

## **Education Report: Consideration of Closure of Kendal School (3395)**

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### **Executive summary**

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1. This paper seeks your decision on the proposal to close Kendal School under section 154 of the Education Act 1989. The Ministry recommends that Kendal School should be closed and that closure takes place on 27 January 2014.
2. On 13 September 2012 you announced the proposed closure of Kendal School as part of the plan for education renewal in greater Christchurch. On 28 September 2012 you initiated formal consultation on the proposal. Kendal School is in the Roydvale Learning Community Cluster.
3. The roll of Kendal School was 89 as at July 2012. The proposal to close Kendal School is based on its small roll and the close proximity of five other schools. There is significant surplus capacity in the Roydvale Learning Community Cluster, with no likelihood that the population will grow significantly in the near future.
4. Kendal School has minimal earthquake damage but is an old school with buildings which require earthquake strengthening and significant investment to bring it up to code and provide modern learning environments. The indicative costing for this is \$3.25 million.
5. The Board of Trustees of Kendal School, with the assistance of a facilitator, has undertaken consultation with its community about the proposal. Five meetings were held with parents, the community, the Community Board and with other schools. A survey was developed online and in paper copy, and 161 surveys were returned with 153 respondents disagreeing with the proposal to close the school. The respondents cited the importance of the school in the community, its location in a residential area, its small size and the disruption closure would cause for children and families.
6. The Board disagrees with the proposed closure of Kendal School. The Board has requested that you reconsider your proposal and provide it with the opportunity to pursue its vision for a 21<sup>st</sup> century learning community on the site. It also proposes that by using a Public-Private Partnership arrangement, the capital costs of some facilities on the school site could be reduced.
7. The Ministry acknowledges that Kendal School is well-regarded by its diverse community, and has given consideration to the views expressed by both the Board and the wider community in its submission to you on the proposal to close the school.
8. The Ministry considers that the Board's vision for a 21<sup>st</sup> century learning community could be implemented at another school in the cluster where learners will next attend if that is the wish of the community. The Ministry has also considered the Public Private Partnership suggestion raised by the Board but this is not a viable option for the proposed level of investment and would not deliver substantial capital cost savings.

9. The original date proposed for the closure of Kendal School was the end of 2014. The Ministry asks that if you agree that Kendal School should be closed, that the date of closure be brought forward to 27 January 2014. This earlier closure date will prevent a further decline in the roll which could compromise education provision to remaining learners.
  
10. If, after considering the information in this report, you decide that Kendal School should be closed, a letter to the Board will be developed for your signature asking it to provide you within 28 days of the date of your letter, with any further reasons why the school should not be closed.

## Recommended actions

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We recommend that you:

- a. **note** the information provided on the responses to the consultation by the Board of Trustees with its school community about the proposed closure of Kendal School under section 154 of the Education Act 1989;
- b. **note** that the Board of Trustees disagrees with the proposal to close the school;
- c. **agree** that Kendal School should be closed;
- d. **agree** that the proposed date of closure of Kendal School should be 27 January 2014;
- e. **note** that a letter to the Board of Trustees of Kendal School will be developed for your signature once your decision is known. If your decision is to close Kendal School, the letter will give the Board details of the 28 day consultation process;
- f. **note** that letters to the local Members of Parliament will be developed once your decision is known; and
- g. **agree** that a copy of this report be released to the Board of Trustees of Kendal School.

AGREE / DISAGREE

AGREE / DISAGREE

AGREE / DISAGREE

  
Katrina Casey  
Deputy Secretary  
Regional Operations



Hon Hekia Parata  
Minister of Education

23 / 1 / 13

## Education Report: Consideration of Closure of Kendal School (3395)

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### Purpose

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1. This paper provides you with information on the outcome of consultation by the Board of Trustees of Kendal School on the possible closure of Kendal School under section 154 of the Education Act 1989 (the Act).
2. You are being asked to agree that Kendal School should close, and that the proposed date of closure be brought forward from the end of 2014 to 27 January 2014.

