MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

# Education Network Plans



May 2022

New Zealand Government

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# Foreword

The 80 education network plans incorporated in this document extend the catchment planning framework of the National Education Growth Plan (NEGP) across all regions. The combined number of education network plans, including the 39 NEGP high growth plans, is 119 across all regions.

The 119 education network plans come together to create the National Education Network Plan (NENP). This, in turn, is part of the Education Network Programme – a "family" of education network plans – which also includes planning for Māori medium provision; the specialist school network; and the early learning network. See the National Education Network Programme diagram on the following page.

In the same way that a catchment profile was applied to the 39 high growth catchments, a profile has been applied to each of the remaining 80 catchments. These profiles indicate those catchments that are **Steady Growing**, **Steady and Stable**, **or Trending Down.**

The national picture of education network plans provides a platform for better, longer term conversations with communities, the sector and stakeholders about the future of schooling provision in their area. They support conversations we are already having, while also acting as a catalyst for future engagement with an awareness of stakeholder and partner (iwi and mana whenua) expectations, concerns and interests.

These plans seek to ensure that all parts of the network are considered, programmed and planned for when developing, enhancing and investing in regions and catchments.

The core objectives and outcomes sought for ākonga and whānau by these plans include:

- responding to changing populations and education needs;
- pathways for every child to access quality education; and
- supporting regions and communities to access quality education and pathways.

These education network plans are foundation plans and are flexible, dynamic and subject to change as population patterns and demographics change. Our catchment planning approach ensures that we are continuing to provide accurate, reliable and up-to date information and data to inform the right investment decisions into the future.

Outside the highest growth areas, many areas of the schooling network are relatively stable. However, there are also catchments experiencing some steady growth, or catchments with declining school-aged populations. Each area, or "catchment", requires a specific and targeted response.

The 80 education network plans in this document will align with and support other network plans, and will inform our decision-making on investment spend across the schooling network. This will better enable us to consider the quality of the schooling network and the choices ākonga and whānau are able to make across all regions and network plans to better provide for quality and equity right across our schooling system.

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# Education Network Programme



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# Education Network Objectives and Outcomes

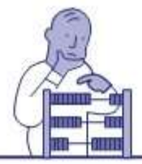
## Planning for the future

**Responding to changing populations and education needs**

Diverse catchment profiles



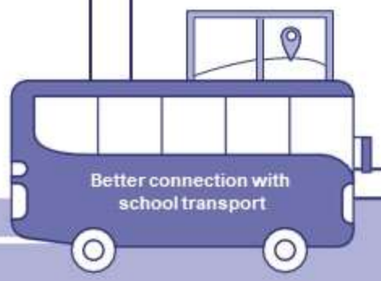

Managing network redevelopment and change



Planning for growth across the schooling network



Small and isolated schools




Informing school property plans



Population projections and data



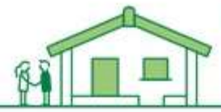
## Ākonga and whānau



## Regional focus and engagement

**Supporting regions and communities to access quality education and pathways**

Partnering with iwi, whānau, Māori education providers



Longer term conversations

with the sector,

whānau and communities



Working with other government agencies and local government




Better investment decision making

Stronger connected relationships



Local insights and data



Co-design the future of schooling



## Equity, balance and access

**Pathways for every child to access quality education**



World class inclusive education

Sustainable and well-balanced networks

Supporting and enabling priority learners

Better use of technology to enhance learning

Supporting education pathways and strengthening transitions

Addressing inequity, need and wellbeing of learners

More active management of the early learning sector

New Zealand Government

## Contents

1. Tai Tokerau education network plans
2. Waikato education network plans
3. Bay of Plenty – Waiariki education network plans
4. Hawke's Bay Tairāwhiti education network plans
5. Taranaki, Whanganui, Manawatū education network plans
6. Wellington education network plans
7. Nelson, Marlborough, West Coast education network plans
8. Canterbury and Chatham Islands education network plans
9. Otago Southland education network plans
10. Methodology

