Burnside West, who have a combined membership over 1000 players.

We urge the Ministry to retain Burnside Primary School as school in the local community, to preserve and grow the investment that Cricket has made in this site.

I am happy to be contacted for further information.

Yours sincerely,

Mike Harvey
General Manager
Christchurch Metro Cricket

mike@canterburycricket.org.nz, 03-3663-003, 0274 476 073



21 Tuawera Terrace, Clifton Hill,
Christchurch, New Zealand 8081

4 December 2012

Hekia Parata
Minister of Education
Parliament
Wellington

Dear Minister

Some fifteen years ago, you asked me to run a teamwork and skill-building activity for you and your senior managers. I remember your briefing very clearly: you wanted me to give people an opportunity to participate in a way that was safe for them (you were specific about stretching to go beyond comfort zones) and would reward them for collaboration (you had identified a need for them to listen to one another before taking decisions in isolation). We ran a series of activities together (you lead the work content and debriefings) and, several weeks later, you reported that people seemed to be making more considered decisions, which would save time and money in the medium term.

My son has been at Burnside Primary School for almost six years. His mother lives across Memorial Avenue and is very involved in the PTA. I spend a week in four resident in Christchurch (though it was twice that for the time of earthquakes, as President of the NZ Psychological Society, voluntarily assisting a range of social strengthening activities including those in schools) and contribute where I can to help all the kids in the school achieve. My son will move on this summer. I thought you would appreciate some of what he has learned there, and how that compares with other schools in the cluster. I should make clear I am not convinced we must keep the school as it is, but we might do well to accept that it is achieving something for the education "tail" that others nearby have not.

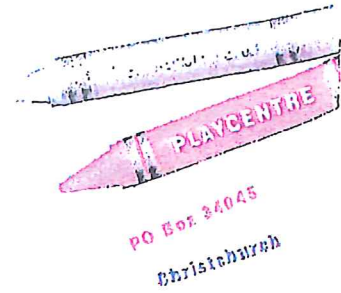
My son Spike joined a class which reached about 23 at the end of his first year. Seventeen nationalities and about fifteen mother tongues. He's bright, well fed and keen to learn, but others in this class, and in others in the years since, have not had those benefits. He's pakeha, from well-educated parents and encouraged in all his activities. Again, others are not. If he had been Pasifika, Maori or African, or from South or West Asia, at other schools in the area he would have experienced prejudice, teasing based on his different identity, and probably bullying. Not that he or we would have chosen this. The narrow perspectives of others choose it instead. And, as we know, it goes unreported.

But Burnside Primary has achieved academic gains for kids that other schools would not have, by removing the distraction of institutional racism, by breathing life into tolerance and achievement. I encourage you to look beyond the year on year costs to find out how the stretching, collaboration and tolerance has been built up, and whether it will be safe for children and their families to participate in the education we say is their right if they must attend another school.

Yours sincerely

Frank O'Connor

Wednesday 28th December 2012



To: HEKIA PARATA

Re: Proposed Closure Burnside Primary School

Fendalton Playcentre whanau urge you to keep Burnside Primary school open and consider the site for redevelopment into a Modern Learning Facility.

This would continue to provide many important opportunities for our Playcentre families. Playcentre provides Early Childhood Education where children have the freedom to make their own choices about their learning and to move freely around a variety of spaces. They also get to decide which adults are the most appropriate person to help them with their learning. When children progress to school they face a huge change in the environment and learning approach. This is one reason that many of our families find the transition to school challenging. The valuable independence and creativity skills that children have developed over the years can get left behind once they start school. Your initiative around Modern Learning Environments appeals to Playcentre Families because the type of environment created is more similar to Early Childhood provision than the model currently used by many schools in our cluster. Creating a modern Learning Environment at Burnside Primary School would provide our families with a local school that follows on from the children's Early Years experiences. Not only would it smooth their transition into school but it would provide an environment where teachers could use their skills to best support the children's learning by building on and developing many of the skills they have developed at Playcentre.

We understand there is a need to change the way we provide education in the future. We also understand that this may mean a decrease in provision in the Christchurch area .

Although we support Education Renewal, closing Burnside Primary School would be a backwards step in achieving this. Burnside Primary School is an obvious place to set up a State of the Art Modern Learning Facility that continues to serve our children and community now and well into the future.

A handwritten signature in black ink, appearing to read "Penny Holmes".

Penny Holmes

PRESIDENT FENDALTON PLAYCENTRE

Evidence of Support for Burnside Primary School Remaining Open

Key points made in interviews with members of the BPS community

- The school meets serious community needs
- There should be a new school built, closer to Cobham Intermediate, incorporating a language hub and an ECE centre
- This is possibly the only education site in Christchurch big enough for such comprehensive development
- Could be a three campus facility (ECE, 1-6, 7-8) with one principal and three deputy principals for professional leadership
- Could even use facilities in a split-shift model
- Would leave huge hole in community if BPS and Kendal were both closed
- Many in the community have no transport. "We will lose many kids to the streets if they have to walk two kms or more".
- The loss of the strong community bond with BPS would cause loss of education involvement.
- The earthquake damage is superficial, not structural.
- Many families are moving over from east Christchurch and there needs to be a state of the art school here.
- An old stream bed through the middle of the grounds means it would not be a suitable site for housing development.
- "BPS offers things other schools can't, or won't, for our rich diversity of students"
- Big is not always better and many BPS students would be swamped if they had to go away to big schools.
- At BPS, Maori and Pasifika students rise to the top. They don't fail here...they demonstrate leadership and thrive.
- A new school needs to be designed for flexible, multi-function teaching and learning for diverse students.
- It needs to be available for full community use, as now, from 7.30am to 9pm.

- Our cluster schools need to work out what each can offer, as a cluster, and there's room on this site for one of them to move here.
- A dynamic relationship with Cobham Intermediate will be essential.
- Duplication of resourcing would be bizarre. There should be shared admin, library, hall and gym facilities such as at the Mission Heights twin-school campus.
- "When change comes from within, as it does here, it really works....and we are prepared to innovate, especially with a new regime now at Cobham Intermediate".
- There is a history of collaboration that the Ministry can build on.
- BPS has a well-deserved reputation for care.
- Came here five years ago from central Christchurch because it is smaller and the teachers know and care about all the students.
- "The heart of BPS is what I love".
- She understands the need to pool resources but there must be an upgrade of BPS, and it should be staged and careful.
- BPS should not be closed but the buildings are old and an upgrade of shared Cobham/BPS facilities is essential, over say a five year period.
- There could be a sports hub on the big grounds and a shared hall and gym.
- "We need to offer something new and different for this diverse community because it will still be here".
- The new BPS should be an alternative option for Christchurch with different cultures celebrated.
- The new school will need a parent hub for day use because if the parents are involved, they become involved in the learning of their children.
- In a stronger relationship with Cobham Intermediate, we could combine teacher development, music, arts, literacy and technology.
- "Shared facilities, yes, but still two separate schools".
- ECE would be a wonderful development on site.

