



# Greater Christchurch Secondary School Enrolment Review – case for change

**Private and confidential**

October 2017





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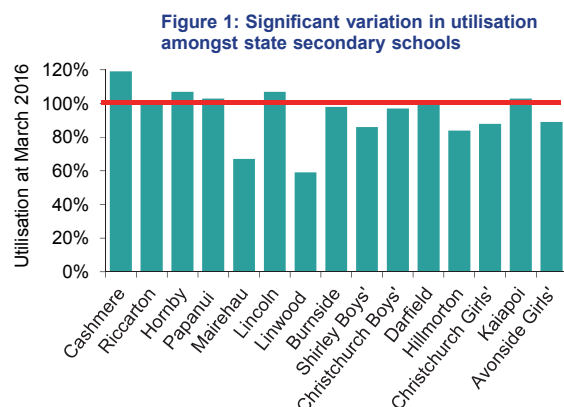
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# Case for change

## What are the current enrolment challenges in Greater Christchurch?

The 2010 and 2011 Canterbury earthquakes created significant disruption in the Greater Christchurch education network. Population shifts, particularly towards the south and west of the city, resulted in some school resources being stretched (over 100% utilised) while other schools had surplus capacity. Figure 1 below illustrates this variation in resource utilisation, as at 1 March 2016.

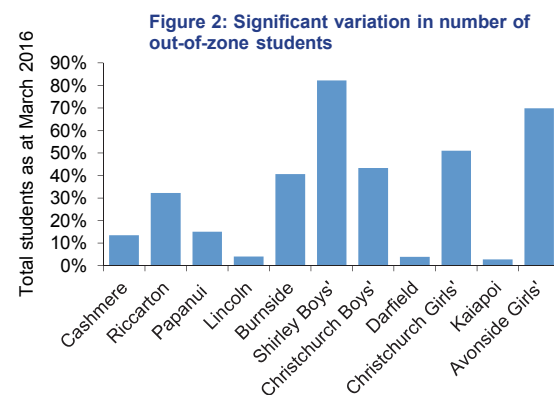


Post-earthquake population shifts compounded the impacts of pre-earthquake movements, where highly mobile parents sought out schools that were perceived to be more attractive for their children to attend. This resulted in some students travelling considerable distances across town for their education.

Secondary schools in the east of Christchurch (for example Avonside Girls', Shirley Boys', Linwood and Mairehau) faced declining student enrolment numbers between 2009 and 2016, and as their enrolment numbers fell, the schools' ability to offer the same breadth of curriculum as larger schools was impacted and hence, potentially, also the educational outcomes of their students.

The misalignment between current supply (a school's capacity) and network demand (the number of students living within the current enrolment zone where applicable) is further evidenced by the observation that schools with current enrolment zones are not attracting all of their eligible students. This is because they are often having to compete with other state secondary schools, frequently the same school type, who are trying to fill their own surplus capacity with out-of-zone enrolments.

Figure 2 below shows the disparity in the number of out-of-zone enrolments accepted by schools with current enrolment zones, as at 1 March 2016.



\*It is acknowledged that the large proportion of out-of-zone enrolments at Shirley Boys' and Avonside Girls' is attributable to their current zone predominately comprising red-zoned land.

The effects of these out-of-zone student enrolments are particularly impacting roll numbers at schools perceived to be less attractive or which are lower decile.

### The opportunity

Due to the disruption caused by the Canterbury earthquakes and the resulting school rebuild programme, the sector was given a unique opportunity to address perceived issues and create a more sustainable network through sector driven change, supported by the Ministry of Education.

One of the steps towards this goal was formulating the Greater Christchurch Secondary School Vision for Education ("Vision"). This Vision outlined an increased desire for collaboration and focused on the collective responsibility of the sector to act in the best interests of the network.

The core component of this Vision is stated below:

*'Every secondary aged learner in Ōtautahi/Christchurch will be engaged in a purposeful, individualised pathway. The Ōtautahi/Christchurch education network will be a professional learning community that recognises its collective responsibility to ensure all students learn to their potential based on choice, equity and social justice'.*

As the rebuild programme progressed, the future of schools in the east of the city became clearer, and after the above Vision had been created, it became the opportune time for the sector to review the current enrolment scheme throughout Greater Christchurch, with an aim to create an improved network that can sustain future population growth and population movements.

# Case for change

## What improvement opportunities exist throughout the network?

Responding to the collective desire of Principals to drive improvement in the current enrolment network and in order thereby to support the strengthening of educational outcomes for all, the Canterbury West Coast Secondary Principals' Association formed a working group. This led to the commissioning of KPMG and the set up of the "Ropu Whakahaere" to steer the process.

The Ropu Whakahaere was a sector-selected group that comprised members from a range of related stakeholder groups, including the Ministry of Education. Incorporating their local sector experience and knowledge of robust research and sector best practice, the group identified the following as key drivers for change in the Greater Christchurch network:

### 1) Network sustainability

After the Canterbury Earthquakes, the Education Minister tasked the Ministry of Education and the Greater Christchurch state secondary school sector with a goal of creating a sustainable network based on collaboration. This was to ensure that no further schools would face closure.

The sector has indicated that there is a strong desire to ensure all secondary providers have a viable enrolment catchment to ensure local providers can offer local students a quality education.

### 2) Closer alignment of network supply and demand

The current misalignment between supply and demand in the network was not a new problem caused by the Canterbury Earthquakes; rather it exacerbated a pre-existing problem. Pre-earthquake there was excess capacity within the network, particularly when looking spatially at where the demand lay in relation to the geographical location of the schools.

As a result of this misalignment, schools began enrolling a significant number of out-of-zone students, resulting in large numbers of students travelling across Christchurch for their education. Some schools perceive these movements as having a negative impact on the community cohesion of the local geographical area.