### Background

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3. Kendal School is a decile 6, Year 1-6 contributing primary school in the Roydvale Learning Community Cluster, in the Ilam electorate of Christchurch. A map of the area is attached as Appendix One. The July 2012 roll of the school was 89 which included 13 Māori, 8 Pasifika, 46 New Zealand European, 18 Asian, and 4 learners of other ethnicities.
4. On 13 September 2012 you announced a number of proposals for changes to education provision in greater Christchurch. This announcement included the proposal to close Kendal School.
5. On 28 September 2012 you wrote to the Board of Trustees of Kendal School and initiated consultation on the possible closure of Kendal School. That consultation period ended on 7 December 2012.
6. You originally proposed that if Kendal School was to be closed, that closure would take place at the end of 2014. The Ministry recommends that closure of the school, should you agree, be brought forward to 27 January 2014. This earlier date will prevent a further decline in the roll which could compromise the ability to deliver a high quality of education provision to learners remaining at the school.

### Reasons for Considering Closure

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7. Kendal School has a low roll which has been gradually declining since its peak of 204 in July 1997. Its July 2012 roll was 89 learners. The school has a utilisation rate of only 51%, and the five neighbouring schools are also operating below capacity by between 10% and 30%. This has resulted in significant surplus capacity in the Roydvale Learning Community Cluster.
8. There is no large-scale residential development planned for the Roydvale area according to the *Greater Christchurch Household Scenarios 2011-2041*. There is projected to be little change in the number of households over the next 30 years in the current Kendal School catchment. There are small-scale increases projected in the catchments of the three alternative schools to Kendal School by 2041: Roydvale School - 140 additional households and fewer than 100 additional households in the Wairakei School and Isleworth School catchments.

9. Currently, most learners living in this area attend Kendal School; however some learners are attending at Burnside Primary School and Wairakei School. Data shows that approximately 80% of Kendal School learners live within a one kilometre radius of Roydvale School, Isleworth School or Wairakei School.
10. The school has suffered minimal earthquake damage; however some buildings will require earthquake strengthening with an indicative ten-year cost of \$3.3 million.

### Learning Community Cluster Proposal

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11. The proposal for the Roydvale Learning Community Cluster is as follows:

School	Type	Proposal
Kendal School	Yr 1-6	Close school
Harewood School	Yr 1-6	Repair and continue
Isleworth School	Yr 1-6	Repair and continue
Roydvale School	Yr 1-6	Repair and continue
Wairakei School	Yr 1-6	Repair and continue

12. The Rationale for Change document for Kendal School is attached as Appendix Two.

### Consultation under Sections 154 and 157 of the Education Act 1989

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13. Before making a decision about closing a school, the Minister must consult with the Board of the school concerned and with the Boards of state schools whose rolls may be affected. Sections 154 and 157 of the Act require this consultation.

#### ***Consultation with the Board of Kendal School***

14. You called a meeting at the Lincoln Event Centre on 13 September 2012 of all schools in greater Christchurch and those affected by the proposals around closures and mergers. The Ministry also delivered letters initiating consultation for you on 28 September 2012, and you attended a meeting with the school to discuss the proposal on 2 November 2012.
15. The Ministry also held three information workshops on the consultation process for Board Chairs and the facilitator the school engaged to undertake the consultation on its behalf. It was made clear to the Board at these meetings that no decision about closure had been predetermined. Regular contact has been maintained with a representative Board member and the Principal of Kendal School.
16. The Board appointed a facilitator to undertake consultation on its behalf. The final date for submissions on the proposal to close Kendal School was 7 December 2012. On 14 December 2012, you were provided with the complete submission from the Board of Trustees of Kendal School.

17. The Board of Trustees of Kendal School has submitted that:
- a. Kendal School is a Learning Community where multiple educational activities take place
  - b. it has a vision for the school that it will provide “preschool and primary education, shared learning resources for children, teachers and staff in the Learning Community Cluster and a centre for professional development and a hub for the provision of further auxiliary education services to the wider community”
  - c. there are a number of strengths of the school site, including its proximity to other facilities, its location, the size of the grounds and its accessibility, its undamaged swimming pool and the school hall, which is used by a variety of community groups
  - d. the small size of the school, in comparison to others in the cluster, allows it to provide every child with an equal opportunity to succeed
  - e. by using a Public-Private Partnership to provide some of the buildings on the site, the capital costs of some of the facilities could be reduced.

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

18. On your behalf, the Ministry undertook consultation with the Boards of Cobham Intermediate, Isleworth Primary School, Roydvale Primary School and Wairakei Primary School. The Board of Cobham Intermediate stated that there would be no significant impact for its school from the proposed closure. No other responses were submitted from any of the other schools.