# Catchment profiles – a framework for planning

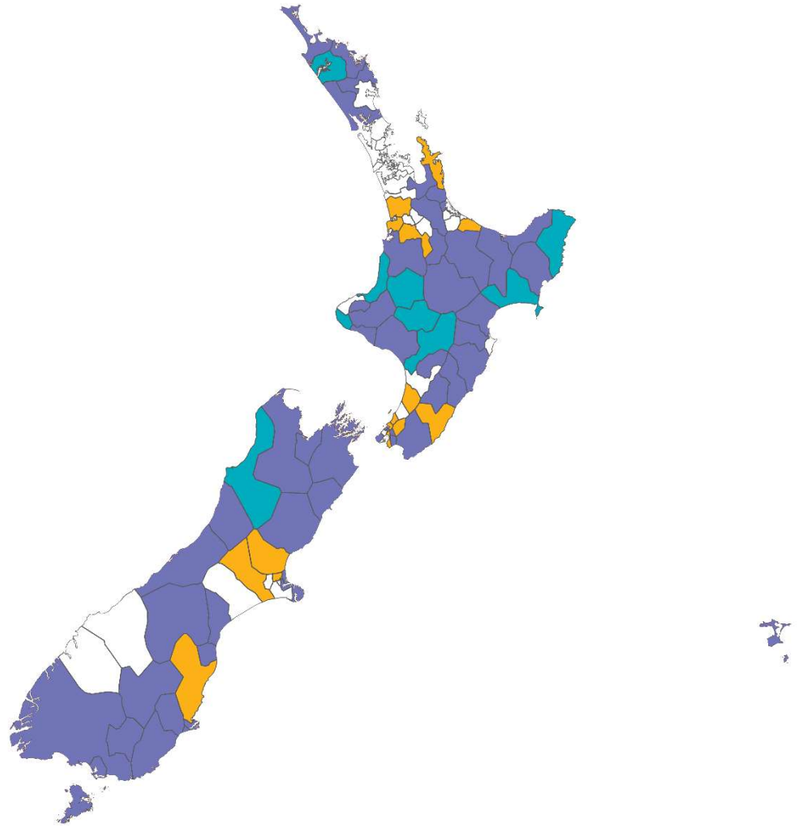
## Education Network Plans

In addition to the 39 catchments identified in the National Education Growth Plan, the NZ Catchment Planning Model identifies a further 80 education catchments across the country. These catchments range in size from a handful of schools to more than 40 schools and kura. The characteristics of each catchment are quite different, and are influenced by geographic isolation, proximity to population and services, economic and employment profile, connectivity with other catchments, and local growth profile.

In the same way that different growth profiles were adopted for the Growth Plan, there are different types of population change across those parts of New Zealand where population growth is less pronounced, or even forecast to fall below current levels.

The profile of population change in each catchment between 2019 and 2030 has been analysed based on best available data, local knowledge and insights, combined with population forecasts from Statistics NZ. A combination of quantitative assessment, and qualitative input from local planning knowledge and regional insights has resulted in each catchment being assigned one of the profiles below; being **Steady Growing**; **Steady and Stable**; **Trending Down**

The adjacent map shows the geographical spread of the catchment profiles for each Education Network Plan, and outlines what degree of population change is anticipated to occur across New Zealand outside the highest growth areas. **We are planning for some growth outside the NEGP catchments, as well as declining populations in a number of rural and isolated areas.**



**National Education Growth Plan profiles** → **Education Network Plan profiles**

### Blueprint for Growth

This is where local government planning includes intensive housing development and expansion into outer urban areas in response to, or causing, a large influx of people to move into a particular area. These are opportunities to master plan education infrastructure collaboratively across agencies to integrate in new communities.

### Complex Growth

This is where the area is desirable and there continues to be population growth despite limited room for expansion outwards. Local planning efforts are focused on redevelopment activities, intensification, or urban renewal to increase capacity or in response to other social and economic drivers.

### Steady Growing

This is where school-aged population growth is less significant but a response to growth is still required. For example, there has been a change in the demographics of the region, with more young families moving into existing suburbs. Local planning efforts are focused on providing services for the demographic change.

### Steady and Stable

This is where the school-aged population is anticipated to remain relatively stable. The school aged population is generally balanced across school rolls, although there may be pockets of growth and decline within catchments.