- "BPS must continue to lift achievement for Maori and Pasifika and the evidence is there that we're doing that now".
- A new language hub could operate in the evening too for the benefit of migrant parents.
- He is "horrified" by the "no Maori" attitude of Christchurch.
- "This area is very negative....there is little or nothing at Cobham and there badly needs to be a whare nui there.
- In five years, a rebuilt BPS will be vital for the city and especially this part of it: close to the university, to state housing, to where migrants live.
- The cultural competencies of the BPS leadership and staff are vital for the future and must be kept on this site, sharing with Cobham with a new whare, and language nests.
- Some of the site could be turned back into bush for science studies and walks.
- There are 17 families in the BPS community and their children are very settled and happy at the school. "They are learning well and are well cared for".
- They were very distressed when Aorangi closed but now they love being at BPS.
- BPS provides twice-weekly classes for refugee adults. "They can't go all the way to Hagley Community College because 16 of the adults are over 50 and they don't know how to use the buses".
- He is planning language classes at BPS in the afternoons for smaller children.
- "It would be a critical situation if BPS closed....Hagley is 10kms away and our people would probably just sit at home. We approached Cobham but we were turned away. Here, we feel like a family".
- If BPS was closed, after the loss of Aorangi, it will really damage the children and their families. "We are praying for this school to stay open".
- The BPS site is really important as the site for Hagley CC to maintain its programmes delivery.

Dr Bronwyn Hayward, Director, Arts Scholars Programme, University of Canterbury

- BPS plays an "heroic" role in integrating new citizens into the new economy.
 - The school is expert at it and this is exactly what the new Christchurch needs.
 - "This is the model school for the rebuild of Christchurch".
 - Matt Bateman models the best school and community leadership.
 - This school is the seed of the rebuild....bridging Maori, Pasifika and immigrant achievement.
 - "MOE must offer a vision which is better and BPS is the seed for that vision.
 - This community crosses many boundaries and is a great integration model. People here talk to each other via BPS. Christchurch must have models and no one does it better than BPS.
-
- BPS has a proven record with immigrant children.
 - 30 ESOL students on the roll: Korean, Iraqi, Afghani, Nepalese, Bhutanese, Latvian, Romanian.
 - "We accept anyone and everyone and they blend in quickly and easily".
 - Teachers see ESOL as a totally normal part of the school culture.
 - If the school is closed these students and families must have information in their own language.
 - The Burnside cluster could integrate ESOL and employ specialists and support people for all the schools, at Burnside.
 - We need a service centre on one central site for language experience, science, and technology. BPS would be the ideal site for NW Christchurch.
-
- We need modern learning environments on this site, with some separation from Cobham to keep younger and older students apart.
 - We need a full athletics track with one or two junior sports fields.
 - It would be ludicrous to merge Cobham and BPS....much too big.
 - BPS must stand alone but be cooperative and collaborative.
 - A combined governance structure, and shared administration, would be good.
 - Yes to having ECE on site.

- Success with multi-ethnicity is our big strength so we should be a cultural hub, with adults' learning after 4pm.
- Jellie Park will have a high performance facility from March 2013 and we can benefit from that.

Pam Blundell, Manager of the Waimairi Toy Library (on BPS site).

- The library has been going 25 years and moved to BPS from Kendal School in June 2012.
- It is located in a spare, ex-Aorangi relocatable classroom.
- Up to 300 children benefit from this not-for-profit library.
- "The Burnside staff have been amazingly helpful and hospitable....and strategically this is the ideal place for us....on a main street, with parking, and in the heart of our catchment".
- It would be very difficult to find anywhere else. If BPS closes it will be a huge dilemma for us.
- This location will be even better when and if a kindergarten is integrated into the school.
- In zone for other schools but chose BPS because of its qualities.
- The nearest kindergarten is over-crowded, over-demanded.
- BPS should work hard to achieve better ECE/school transitions for children and integrating with a new kindergarten would be ideal.
- They should extend the ECE focus into the junior school, via the Te Whaariki curriculum.
- The toy library is a great resource and could be a key part of a future integrated campus.
- An arts curriculum hub, using the specialist facilities of Cobham, would be a real interest.
- Taught for 20 years and now partner in an education tutoring business for students up to year 9.
- Chose to enrol children at BPS because of its teacher/student relationships, its catering for diversity, its values, its building of self-esteem, and its leadership.

- "The Minister needs to note the cultural comfort of BPS....it's better than in any other school".
- The cluster needs to share resources and the BPS site will be perfect for that: languages, arts, music...even using the Aurora Centre at Burnside HS.
- BPS needs a gifted and talented programme as well.
- The location of this site must not be lost and it would be greatly enhanced if a kindergarten was established here.
- The curriculum and cultural needs of the Aorangi students have been met.
- Her older daughter said: "This is the only school where it's ok for me to be me".
- Her children feel secure, positive and successful at BPS.
- BPS must be repaired and carry on, and be even better with an arts, languages and cultural hub.
- We need to develop the hall use even more, develop links with Jellie Park, and grow the kapahaka group. The school is already a community hub with the toy library in such demand.
- "The children at BPS learn to get along with and enjoy many cultures. The values are the key.....it's not just words here".
- This is the kind of school we need more of with different religions, different cultures and different languages.
- A health services clinic could be added to the dental hub.
- Lives in Upper Riccarton but involved in BPS, and brought his two daughters here, because of the Maori dimension.
- He is a member of a committee seeking to establish bi-lingual provision at BPS.
- "BPS has a niche opportunity, because of the principal's links, to build a far bigger stake with Maori communities, meet all its Treaty obligations and get rid of the disconnection Maori kids have from their stories and their history".
- In Christchurch schools you can access either the full-on pakeha approach or the full-on Maori approach. BPS can be the mix in the middle.

- They live near Spreydon School but her son is really happy here. He is hard working and feels welcome.
- Closure would be ridiculous and unnecessary. It would be no gain for the Government and the community can't just move somewhere else.
- "All spirits are together here....it's so happy and relaxed".
- She strongly supports the idea of arts and sports hubs being developed here for the cluster of schools, and there is a strong need for a pre-school facility fully integrated into the school.

- All ex-Aorangi and been at BPS two years.
- It will be much too hard for our children and us if this school closes too.
- "Now we live in Bishopdale but we stayed here because it is so good".
- How can we and our children progress, compared with palagi, if the government pushes us out of this school too?
- It would be good to have a Maori whare here on site, with a bi-lingual unit, and a Pasifika house too for fono.
- There is no bullying here; there is a small but active Pasifika group; and all the Pasifika children feel equal, involved and happy.
- Her daughter could have gone to Fendalton or Waimairi but she preferred the approach of the BPS board of trustees and principal.
- She has friends here and is very happy.
- BPS is like a family. All the teachers know all the children; it's close and interactive.
- The buildings and equipment are OK and don't need much improvement.
- He has multiple insights as a parent, long-term reliever, and husband of BOT member.
- BPS has always been an inclusive and welcoming school.

- Only school he knows that achieves what education system has always sought and you couldn't recreate these qualities elsewhere.
- There are snapshots everywhere of multi-ethnic success and achievement.
- The children are happy and secure, so they succeed.
- BPS could be the model school for the future of Christchurch.
- Measuring achievement is just a small part.....students must be life-long learners and they can achieve this quality only if they are secure, comfortable and happy at school.

