

### Auckland Education Growth Plan engagement

We have discussed growth scenarios with many schools in the Selwyn Glendowie Tāmaki catchment over the last 4-5 years. Wider discussions with the Manaiakalani Kāhui Ako, in the context of the Tāmaki regeneration programme, have also occurred. There is acknowledgement from schools that they will need to increase in size to accommodate growth.

In developing these plans, MOE and the Tāmaki Redevelopment Company (TRC) have engaged extensively with residents, all education stakeholders, Māori, and community and cultural groups in Selwyn Glendowie Tāmaki. Through these discussions, the following themes were evident:

**Student pathways:** Respondents are seeking the current pathway to be more flexible (currently too linear) so it can cater to all communities and provide more options into tertiary education for students.

**Social and external factors:** Respondents want perceptions eliminated around quality of schools, enrolment schemes, zoning issues, lack of support for Māori and Pacific people and competition between schools so that the schooling system functions more effectively. The community would like to support the success of Pacific students by linking teachers, community groups and education providers. Strengthening partnerships with schools, Pacific families and communities will develop collaborative and sustainable talanoa (dialogue). The provision of Pacific cultural responsiveness will support teachers to become more competent and confident with engaging with Pacific students, families and communities.

**ECE functionality:** Respondents stated that early childhood education providers require more standardisation in service delivery and quality. Increased communication between ECE and primary schools will enable consistent identification of children's needs as they move between ECE and school.

**Workforce readiness:** Respondents want a visible pathway towards careers for all learners – supported by corresponding subject selection; creating opportunities to learn beyond school boundaries through partnership with tertiary institutions, industry bodies and digital channels.

**Student transitions:** Respondents want an early years prototype established on the Tāmaki Primary School site; develop additional early years hubs on school sites in parallel with the neighbourhood development projects; deliver family wellbeing and diagnostic services from the early years hubs; and create more direct pathways from ECE to school through the shared planning and operation of early years hubs on school sites and school campuses.

**Outdoor activities:** Respondents want new education facilities provided with appropriate outdoor spaces and facilities, as would be designed for a new school development. Utilises Council land and community resources to enhance proposition.

**Health and wellbeing:** Respondents are seeking coordinated social services resources across the area to oversee a universal package of support services including health care, academic tutoring, career guidance, counselling, social work and parenting programmes; supporting the most vulnerable students and their families through the Intensive Support Service initiative; universal nutritious food provision – using common catering facilities and programmes to provide high-quality lunches across the Manaiakalani Kāhui Ako; creating a shared resource pool to anonymously subsidise learners' activities to enable all children to participate in sport, after-school and holiday programmes, camps and other activities; one-stop wellbeing service facility in each school to respond to learners' holistic needs.

**Local infrastructure:** Respondents are seeking upfront investment for the future rather than just repairing the existing stock; future focused, balancing the needs of existing and new learners into Tāmaki; dedicated nurturing space for students who need more support; facilities for health and wellbeing services; balance of flexible learning spaces and traditional classrooms; focus more in the primary schools; and meet roll growth and preserve outdoor spaces.

**Community partnerships:** Respondents want re-envisioning of our schools not only as hubs of learning but as hubs for our whole community - connecting whānau with wrap-around supports.

### Selwyn Glendowie Tāmaki's growth story

This catchment currently has over 55,000 residents<sup>2</sup>. A regeneration programme led by TRC will add over 7,500 homes in Tāmaki over the next 15-20 years<sup>1</sup>. Housing development is well underway in Glen Innes, with early construction activities also starting in Pt England and Panmure. Additional investment is being made in public transport, cycling and walking paths, and community facilities with the aim of creating a highly desirable, modern multicultural community. The next phase will see accelerating construction to replace existing Housing NZ houses with social, affordable and market housing.

In Panmure, a town centre upgrade planned by Panuku Development Auckland is expected to act as a catalyst for private development in all three areas. Easy access to the CBD by rail and bus provides access to employment opportunities and tertiary training. This is expected to make Pt England, Glen Innes and Panmure some of the fastest growing suburbs in Auckland over the next 10 years, with growth anticipated to be sustained through the following decade also. Glendowie and Kohimarama are also expected to experience some market-led development through infill and intensification, adding to student rolls. Our figures anticipate 12,500 students in this catchment, an increase from 8,900 from 2017<sup>3</sup>.

In this catchment, both migrants and NZ-born students drive a need for ESOL services. Approximately 4% (1,011) of Auckland ESOL funded students are located within this catchment area.

### What have we done so far?

- Stonefields School opened in 2011 in response to growth in this catchment. A staged expansion was announced in 2017 to provide an additional 450 student places at the school.
- Enrolment schemes are in place at 9 out of 18 state schools in this catchment. Te Kura Kaupapa Māori o Puau te Moananui-a-Kiwa operates within a maximum roll.
- We are working with Manaiakalani Kāhui Ako, TRC, educators and the community to develop and implement the Tāmaki Education Strategy to lift education outcomes.