### 3) Better utilisation of existing network resources

Per Ministry of Education analysis, currently there are sufficient resources available within the Greater Christchurch state secondary school network to accommodate all students within the city. However, the currently observed enrolment trends and zones are not directing students to the schools with significant surplus capacity, leading to over-utilised resources at some.

In conjunction with the sector, there is an opportunity to review the current enrolment scheme to optimise enrolment patterns in order to better utilise current resources, therefore avoiding building additional spaces when they already exist at another school. This approach would also be more cost efficient for the taxpayer.

### 4) Optimisation of infrastructure use through the rebuild programme

The Canterbury earthquakes caused extensive damage to the education network, with the majority of secondary schools in Greater Christchurch requiring significant investment in their infrastructure and some having to be completely rebuilt.

This investment has given state secondary schools and the Ministry of Education an opportunity to review the network in totality and to identify where resources were required or where resources are now surplus. This re-allocation of resources provides an ideal opportunity to re-align current and future demand with the available resources as the programme continues.

### 5) Choice of education provision type

As part of the Vision development, the sector identified that families want the choice to send their child to either a co-educational, single sex, designated special character, state integrated, Kura Kaupapa or private school.

Currently there is limited choice regarding the type of educational provision within the Greater Christchurch network. Whilst full choice is not achievable, there is an opportunity to provide greater choice of provision type for parents, perhaps in the form of a dual layer enrolment scheme, which may increase access to other education types whilst still retaining balance within the network.

### 6) Increased collaboration

As outlined in the Vision, schools expressed a desire to move towards a more collaborative environment, "where schools will look beyond their institution to consider how to provide the best quality of education to all local students."

In order to achieve this, schools have identified that they need to move beyond the current competitive environment, which incentivises schools to grow larger potentially at the expense of other schools, to an environment where the network encourages local provision of education.



# Case for change

## All schools consulted agreed that change was necessary

In October 2016 KPMG consulted with the Boards and Principals of 16 state secondary schools in the Greater Christchurch network to source each school's perspective on the appropriateness and effectiveness of current enrolment zones.

Key themes that emerged from these consultations were:

- 87% of schools believed that all state co-educational secondary schools needed to have an enrolment zone.
- 81% of schools believed that all state single sex secondary schools needed to have an enrolment zone.
- 100% of schools believed that a dual layer approach to enrolment was appropriate in Greater Christchurch.
- 69% of schools believed that the number of out-of-zone students should be capped at an agreed level.

It was evident from the phase 1 consultations that 100% of schools believed change was required to address current network issues. There was also strong agreement that the closures of schools with declining roles should not be considered and that the sector should work together to address these trends.

Following consultation with all 16 schools, KPMG's focus turned to developing a range of high-level options for how future enrolment zones could be structured, at a systemic level, which incorporated the views of each school.

These views can be broadly described as points on a spectrum ranging from a pure free market/choice approach (option 1) to full government regulation (option 6).

The options were as follows:

### 1) Free market/choice

This option would give parents total choice on what type (co-educational or single sex) and what school they wanted to send their children to. Schools would be required to accept all students that applied. There would be no enrolment zones and no capacity limits. Like a business, schools that performed well and were seen to be desirable would flourish at the expense of other schools.

### 2) Partial free market/choice

This option would give parents total choice, but this ability would be limited to, or would be capped at, an agreed school capacity. Schools and the Ministry of Education would come to an agreed capacity limit based on resources available, which would then be monitored to ensure compliance. All students would be able to apply to any school type or specific school, with schools taking only as many students as allowed through a ballot or an acceptance process that assured fairness.

### 3) No change

The network would remain partially regulated with zones that did not optimise the relationship between supply and demand. There would continue to be no penalties for out-of-zone enrolments and a continued perception by some schools that the current funding model incentivises some schools growing larger at the expense of others, which may exacerbate current enrolment problems.

### 4) Partial regulation excluding single sex

Zones would be implemented for all Greater Christchurch state secondary schools, excluding single sex. Zones would be optimised so that local demand met or nearly met capacity, minimising out-of-zone enrolments. There would be no zones for single sex schools and all students that apply would be balloted, regardless of geographical location (choice of type not choice of name). The number of single sex students that could be accepted would be limited by an agreed capacity level. No penalties would apply for breaches.

### 5) Partial regulation including single sex

Zones would be implemented for all Greater Christchurch state secondary schools, including single sex. Single sex school zones would overlap co-educational school zones (dual layers). Zones would be optimised so that local demand met or nearly met capacity, minimising out-of-zone enrolments. Single sex schools would take a larger number of out-of-zone enrolments than co-educational to offer choice. The number of single sex students that can be accepted would be limited by an agreed capacity level. No penalties would apply for breaches.

### 6) Full regulation

This option would require all state secondary schools in Greater Christchurch to have zones and a designated percentage of out-of-zone students. Single sex school zones would overlap co-educational school zones (dual layers). Students would be expected to go to their local school in the first instance and out-of-zone enrolments would be capped. Financial penalties would be enforced for breaching the out-of-zone student cap.

# Case for change

## All schools consulted preferred a more regulated option

### Sector presentation

In April 2017, the six options outlined on page 5 were presented back to the sector in an open forum that gave each school the opportunity to share their initial thoughts. Approximately half of the schools in attendance that provided feedback indicated a preferred option. The general consensus was that the more favourable options were at the regulated end of the spectrum (options 4, 5 and 6).

### Enrolment review - phase 2

Building on the momentum seen at the sector presentation, the Ministry of Education re-commissioned KPMG to return to 15 of the 16 schools consulted in phase 1 (Kaiapoi High School had subsequently opted out of the process), to determine what their preferred enrolment option was, and to understand the rationale behind their perspective.

During these consultations, all schools, when asked to think at a network level, stated that their preferred option was option 5, with the addition of the following aspects:

- A roll cap on the overall number of students,
- A roll cap on the number of out-of-zone enrolments that could be accepted by a school, and
- The imposition of penalties for breaching these caps.