### Trending Down

This is where the school-aged population is anticipated to fall across a catchment. The forecast is an overall reduction in the school age population although there may be pockets of limited growth and stability within catchments.

# National Overview – Planning for the Future

Education Network Plans

## Current and Future School Roll Trends

In July 2021, there were 809,801 students enrolled in state schools across New Zealand. About 55% of these students attended schools in the 39 high growth catchments (captured in the NEGP), with 45% attending schools in the remaining 80 catchments (captured in this document). This distribution of students aligns with the highest rates of growth across our schooling network, particularly in the Auckland, Waikato and Bay of Plenty – Waiariki regions. We have clear plans to manage and respond to these growth challenges through the National Education Growth Plan.

| Education Region (includes all catchments across NZ) | No. of schools | 2018 roll | 2019 roll | 2020 roll | 2021 roll | % diff (2018 – 2021) |
|---|---|---|---|---|---|---|
| **Auckland** | 568 | 270,118 | 274,188 | 279,120 | 279,822 | 3.59% |
| **Bay of Plenty/Waiariki** | 189 | 60,115 | 60,876 | 61,813 | 62,418 | 3.83% |
| **Canterbury/Chatham Islands** | 287 | 94,011 | 94,959 | 95,973 | 96,880 | 3.05% |
| **Hawke's Bay/Tairāwhiti** | 176 | 39,163 | 39,302 | 39,251 | 39,324 | 0.41% |
| **Nelson/Marlborough/West Coast** | 127 | 27,913 | 28,160 | 28,238 | 28,140 | 0.81% |
| **Otago/Southland** | 231 | 48,951 | 49,559 | 49,846 | 49,521 | 1.16% |
| **Tai Tokerau** | 150 | 29,822 | 30,163 | 30,483 | 30,881 | 3.55% |
| **Taranaki/Whanganui/Manawatū** | 237 | 51,795 | 52,426 | 52,772 | 53,047 | 2.42% |
| **Waikato** | 281 | 71,207 | 72,016 | 73,065 | 74,271 | 4.30% |
| **Wellington** | 288 | 94,028 | 94,465 | 95,887 | 95,497 | 1.56% |
| **Total** | **2,534** | **787,123** | **796,114** | **806,448** | **809,801** | **2.88%** |

Looking towards 2030, the school-age population across the 80 education network plans in this document is anticipated to remain, on the whole, largely stable. Even so, we have forecast demand for additional student places across these 80 catchments (subject to future demand analysis). Most of this demand is in our urban areas, and much of it is due to changing school enrolment patterns.

Planning for growth is only part of the story. Demographic changes are influencing our schooling networks across large parts of the country, as well as the surplus property we are maintaining in areas of decline. There are also areas where we are engaging with the sector and communities about network change, driven by their aspirations for future education.

## Planning for school network changes

We know our schooling networks are changing as populations change, and people's behaviour influences school rolls. This presents numerous opportunities to respond by evolving and growing our schooling network. Whether this is led by a community-driven vision for education, or a significant regeneration of a local area; network change opportunities are a key focus when planning for the future.

The 80 education network plans will align with and support other network plans in the NENP, such as the NEGP. As we implement these plans, we will consider the use of a variety of interventions to manage changes in school-age population, including:

- Enrolment schemes
- Redeveloping existing schools
- Network structure changes
- Additional school property provision

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# TAI TOKERAU

# Tai Tokerau Regional Statement

National Education Network Programme

## Director's message



E rau rangatira ma, tēnā koutou katoa

This is an exciting time for Tai Tokerau, as we are experiencing more growth than anticipated, which brings challenges and opportunities. We have a part to play to ensure we plan for this growth and support all our tamariki to access quality education. Supporting education in Māori medium is a priority for us as we are seeing an increasing demand in this area.

As a region, we want to support our local communities to accommodate any growth through our existing local schools where we can. We know the important role schools have in our communities and will continue to work collaboratively to deliver equitable outcomes for tamariki and rangatahi.

We know there are parts of Tai Tokerau that are particularly isolated, and we will continue to support these schools and communities.

We are monitoring the effects of the Covid-19 pandemic and how this is playing a part in the movement of the population of school aged students within Tai Tokerau.