Responses to Community Survey:

(More Evidence of Support for Keeping Burnside Primary School Open).

All Burnside Primary School families were invited, in November 2012, to offer their answers to four questions. Here is a key point summary from the answers received:

1. *The Minister wants to make decisions for education renewal which will give your area of Christchurch the best possible network of schools and early childhood centres. What do you think she should do, to renew, and improve education for the children of this area?*
 - Keep BPS open! Because it is not zoned, it enrolls lots of students from all types of backgrounds from all over the city. This provides a balanced learning environment for our sons.
 - Convert BPS into a modern learning environment. It is a centre of excellence not just for education but for personal development.
 - Retain BPS and develop the site as a shared 21st learning hub for the benefit of the cluster; and to reduce pressure on the other zoned schools which have limited grounds.
 - BPS, Burnside HS and Cobham could be integrated as a big complex with bridging and integrated curricula and programmes.
 - Keep it open and upgrade it so that there is a range of schools catering for all socioeconomic needs in the area.
 - Keep it open, improve the facilities and create a hub on BPS site for arts, sports, languages, health services and community groups so that all schools can benefit.
 - Keep the number of schools as they are; keep the quality, and let more international students come to Christchurch.
 - Christchurch needs stability more than anything. Consolidate schools where appropriate and where sites are large enough.
 - Rebuild BPS and create one big educational network in this area, including a learning centre for students with learning difficulties.
 - The Minister will not improve education outcomes for children in this area by making it more difficult to get to school. Children need to feel accepted and comfortable at school, as they do now at BPS.
 - Provide bi-lingual schools or classes; improve transitions between ECE and schools; ensure that there are schools that cater for mid/lower socio-economic communities.
 - Use the current buildings, once safe, and recognise the benefits of moderate school size.
 - Understand the needs of post-disaster Christchurch for continuity and stability.
 - Recognise the broader aspects of school education that are often overlooked because they can't be objectively measured.
 - Develop high performing teams of teachers.
 - Think of the children and communities, not dollars. Smaller (up to 300) schools offer a family feeling, especially for less advantaged children.
 - Maintain, and establish, schools which have a niche, with Maori and Pasifika options, numeracy and literacy skills.

- Make the most of the current education facilities and not close the school.
- Wait until after the 2013 census and give time for the population shifts to settle before making final decisions.
- There is a good network of schools and ECE centres in our area already. The best form of improvement would be more teachers and smaller classes.
- Start building a new school over by Cobham and keep BPS while that happens. Move BPS to the new school so it can share the Cobham facilities and maybe even make it a years 1-8.
- Ensure diversity in the size and style of primary schools in particular. No one disputes the need for change but do it in stages and cater for all communities and cultures.
- Rebuild a new BPS and retain the principal and staff. Set up modern learning environments for the school and an ECE facility, both with strong links with Cobham and Burnside High.
- Rebuild with a strong character of cultural diversity, ESOL, migrants, languages, as well as good sporting facilities.
- Keep BPS open as it is an excellent school, with more support staff such as counsellors, and smaller class sizes.

2. *How could the best use be made of the Burnside Primary School site for education, (and community) benefits?*

- It's a fabulous opportunity to bring Cobham, Burnside HS and BPS together to create a learning hub, and to provide the Burnside cluster with facilities and space they need.
- More use could be made of the hall, especially in the weekends.
- Expand the dental hub with health services.
- By creating a hub for languages, arts, sports, and all our cultural groups.
- BPS already benefits the community by reflecting its diversity. Families of all backgrounds feel accepted here where diversity is the norm.
- The diversity of the pupils has a good influence on the policy and atmosphere of the school. It's very difficult to achieve these qualities in a new school.
- Use the existing site to create a new school for years 1 – 8.
- Build a new hall for more community use, and create an athletics and cricket facility.
- Expand the use of the grounds by community and other schools.
- Keep it operating as now but with pre-school education facilities, a bi-lingual unit, and before and after school care.
- Make buildings safe and get another 15-20 years use from them. Education is delivered through teachers and not through shiny new classrooms.
- Promote schools in the solid and safe parts of Christchurch and encourage people to move to them.
- Our site is magnificent and is central to many other schools so it should be developed as a sports, community and education hub.
- Develop a 21st century school and use the existing buildings while this is built, then the admin and junior blocks could be retained for afternoon options for the wider community.
- Keep the current school open.

- Smaller primary schools allow for better supervision and learning outcomes, so BPS as is or merge with Cobham as a full primary with junior and senior students kept separate.
- BPS is one of the best schools: multi-cultural and highly sought after. It's best use is to be strengthened and maintained for the next generation.
- Develop the athletics and sports field and tie this in with the new high performance complex being built at Jellie Park.
- As a primary school integrated with a larger middle school, serving disadvantaged deciles, with a large open area for sport and fun.
- ESOL and language support links with the Chinese church and other migrant communities; bi-lingual Maori unit, with support from Ngai Tahu. All this with a sports, arts and cultural hub, and a strong emphasis on the NZ Curriculum.
- Continue running it as Burnside Primary School.

3. *If Burnside Primary School was closed, what issues would that cause for you and your family?*

- If BPS closes this will be an incredible and irreplaceable loss to our family and community.
- Closure would be more devastating for our family than the February 22 earthquake. It is the best primary facility we have experienced.
- Closure would put pressure on all the surrounding schools which have small grounds.
- We would have big transport problems; and we do not fit in with surrounding schools and their decile, cultural mix....and neither do our Burnside friends.
- BPS actively caters for minorities. Its closure would move those students into high socio-economic schools where they would become the 'underperforming minority'.
- It will upset the children who love it.
- We rely on the before and after school care, offered by no other school. I would have to leave my job and be unemployed if BPS closes.
- When we returned to Christchurch, my son wanted only to go back to Burnside Primary. If it is closed he will be sad and will lose his friends.
- Let us know the decision as soon as possible, before the end of 2012.
- Children will be unsettled and will have much further to go to school, crossing major roads.
- We chose BPS because our child is different. He didn't fit at higher decile schools and they didn't cope with him, or even try. My son's difference is no problem to Burnside. They are prepared and have seen it before. We would have to uproot a child who's now making friends, achieving socially and academically.
- It would cause great anxiety over which alternative school could provide the same level of education for our four children.
- With three pre-school children I would find it impossible to transport my five year old to a more distant school.
- We would need to send our children to a school that doesn't fit with our education philosophy
- Behavioural issues that will arise from earthquake and then school change upheaval,
- No employment!
- We would have to drive our daughter to school (she walks now) and this will mean costs and time.

- I would be very disappointed as I believe the school has a much needed diversity and close knit culture.
- Closure would be devastating for our family, and the financial cost we would find very difficult to bear.
- Finding another school for my children to go to. The area of the city I live in doesn't have any schools I would want my children to go to.
- My child was 'managed' out of Fendalton so we would have no local school to go to....so big transport costs.
- I live in Upper Riccarton and if BPS was closed it would be difficult and costly to enrol elsewhere.
- Maori is our culture and we would find it almost impossible to find another school which supports Maori learners so well.

