

Auckland Education Growth Plan engagement

Over the last several years, we have begun discussions about growth scenarios with schools in central Auckland. We have also held broader conversations with principals from this catchment about property issues. Schools acknowledge that they will need to grow in size to meet growth demands. There is also general agreement from the sector on the need for additional primary provision in the central city.

In developing these plans, we have engaged extensively with the education sector across Auckland throughout 2018. We will continue to engage with the sector as these plans develop. Through these discussions on infrastructure, wellbeing and student pathways, the following themes and ideas have been generated:

- **Workforce readiness:** Respondents are seeking to provide mentors from older citizens and use volunteers more to increase community cohesion.
- **Student transitions:** Respondents are seeking a reduction in transitions between ECE, primary, intermediate and secondary as transition difficulties can be experienced at each change. This could involve changing structures of classes. Examine the pathways through Catholic schools, e.g. modelling the number of preference students to assist with accommodating future growth.
- **Outdoor activities:** Respondents are seeking to use community facilities that are in close proximity and share costs. Respondents also suggested promotion of more partnerships with Council.
- **Health and wellbeing:** Respondents are seeking enhanced wellbeing of students and staff which could be enhanced by enabling flexible class hours, including different shifts, days of week, and style of lesson.
- **Local infrastructure:** Respondents are seeking to increase collaboration and communication with Council so that community facilities can be shared by the school and vice versa.

Through engagement on this plan, the following themes arose specifically in relation to Māori medium education:

- **Student pathways:** Respondents are seeking strengthened student pathways for Māori medium as pathways are not clear, or are non-existent, dependent on mainstream pathways, or disrupted by mainstream pathways. Have purpose built facilities which promote innovation and socialisation. Learning support structure needs to be in place, fully funded, resourced and staffed to ensure the needs of vulnerable children are met.
- **Student transitions:** Respondents are seeking a central area kura for years 0-13 which will reduce transition and provide certainty of access. Students with additional learning support needs also require additional planning for smooth and accessible pathways and transitions.
- **Outdoor activities:** Respondents are seeking an increased connection to natural environment and to allow school grounds and facilities to be community resources. Think of greenspace as a 'third teacher' and Te Ao Māori intrinsic to all infrastructure developments.
- **Health and wellbeing:** Respondents are seeking more resources to improve attendance rates, strengthen truancy services and enable all government agencies to work together. Allow schools to be facilities for the community, working with the DHB-funded health workers – counsellors, mental health support, doctors and nurses in contemporary, well-equipped onsite clinics in schools. Design schools in the form of a village and focus on other areas, not just academic. Resource learning support schools/units so children are not disadvantaged.

- **Social and external factors:** Respondents are seeking valued treaty partnerships. Ensure culture and values translate from school to school so children don't have to adjust.

Grammars Western Springs' growth story

Significant growth continues in the city centre, particularly through development of apartments. While this housing type is not always attractive to families, it is becoming more common for children to live in the central city. This can result in a level of transience as families move from the central city to other suburbs after a period of time. We expect further significant intensification over the next 10 years enabled by the provisions of the Auckland Unitary Plan. Central city fringe suburbs are also experiencing intensification resulting in increasing pressure on school rolls. Growth in these fringe suburbs is largely apartment developments and infill housing¹. This is expected to continue.

Students within this catchment identify with a diverse range of ethnicities including European, Asian, Pacific and Māori. Approximately 7% (1,883 students) of Auckland ESOL students are located within this catchment area.

There are a large number of integrated and private schools in this catchment that draw a significant proportion of enrolments from within this catchment. Central schools also continue to draw students from other parts of the city, even with enrolment schemes in place.

What have we done so far?

- Enrolment schemes are in place at 26 out of 27 state schools in this catchment. Eleven state integrated schools use maximum rolls to manage student numbers. There are also 12 private schools in this catchment.
- We are working with schools to reduce out-of-zone enrolments as pressure on in zone places grows.
- Western Springs College is currently undergoing a comprehensive redevelopment project and building work is due to be completed in 2019.
- Additional teaching spaces are being added at Mt Albert Grammar, Balmoral School and Kowhai Intermediate to manage demand.

Planning for short-term growth (3 years)

If growth projections materialise as expected, by 2021 we expect we'll need to accommodate an additional 400 children in our local primary schools. We plan to meet this demand through a variety of responses, including enrolment schemes.