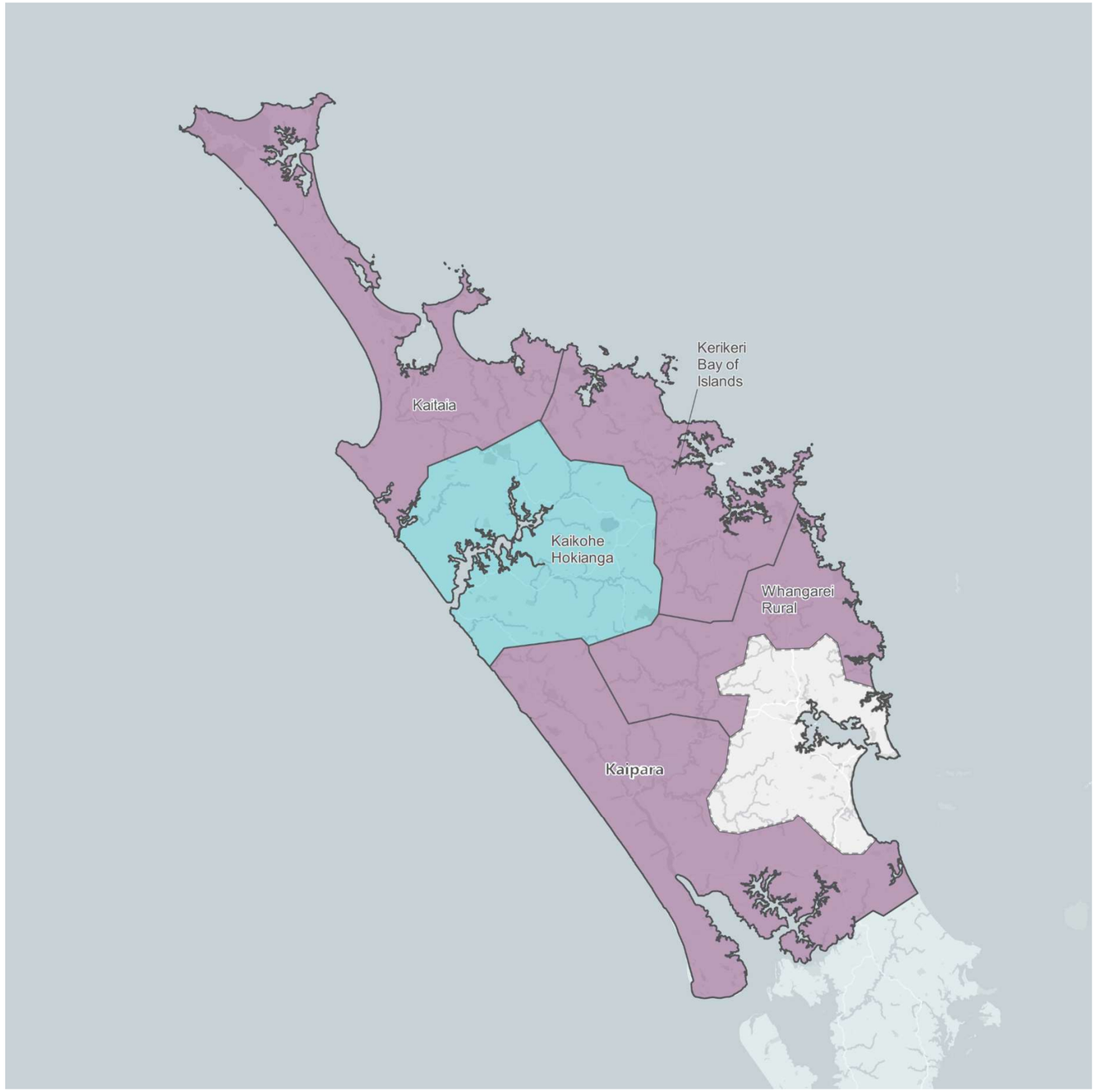
As a region, we are planning now so that we have enough space in our existing school network, quality learning environments for all our ākonga, and new accommodation and possibly new schools in the future where and when they are needed.

I am very pleased to present the following catchment plans for Tai Tokerau out to 2030. We are committed to ensuring our tamariki and mokopuna have every opportunity to access an equitable education and achieve their aspirations for lifelong learning.