4. Do you have any other ideas for the future of Burnside Primary School and its neighbouring schools?

- It could be used a teacher training facility where teachers from other schools spend a term to see how the welcoming of diversity really helps learning.
- Other schools should provide before and after school care.
- Extend the dental hub to incorporate more health services such as nurses, doctors and pharmacy.
- Add a special education facility to BPS.
- Attract more international students to Christchurch and BPS.
- Leave them as they are until a super school is built.
- Renovate the school and make more use of its area for sports.
- Please keep it open!
- Bi-lingual provision.
- Recognise the areas of Christchurch which have not de-populated and consider where the city is moving. Common sense suggests that all schools in west Christchurch will soon be at capacity. It is illogical for BPS to be closed.
- Use the good existing buildings for Maori/Pasifika and Asian languages and studies once a new school is built.
- Pool teachers from the cluster to use their strengths in afternoon options for children and parents; and develop an ECE facility on site near the toy library and sand pit.
- Combine Cobham and BPS and call it Burnside School, years 1- 8.
- The proximity of Cobham, Jellie Park, the dental hub and the public library, as well as the university and Burnside High make BPS a prime site for the future. Keep it!
- Burnside and its neighbouring schools serve the community, not just with education, but as centres of stability for parents and children in this stressful time. Each and every school should be left open, and Burnside Primary should never be closed.
- Slow refurbishment and renewal as required, with a clear focus on meeting the needs of diverse students and communities.

- It could be an adjunct to the Aurora Centre at Burnside HS; an artists' centre linked to University of Canterbury; a centre for the various ethnic communities in and around Burnside.
- Do the buildings up while they are in use, and integrate with Cobham to some extent....keeping Burnside's own identity.



20 November 2012

BGL Reference 1407/02

Principal
Burnside Primary School
96 Memorial Avenue
Burnside
CHRISTCHURCH

Attention: Mr M Bateman

Dear Sir

Re: Further Geotechnical Comment – Burnside Primary School Buildings and Land

1. Scope of Report

Further to our initial geotechnical report dated 6 November 2012 (BGL Report 1407/01), we have now received from the Ministry of Education copies of the Rapid Engineering Assessments (REAs) that were undertaken for Burnside Primary School subsequent to the 4 September 2010 and 22 February 2011 earthquakes. These are attached as Appendices 1 to 3, as follows:

- **Appendix One:** Report from Arrow Strategy Ltd dated 28 October 2010 relating to the so-called Darfield Earthquake impacts on 4 September 2010.
- **Appendix Two:** Level 2 Rapid Assessment Form dated 28 February 2011 prepared by Powell Fenwick Consultants Ltd following 22 February 2011 Port Hills Earthquake.
- **Appendix Three:** Level 2 Rapid Assessment Form dated 10 March 2011 by Dale Donovan (GHD Ltd) and another (IPENZ ID 244178) following the 22 February 2011 earthquake.

It appears that further assessments were not undertaken following the 13 June and 23 December 2011 earthquakes, both of which produced lower peak ground acceleration (PGA) than the earlier two events. As set out in the Appendix to our earlier report, the Serviceability Limit State (SLS) has been exceeded on at least four separate occasions, with the 4 September 2010 earthquake producing the highest PGA of 0.30g. The SLS corresponds to the expected 1 in 25-year recurrence interval shaking, and the ultimate limit state ($PGA_{ULS} = 0.35g$) to the 1 in 500-year recurrence interval event.

2. September 2010 Earthquake Assessment

The report by Arrow Strategy Ltd dated 28 October 2010 (Appendix One) was conducted following the Darfield Earthquake on 4 September 2010. The report is comprehensive and identified the following:

- *"Generally the school has suffered minor cosmetic damage as a result of the earthquake".*
- *".... internal damage is cosmetic only with....surface cracking to walls and ceiling junctions".*
- *"There is some evidence of minor hairline cracking to brickwork....".*
- *"There have been no underground surveys of drainage, water or electrical systems....".*

The cost schedule provided, broken down for different buildings, gave an estimated total of \$33,058 including 10% for contingency and 10% for margins. Specific details and recommended repairs are shown in Appendix One, and it is reiterated that 4 September 2010 earthquake had the maximum PGA at the school of any of the events in the current Canterbury sequence. It is also generally agreed that a future Alpine Fault earthquake of $M_w \geq 8.0$ is unlikely to have a higher PGA in Christchurch.

3. February 2011 Earthquake Assessment

The Rapid Assessment dated 28 February 2011 by staff from Powell Fenwick Consultants Ltd identified the following damage and consequences from the 22 February 2011 earthquake (Appendix Two):

- Minor to no damage or hazards identified, with overall building damage estimated at 0-1%.
- Minor brickwork veneer damage identified, with the School classified as Green G1.
- Light damage only, with the buildings occupiable and no immediate investigation required.

A second Rapid Assessment dated 10 March 2011 by staff from GHD Limited (Appendix Three) identified a range of concerns, with a building damage estimate of 31-60%. The School was classified as "*occupiable, repairs required*," and the "gym" (School Hall?) was considered hazardous and to be closed to all access until repaired or demolished. Specific matters identified by GHD staff included:

- The brick veneer was unsecured in multiple locations.
- Borer damage was identified in the Senior and Administration Blocks.
- Rot damage was found in the "gymnasium" (School Hall?).

The GHD Ltd report appears to confuse long-term maintenance issues with earthquake effects. They actually identify three small sections of brick veneer requiring a "*temporary fix*", and note that some brick veneer cracks "*...may be caused by aftershocks occurring after Sept 2010 earthquake*". The "*severe*" borer damage is clearly unrelated to any earthquakes, and there is reference to "*earlier renovations*" having disclosed "*...borer damage in other areas*". Presumably the veneer-timber frame connections of concern in the GHD Ltd inspection were repaired, including the "hazardous nature" of the "gym", and costs and the actual works carried out should be known to the school management.

It may be relevant that two separate sets of entries have been made on the GHD Ltd Rapid Assessment form, and the additions imply access to other information. Having been present in the School within two hours of the 22 February 2011 earthquake, and having conducted a detailed inspection of building foundations and external cladding on 6 November 2012, the GHD assessment appears to overstate the extent and severity of building damage due to the 22 February 2011 earthquake. We have not sighted the basis for the current estimate of repairs at \$8.9M, but would consider the cost of earthquake-specific damage to be less than 5% of this figure. Further detail should be sought from the Ministry of Education, or independent assessment by a structural engineer obtained to clarify apparent discrepancies.

4. Building Safety Issues

There is a clear implication from the GHD Ltd assessment that there are (or were) significant structural issues with the buildings at Burnside Primary School. Given construction of most of these in the mid-1950s, buildings can reasonably be assumed to not meet 100% of the New Building Standard (NBS). Any building structure less than 33% of NBS is considered unsafe, and between 33 and 67% there is a requirement for upgrading. A qualitative assessment procedure (QAP) has presumably been carried out by the Ministry of Education to determine the percentage of code that classrooms and other buildings currently meet. This information should be sought as a matter of urgency, given the safety implications.