Therefore, the preferred option is a combination of options 5 and 6.

The table below lists the anonymised viewpoints of each of the 15 schools that engaged in the phase 2 consultations and specifically focuses on the three key areas described above. To preserve anonymity, the order in which the table is presented has been randomly selected.

School	Option chosen	Roll cap - overall	Roll cap - OoZ*	Penalties if over cap
1	5	Yes	No	Yes
2	5	Yes	Yes	Yes
3	5-6	No	Yes	Yes
4	5-6	Yes	Yes	Yes
5	5	Yes	No	Yes
6	5	Yes	Yes - priority 6 only	Yes
7	5-6	Yes	Yes	Yes
8	5	Yes	No	Not specified
9	5	Yes	Yes	Not specified
10	5-6	Yes	Yes	Yes
11	5	No	No	No
12	5-6	Yes	Yes - medium term goal	Yes
13	5-6	Yes	Yes	Not specified
14	5-6	Yes	Yes - priority 6 only	Yes
15	5	Yes	Yes - if zones optimised	Yes

\*Out-of-zone student enrolments.

The schools' viewed that a modified option 5 would address the key drivers for change for the following reasons:

- If implemented fully, the preferred option would help to ensure the efficient use of current resources, optimising utilisation of the network as a whole.
- In terms of planning, it would allow schools greater security of enrolment numbers and would clarify the process for parents.
- A successful implementation should, over time, see more uniformity regarding the provision of quality education and the breadth of curriculum schools can provide.
- The option is focused on collaboration between schools, instead of competition.
- The dual layer allows parents some choice for their child, between applying to a single sex secondary school or attending the local co-educational secondary school.

However, the following challenges would need to be addressed if the preferred option was to be implemented:

- Differing perceptions by communities regarding the quality of education provided by their local school.
- Current parental enrolment behaviours.
- A perception that implementing enrolment zones throughout the network may limit choice.

During the phase 2 consultations, it was evident that there was a strong appetite for change within the sector. Numerous schools had also shifted their thinking to a network level, as opposed to an individual school level, with many willing to compromise on their initial views for the greater good of the network.

# Case for change

## Modelling of the preferred option to optimise enrolment zones

### Overview

In light of the schools' preferred option, the Ministry of Education used data, sourced directly from individual schools' roll returns, to model this in the form of "Scenario T." Extracts from this modelling has been included as Appendix A.

The enrolment zones included in "Scenario T" are an indicative view of how the Greater Christchurch state secondary school network could look like if the preferred option was implemented, subject to legislative and resourcing constraints. Per the Education Act 1989, any enrolment zone changes or the implementation of an enrolment zone, requires community consultation.

It is also important to note, that when "Scenario T" was developed, the rebuild roll numbers had not been confirmed at Burnside High School, Riccarton High School and Papanui High School. The analysis in "Scenario T" has used provisional rebuild roll numbers for these schools.

### Comparison to the preferred option

While the Ministry of Education intended for "Scenario T" to model the preferred option, it actually models option 5, as described in the April 2017 presentation. This is because the modelling does not include the three additional aspects of the preferred option, as described below:

#### An overall roll cap

The Ministry of Education cannot, under current legislation, impose a roll cap on state secondary schools, as schools are able to accept students up to their capacity level. However, by agreeing capacity levels and then rebuilding schools to this number, schools' rolls will be effectively limited to their agreed capacity over time. Additional capacity will be provided by the Ministry, if required, to allow for future in-zone roll growth.

#### A roll cap on the number of out-of-zone enrolments

Per the above, the Ministry of Education cannot impose a roll cap under current legislation, including on the number of out-of-zone enrolments.

Currently, the Ministry of Education does not provide property funding in relation to out-of-zone students, only operational and staffing funding. If a school decides it has sufficient capacity to accept out-of-zone students, then there are no means available to the Ministry, within the current legislative framework, to address this. However, to ensure this aspect of the preferred option is implemented, schools could come together and voluntarily agree to a roll cap on out-of-zone student enrolments.

#### The imposition of penalties for roll cap breaches

The Ministry of Education cannot, under current legislation, impose punitive measures for breaches. It is also the Ministry's preference to promote a model based on trust and collaboration, rather than enforcement. As a result, a solution needs to be developed that incorporates other mechanisms to encourage adherence and the sector needs to focus on building trust amongst the schools, which should also help to drive collaboration.

In summary, the Ministry believes that the reasons behind the preferred option's additional components can be addressed and desired outcomes achieved if schools change their current enrolment behaviours and work together collaboratively.

### Modelling review and conclusion

Once "Scenario T" was developed, KPMG was engaged to review the Ministry of Education's modelling analysis to ensure that appropriate assumptions have been used, that the conclusions drawn were justified and to assess whether the model will help to mitigate the key issues outlined above. (Please note that the term "review" used in this report does not relate to a review as defined under professional assurance standards.)

The following are summarised comments made by KPMG, during this review, regarding the "Scenario T" modelling:

- The proposed enrolment zones under "Scenario T" improve the relationship between supply and demand for co-educational state secondary schools in Greater Christchurch in the short term, but do not optimise. This is because, although the overall capacity to demand ratio at a network level has fallen from 1.11 to 1.06, this ratio is still above 1.00, which indicates perfect alignment.
- At an individual school level, an opportunity exists to further align supply and demand, as although the capacity to demand ratios have moved closer to the acceptable optimisation range (1.00 – 1.10), there is still significant surplus capacity at some schools e.g. Burnside High School, whose capacity to demand ratio has fallen from 1.77 under their current zone to 1.22 using the "Scenario T" zones.
- Further investment in the network will be required in the medium term, as the projected capacity to demand ratio for 2028 is 0.91. A capacity to demand ratio below 1.00 indicates that there may be excess demand in relation to the rebuild roll capacity (supply). Where the additional capacity will be required in the network would be dependent on future growth and enrolment patterns.
- The "Scenario T" zones intended to decrease the number of out-of-zone student enrolments and hence increase the market share of other schools. However, without some form of cap or limit on the number of out-of-zone students, the impacts of these zones may not be significant, particularly if parental preferences do not change.