Me mahi tahi tātou mō te oranga o te katoa

Ngā mihi nui

Hira Gage



# Tai Tokerau Regional Statement

National Education Network Programme

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## Regional summary

- According to 2018 Census data, the Tai Tokerau region experienced the fastest population growth in New Zealand between 2013 and 2018, with the population increasing by 18 per cent to 179,076. This is a significant increase compared to the previous Census period, where population growth in Northland was only 2 percent between 2006 and 2013.
- Even with overall population growth, the Tai Tokerau population typically experiences net migration loss of 15 – 24 year olds as young adults move out of the region. The region also has a large Māori population proportion with more than twice the national average.
- Tai Tokerau is rich in natural resources and cultural heritage. The key regional industries are tourism, forestry, dairy, aquaculture, marine manufacturing and horticulture. Te Tai Tokerau Northland Economic Action Plan brings together over 60 different projects and initiatives to grow the economy. Funding from the Provincial Growth Fund is already helping get these projects off the ground.
- At this stage, the effects of the Covid-19 pandemic and recession are unknown, and will be monitored carefully over the next few years to understand the impacts on the economy, population and the education sector within the region.
- At an individual school level, and in order to address current and anticipated roll growth pressure, funding has been allocated for 50 additional teaching spaces at schools across the region. These will be progressively delivered to schools and kura.
- We will continue to work with iwi, hapū, schools, kura and communities to plan for both population growth and decline, and provide educational opportunities that meet the needs of Māori across Tai Tokerau.

## Tai Tokerau beyond 2030

- We anticipate current population trends to continue beyond 2030, with an increasingly urban population. We are working with other local authorities and other government agencies to better understand long-term growth and development plans, and identify any potential requirement for land acquisition for future schooling.

| No. of schools in these plans | 2018 roll | 2019 roll | 2020 roll | 2021 roll |
|---|---|---|---|---|
| 76 | 15,686 | 15,643 | 15,624 | 15,973 |

## Catchment planning for education across Tai Tokerau

- The Tai Tokerau education region comprises 6 catchments; 5 of which are profiled in this plan, and one higher growth catchment included in the National Education Growth Plan.

| Catchment | Population Profile |
|---|---|
| Kaitaia | Steady and Stable |
| Kerikeri Bay of Islands | Steady and Stable |
| Whangarei Rural | Steady and Stable |
| Kaipara | Steady and Stable |
| Kaikohe Hokianga | Trending Down |

- An analysis of projected school age population and existing school capacity shows that generally there is sufficient capacity in the Tai Tokerau schooling network to accommodate anticipated demand. However, there are likely to be areas where a small amount of additional capacity will be required to address local growth.
- We anticipate an additional 1,500 student places may be required by 2030 to address local roll growth. However, this is expected to be heavily influenced by the Covid-19 pandemic and the impact of government investment in the region. We will continue to monitor rolls closely.
- We anticipate that there will also be some areas where surplus school property can be removed as all schools have quality learning environments by 2030 through *Te Rautaki Rawa Kura – The School Property Strategy 2030.*

## Learning Support across Tai Tokerau

We have implemented a new whānau-centred Learning Support Service Delivery Model called 'Te Manawa Tahi' (translates as 'One Heart'). The operation of the new model involves working together in community based hubs according to a fixed schedule ensuring that specialist support is based locally to enable easy access for whānau.

| No. of ORS funded students | ORS funded as % of total roll | No. of Specialist Schools | No. of Satellites |
|---|---|---|---|
| 486 | 3% | 1 | 5 |

## Early learning provision across Tai Tokerau

- Across Tai Tokerau, 94% of tamariki entering school have attended an early learning centre/ ngā Kōhanga Reo prior to starting school or kura. We are working to increase participation rates across Tai Tokerau, which are affected by the same factors that affect compulsory schooling; geographical isolation and social deprivation issues.