**Ministry Comment**

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19. The Ministry acknowledges that Kendal School is well-regarded by its community, comprising Māori, Pasifika, Asian, and New Zealand European families.
20. Some parents noted in their survey that they have chosen the school because of its small size and its location.
21. Kendal School has provided temporary accommodation for Te Aho o Te Kura Pounamu (Te Kura), and Kidsfirst Early Childhood Centre as a result of the earthquakes. If Kendal School is closed, Te Kura is resourced to provide its own property solution. The Ministry will continue to liaise with Te Kura to assist with possible solutions where appropriate.
22. Kidsfirst Kendal Ave has a temporary lease. All schools in Greater Christchurch will have a master property plan developed in 2013 which will reflect the Learning Community Cluster plan and required repairs and redevelopment. In a case where significant reconfiguration is required on a site, land for future early childhood education provision will be included if the site is suitable.
23. Kendal School has a BMX track that has strong community support. The Board's submission identifies the commitment the school has made to this facility. If the school closes, consideration will be given to possible ongoing access to, and maintenance of, the BMX track or the potential for its relocation to another site.

24. There is capacity within the Roydvale Learning Community Cluster for the learners currently attending Kendal school. There is limited potential for increased housing in this area, so school rolls in this area are unlikely to increase significantly.
25. The closest schools to Kendal School are Wairakei, Roydvale and Isleworth Schools. The multicultural and socio-economic demographic of Kendal School is similar to that of Wairakei and Isleworth Schools, however the Ministry expects that most learners will enrol at Roydvale School should Kendal School close as dot maps indicate this is where most learners are living. A comparison of these schools is shown below:

%	European	Māori	Pasifika	Asian	Other
<b>Kendal</b>	51.7	14.6	9	20.2	4.5
<b>Wairakei</b>	65.7	16.7	3	12.9	1.7
<b>Roydvale</b>	75.5	6.4	1.3	15.1	1.7
<b>Isleworth</b>	60.7	16.4	10.3	9.3	2.8

26. The Ministry notes that the combined influence of the existing capacity and capability in local schools, the low roll of Kendal School, and the cost of remediation work mean that retaining Kendal School is not an economically viable option.
27. Your original proposal was for Kendal School to close at the end of 2014. The Ministry recommends that if you agree to closure, you change your preferred date to 27 January 2014. The reason for this is that an earlier closing date prevents slow roll decline and the possibility that staff may choose to move to other schools over this period. This will allow time for a temporary teaching space to be located at Roydvale School to accommodate the learners from Kendal School. There is existing capacity at the other neighbouring schools to accommodate learners who enrol at these schools.

### Alternative Schooling Options and Quality of Education Provision

28. The Education Review Office (ERO) last reviewed Kendal School in January 2010. In its report, ERO stated that:

*Students are provided with a range of learning experiences, including sporting and cultural opportunities. They told ERO that they enjoy learning and that their teachers are helpful and supportive. Teachers have a focus on literacy and numeracy. They plan collaboratively and this is leading to a more consistent approach across the school. They have successfully worked on identifying the school's values and how they will use key competencies to support students. They need to consider how students' thinking and research skills will be taught at all levels of the school.*

*Achievement information shows that in reading most students have reached the target and are achieving at or above expected level. Analysis identifies that Year 4 and Year 6 students are not achieving as well as other year groups. It also identifies that boys do not achieve as well as girls in reading. This information should help the board to refine its targets in reading to better identify groups of students that have particular needs.*

29. As noted above, if Kendal School were to be closed, learners are likely to attend Roydvale School, Isleworth School or Wairakei School. A summary of education provision at these schools is attached as Appendix Four. These summaries show that learners from Kendal School can be expected to receive high-quality provision at their receiving school.

## Priority Learners

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30. Of the 89 learners on the roll as at July 2012, 14.6% of learners identified as Māori and 9% identified as Pasifika. No specific programmes to address the cultural or learning needs of this group are identified as of note by the Board of Trustees.
31. In its last review, ERO reported that:

*In this review, ERO evaluated the extent to which the school was familiar with the Māori Education Strategy - Ka Hikitia: Managing for Success and progress made since the last review in promoting success at school for Māori students.*

*The school reports it has not yet discussed the document but expects to do so in the near future. Māori students make up 11% of the school's roll.*

### **Areas of progress**

*Consultation. Since the time of the last ERO review, the board has provided opportunities for consultation with its Māori whānau. There was limited response to this consultation process. The board is discussing other ways to engage with its Māori community.*