# Case for change

## Recommendations and next steps

After considering the feedback from the consultations and, given the building momentum towards change, the following recommendations and next steps are proposed:

### **Greater Christchurch adopts a dual-layered enrolment scheme.**

There is unanimous agreement within the network that a dual-layer enrolment mechanism, whereby single sex school zones overlay ubiquitous co-educational school zones, be implemented within Greater Christchurch.

This will allow parents some choice, in terms of education type, while ensuring that schools of the same type aren't competing for students from within the same zone.

### **Each Greater Christchurch state secondary school introduces an enrolment scheme over a five year timeframe.**

The introduction of ubiquitous co-educational school zones is a key component of the preferred option, so work should begin as soon as possible regarding this. We have suggested a five year timeframe as this will align with a full secondary cohort movement and should provide sufficient time to undergo meaningful community consultations. However, consideration should be given to the Ministry of Education's legal obligation, under current legislation, that enrolment zones are only implemented when a school's resources are at risk of being over-utilised.

Currently there are five un-zoned co-educational state secondary schools in Christchurch. Due to the risk of over-utilisation, two (Hornby High School and Hillmorton High School) are already partaking in enrolment scheme discussions. Therefore, the requirement of the preferred option that all co-educational state secondary schools have ubiquitous zones implemented at the same time may not occur if the remaining three schools do not reach this level.

### **Schools agree not to enrol domestic students above their agreed rebuild number.**

As the Ministry of Education cannot, under current legislation, impose a roll cap on state secondary schools, schools will need to agree that their rebuild roll capacity is their overall capacity number, irrespective of any board owned classrooms, and then adjust their enrolment behaviours to abide by this number, in order to ensure the successful implementation of the preferred option.

While most schools have accepted that their capacity number is their rebuild roll number, we understand that three schools are yet to finalise these discussions and note that other schools have expressed dissatisfaction with their current rebuild number, so this would need to be considered as part of ongoing work.

### **Schools work together in a trusting way for the benefit of the network.**

As the sector prefers a model that promotes trust and collaboration, schools need to work together to build trust within the network and move towards a model where schools operate in the interests of the wider community and network as a whole. These efforts could be supported through positive measures such as publishing enrolment data.

### **The Greater Christchurch Secondary School Vision for Education ("Vision") is revisited and a Memorandum of Understanding on enrolment is put in place.**

The Vision should be revisited to ensure it aligns with the preferred option and provides strategic guidance to the network going forward.

Although schools had mixed views on the effectiveness of a Memorandum of Understanding, it would be conducive to the implementation of the preferred option to develop one, as it would help to increase sector buy-in, provide clarity for future Principals/Board members and drive adherence.

### **A universal out-of-zone roll cap is not implemented.**

While the majority of schools supported an out-of-zone roll cap, four schools were opposed to the idea as they wanted to retain the ability to enrol out-of-zone students to fill surplus capacity in the future.

If the preferred option was to be implemented in its entirety, this issue could diminish as schools would only have minimal surplus capacity if the relationship between supply and demand was aligned within the network.

### **A governance group is set up to oversee the implementation of the recommendations.**

Once the preferred option and path forward has been agreed upon, it is essential that a governance group is formed. We recommend this comprises three Canterbury West Coast Secondary Principals' Association members, one New Zealand School Trustees Association member, one representative from the Ministry of Education and others as deemed necessary. This group would need to set a clear direction for the sector and oversee the change management process. The sector needs to have input on the members of this group to ensure buy-in.

### **The Ministry of Education should drive the operational implementation of the preferred option.**

Identifying appropriate resources to progress the project operationally on a day-to-day basis is a crucial step. We believe the implementation of the preferred option should be completed by the Ministry of Education, as it will require funding and considerable stakeholder engagement. The implementation of the preferred option also coincides with the Ministry of Education's network principles:

- To maintain a sustainable network,
- Local provision of education for local students, and
- To future proof the network for growth.

# Appendix A

## Summarised analysis of “Scenario T” zones

The following analysis has been completed by the Ministry of Education and summarises the ‘Analysis of “Scenario T” Co-ed Secondary School potential enrolment zones in Christchurch City’ document. KPMG has not reviewed or audited the base data that underpins this document.

### Summary of Analysis of Scenario T zones

This document summarises analysis of both the current network arrangements and a potential scenario that would support the principles of option 5. This scenario has been given the title “Scenario T”.

Option 5 specified that each co-educational state secondary school in Christchurch should have an enrolment zone which abutted each other, and that these zones should include areas of the city that are currently exclusively within the enrolment zones of single sex schools.

Under option 5, the state single sex secondary schools are considered as a separate layer of provision, in order to provide that education for students across the city. The single sex schools have traditionally experienced strong demand for out-of-zone spaces offered and so are unlikely to be at risk of roll decline. The single sex schools may, however, have fewer in-zone enrolments and therefore more spaces to offer to students from across the city.

The enrolment zones under “Scenario T” have been drawn to improve the correlation between the schools’ build capacities (number of student spaces following the completion of the Canterbury Schools Rebuild programme) and the local demand (the number of year 9-15 co-educational state school students in the zone).

A more radical approach to improving the correlation would require significant reductions in capacity at some schools and large increases at others. This would have significant impacts on school management and staffing, may have impacts on student achievement, and would definitely result in significant increases in property costs for demolition of buildings at some schools and new builds at others.

Transition pathways have also been considered in the drafting of the “Scenario T” zones, as have distance to school and barriers to access.