The advice in the "Rationale for Change" document is that detailed engineering evaluation (DEE), which is essential for long-term decision-making, will not be completed until early 2013. Such an evaluation would provide quantitative information about the percentage of current code that is met by the individual buildings. In the meantime decisions appear to be based mostly on long-term maintenance issues that are unrelated to earthquake damage, although the question of "incremental damage" from a succession of large shaking events with high ground accelerations does need to be considered.

Our advice is to seek clarification of assessed building safety from the Ministry to inform any decisions.

5. Land Damage Assessment

The three evaluations of Burnside Primary School by different assessors provide confusing comment on land damage. There is no mention of any land damage in the report by Arrow Strategy Ltd, only of "superficial" structural damage, and the assessment by Powell Fenwick Consultants Ltd records minor to no ground movement, settlement or slips. The assessment by GHD Ltd suggests "severe" collapse and wall damage/hazard, but also records no to minor ground movement, settlement or slips. It can be reasonably concluded that there has been no land damage at or to Burnside Primary School from the earthquake sequence commencing on 4 September 2010. Although there were large aftershocks after the 22 February 2011 earthquake, it is unlikely that these would explain the differences between the assessments dated 28 February and 10 March 2011.

Our previous assessment (BGL Report 1407/01 dated 6 November 2012) concluded that there was "....no evidence for land damage from liquefaction or lateral spreading", and that none was expected "....given the nature of the ground and the depth to the water table". We have no reason to alter that initial assessment, and we are satisfied that foundation design for any new building at the site would involve conventional footings consistent with existing TC2-type methods. The "Rationale for Change" document is misleading when it suggests that geotechnical considerations are "unlikely" to be a factor, because ground conditions will not be a factor subject to appropriate foundation investigation and design. We agree that "....further investigation will be required if future development is undertaken", as all new buildings in Christchurch City, Selwyn District and Waimakariri District require assessment of the foundation conditions for all geotechnical issues, not just liquefaction and lateral spreading.

6. Conclusions

- We confirm our initial opinion that there is no evidence for land damage from liquefaction or lateral spreading, and none is expected given the nature of the ground and the depth to the water table.
- We are concerned at the differences between the three assessments of building damage that have been undertaken, one after the 4 September 2010 earthquake and two after 22 February 2011.
- We consider that the majority (>95%) of the costs cited in the Ministry of Education "Rationale for Change" document pertaining to Burnside Primary School are not direct earthquake damage.
- We are concerned at the implications in the GHD Limited assessment concerning building safety, and our advice is to urgently follow up the matters identified with the Ministry of Education.

Do not hesitate to contact us if you require additional information or any site-specific investigation.

Yours sincerely,




David H Bell (Principal and Director)

APPENDIX ONE

Earthquake Assessment Report dated 28 October 2010

(prepared by Arrow Strategy Limited)

Christchurch Earthquake Project Managers Report

School Name:	Burnside Primary School	School No: 3305	Date: 28 Oct 2010
Company:	Arrow Strategy Ltd	Consultant: Shaun Pont	
School Status	Emergency Immediate hazards	Structural Superficial 	

Attachments:

Project plan	Yes / No
Site plan	Yes / No
Procurement plan	Yes / No
Project scope	Yes / No

Project commentary

- Generally the school has suffered minor cosmetic damage as a result of the earthquake.
- Overall internal damage is cosmetic only with the typical superficial surface cracking to walls and ceiling junctions.
- There is some evidence of minor hairline cracking to brickwork in some areas.
- The cost schedule appended to this report quantifies the estimated damage and costs associated with repairs.
- Procurement options are also discussed below.
- There have been no underground surveys of drainage, water or electrical systems. Reports from staff is that there appears to be no issue at present with these, however this will require monitoring during the winter months.

Stage of project:

Planning	Estimated completion date	Construction	Estimated completion date
• Initial investigation complete	Complete	• Building consent (if required) lodged	
• Scope drafted	28 Oct 2010	• Building consent approved	
• Design underway		• Site established	
• Project plan drafted (attached YES / NO)	No	• Construction underway	
• Project budget identified	28 Oct 2010	• Construction 50% completed	
• Scope agreed		• Construction completed	
• Design completed			
• Sub contractors identified			
• Sub contractors tendered			

Cost estimates (summary of work for the entire school project):

Construction	\$ 24,658
Sub-consultant fees	\$
Project Management	\$ 3,000
Consents/Approvals	\$
Contingency [10%]	\$ 2,700
Margins [10%]	\$ 2,700
Demolition	\$
TOTAL [Say]	\$ 33,058

Any funding identified for school planned work? ~~YES~~/ NO \$NA

Sub-consultants required:

Architect NA
Engineer NA
Engineer NA
QS NA
Planner NA

Procurement approach	Timing
<ul style="list-style-type: none"> Consultants to be appointed by ASL directly as per the proposed single line accountability model. Painter and decorators to be appointed on the basis of a time and cost charge on predetermined criteria [i.e. 2 x painters for 2 weeks], this approach will provide the greatest flexibility for making good and will be the most cost effective solution. It is likely that additional cracks will appear during future aftershocks and if we do not record all cracks exactly, we will open ourselves to the risks of variations and additional administration costs. Making good brickwork to be time and materials procurement. 	

Identified Issues or risks	Mitigation
NA	<ul style="list-style-type: none"> NA

Services or infrastructure issues:	Remediation required
<ul style="list-style-type: none"> A detailed visual assessment of services only has been completed. There is no concern at this stage which would suggest a CCTV survey may be required as staff have not noticed any issues with respect to services within the site 	<ul style="list-style-type: none"> Ongoing monitoring during the wetter and colder months. If there are any items of concern then these should be identified and surveyed as required.

Does the school require any temporary accommodation? YES NO

Temporary accommodation requirements
NA

Does the school have any relocatables that could be used as temporary accommodation? YES NO

Description of condition of any relocatables
NA

Work already completed at school (description and costs)	
<u>Work completed through school support:</u> <ul style="list-style-type: none"> Certified Scaffolding [Scaffold hire] 	Cost \$ (MOE can provide) \$658.13
<u>Work carried out by School:</u> <ul style="list-style-type: none"> Awaiting Confirmation 	\$TBC

Loss adjuster comments	Follow up action required from MOE?