### Planning for short-term growth (3 years)

If growth projections materialise as expected, by 2021 we expect we'll need to accommodate an additional 962 children in our local schools<sup>3</sup>.

- We will explore enrolment schemes for schools in the area as a tool to manage growth.
- We expect all of the schools in Tāmaki to triple in size over the 30-year lifetime of the regeneration programme.

- Master-planning existing school sites to make the best use of our existing schools while retaining open space.
- Investigating the potential need for a new primary school within, or close to, the Tāmaki Park development. The need for this will be assessed based on the anticipated housing types, expected yield, and timing of the development.
- Based on the number of available places we currently have in the catchment, and in order to accommodate the forecast additional 962 children, we anticipate by 2021 we will need to provide an additional 879 primary and 869 secondary student places to accommodate expected growth<sup>3</sup>.

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

We expect an additional 2,755 school-aged students will need to be accommodated in this catchment by 2030<sup>3</sup>. We already have plans underway to manage growth.

- We will confirm long-term development plans for all schools affected by the Tāmaki regeneration programme.
- If required, we will provide additional primary schooling at Tāmaki Park.
- Redevelopment needed to prepare schools for growth as regeneration programmes get underway. Redevelop Tāmaki College and Glenbrae Primary School.

Based on the number of available places we currently have in the catchment, and to accommodate an additional forecast 2,755 children, we anticipate we will need to provide an additional 2,316 primary and 1,227 secondary student places across the catchment by 2030<sup>3</sup>.

### Beyond 2030

- Beyond 2030, we expect housing developments to go through periods of increased growth, at a rate of one house replaced by four dwellings across the whole precinct. We will continue to monitor school rolls and the uptake of development to inform the timing of future investment in our schools.

### Māori medium

This area provides 164 student places for Māori medium learners through TKKM Puau te Moana Nui a Kiwa. TRC is working with the community on enhanced lifelong learning opportunities. This area is full to capacity, and requires additional Māori medium education provision due to high demand. Over the next 10-15 years, new kōhanga reo in the Tāmaki area and satellite units attached to schools are anticipated to be required to provide an additional 80 student places at kōhanga reo and 200 places at kura.