Current catchments used for analysis are mutually exclusive areas that reflect:

- Current enrolment zones (where they exist),
- Natural catchments based on enrolment patterns,
- Midpoints,
- Transition pathways, and
- Barriers to access.

Analysis based on current enrolment schemes themselves is limited in its scope, as only four co-educational state schools in Christchurch city have enrolment schemes.

Current catchments assume a catchment for Shirley Boys’ High School and Avonside Girls’ High School in the North East of the city, around the new site at Queen Elizabeth II Park.

Included in this document are a number of appendices, which are described below:

Appendix 1 shows current enrolment schemes and the current catchments used for analysis.

Appendices 2A and 2B show the “Scenario T” zones and the current secondary co-educational and single sex zones, including a potential zone for Shirley Boys’/ Avonside Girls’. This proposed zone represents the core of the area currently under discussion with the schools.

Appendix 3 shows current primary school enrolment zones and the “Scenario T” zones.

Throughout this document comparisons are made based on the capacity to demand ratio. Capacity to demand ratios are a measure of the alignment of capacity at a school to the local demand. A capacity to demand ratio above 1.00 indicates that the school has more spaces than would be required should all local year 9-15 state co-educational school students choose to attend the local school. A capacity to demand ratio below 1.00 indicates that the school would not have capacity to accommodate all local students, should they choose to attend the local school.

# Appendix A

## Summarised analysis of “Scenario T” zones continued

The following table compares capacity to demand ratios under two scenarios:

- 1) Current capacities and catchments.
- 2) “Scenario T” zones and the agreed/provisional build capacities.

### The current and “Scenario T” capacity to demand ratios:

	Current capacity and current catchments (Year 9-15)			Agreed/provisional capacity and “Scenario T” zones (Year 9-15)		
	Current local demand	Current capacity	Current capacity to current demand	“Scenario T” local demand	Agreed or provisional* build capacity	Agreed capacity to “Scenario T” demand
Burnside High School	1349	2389	1.77	1643	2000*	1.22
Cashmere High School	1665	1603	0.96	1443	1700	1.18
Haeata Community College	391	400	1.02	561	400	0.71
Hillmorton High School	797	546	0.69	942	800	0.85
Hornby High School	766	644	0.84	772	640	0.83
Linwood College	709	685	0.97	774	680	0.88
Mairehau High School	361	543	1.50	571	500	0.88
Papanui High School	1550	1450	0.94	1316	1700*	1.29
Riccarton High School	705	926	1.31	744	900*	1.21
Grand Total	8293	9185	1.11	8766	9320	1.06

\* The formal determination of a build capacity is yet to be determined for Burnside High School, Papanui High School, and Riccarton High School.

The current catchments do not include portions of the city where the single sex schools are currently the local education providers. The “Scenario T” zones include these areas, and so result in a higher count of students across the catchments of co-educational state secondary schools in Christchurch.

The agreed/provisional build capacities will result in a net increase in the number of student spaces at co-educational state secondary schools in Christchurch.

The current capacity to demand ratios range from 0.69 to 1.77.

Under “Scenario T” zones and using agreed build capacities, the capacity to demand ratios would range from 0.71 to 1.29. Over time, the capacity to demand ratios that are over 1.00 are expected to reduce, as residential growth and intensification result in increased local demand, providing a closer match of supply (capacity) and demand (local demand/local student count). This will reduce the number of spaces made available for out-of-zone enrolments at these schools, which will increase market shares at other schools. This, and continued population growth, are expected to require increases in capacity at schools with a capacity to demand ratios less than 1.00.



# Appendix A

## Summarised analysis of "Scenario T" zones continued

Master Planning at each school has identified how growth will be accommodated. The following table shows projected growth in local demand within each "Scenario T" zone.

### Projected growth in state co-educational school demand within each "Scenario T" zone from 2017

	Local state co-ed demand (Year 9-15)			Build capacity	Capacity to demand ratio (Year 9-15)		
	2017	2021	2028		2017	2021	2028
Burnside High School	1643	1651	1793	2000	1.22	1.21	1.12
Cashmere High School	1443	1504	1598	1700	1.18	1.13	1.06
Haeata Community College	561	567	576	400	0.71	0.71	0.69
Hillmorton High School	942	1072	1338	800	0.85	0.75	0.60
Hornby High School	772	811	1033	640	0.83	0.78	0.61
Linwood College	774	822	895	680	0.88	0.83	0.76
Mairehau High School	571	577	633	500	0.88	0.87	0.79
Papanui High School	1316	1386	1504	1700	1.29	1.23	1.13
Riccarton High School	744	770	871	900	1.21	1.17	1.03
Grand Total	8766	9166	10249	9320	1.06	1.02	0.91

The above table shows that under "Scenario T", the capacity to demand ratio will decrease from 1.06 in 2017 to 1.02 in 2021. Additional capacity will be required within the state co-educational secondary school network between 2021 and 2028, as the total build capacity results in a capacity to demand ratio of only 0.91 at 2028. It is expected that additional capacity will be required between before 2028 at those schools with build capacities to demand ratios less than 1.00, particularly Hillmorton High School and Hornby High School, where there is currently and will continue to be significant residential growth.

The co-educational zones as shown under "Scenario T" will result in a closer matching of demand to capacity for each local school, supports the build capacities determined to date, and largely supports the provisional build capacities for the schools where this is yet to be finalised.

Further growth at each school will be in line with site Master Planning and will be driven by increases in local demand in each school's zone. In-zone roll growth is expected at several co-educational schools in the medium term and this is expected to result in increases in capacity at these schools.

This analysis assumes that the same proportion of students will continue to access Single Sex, Designated Character, Special, State Integrated and Private schools as do currently, and that the rolls (and capacities) of these schools will increase accordingly.