- We will review existing enrolment schemes at schools as necessary in order to manage growth in this catchment.
- Monitoring rolls to determine the need for additional student places at Waterview Primary.
- Continuing discussions with Auckland Girls' Grammar Board about enrolling more local children, particularly from the CBD.

- Continuing to encourage central area secondary schools to reduce out-of-zone enrolments.
- Investigating options for a CBD primary school, including options which retain flexibility to expand student places.

Planning for medium-term growth (3-10 years)

We expect an additional 2,693 school-aged students will need to be accommodated in this catchment by 2030². We already have plans underway to manage growth. Here's how:

- Further explore options for secondary schooling for the central city and work with Boards to consult with the current and future school community.
- Potential acquisition of land for a new primary school in the CBD.
- Based on the number of available places we currently have in the catchment, and in order to accommodate the forecast additional 2,693 children, we anticipate we will need to provide an additional 1,324 primary student places across the catchment by 2030².

Beyond 2030

- Establish a new primary school to serve the inner city community. We will continue to monitor school rolls to inform the timing of decisions around this.
- Provide a city centre secondary school and co-ed option for families in the inner suburbs.

Māori medium

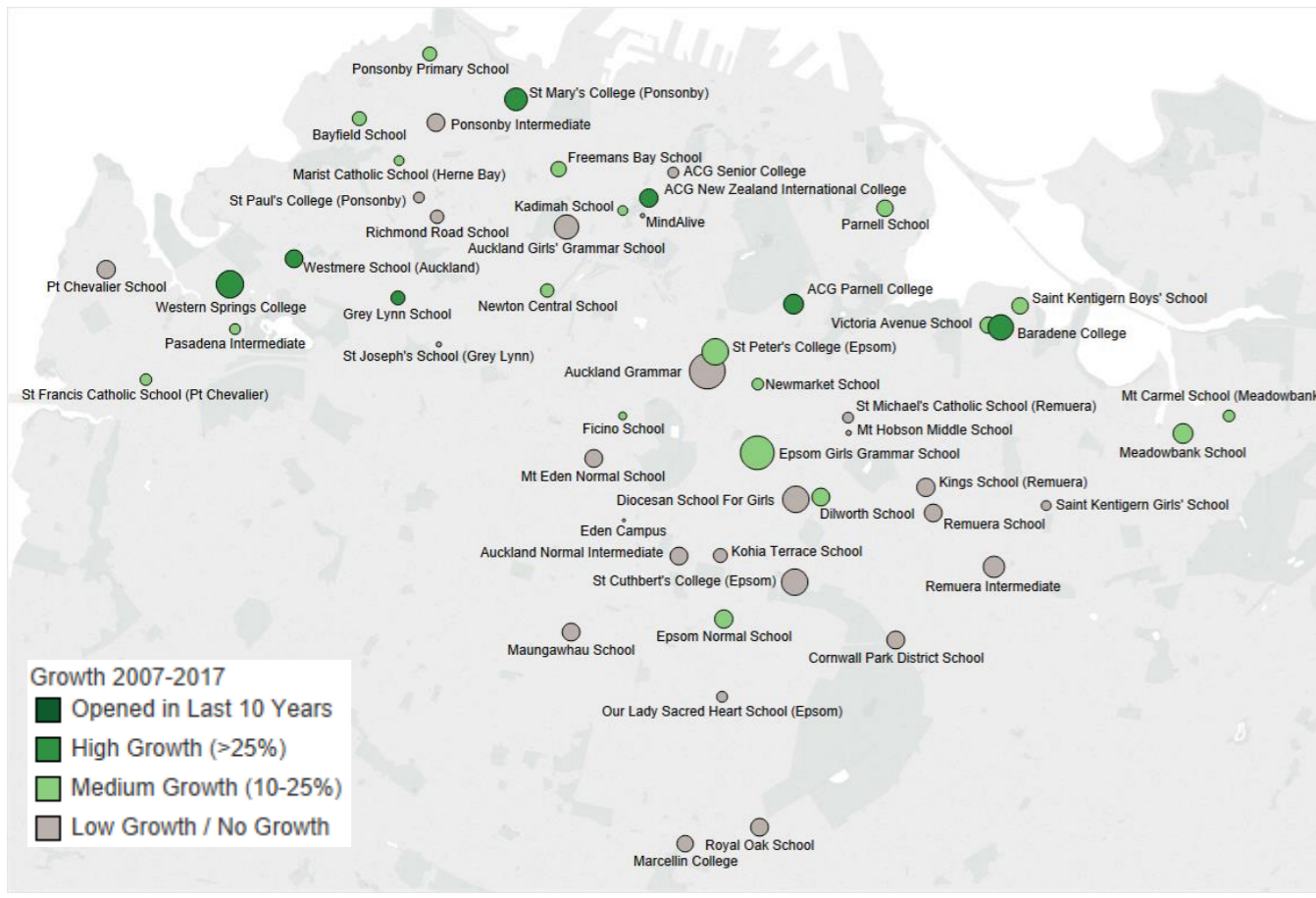
This area provides 450 student places for Māori medium learners through four primary schools, an intermediate, and a secondary school as immersion classes in English medium schools. There is a puna reo and kōhanga reo in the area. Students travel from outside of the area to enter Māori medium programmes. Kowhai Intermediate is the historical intermediate school pathway for the area. Land availability is limited however public transport connections are good for city dwellers. The Grammar Western Springs catchment is a longstanding Māori immersion area with a history of high performance. Expected growth in this area is likely to be through intensification and increased infill. We anticipate this area could see the need for an additional 300 Māori medium student places, and potentially new kura kaupapa and inner city kōhanga reo. There may also be options to add capacity through puna reo and rumaki, either at existing schools or new schools. There is an urgent need to provide additional Māori medium student places at the secondary level.