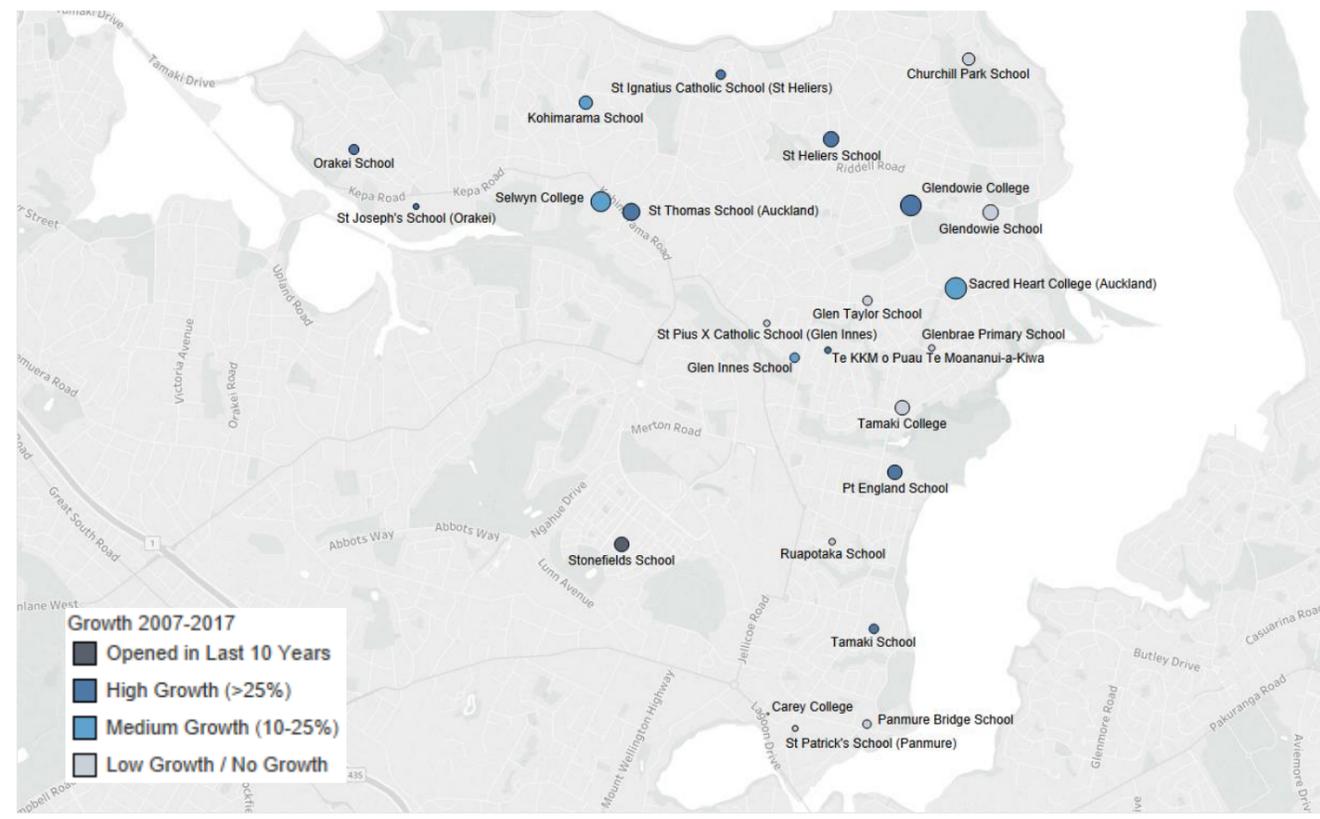
### Learning Support

The base site and three satellite units of Sommerville Special School accommodate 77% of ORS-verified students. Of the 23% of students enrolled at local schools, 11% are enrolled at Selwyn College. Takapuna Grammar is the ORS fundholder for Selwyn College. All students, with exception of those at Selwyn College, are receiving outreach teaching services from either Sommerville Special School (SSS) or Central Auckland Specialist School, or the two sensory schools Kelston Deaf Education Centre and Blind and Low Vision Education Network NZ. The rebuild of SSS has a completion date of 2021. A new satellite unit for SSS at Glendowie College is scheduled for delivery in 2020.

<sup>1</sup> <https://www.tamakiregeneration.co.nz/>  
<sup>2</sup> Stats NZ, Census 2013 map – population and dwelling map  
<sup>3</sup> DEV\_NZ Catchment Planning Model (High Projections)

# Selwyn Glendowie Tāmaki: Blueprint for Growth

## New Zealand Education Growth Plan to 2030



The **Selwyn Glendowie Tāmaki Catchment Plan** will meet the needs of New Zealand's growing schooling network, benefiting approximately **9,600 – 12,400 students** over the next decade to 2030.

### What's influencing the Growth Plan

The **Tāmaki Regeneration Company (TRC)** is leading one of the biggest urban transformation programmes in the country, adding over 10,500 homes in the next 25 years.

**Parent choice influencing utilisation**  
Currently, some families are exercising parental choice and sending children to other options in the Auckland isthmus and beyond, including private and state integrated schools.



#### Additional learners moving to the area

Families are moving here to access affordable housing, beautiful coastline, sporting facilities, and employment opportunities. Development will put increasing pressure on school rolls.



#### Demand to expand provision type

Pacific and Māori whānau expect culturally appropriate settings with access to language provision. Changing demographics will expand/modify needs of students, and education must offer breadth and depth across the curriculum.

### Catchment Summary

	Primary	Secondary
<b>July 2018 Roll</b>	<b>5,769</b>	<b>2,949</b>
<b>No. of additional students forecast to 2030</b>	<b>2,665</b>	<b>1,052</b>
<b>Additional places required to meet demand to 2021</b>	<b>879</b>	<b>869</b>
<b>No of schools requiring additional spaces by 2030</b>	<b>7</b>	<b>2</b>

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



Enrolment schemes in place in nine schools.

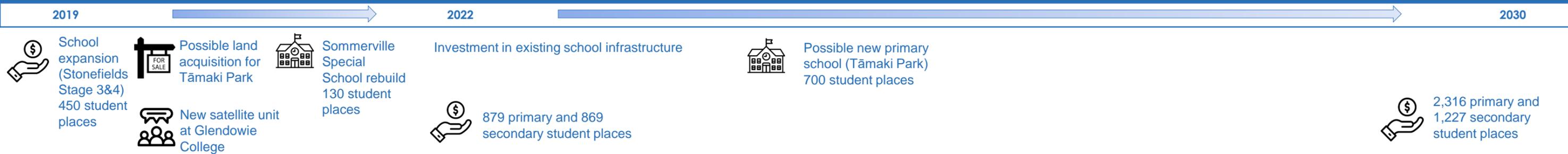


Adding temporary and permanent student places to meet roll growth pressures.



Working with schools, TRC and the community on a Tāmaki Education Strategy. Assisting schools to strengthen governance and leadership, engagement and student achievement.

### Growth Plan to 2030



» We will explore enrolment schemes for schools in the area to enable management of anticipated growth.



» We plan to add additional teaching space to schools at capacity.  
» This may require site reconfiguration and master planning to retain green space.  
» This will require changes to governance and operational structure.



» The network structure is consistent, with clear pathways from primary to secondary level across all three Kāhui Ako.  
» Implement Tāmaki Education Change Plan.  
» Continue working with schools to strengthen governance and leadership, engagement and student achievement.



» Possible new primary school at Tāmaki Park (depends on final dwelling yield and typologies).  
» Multiple school redevelopments and expansions.



#### Learning Support

» Somerville Special School rebuild.  
» Addition of satellite unit at Glendowie College.

#### Māori Medium

» Additional provision required to meet current and anticipated high demand for Māori medium education.  
» Anticipated demand in the order of 80 student places at kōhanga reo and 200 places at kura.