BRIEFING NOTE: Visit to Kelston Schools and Waitakere Area Principals’ Association on Tuesday 26 November 2019

To: Hon Chris Hipkins, Minister of Education
Cc: Hon Kelvin Davis, Hon Phil Twyford, Hon Carmel Sepuloni, Dr Deborah Russell

Date: 22 November 2019
Security Level: In Confidence

Priority: High
METIS No: 1213422

Drafters: Tania Linley-Richardson, Eng Leong Lim
Key Contact: Grant Malins, Manager Education

Messaging seen by Communications team: No
Round Robin: No

Purpose

1. This briefing provides background information for your visits to Kelston Schools and the Waitakere Area Principals’ Association on Tuesday 26 November 2019.

2. Agree that this Briefing will be proactively released.

Helen Hurst
Associate Deputy Secretary
Sector Enablement and Support

Hon Chris Hipkins
Minister of Education

22/11/19
26/11/19
Kelston Girls’ College, Kelston Boys’ High School, Kelston School, Kelston Intermediate School, St Leonards Road School

Contact Name: Adeline Blair (Principal, Kelston Boys’ High School)
Contact Number: s 9(2)(a)
Address: Archibald Road, Kelston, Auckland

Key People

Principals: Sarah Stenson (Kelston Girls’ College)
Adeline Blair (Kelston Boys’ High School)
Cliff Hughes (Kelston School)
Phil Gordon (Kelston Intermediate School)
Sharon Fuemanu (St Leonards Road School)

Ministry Officials: Deidre Alderson, Deputy Director Learning Support
Grant Malins, Education Manager West Auckland

Issues

1. Issues that may be raised by principals include:
   - estimated growth in New Lynn/Kelston area.
   - proposed enrolment zones for high schools

2. Kelston Boys’ High School was identified in the media as having students participating in a fight at Mission Bay on Friday 15th November.

3. There is considerable anxiety in the schools, the two high schools in particular, about the future of schools in Kelston due to failing student rolls, with large numbers of students living in Kelston choosing not to attend Kelston Boys’ High School or Kelston Girls’ College.

Information about each school

4. These kura are affiliated with Te Kawarau ā Maki iwi.

5. The Principals at Kelston Girls’ College, Kelston Boys’ High School and St Leonards Road School are all first time principals. They are completing the First Time Principals’ PLD.
7. The school has a new, first time Principal this year, Adeline Blair, who has served at the school as a teacher and leader for many years.

8. The school’s July 2019 roll is set out below.

<table>
<thead>
<tr>
<th></th>
<th>July 2019 roll</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Māori</td>
<td>138</td>
<td>21</td>
</tr>
<tr>
<td>Pacific</td>
<td>408</td>
<td>61</td>
</tr>
<tr>
<td>Asian</td>
<td>50</td>
<td>7.5</td>
</tr>
<tr>
<td>Other</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>European/ Pākehā</td>
<td>35</td>
<td>5</td>
</tr>
<tr>
<td>International</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>662</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

9. Former Kelston Boys’ High School student, Edmond Fehoko, a proud Tongan, was last week announced as one of the 2019 winners of the Sun Pix Pacific Education Award. Edmond is now completing his PhD in Public Health.

10. The Education Review Office (ERO) visited the school in October 2015, and is due to return in 4-5 years. ERO’s review noted the following:

   *Kelston Boys’ High School’s goals and priorities focus on student achievement and wellbeing. An inclusive and values-based curriculum and robust self review is resulting in a climate of ongoing improvement. Students benefit from the school’s vision and clear expectations for learning. They have pride in the school and their success is enhanced by a shared ethos of whanau and unity.*

11. The school recently completed a site-wide fire and security upgrade, a major re-roofing project of eight blocks, and an upgrade to its main electrical switchboard and heating. An interior upgrade to 12 teaching spaces in Block F is currently underway.

12. The school is 13 teaching spaces over entitlement.

Kelston Girls’ College

13. Kelston Girls’ College also has a new, first time Principal, with Sarah Stenson beginning in the role at the start of Term Three 2018. Sarah was a long serving Deputy Principal at Epsom Girls’ Grammar before she took up this appointment.

14. The school has a Trades Academy with approximately 85 places for students.
15. The school's July 2019 roll is set out below.