10YPP Projects that may be affect by remediation work (list project and describe likely issues and impact)
NA

Description of any Board-owned or third-party property on site with damage
NA

Additional Comments

Refer to the following attachments:

- Point Load Structural Assessment
- Building Condition Assessments
- School Support Invoices

Building - ADMINISTRATION

School Building Name:	Administration	Gross Sqm:	No of teaching spaces:
PMIS building name:		PMIS Block ID:	
Primary use of building:	Administration, Library & teaching	Ownership:	
Building Status	Emergency <input type="checkbox"/> Immediate hazards <input type="checkbox"/>	Structural <input type="checkbox"/> Superficial <input checked="" type="checkbox"/>	

Extent of damage

Block Name	Extent	Structural	Superficial
Administration	<input checked="" type="checkbox"/> -10% <input type="checkbox"/> 11-30% <input type="checkbox"/> 31-50% <input type="checkbox"/> 51-70% <input type="checkbox"/> 71-90% <input type="checkbox"/> 90+%		<input checked="" type="checkbox"/>

Repair cost estimate:

Demolition:	
Carpentry:	\$ 100
Joinery:	
Roof:	
Brickwork:	\$ 100
Decorating:	\$ 6,600
Plumbing:	
Electrical:	
Glazing:	\$ 400
Professional Fees:	NA
TOTAL	\$ 7,200

Damage description:	Remediation required
<ul style="list-style-type: none"> Minor hair-line cracking to ceilings and walls in passage areas 	Due to the extent and location of cracking, recommend that walls and ceilings are made good and repainted in the effected areas only. Cost allowance \$15/m ²
<ul style="list-style-type: none"> Hair-line cracks in brick wall 	Seal cracks to prevent moisture ingress

<ul style="list-style-type: none"> Some Pinex ceiling tiles shaken loose Three window panes cracked 	Secret nail tiles to framing Replace glass
---	---

Construction type:

Cladding Type (exterior): Brick veneer

Interior linings: Plasterboard

Roof type: Iron

Floor: timber

Joinery: Timber

Floor coverings: Carpet + Vinyl

Special features: NA

Hazards:	Current mitigation:	Further action completed:
NA		

Identified Issues or risks	Mitigation
NA	

Sub-projects description (if multiple projects for buildings)	Estimated cost per sub-project
NA	

Building – Rooms 5, 6 & 7

School Building Name:	Rooms 5, 6 & 7	Gross Sqm:	No of teaching spaces:
PMIS building name:		PMIS Block ID:	
Primary use of building:	Teaching Space	Ownership: MoE	

Building Status	Emergency <input type="checkbox"/>	Structural <input type="checkbox"/>
	Immediate hazards <input type="checkbox"/>	Superficial <input checked="" type="checkbox"/>

Extent of damage

Block Name	Extent	Structural	Superficial
	<input checked="" type="checkbox"/> -10% <input type="checkbox"/> 11-30% <input type="checkbox"/> 31-50% <input type="checkbox"/> 51-70% <input type="checkbox"/> 71-90% <input type="checkbox"/> 90+%		<input checked="" type="checkbox"/>

Repair cost estimate:

Demolition:	
Carpentry:	\$ 200
Joinery:	
Roof:	
Plastering:	
Decorating:	\$ 2,500
Electrical:	
Glazing:	\$ 300
Brickwork:	
Professional Fees:	NA
TOTAL	\$ 3,000

Damage description:	Remediation required
Minor hair-line cracking to ceilings and walls in passage areas	Due to the extent and location of cracking, recommend that walls and ceilings are made good and repainted in the effected areas only. Cost allowance \$15/m ² Secret nail tiles to framing

<ul style="list-style-type: none"> Some Pinex ceiling tiles shaken loose Two window panes cracked 	Replace glass
---	---------------

Construction type: Timber framed

Cladding Type (exterior): Flat sheeting

Interior linings: Plasterboard

Roof type: Iron

Floor: Timber

Joinery: Timber

Floor coverings: Carpet

Special features: NA

Hazards:	Current mitigation:	Further action completed:
NA		

Identified Issues or risks	Mitigation
NA	

Sub-projects description (if multiple projects for buildings)	Estimated cost per sub-project
NA	

Building – Block 2

School Building Name:	Block 2, Classrooms 10, 11, 12, 13, 14 & dental clinic	Gross Sqm:	No of teaching spaces:
PMIS building name:		PMIS Block ID:	
Primary use of building:	Teaching Space	Ownership:	
Building Status	Emergency <input type="checkbox"/> Immediate hazards <input type="checkbox"/>	Structural <input type="checkbox"/> Superficial <input checked="" type="checkbox"/>	

Extent of damage

Block Name	Extent	Structural	Superficial
	<input checked="" type="checkbox"/> -10% <input type="checkbox"/> 11-30% <input type="checkbox"/> 31-50% <input type="checkbox"/> 51-70% <input type="checkbox"/> 71-90% <input type="checkbox"/> 90+%		<input checked="" type="checkbox"/>

Repair cost estimate:

Demolition:	
Carpentry:	
Joinery:	
Roof:	
Plastering:	
Decorating:	\$ 9,200
Electrical:	
Brickwork:	\$ 200
Glazing:	\$ 100
Professional Fees:	
TOTAL	\$ 9,500

Damage description:	Remediation required
<ul style="list-style-type: none"> Minor hair-line cracking to ceilings and walls in passage areas 	<p>Due to the extent and location of cracking, recommend that walls and ceilings are made good and repainted in the effected areas only.</p> <p>Cost allowance \$15/m²</p> <p>Seal cracks to prevent moisture ingress</p>

Hair-line cracks in brick wall Cracked mortar jointing by clinic entry One window pane cracked	Rake out mortar and re-point Replace glass
--	---

Construction type: Timber framed

Cladding Type (exterior): Brick veneer

Interior linings: Plasterboard

Roof type: Iron

Floor: Timber

Joinery: Timber

Floor coverings: Carpet + Vinyl

Special features: NA

Hazards:	Current mitigation:	Further action completed:
NA		

Identified Issues or risks	Mitigation
NA	

Sub-projects description (if multiple projects for buildings)	Estimated cost per sub-project
NA	

Building – BLOCK 3

School Building Name:	Block 3 – Classrooms 1, 2, 3 & 4	Gross Sqm:	No of teaching spaces:
PMIS building name:		PMIS Block ID:	
Primary use of building:	Teaching Space	Ownership:	
Building Status	Emergency <input type="checkbox"/> Immediate hazards <input type="checkbox"/>	Structural <input type="checkbox"/> Superficial <input checked="" type="checkbox"/>	

Extent of damage

Block Name	Extent	Structural	Superficial
	<input checked="" type="checkbox"/> -10% <input type="checkbox"/> 11-30% <input type="checkbox"/> 31-50% <input type="checkbox"/> 51-70% <input type="checkbox"/> 71-90% <input type="checkbox"/> 90+%		<input checked="" type="checkbox"/>

Repair cost estimate:

Demolition:	
Carpentry:	\$ 100
Joinery:	
Roof:	
Plastering:	
Decorating:	\$ 3,700
Electrical:	\$ 100
Brickwork:	\$ 400
Glazing:	
Professional Fees:	
TOTAL	\$ 4,300

Damage description:	Remediation required
Hair-line cracks in brick wall	Seal cracks and re-paint effected walls
Light fitting come loose	Re-fix light fitting
Pinex ceiling panels come loose	Secret nail pinex panels back into place

Construction type: Timber framed

Cladding Type (exterior): Brick veneer

Interior linings: Plasterboard

Roof type: Corrugated Iron

Floor: Timber Piles

Joinery: Timber

Floor coverings: Carpet

Special features: NA

Hazards:	Current mitigation:	Further action completed:
NA		

Identified Issues or risks	Mitigation
NA	

Sub-projects description (if multiple projects for buildings)	Estimated cost per sub-project
NA	