Learning Support

Central Auckland Specialist School (CASS) operates within this area. Currently there are no special school satellite units in the catchment. CASS provides outreach teaching services to ORS-verified students in 15 schools. Kelston Deaf Education Centre and Blind Low Vision Education Network NZ also provide outreach services to students with sensory needs in 13 schools. Future planning includes a new primary satellite unit and a new secondary unit for CASS. Consultation with possible host schools is about to commence.

Grammars Western Springs: Complex Growth

New Zealand Education Growth Plan to 2030



The central area of Auckland will continue to experience significant growth from intensification. The **Grammars Western Springs Education Growth Plan** will meet the needs of New Zealand's growing schooling network, benefiting an estimated **19,500 - 21,950 students** over the next decade to 2030.

What's influencing the Growth Plan

Additional learners moving to sub region
 The central area continues to be attractive to families due to accessibility and employment options. An increasing number of immigrants start their NZ life here.

Demand for other provision types
 Large number of enrolments in integrated and private schools in the central Auckland area

Parent choice influencing utilisation
 Parents perceive education quality to be high resulting in significant out-of-zone enrolments. Increasing in zone growth will reduce out-of-zone enrolments.

Catchment Summary

	Primary	Secondary
July 2018 Roll	11,996	6,803
No. of additional students forecast to 2030	2,885	210
Additional places required to meet demand to 2021	339	223
No of schools requiring additional spaces by 2030	13	1

Here's what's already underway that's giving us a head start to meet growth in the region

- All but one of the 27 state schools in the central area operate enrolment schemes.
- Constraints on existing sites make adding capacity more expensive and difficult. Need to retain green space and play space for children. Teaching spaces being added as required.
- Investigating options to purchase or lease land in the Auckland CBD for possible new primary school.

Growth Plan to 2030



- Potential land acquisitions for CBD primary and at Epsom Campus for site extension
- New satellite units proposed at primary & secondary level, delivery date TBC
- Potential new primary school (CBD primary) 400 students places
- Potential primary school site extension (Epsom Campus) 400 students places
- Western Springs College redevelopment due for completion
- 339 primary student places
- Western Springs College Stage 2 redevelopment
- 1,324 primary student places

Enrolment zones

» Enrolment scheme amendments may be required to redistribute growth.

Network solutions

» Consider changing network structure and schooling configuration to better serve growing CBD and inner suburb communities and address gender imbalance issues.

Expanding Provision Type

Learning Support

» Additional satellite units for Central Auckland Specialist School at primary and secondary level proposed.

Māori Medium

» We anticipate demand for an additional 300 Māori medium student places, and potentially new kura kaupapa and inner city kōhanga reo. There may also be options to add capacity through puna reo and rumaki, either at existing schools or new schools.

» There is a need to provide additional Māori medium student places at the secondary level.

Roll growth funding

» Continue to add classroom capacity as demand increases but must also manage pressures on 'non-teaching' spaces.

Establish New Schools

» Likely to require new primary school in the Auckland CBD. Investigate options for typologies and format, and sharing of facilities and open space.