<table>
<thead>
<tr>
<th></th>
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<th>Percentage (%)</th>
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</thead>
<tbody>
<tr>
<td>Māori</td>
<td>61</td>
<td>13.5</td>
</tr>
<tr>
<td>Pacific</td>
<td>282</td>
<td>63</td>
</tr>
<tr>
<td>Asian</td>
<td>74</td>
<td>16</td>
</tr>
<tr>
<td>Other</td>
<td>22</td>
<td>5</td>
</tr>
<tr>
<td>European/ Pākehā</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>International</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>450</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

16. ERO visited the school in March 2019, and is due to return in 4-5 years. ERO's review noted the following:

_The school can draw on existing strengths in:_
- a positive school culture that responds to students' needs, promotes their well-being and supports their learning success
- an increasingly broad, responsive and relevant curriculum that allows for students to access meaningful pathways
- culturally responsive practices that help develop identity and encourage greater student engagement in learning
- the capability of its leadership to support a well-considered process of change management.

17. Kelston Girls' College recently completed a 5YA project to modernise the classrooms in Block D, as well as drainage, roofing, guttering, gas mains replacement and a toilet upgrade in that block.

**Kelston Intermediate School**

18. Phil Gordon is the Principal. Phil will be the Lead Principal of the Kelston Kehui Ako from 2020.

19. The school's July 2019 roll is set out below.

<table>
<thead>
<tr>
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<th>July 2019 roll</th>
<th>Percentage (%)</th>
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</thead>
<tbody>
<tr>
<td>Māori</td>
<td>94</td>
<td>28</td>
</tr>
<tr>
<td>Pacific</td>
<td>181</td>
<td>53</td>
</tr>
<tr>
<td>Asian</td>
<td>39</td>
<td>11.5</td>
</tr>
<tr>
<td>Other</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>European/ Pākehā</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>International</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>340</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
20. The annual Kelifest event was held in October at Kelston Intermediate. This event showcases the cultural talent of students in Kelston and is attended by whānau and members of the public.

21. ERO visited the school in June 2019, and is due to return in 4-5 years. ERO’s review noted the following:

The school can draw on existing strengths in:
- effective leadership that fosters the school’s vision and goals, and focuses on improved outcomes for students
- an inclusive learning environment that promotes student and staff success through their culture, language and identity as citizens of Aotearoa New Zealand
- a culturally responsive curriculum that uses evaluation, inquiry and knowledge building educationally powerful connections and relationships with whānau that promote success for students.

22. Kelston Intermediate recently completed internal upgrades to two teaching blocks to meet quality learning environment standards. An additional two teaching spaces and toilets in one block have also been upgraded.

23. A project to remediate weathertightness issues in the Admin block will get underway next month and is expected to take three months to complete. The work includes a new roof membrane, facade cladding and making good the ceilings.

24. In addition, a project to deliver two modular teaching spaces is underway to cater for Roll growth

St. Leonard’s Road School

25. St Leonard’s Road School is a contributing primary school with a first time Principal, Sharon Fuemana. Sharon is very passionate about her school, education, and the Kelston community. She was employed as a Ministry Education Manager and SAF Practitioner prior to taking up this role.

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<tr>
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<tr>
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</tr>
<tr>
<td>Asian</td>
<td>81</td>
<td>15</td>
</tr>
<tr>
<td>Other</td>
<td>18</td>
<td>3.5</td>
</tr>
<tr>
<td>European/ Pākehā</td>
<td>29</td>
<td>5.6</td>
</tr>
<tr>
<td>International</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>526</td>
<td>100</td>
</tr>
</tbody>
</table>

26. ERO visited the school in March 2019, and is due to return in 3 years. ERO’s review noted the following:
The school can draw on existing strengths in:

- a supportive board that works strategically and collaboratively with school leaders to realise the school vision and values
- leadership that is cohesive and able to identify the developments necessary to realise the school’s strategic vision
- leaders’ and teachers’ willingness to use information and evaluation to promote improvement.

27. The school has plans for an upgrade to teaching spaces, toilets and roofing. It will also be hosting a satellite for Oaklynn Special School from the start of 2020.

Kelston Primary School

28. Kelston Primary is a contributing primary school with a long serving Principal, Cliff Hughes. Cliff is currently the Lead Principal of the Kelston Kahui Ako.

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<td>78</td>
<td>23</td>
</tr>
<tr>
<td>Pacific</td>
<td>136</td>
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</tr>
<tr>
<td>Asian</td>
<td>87</td>
<td>26</td>
</tr>
<tr>
<td>Other</td>
<td>25</td>
<td>7</td>
</tr>
<tr>
<td>Europeans/ Pākehā</td>
<td>12</td>
<td>3.5</td>
</tr>
<tr>
<td>International</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>338</td>
<td>100</td>
</tr>
</tbody>
</table>

29. ERO visited the school in February 2017, and is due to return in 3 years. ERO’s review noted the following:

Leaders and teachers are continuing to build a school development and improvement culture. The leadership team model an openness to learning and working collaboratively. Teachers have participated in a variety of professional learning opportunities. One initiative in particular is contributing to improved curriculum and teaching practices that are responsive to the language, culture and identity of Māori and other learners.