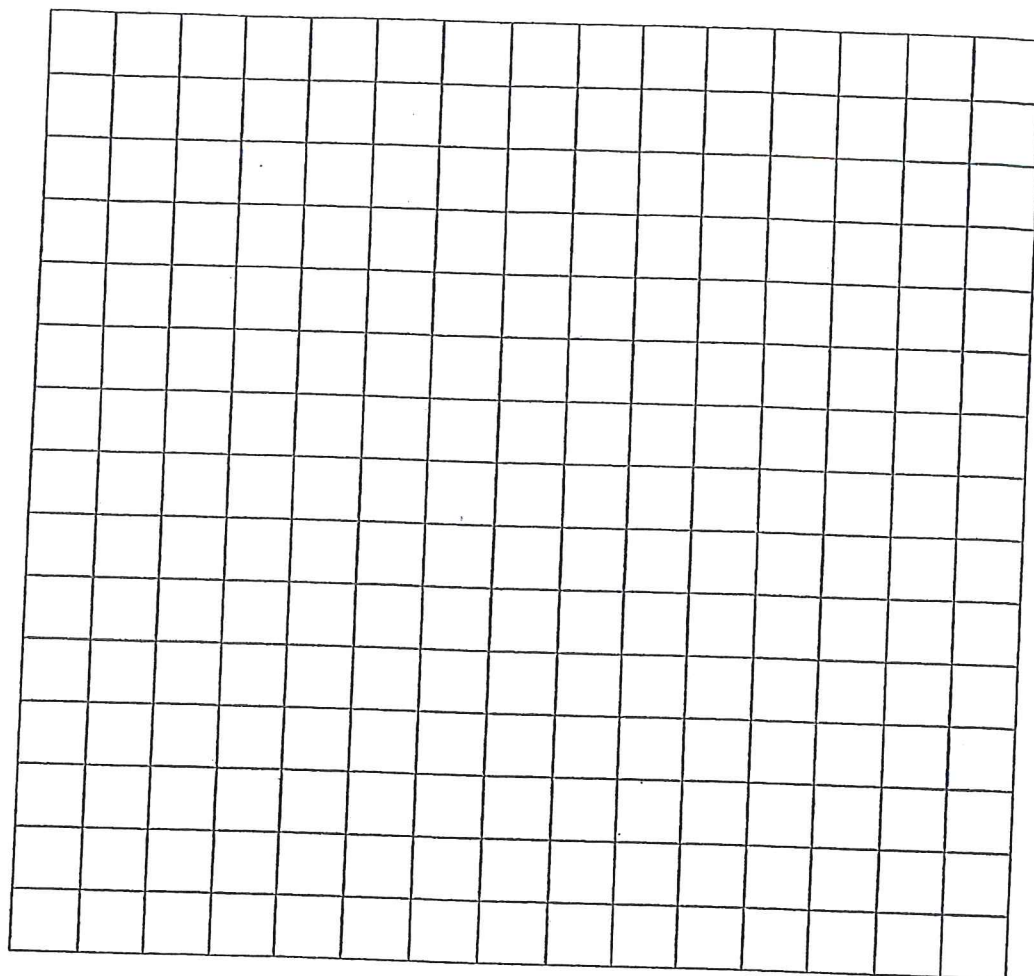
Structural Hazards/ Damage	Minor/None	Moderate	Severe	Comments
Foundations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Roofs, floors (vertical load)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Columns, pilasters, corbels	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	- SEVERE ROOF DAMAGE TO STUDS, WALL BRACES
Diaphragms, horizontal bracing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	- " " " " " " " "
Pre-cast connections	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- N/A
Beam	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-
Non-structural Hazards / Damage				
Parapets, ornamentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cladding, glazing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Ceilings, light fixtures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interior walls, partitions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Elevators	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Stairs/ Exits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Utilities (eg. gas, electricity, water)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Geotechnical Hazards / Damage				
Slope failure, debris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ground movement, fissures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Soil bulging, liquefaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

General Comment - THREE MAIN ISSUES: - BRICK VENEER. UNSECURED IN MULTIPLE LOCATIONS
- ROOF DAMAGE IN SENIOR & ADMIN BLOCKS
- ROT DAMAGE IN GYM

Usability Category

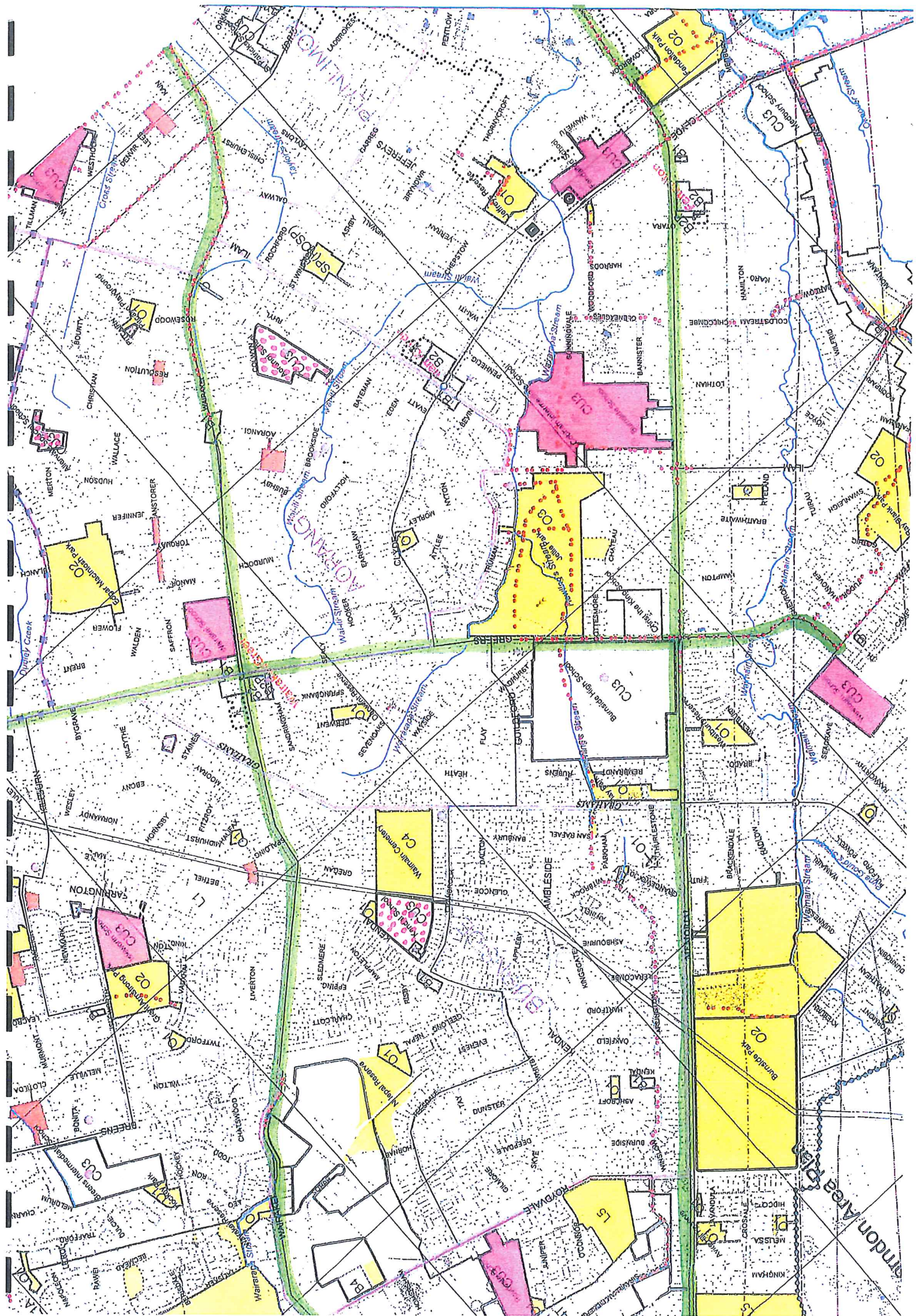
Damage Intensity	Posting	Usability Category	Remarks
Light damage	Inspected (Green)	G1. Occupiable, no immediate further investigation required	
Low risk		G2. Occupiable, repairs required	- BRICK VENEER BUILDING REQUIRE BRACING OFF & BRACING
Medium damage	Restricted Use (Yellow)	Y1. Short term entry	
Medium risk		Y2. No entry to parts until repaired or demolished	- GYM IS HAZARDOUS & SHOULD BE CLOSED TO ALL ACCESS
Heavy damage	Unsafe (Red)	R1. Significant damage: repairs, strengthening possible	
High risk		R2. Severe damage: demolition likely	
		R3. At risk from adjacent premises or from ground failure	