| Early Learning provision across Tai Tokerau | No. of Licensed Services | No. of Licensed Places |
|---|---|---|
| Education & Care | 104 | 4,271 |
| Home-based | 16 | 457 |
| Hospital-based | 1 | 15 |
| Kindergarten | 25 | 936 |
| Kōhanga Reo | 44 | 656 |
| Playcentre | 35 | 425 |
| Licence-exempt playcentre | 0 | N/A |
| Ngā Puna Kōhungahunga | 16 | N/A |
| Pacific Island Early Childhood groups | 2 | N/A |
| Playgroups-general | 72 | N/A |

## Māori medium education across Tai Tokerau

- Across Tai Tokerau, 16% of ākonga Māori are engaged in Level 1 or 2 Māori medium education. We are committed to increasing the opportunity for Māori to be educated in te reo Māori, and we will be working with kura, iwi, whānau and hapū to develop plans to achieve this across Tai Tokerau.

| Māori medium education | Tai Tokerau |
|---|---|
| No. of schools/kura offering Level 1 & 2 | 40 |
| No. of Level 1 students | 1,709 |
| No. of Level 2 students | 1,030 |
| % of ākonga Māori in Levels 1 & 2 | 16.2% |
| % of all students in Levels 1 & 2 | 8.7% |

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# Kaitaia: Steady and Stable

## Education Network Plan

## Catchment description

The Kaitaia catchment in the Far North District is predominantly rural, with the township of Kaitaia being the main service centre for the area. Kaitaia itself is the most northerly town in New Zealand with a population of around 5,000. It is located about 100 km south of Cape Reinga and 340 km north of Auckland. The Kaitaia catchment incorporates the urban area of Kaitaia as well as the surrounding rural area to the north and south. The catchment is bounded to the south by the Mangamuka ranges and extends northwards to the northernmost point of the North Island. There are a cluster of small settlements in the Far North.

Agriculture, forestry, tourism, horticulture (especially avocados) and fishing are the key industries in the Far North followed by social services. This catchment includes some of the most deprived areas in the country. While there are complex social challenges in Kaitaia, there is a significant amount of social services and iwi and hapū support, provided by and for the community, to effect change on the ground. However, access to social services outside of Kaitaia can be a considerable barrier due to the isolated and remote geographic nature of the area, combined with a small population base which creates difficulty in sustaining adequate provision.

Census 2018 data shows growth in the Far North District (which also includes Kaikohe, Kerikeri and the Bay of Islands) of 17% between 2013 and 2018, an additional 9,500 people. This is in stark contrast to a small decline in the District's population between the 2006 and 2013 Census. In the Kaitaia catchment, 2018 Census data shows the 0 – 15 year old population increased back to 2006 levels after a decline in 2013.

Changing population profiles makes it difficult to forecast how the population will change in the future. To address this, we will continue to monitor local school rolls and population change in the catchment.

## What's influencing the education system in this catchment?

### Significant Māori population

- Census 2018 data for the entire Far North District shows that the proportion of tamariki aged between 0 – 19 years identifying as Māori is more than 80%. Most Māori descend from Ngāpuhi.

### Māori learners/ākonga

- There is a strong desire from whānau and the education sector for more choice and more access to instruction in tikanga Māori and te reo Māori across the entire Tai Tokerau region. Within the Kaitaia catchment, 7 of the 24 schools/kura provide instruction through immersion Levels 1 or 2 Māori medium education. In July 2021, there were 488 tamariki learning through this medium. There is strong leadership in MME provision in Kaitaia.

### Parental choice

- Enrolment at local schools is affected by parental choice, particularly at the primary level. Some whānau travel significant distances to attend the schools of their choice. Parental choice is influenced by perceptions of teaching and learning, and significant support is being provided to some schools to address this.

### Investment in school property

- Stage One of the redevelopment of Taipa Area School has been completed with Stage 2 in the planning stages. Property condition and building configuration are the key drivers for what is anticipated to be a significant investment in the school, and particularly the provision of Māori medium education. Ensuring the best educational outcomes for the current and future learners/ākonga in the catchment is critical and requires a comprehensive and holistic approach to investment decision making.

### Leadership and governance

- Six of the 24 schools in this catchment have new principals. We are supporting a number of schools with their leadership and governance, as well as the quality of teaching and learning, and wellbeing and achievement of ākonga. The principal of two of the schools in the far north of the catchment has a dual leadership role. There are challenges around establishing boards that are reflective of the local community.