30. Kelston School is currently progressing a site-wide fire alarm upgrade, electrical update and boiler replacement. An upgrade to the toilets is in the planning stages.

Kelston Vision Project

31. Four of the schools, along with Kelston Deaf Education Centre, are also part of the Kelston Vision Project with the Ministry of Education.
32. We are currently engaging with the schools about their ideas for the future of education in the Kelston community.

33. A consultant was employed earlier this year to work with this group on an education concept. This was completed at the end of June 2019, and the resulting report is provided at Annex 1.

34. Some community consultation has also recently taken place. This will continue in 2020.

Communities of Learning | Kāhui Ako

35. These schools all belong to the Te Whānau Mātauranga o Kerehana Kāhui Ako, along with Glendene School and Glen Eden School. The school leaders from the Kāhui Ako are working closely on a regular basis and have recently re-established their vision as a Kāhui Ako.

36. The Kerehana Kāhui Ako consists of 7 schools: Kelston Boys' High School, Kelston Girls' College, Kelston School, Kelston Intermediate School, St Leonards Road Primary School, Glendene School and Glen Eden Primary School. Based on July 2019 rolls a total of 2,488 students attend these schools, 26% identify as Māori and 59% as Pacific.

37. The community has finalised its achievement challenges and high level plan. You endorsed these on 12 May 2016. The community has identified two high level achievement challenges and they focus on:
   - Reading for Years 1-10 students
   - Mathematics Years 1-10 students.

38. On 15 August 2019 the seven schools in the Kerehana Kāhui Ako collaborated to deliver the Kelston Future Pathways day to approximately 800 students from Years 6, 7, 8 and 10. This event was hosted by Kelston Boys' High School and showcased a range of vocational and industry providers to the students. It was a hugely successful day.

Learning Support

39. The seven Kelston Kāhui Ako schools have formed a Special Needs Coordinator (SENCo) network together with the Ministry of Education and RTLs.

40. They are receiving six Learning Support Coordinators under the Learning Support Action Plan. These Learning Support Coordinators are being appointed and will be in place in the beginning of 2020.

41. At the SENCo network meeting on 30th September 2019, the schools discussed ways to operationalise the Learning Support Delivery Model - including the Learning Support Delivery Team, the Learning Support Register and the Learning Support
Panel - to prioritise students in the cluster as well as to analyse the data cluster-wide in order to plan a systems approach to meet needs.

Donations Scheme

42. All five schools have opted into the Donations Scheme

Property

43.

Network Planning

44. St Leonards School is the only school of the five Kelston schools that operates an enrolment scheme.

45. The area of New Lynn is identified as a strategic growth area in the Auckland Plan and is expected to intensify over the next ten years. The local schools, which include the Kelston schools, are expected to pick up much of this growth.

46. Henderson High School is currently consulting on implementing an enrolment scheme. Both Kelston Boys’ and Girls’ schools have raised concerns around the positioning of the boundaries. We have met with both schools to discuss the impact of the zoning. We also discussed the timing of implementing their own enrolment schemes and how we can ensure their zoning process is timed accordingly alongside the revisioning project implementation.
Waitakere Area Principal's Association (WAPA)

Contact Name: Donal McLean
Contact Number: 09 827 2752 (Fruitvale School)

Key people

President of WAPA: Donal McLean (Principal, Fruitvale School)
Vice President of WAPA: Antony Biddick (principal, Henderson Primary School)
Other Executive Members: Ashley Maingonald (Principal, Western Heights School, Auckland)
Louise Doyle (Principal, Oaklynn Special School)
Margaret Samson (Principal, Edmonton School)
Mark Shanahan (Principal, Waitakere College)
Faye Hauwai (CEO, Learning Network NZ)
James Le Marquand (Executive Principal, Deaf Education Aotearoa New Zealand)

Background information

47. The Waitakere Area Principal’s Association (WAPA) is an organisation open to any principal in the Auckland Waitakere area who has current teacher registration.

48. The purpose of WAPA is to promote and develop exemplary leadership for student success in Waitakere schools, provide collegial guidance and support for its membership, promote continued professional development opportunities for its membership and advocate on behalf of education as a public good.