It is expected that community consultation will result in some changes to the boundaries of the "Scenario T" zones, but that if these changes are minor, or involve the swapping of areas equal in local demand between schools, a similar result to that in this analysis is expected to eventuate. The Ministry of Education is committed to supporting evidence based discussions regarding potential changes to the "Scenario T" zones.

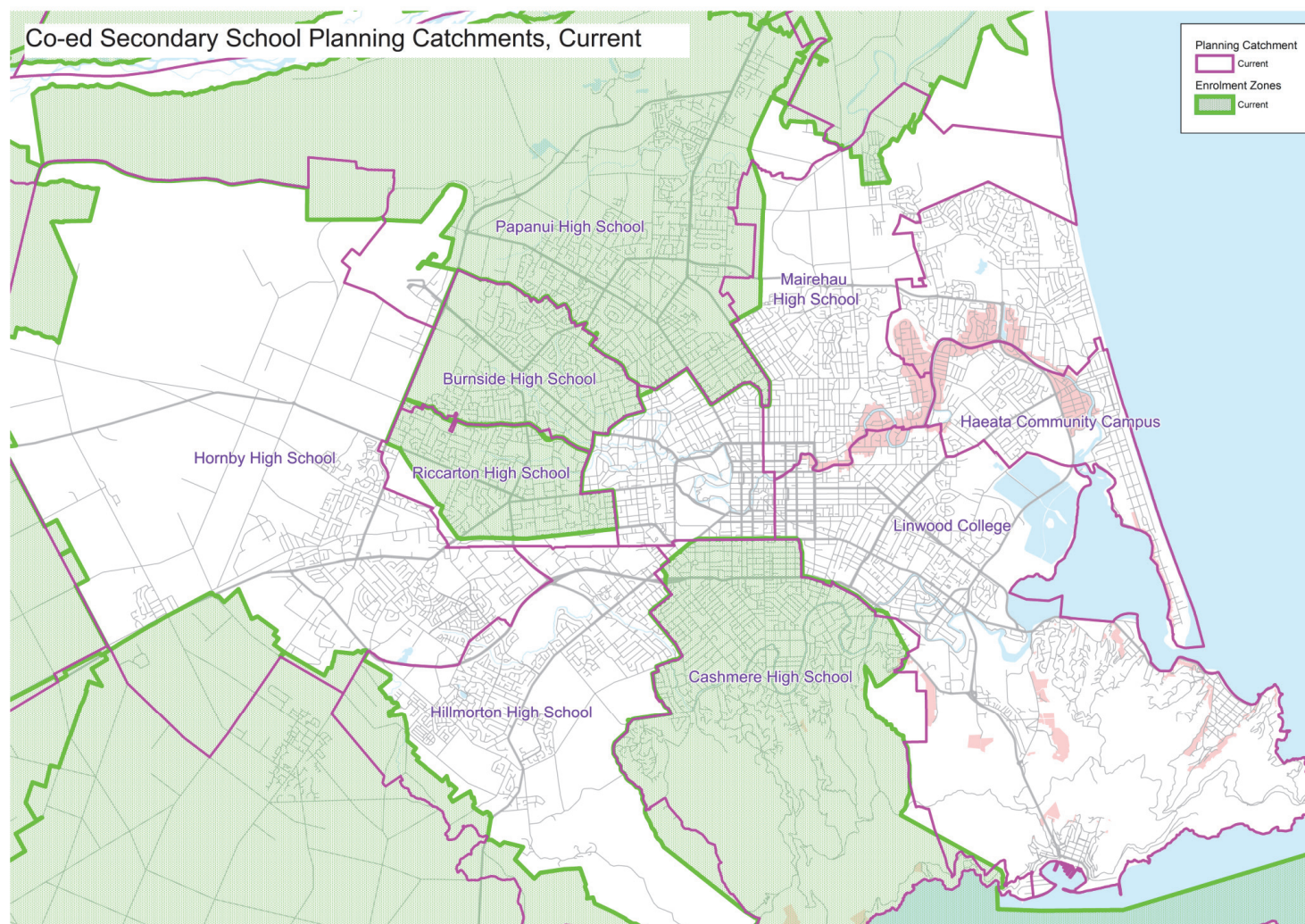
Provision for transitional arrangements are likely to be made, whereby families who become out-of-zone as a result of zone changes are able to continue to enrol younger siblings as in-zone enrolments at the school they were in-zone for.

# Appendix A

## Summarised analysis of "Scenario T" zones continued

### Appendix 1: Year 9-15 Planning catchments for co-educational schools.

(Based on current enrolment scheme configuration and the presence of single sex providers as the local secondary option in the Central City and the North East/Parklands)