### **Areas for further improvement**

*Valuing tikanga Māori. Teachers have extended their use of te reo Māori in their classroom programmes. However, ERO found limited evidence of initiatives that show how the school values tikanga Māori. This includes limited bicultural perspectives in teachers' unit planning and in the physical environment of the school. Students spoken with by ERO said they appreciate when the school shows value for tikanga and te reo Māori.*

### **Next step**

*The principal and teachers consider ways to better reflect bicultural perspectives in their planning and in the environment.*

32. The school does not provide Māori immersion education.

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

33. As at 1 July 2012, Kendal School had one high needs learner accessing Ongoing Resourcing Scheme (ORS) funding.

## Staffing

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34. Kendal School had a 2012 staffing entitlement of 4.8 Full Time Teacher Equivalent (FTTE).



## Financial Implications

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35. If Kendal School closes, it would generate Education Development Initiative (EDI) funding and Joint Schools Initiative Funding (JSIF), in line with the EDI policy.
36. These funds are used for plans that support student achievement, psychosocial needs, transition and change management within and across schools and Learning Community Clusters. Funding is only generated if closure is implemented.
37. If your decision is that Kendal School should close, or you decide to proceed with further options for consultation on the future of the school, estimates of the savings to the Crown in operational funding will be prepared for your information.

## Property Implications for the future of Kendal School

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### ***Background Rationale for the proposal to close Kendal School***

38. 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. No weather tightness issues were identified during the national survey and subsequent inspections.
39. Surrounding land is predominately CERA technical category 1 (TC1).
40. 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.
41. The indicative ten-year cost to repair and maintain Kendal School is \$3.3 million.

### ***Proposal Analysis***

42. The Kendal School Board of Trustees has proposed a Public-Private Partnership (PPP) to redevelop the site. PPP is not a viable option for the proposed level of investment and will not deliver substantial capital cost savings.

### ***Property Entitlement***

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

45. Option One: Closure of Kendal School

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

<b>Proposal</b>	<b>Cost</b>	<b>Details</b>
Closure of Kendal School	\$0.0 million	Closure of school. No repairs or remediation required, normal disposal costs could be applicable
Additional teaching space allowance at Roydvale School	\$0.23 million	1 additional teaching space, based on network analysis
Other costs – Relocation of Reading Recovery Centre	\$0.23 million	Allowance for an additional classroom space using the standard roll growth teaching space rate
Other costs – Redevelopment of Kids First kindergarten	\$0.70 million	Estimate provided by Ministry ECE
<b>Total</b>	<b>\$1.16 million</b>	1 additional space at Roydvale, remaining learners are accommodated at Wairakei and Isleworth Schools which have current capacity.
Redistributed roll from Kendal School - 87		10 October 2012 roll of Kendal School to be distributed across nearby schools
<b>Cost per learner</b>	<b>\$13,333</b>	

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

**Revised indicative property costs – Minister’s Proposal combined with Burnside Primary School closure**

<b>Proposal</b>	<b>Cost</b>	<b>Details</b>
Closure of Kendal School	\$0.0 million	Closure of school. No repairs or remediation required, normal disposal costs could be applicable
Closure of Burnside Primary School	\$0.0 million	Closure of school. No repairs or remediation required
Additional teaching space allowance at Roydvale School	\$0.46 million	2 additional teaching spaces, based on network analysis
Additional teaching space allowance at Wairakei School	\$0.69 million	3 additional teaching spaces, based on network analysis
Additional teaching space allowance at Fendalton Open Air School	\$0.23 million	1 additional teaching space, based on network analysis
Additional teaching space allowance at Westburn School	\$0.23 million	1 additional teaching space, based on network analysis
Other costs – Relocation of Reading recovery Centre from Kendal School	\$0.23 million	Allowance for an additional classroom space using the standard roll growth teaching space rate

Other costs – Redevelopment of Kids First kindergarten	\$0.70 million	Estimate provide by Ministry ECE
Other costs –the CDHB Dental clinic to be surveyed and established as a stand alone facility	\$0.10 million	
<b>Total</b>	<b>\$2.64 million</b>	7 additional spaces at Roydvale, Wairakei, Fendalton and Westburn. Remaining learners are accommodated at Wairakei and Isleworth, Ilam and Wharenui Schools which have current capacity.
Re distributed roll from Kendal School - 87		10 October 2012 roll of Kendal School to be distributed across nearby schools
Re distributed roll from Burnside Primary - 228		10 October 2012 roll of Burnside Primary to be distributed across nearby schools
Total re distributed roll from Kendal and Burnside Primary School - 315		10 October 2012 roll of Kendal School and Burnside Primary School to be distributed across nearby schools
<b>Cost per learner</b>	<b>\$8,381</b>	