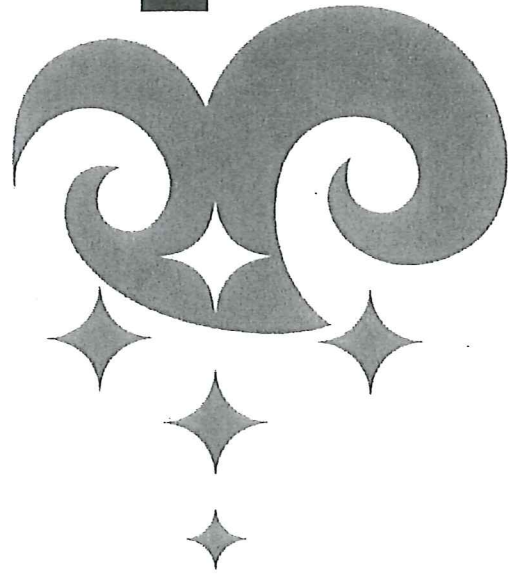
Sketch (optional)
Provide a sketch of the entire building or damage points. Indicate damage points.



Recommendations for Repair and Reconstruction or Demolition (Optional)

- BRACING TO BE INSTALLED FOR 3 SMALL SECTIONS OF BRICK VENEER RUNNING TO FULL HEIGHT NEAR CLASSROOM ENTRANCES AS A TEMPORARY ~~SECTOR~~ FIX.
- BRICK VENEER & TIMBER FRAME ~~STOPS~~ NOT INTER-CONNECTED EFFECTIVELY
- EXPOSED TIMBER SEVERELY DAMAGED BY BORER, EARLIER RENOVATIONS INDICATES BORER DAMAGE IN OTHER AREAS.
- CRACKS IN BRICK VENEER @ CORNERS, SOME MAY BE CAUSED BY AFTERSHOCKS OCCURRING AFTER SEPT 2010 EARTHQUAKE
- BRACED AREAS & OTHER DISCUSSED AREAS TO BE TAPED / PROTECTED
- GYM BRICK VENEER APPEARS NOT INTERCONNECTED, INTERNAL PLYWOOD SHOWS WATER DAMAGE (DELAMINATION), MULTIPLE CRACKS IN BRICK VENEER CLEARLY VISIBLE @ CORNERS. GYM WALLS ^{NOT} INTERCONNECTED ARE ESPECIALLY VULNERABLE TO SEISMIC EVENTS.
- LONG TERM SOLUTION MAY BE STRENGTHENING OF THE BRICK EXPOSURE INTERNALLY OR EXTERNALLY. HOWEVER BORER DAMAGE NEED TO BE INVESTIGATED FIRST PRIOR TO SUCH STRENGTHENING. ALTERNATIVELY BORER ISSUE AND STRENGTHENING OF BRICK EXPOSURE MAY BE ADDRESSED SIMULTANEOUSLY SUITABLY.





BURNSIDE PRIMARY SCHOOL

shining stars for a bright future

To the House of Representatives

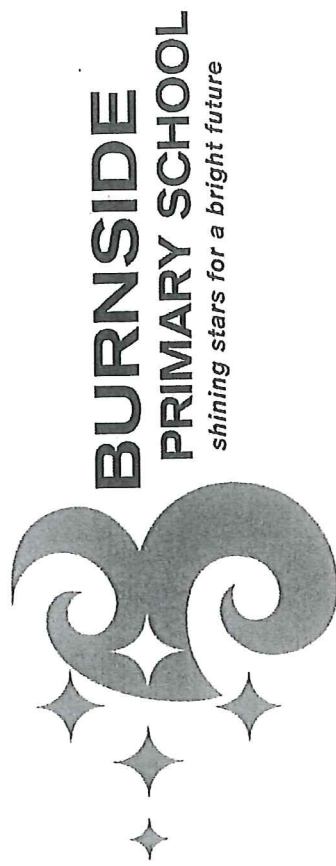
Petition to Keep Burnside Primary School Open

Background

The Minister of Education (Hekia Parata) has “**proposed**” to close Burnside Primary School on 30th January 2014.

Action petitioned for

We, the undersigned, urge the Minister of Education (Hekia Parata) to act now and stop the “**proposed**” closure.



To the House of Representatives

Petition to Keep Burnside Primary School Open

Background

The Minister of Education (Hekia Parata) has “**proposed**” to close Burnside Primary School on 30th January 2014.

Action petitioned for

We, the undersigned, from the following groups, urge the Minister of Education (Hekia Parata) to act now and stop the “**proposed**” closure.

- Burnside Primary School - Wider Community
- Burnside Primary School - Community
- Burnside Primary School -Staff
- Youth Aged 18 and under
- Waimairi Toy Library
- Hagley Community College
- Other Educational Institutions
- KENDO Fujikawa-Greig Group



To the House of Representatives

Petition to Keep Burnside Primary School Open

Background	The Minister of Education (Hekia Parata) has "proposed" to close Burnside Primary School at the end of January 2013.		
Action petitioned for	We, the undersigned, are the concerned Wider Community who urge the Minister of Education (Hekia Parata) to act now and stop the "proposed" closure of Burnside Primary School .		
Printed Name	Signature	Address	Comment
			Date

Withholding of information – Official Information Act, Section 9(2)(a)

253 petition sheets containing the names and personal details of 3329 individuals have been withheld under section 9(2)(a) of the Act to protect the privacy of natural persons.