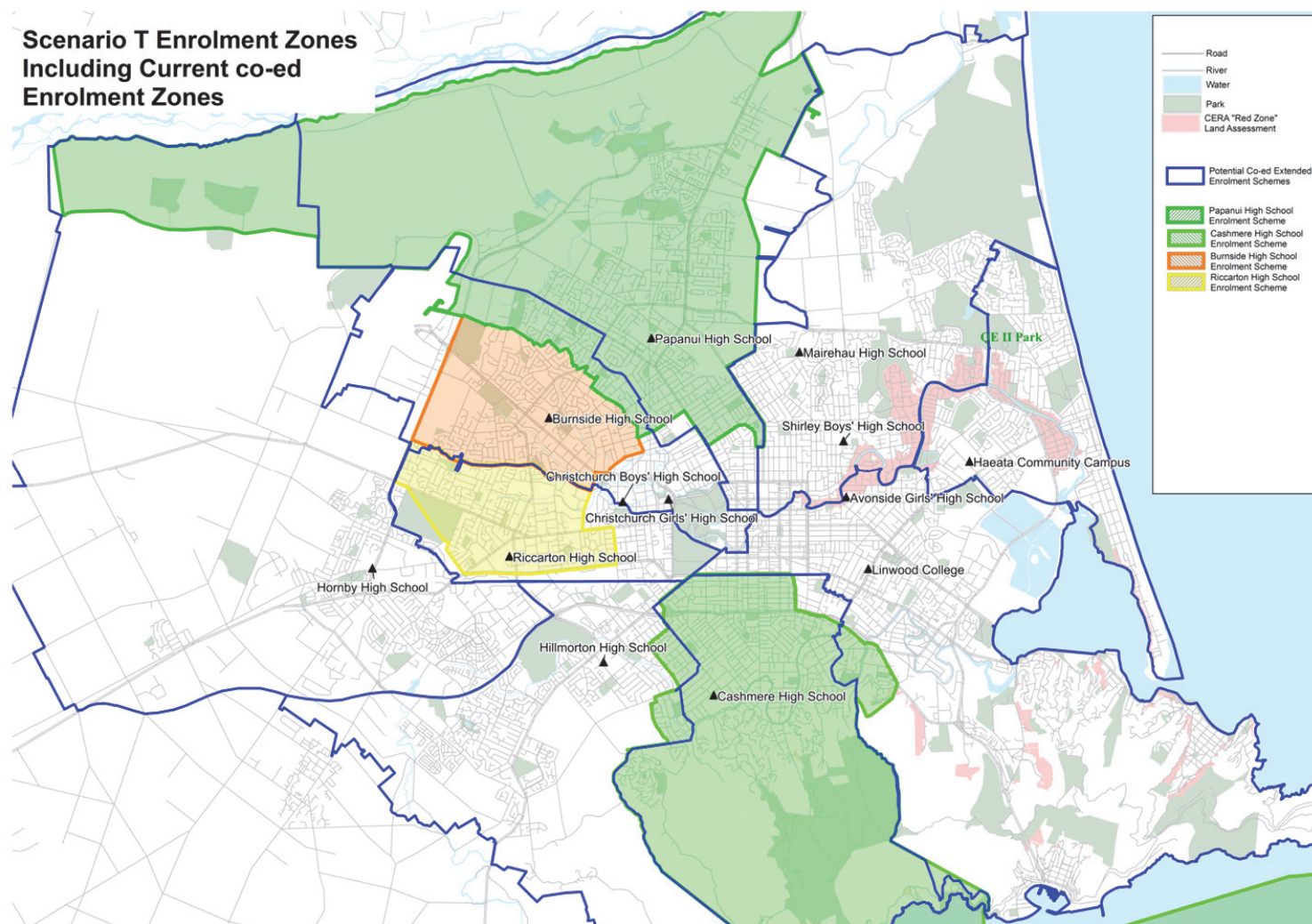




# Appendix A

## Summarised analysis of "Scenario T" zones continued

**Appendix 2A:** Current co-educational enrolment zones and "Scenario T" zones.

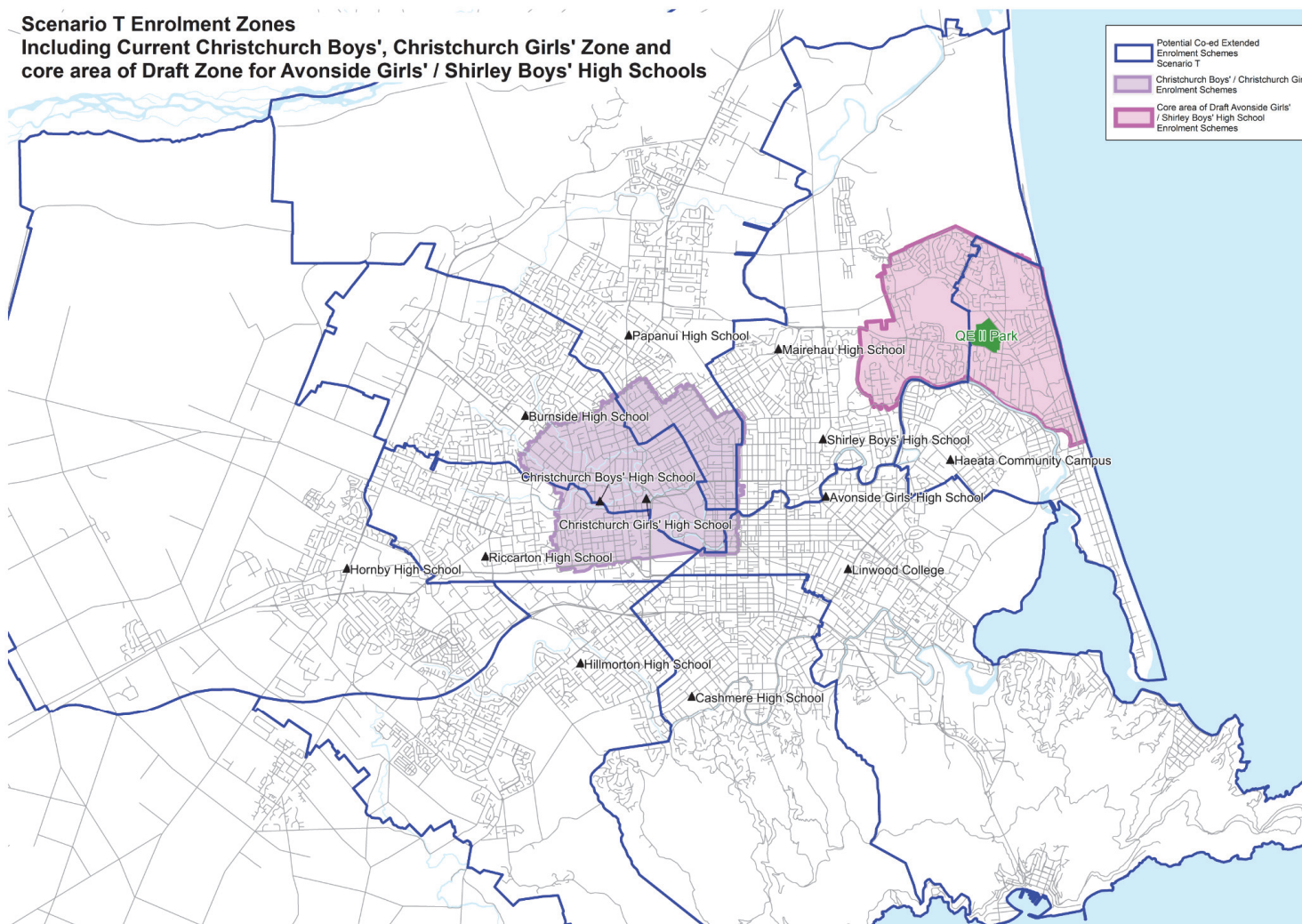




# Appendix A

## Summarised analysis of "Scenario T" zones continued

**Appendix 2B:** "Scenario T" zones overlayed by Christchurch Boys'/Christchurch Girls' zones and core area of the draft Avonside Girls'/ Shirley Boys' enrolment zones.

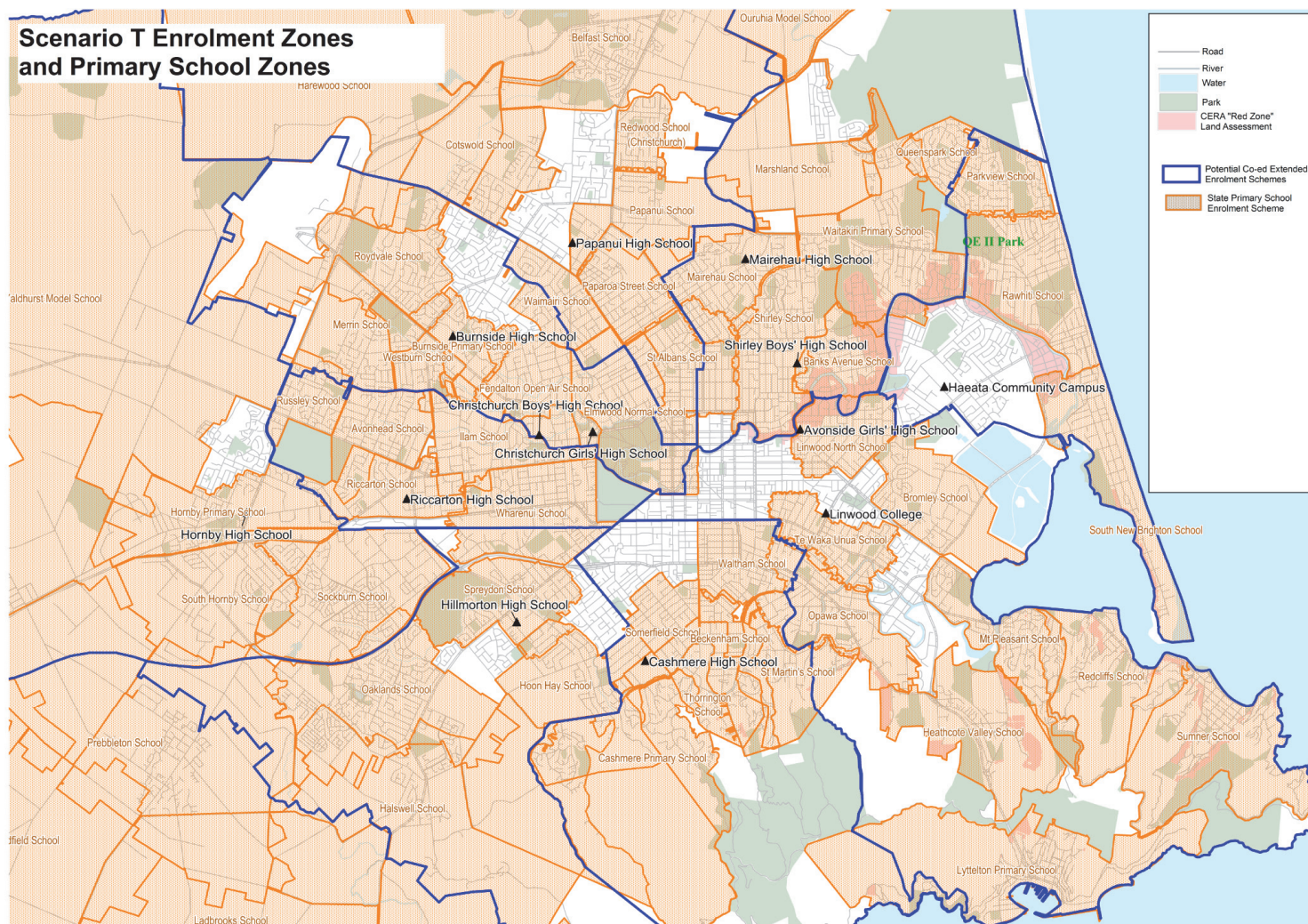




# Appendix A

## Summarised analysis of "Scenario T" zones continued

**Appendix 3:** "Scenario T" zones and current primary school zones.



## Contact us – Ministry of Education

### **Coralanne Child**

Director of Education  
Canterbury and Chatham Islands

T: +64 3 378 7345  
E: coralanne.child@education.govt.nz

### **Simon Blatchford**

Principal Advisor  
Canterbury and Chatham Islands

T: +64 3 378 7543  
E: simon.blatchford@education.govt.nz

## Contact us - KPMG

### **Benjamin Badger**

Partner  
Enterprise  
Christchurch

T: +64 3 378 0509  
E: bbadger@kpmg.co.nz

### **Peter Chew**

Director  
Advisory  
Wellington

T: +64 4 816 4810  
E: pchew1@kpmg.co.nz

### **Sarah Connolly**

Supervisor  
Enterprise  
Christchurch

T: +64 3 371 4868  
E: sarahconnolly@kpmg.co.nz