***Alternative Proposal 1 - Kendal School to remain open***

<b>Proposal</b>	<b>Cost</b>	<b>Details</b>
Repairs to Kendal School	\$3.25 million	These are the indicative costs to repair the school.
Other costs	\$0.00 million	Nil
<b>Total</b>	<b>\$3.25 million</b>	
Roll of Kendal School - 87		10 October 2012 roll of Kendal School
<b>Cost per learner</b>	<b>\$37,356</b>	

**Ministry consideration of alternative options for the future of Kendal School**

46. Having considered the submission from the Board of Trustees of Kendal School, alongside the submission from the Board of Trustees of Burnside Primary School, the Ministry gave consideration to alternative options for Kendal School involving a possible merger of Kendal School with either Burnside Primary School, or with Burnside Primary School and Wairakei School.
47. The Ministry considered these options within the context of ensuring that existing education provision and pastoral care being provided to learners at Burnside Primary School could be continued and enhanced. The wider community of Burnside Primary School is similar to that of Kendal School and Wairaki School, in that it comprises a number of families with refugee and migrant status.

48. After consideration, and analysis of the property and network implications, the Ministry view is that a merger of either two or three of the above-mentioned schools, would not accrue significantly more benefit than rebuilding Burnside Primary School alone. In the case of Kendal School, dot maps of where learners currently attending the school live, indicate they are likely to enrol at Roydvale or Isleworth Schools, rather than at a merged Kendal and Burnside Primary School. Learners may enrol at Wairakei School; however if a merger of three schools were to take place on this site, the cost of a rebuilt school to accommodate all learners would be very high (approximately \$13 million).
49. The Ministry's view is that Kendal School should be closed, and learners transitioned to neighbouring schools. In *Education Report: Consideration of Closure of Burnside Primary School (Metis 741947)* you are being asked to retain and rebuild Burnside Primary School. The Ministry recommends that rebuilding Burnside Primary School, and closing Kendal School, is the most cost-effective and least disruptive solution to ensuring provision of education and pastoral care for priority learners in the wider Roydvale – Burnside cluster.

## Risks

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50. The key risk if Kendal School closes is that the community will feel that its response has not been properly considered, and that you, or the Ministry, have followed a predetermined closure agenda.
51. The Ministry believes that this risk can be mitigated by releasing this report to the Board of Trustees of Kendal School followed by the public release of this document on the Ministry's website.

## Conclusion

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52. The Ministry recommends that Kendal School should close, and that closure should take place on 27 January 2014. This proposed closure date is earlier than that consulted on as the Ministry view is that an earlier closure date will ensure that the roll of Kendal School does not decline further in the interim which would compromise the provision of high quality education to learners remaining at the school.
53. The Ministry has given consideration to the issues and proposals raised by the Board in its submission. This includes the proposal for a Public-Private Partnership be entered into to provide property solutions, and the implementation of the Board's vision to be a 21<sup>st</sup> Century Learning Community. The Ministry's view is that a Public-Private Partnership would not be effective given the level of investment required at the school, and that the Board's vision could be implemented at another school in the cluster if this is the wish of the community.
54. The Ministry also gave consideration to two possible merger options involving Kendal School, but analysis of both property costs and the wider network of schools in the area demonstrated that these options would not be beneficial to the shape of the local network, would not be cost effective, and would not deliver significant benefits to learners currently at Kendal School or to learners at the other school(s) involved.

