

Kendal School – Rationale for change

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

Why is change needed?

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

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

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

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

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

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

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

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

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

Why is it proposed my school close?

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

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

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

Kendal School is one of six schools in the Roydvale cluster which are all in close proximity to each other.

Kendal School has a small roll which has been gradually declining since its peak roll of 204 in July 1997, and a low utilisation rate of 51%. The five other schools are operating between 70% and 89% of their operating capacity. There is a surplus of capacity in the area as a result.

While Kendal School has minimal earthquake damage it is an old school which opened in 1961 and its buildings will require earthquake strengthening. If the school was to continue it would require significant investment to bring it up to code and provide modern learning environments.

Kendal school is very near Roydvale School and Isleworth School, both of which have surplus capacity.

The high remediation cost, low roll and ongoing roll decline, and the ability for learners to be absorbed by neighbouring schools are key elements behind the proposal to close.

Land

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

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

Buildings

The buildings on the Kendal School site have suffered some degree of earthquake damage. This covers a wide spectrum from minor cracking to ceiling and wall finishes to re-pointing brick / block work.

Some buildings will require earthquake strengthening. Detailed Engineering Evaluations (DEE's) are scheduled to commence mid 2013 and be completed by the end 2013; these reports will confirm the exact scale of this work.

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

¹ This figure includes international fee-paying students.

Indicative Ten Year Property Costs*

Indicative Ten Year Property Costs for Kendal Primary School	\$3.3 million
<i>Note: This figure may vary from amounts previously presented and may be subject to change when more detailed assessments are completed.</i>	

The above costs are predominately structural strengthening remediation works

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

Cost estimate information

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

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

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

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

People

Kendal School had a July 2012 roll of 89 which is less than it was in 2008 and slightly less than the roll in 2010. The data below shows the catchment of Kendal School has students enrolled at many neighbouring schools.

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

School Name	Type	Authority	2008	2010	2012
Harewood School	Contributing (Year 1-6)	State	182	182	182
Isleworth School	Contributing (Year 1-6)	State	199	211	213
Kendal School	Contributing (Year 1-6)	State	107	91	89
Roydvale School	Contributing (Year 1-6)	State	294	310	298

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

School Name	Type	Authority	2008	2010	2012
Wairakei School (Christchurch)	Contributing (Year 1-6)	State	231	236	233
Primary Total			1,013	1,030	1,015
Breens Intermediate	Intermediate (Year 7 and 8)	State	179	201	247
Intermediate Total			179	201	247
Burnside High School	Secondary (Year 9-15)	State	2,379	2,434	2,403
Secondary Total			2,379	2,434	2,403

Student Distribution patterns³

Students attending a local state school

Analysis of July 2012 student address data shows around 86% of year 1-6 students living in the Roydvale cluster catchment attended a state school, 12% were enrolled at state integrated schools and the remaining 2% at private schools.

Schools year 1-6 students living in the Roydvale cluster catchment attend.

School	Authority	# students ⁴	% ⁵
Roydvale School	State	205	20%
Wairakei School (Christchurch)	State	136	13%
Isleworth School	State	126	12%
Kendal School	State	73	7%
Burnside Primary School	State	68	7%
Christ The King School (Burnside)	State Integrated	66	6%
Harewood School	State	53	5%
Cotswold School	State	51	5%
Westburn School	State	45	4%
Waimairi School	State	35	3%

Of the year 1-6 students living in the Roydvale cluster catchment, 20% were enrolled at Roydvale School, 13% at Wairakei School and a further 12% at Isleworth School.

Enrolments at the five state schools within the catchment equated to 57% of all year 1-6 students living in the Roydvale cluster catchment.

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

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

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

Schools with the highest number of year 1-6 students living within a 1 km radius of Kendal School.

School	Authority	# students⁶	%⁷
Roydvale School	State	156	26%
Kendal School	State	70	12%
Isleworth School	State	67	11%
Wairakei School (Christchurch)	State	53	9%
Christ The King School (Burnside)	State Integrated	40	7%
Westburn School	State	39	7%
Burnside Primary School	State	34	6%
Waimairi School	State	18	3%
Cotswold School	State	11	2%
Emmanuel Christian School	State Integrated	8	1%

Of the year 1-6 students living within a 1 km radius of Kendal School, 26% were enrolled at Roydvale School, 12% at Kendal School and a further 11% at Isleworth School.

Population change⁸

There has been a slight decline in the number of year 1-15 students in the Roydvale cluster catchment from 2,707 in March 2010 to 2,611 in March 2012 (according to March roll return student address data for both years)⁹.

There are no CERA 'Red Zones' in the Roydvale cluster catchment.

There is no large scale greenfield residential development planned for the Roydvale cluster catchment though there is projected to be a small increase in household numbers of around 140 by 2021¹⁰.

Household numbers are projected to grow by a further 120 by 2041.

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

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

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

⁷ Percentage of all year 1-6 students in the area of interest that attend a given school

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

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

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

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

Approximately 82% of Kendal School students reside within a 1 km radius of Kendal School.

If Kendal School were to close 81% of current students would be within 1 km of Roydvale School, Isleworth School or Wairakei School.

Wairakei School is likely to receive enrolments from students that would otherwise have enrolled at Burnside Primary School (which is in the Burnside cluster and is also proposed to close) as well as Kendal School.

Based on July 2012 student distributions, approximately 36 Kendal School students and 103 Burnside Primary School students live within 1 km of Wairakei School. Approximately 30 of these students also reside within 1 km of Isleworth School.

At the Roydvale cluster level, of the 1,043 year 1-6 students residing in the Roydvale cluster, 997 (96%) reside within 1 km of a state primary school. This reduces slightly to 92% (958 students) if Kendal School were to close.

Rolls of schools likely¹¹ to receive enrolments of Kendal School students if the school were to close: July rolls 2008, 2010, 2012

School Name	Type	Authority	2008	2010	2012
Isleworth School	Contributing (Year 1-6)	State	199	211	213
Roydvale School	Contributing (Year 1-6)	State	294	310	298
Wairakei School (Christchurch)	Contributing (Year 1-6)	State	231	236	233
Primary Total			724	757	744

Closing Kendal School would enable funding to be invested in the nearby schools where the majority of the learners¹¹ would most likely go, and into the network generally to provide modern learning environments for a larger number of students.

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

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

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

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

¹¹ Based on where students currently live

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

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

If a decision to close is made the school property will go into a disposal process.

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

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

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

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

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

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

Students that may have otherwise enrolled at Kendal School would be re-distributed across the remaining schools within the area.

Facts and Figures

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

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

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

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

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

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

Peak rolls used: Primary – the October 2011 roll

Secondary and Intermediate – the March 2012 roll return

Relevant reports and documentation will be provided.

Contact us

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