49. The objectives of WAPA are to:
- be the accepted political voice of education in Waitakere,
- be the accepted voice in educating the public on matters pertaining to schools and education in Waitakere,
- act as the guardian of the reputation of schools and education in Waitakere,
- promote and support as appropriate professional development activities in Waitakere,
- be the key player in the collegial and social support for principals in Waitakere.

50. Representation is across both primary and secondary and includes 90 to 100 principals, most of whom are likely to be present at the breakfast.
Current issues for WAPA

51. The current issues for WAPA are:

- Property - WAPA has indicated that its members consider that schools in other parts of Auckland receive more favourable attention from the Ministry with regards to property matters. We regularly meet with WAPA representatives to discuss property and infrastructure matters and provide a forum for schools’ concerns to be raised.

- Population Growth – The rapid growth in West Auckland, particularly Hobsonville / Whenuapai and North Waitakere is putting additional pressure on the education network. There is concern that population growth is outstripping the Ministry's ability to provide new classrooms.

- Learning Support services, specifically services to students with severe behaviour needs - WAPA asserts that students in their area present with greater need and higher prevalence of severe incidents than other areas and that they receive proportionately less resource than other geographic areas.

- Restraint and Exclusion Guidelines – WAPA has expressed concerns about the Restraint and Exclusion Guidelines in their current form.

- Teacher supply - WAPA has raised this issue in the media and has engaged with New Zealand Education Institute (NZEI), Auckland Primary Principals Association (APPA) and the New Zealand Principals Federation (NZPF) in a plan to address this issue. This issue is exacerbated by the rapid population growth West Auckland is experiencing.

- The implications of legislative changes in light of the current reviews;
  - Tomorrows Schools Review
  - Review of the Alternative Education services
  - Attendance Service Review.

Property

52. Planning and communication for Roll growth and Redvelopments in the Waitakere area may be raised, particularly around clarity on what is happening and by when.

53. There were 11 West Auckland schools funded through Budget 2019 for additional classrooms. These schools are in the initial planning and feasibility stages of their projects and initial visits from a Senior Delivery Manager and Property Advisor will occur prior to Christmas (with communications happening regularly thereafter).

54. Accommodation for Learning Support Coordinators (LSCs) may also be raised.

55. Once the location of an LSC in each cluster is established, we will work with schools to begin the property planning process as quickly as practicable. $95m has been allocated nationally for LSC property, and each full time LSC has been allocated 15m² of non-teaching space.
56. Local and senior Education Infrastructure Service officials meet each term with WAPA representatives to discuss property and infrastructure matters and to provide a forum for schools' concerns to be raised. The most recent meeting was 7 November 2019.

57. WAPA may suggest that other parts of Auckland receive more favourable attention with regard to property. We have explained that prioritisation for both redevelopments and roll growth is based on schools' overall property condition and population projections. This means that property allocation to schools is based on a national prioritisation of need (without regional influence or favouritism).

58. We continue to work with the Kelston schools to address essential infrastructure issues and plan for growth. Work is underway to determine the future shape of education in Kelston which, once completed, will inform plans for further redevelopment of these schools.

Specific school issues

Massey Primary School

59. Massey Primary School was funded for three roll growth classrooms in Budget 2019.

60. The Principal has an expectation that those rooms will be delivered immediately. A feasibility study meeting will be scheduled soon that will clarify the process and expected timeframes.

61. The school is entitled to 24 teaching spaces, based on the total July roll of 542 students. However, the school has 42% out of zone students and the Ministry does not provide property for out of zone enrolments.

62. The school is completing an upgrade to a four teaching space block that was due to be completed by Term 4 of 2019. (s 9(2)(b)(ii)

63. We remain available to provide advice and guidance to the school.

Swanson School

64. Swanson School has raised some concerns about having enough space for its students, as its roll has been growing incrementally in the last 5 years. However, the school has 22 teaching spaces, and is entitled to 21 based on its in-zone roll. As a result, it has not yet been prioritised for roll growth funding.

65. Since mid-2019 the school has been undertaking an upgrade to three teaching spaces which have been out of operation. This has meant that some spaces not ordinarily used for teaching have needed to be used. This project will be completed by December 2019, so the school will soon have all 22 teaching spaces available for students.

66. As a first step to help manage growth, the school stopped enrolling out-of-zone students this year.

67. We will work with the school to help it manage any accommodation pressures that may come. This may include repurposing some of its non-teaching space or providing temporary accommodation, if required.