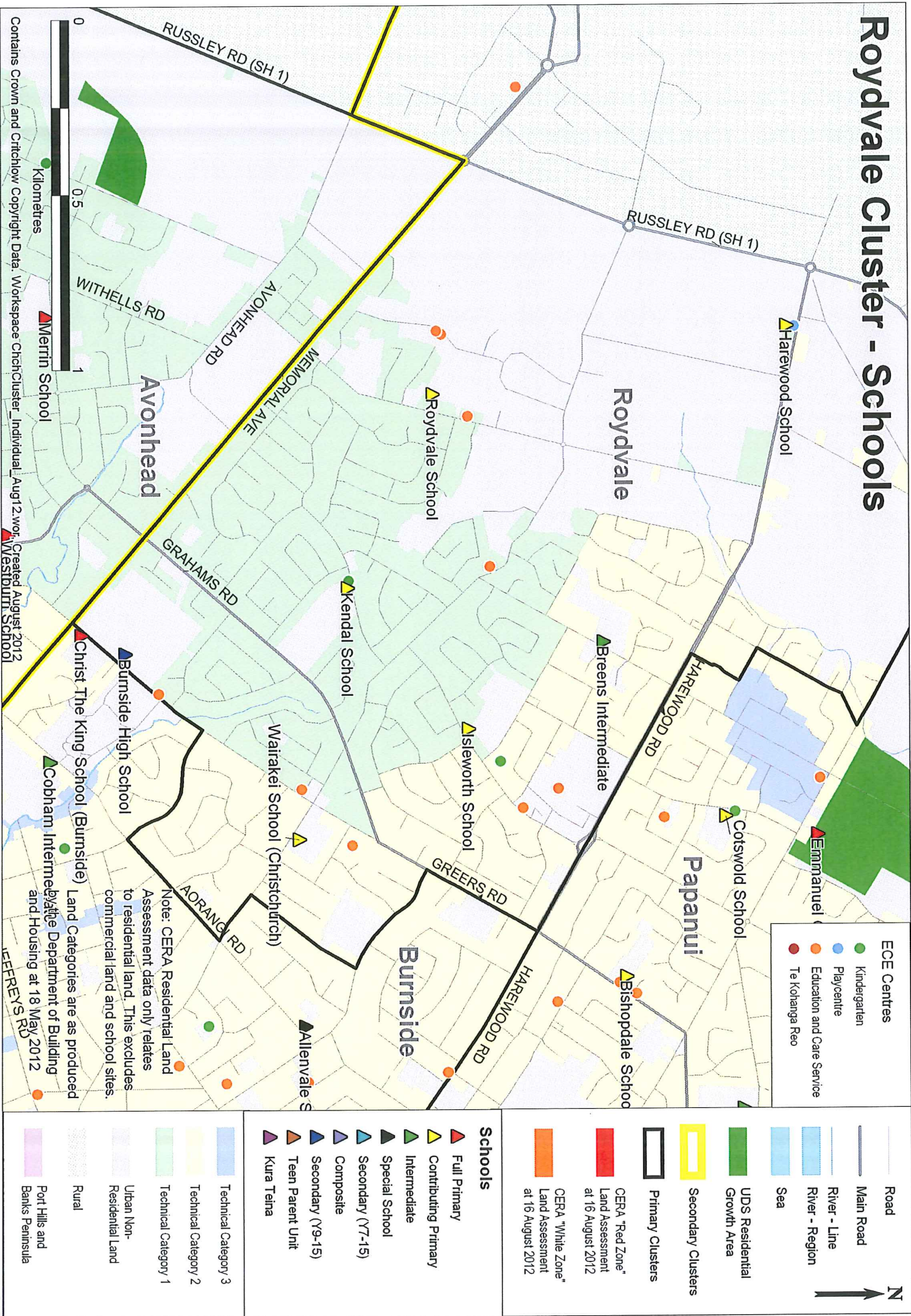
## Next steps

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55. If having given consideration to this report and the submission from the Board of Trustees of Kendal School, you decide that Kendal School should be closed, a letter will be developed for your signature to the Board of Trustees inviting it to provide to you, within 28 days from the date of the letter, with any further reasons why the school should not be closed.
56. Once your preference is known for the future of Kendal School, the Ministry will prepare letters for your signature for local Members of Parliament advising them of your decision.
57. Once your decision has been made, the Ministry recommends that a copy of this report be released to the Kendal School Board of Trustees.

Map of the Roydvale Cluster

# Roydvale Cluster - Schools



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

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

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

Note: CERA Residential Land Assessment data only relates to residential land. This excludes commercial land and school sites.

Land Categories are as produced by the Department of Building and Housing at 18 May 2012.

0 0.5 1  
Kilometres

Merrin School  
Westburn School

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

Rationale for Change Document



## 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.

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### Why is change needed?

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

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

We need to accept in areas that have been depopulated we will have to do things differently, which will inevitably mean some 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.

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## 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 2010<sup>1</sup>.

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.

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

## Indicative Ten Year Property Costs\*

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

The above costs are predominately 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 adjusters and are being used to support the Ministry's insurance claim.

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

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

### People

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, 2012<sup>2</sup>*

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
<b>Kendal School</b>	<b>Contributing (Year 1-6)</b>	<b>State</b>	<b>107</b>	<b>91</b>	<b>89</b>
Roydvale School	Contributing (Year 1-6)	State	294	310	298

<sup>2</sup> 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
<b>Primary Total</b>			<b>1,013</b>	<b>1,030</b>	<b>1,015</b>
Breens Intermediate	Intermediate (Year 7 and 8)	State	179	201	247
<b>Intermediate Total</b>			<b>179</b>	<b>201</b>	<b>247</b>
Burnside High School	Secondary (Year 9-15)	State	2,379	2,434	2,403
<b>Secondary Total</b>			<b>2,379</b>	<b>2,434</b>	<b>2,403</b>

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

#### *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 <sup>4</sup>	% <sup>5</sup>
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.

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

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

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

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

School	Authority	# students <sup>6</sup>	% <sup>7</sup>
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 change<sup>8</sup>***

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)<sup>9</sup>.

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 2021<sup>10</sup>.

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.

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

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

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

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

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

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## What would proposed 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 likely<sup>11</sup> 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
<b>Primary Total</b>			<b>724</b>	<b>757</b>	<b>744</b>

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

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

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

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<sup>11</sup> Based on where students currently live

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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

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

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

Peak rolls used: Primary – the October 2011 roll

Secondary and Intermediate – the March 2012 roll return

Relevant reports and documentation will be provided.

## **Contact us**

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



### Roydvale School

ERO last reviewed Roydvale School in October 2010. In its report, ERO stated that:

*Students learn in a calm and supportive environment. This environment is created through the active fostering of school values and the respectful relationships between teachers and students and among students. Students spoken to by ERO said that they felt safe, were able to focus on their learning and got the support they needed to achieve well.*

*Overall, students, including Māori and Pacific students, achieve very well. Some achieve highly in reading, written language and mathematics. This pattern of student achievement has been sustained over the last three years.*

*School leaders and teachers are well advanced in developing a school curriculum that reflects parents' and their own aspirations for students. These aspirations are well expressed in the school's vision statement. Leaders and teachers make good use of this vision to help focus teaching and learning.*

*The school's curriculum successfully integrates key aspects of the New Zealand Curriculum. Teachers provide students with a broad and balanced range of opportunities to achieve success. The overall quality of teaching and the support students receive is clearly helping to motivate them and encourage their achievement.*

### Isleworth School

ERO last reviewed Isleworth School in March 2010. In its report, ERO stated that:

*The school provides students with a supportive and stimulating learning environment. The active promotion of the school's values fosters a positive learning culture.*

*Most students achieve well in literacy and numeracy, and some achieve very well. Students achieve best in reading. Overall patterns of student achievement have improved over the last three years.*

*Students clearly benefit from:*

- *many well planned and focused classroom programmes;*
- *the overall quality of literacy teaching;*
- *the steps teachers take to actively involve students in learning, to make learning meaningful, and to foster their independence;*
- *the additional learning support given to identified students; and*
- *improvements to teaching that arise from professional development and learning.*

## Wairakei School

ERO last reviewed Wairakei School in June 2008. In its report, ERO stated that:

*The principal's reports on student achievement show that nearly all students achieve at expected national levels in literacy and numeracy. This has been the pattern over the last five years. Cumulative data show that more students achieve above expected levels in reading than they do in mathematics.*

*Teachers gather comprehensive achievement information for individual students. The principal's analysis of cumulative school-wide data shows where specific needs exist. The next step is for the principal and board to refine their broad achievement targets to better focus on meeting the identified needs of groups of students.*

*Students are provided with high quality learning experiences across the curriculum. The principal has developed clear expectations for high quality teaching. Teachers generally use reliable assessment information to plan programmes that meet the needs of students.*

*Teaching in literacy, numeracy and music are strengths in the school. Students in Years 3 to 6 are able to participate in a school-wide sporting programme. The teaching students receive reflects the knowledge teachers have of current good practices. Teachers effectively manage learning in their classrooms and work cooperatively to make learning consistent for all students as they move through the school. Students with particular learning needs are taught in small groups or individually by specialist teachers. The principal and teachers are developing a more integrated approach to planning the learning programmes. Their next step is to extend the classroom planning so that the needs of all students are identified and met.*

## Property Information

## Appendix Four

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

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

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