### Learning Support provision

- There are 2 specialist school satellites in Kaitaia township providing an education pathway from Year 1 – 13.

### Remote and isolated schools

- Many of the schools in this catchment are geographically isolated. As a result, it is more difficult to attract and retain quality teachers, to attend professional learning and development opportunities, to manage maintenance of school property, and to deliver learning support and outreach services.
- Secondary students in Year 11 – 13 who live in the Far North travel up to 100 kms (one way) to attend their nearest secondary school (Kaitaia College).

## Here's what is already underway to help us manage education provision in this catchment:

- We have recently completed a $5.5 million rebuild of Oturu School on the outskirts of Kaitaia to provide a high-quality learning environment and more teaching space.
- We have completed a $1M refurbishment of the wharekura component of Te Rangi Aniwaniwa.
- Te Kura o Te Kao has been approved as a Kura ā Iwi
- A new kura, Te Kura Kaupapa Māori o Tūtūtarakihi, has been established.
- We have provided one additional teaching space at Ahipara School to address roll growth.
- We have recently provided two additional teachings spaces at Te Kura Kaupapa Māori o Pukemiro
- We are investing in the redevelopment of Taipa Area School.
- We have recently approved a change of class for two schools in the far north of the catchment. Te Kura o Te Kao and Ngataki School will now provide education from Year 1 through to Year 10 (these were previously Year 1 – 8).



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# Kaitaia: Steady and Stable

## Education Network Plan




The **Kaitaia Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **3,800 learners/ākonga** each year over the next decade to 2030. There are 24 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 17 | 6 | 1 | 0 | **24** |
| Total funded roll | 2,090 | 973 | 830 | 0 | **3,893** |
| MME Level 1 & 2 | 114 | 374 | 0 | 0 | **488** |
| ORS-funded roll | 45 | 6 | 16 | 0 | **67** |
| Māori roll | 1,523 | 861 | 647 | 0 | **3,031** |
| Pacific roll | 40 | 20 | 12 | 0 | **72** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Kaitaia catchment:

### Network structure

- We plan to support state integrated schools in the catchment to develop their plans for long term provision, including potential relocation and maximum roll change requests, as they relate to supporting the state school network across the Far North.

### Educational support mechanisms

- We will continue to assist schools to strengthen governance, leadership and teaching capability, to improve engagement and student outcomes.

### Investment in school property

- We will continue to provide additional teaching spaces at schools as they are required to address roll growth pressure. We anticipate demand for up to five additional teaching spaces at Kaitaia Primary School.

### Strengthening the Māori medium pathway

- Planning of Māori medium pathways in this catchment is needed to understand what the demand is through all years of education, from kōhanga reo through to kura and wharekura.
- A new Kura Kaupapa Māori has been established in Kaitaia.
- We are beginning work on a regional plan for Māori medium education provision in Tai Tokerau. There is an opportunity to explore options for future provision of Māori medium and dual medium education at both primary and secondary levels. This plan will assist with identifying the demand for qualified kaiako in Tai Tokerau, the lack of which is a key challenge in delivering Māori medium education.
- Engagement with iwi, hapū and communities will inform the demand and opportunities for expanding provision of Māori medium pathways, such as through planned investment in schools.

### Learning support

- We plan to work with the sector and whānau to understand the future demand for learning support provision across the Tai Tokerau region.



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# Kerikeri - Bay of Islands: Steady and Stable

Education Network Plan

## Catchment description

The Kerikeri - Bay of Islands catchment on the east coast of the Far North District is predominantly rural, with the townships of Kerikeri and Paihia and a cluster of small settlements surrounding the Bay of Islands and Whangaroa harbours. Agriculture, forestry, tourism, and fishing are the key industries in this catchment followed by social services.

Census 2018 data shows significant growth since 2013 in the total population of the Far North District, with the population of Kerikeri increasing by 19% from 6,015 to 7,164, and the population of Paihia and surrounds increasing by 17% from 4,305 to 5,061. This raises complex challenges for both local and central government to respond to population growth and provide affordable infrastructure across a large geographic area.

## What's influencing the education system in this catchment?

### Māori learners/ākonga

- There is a strong desire from whānau and the education sector for more choice and more access to instruction in tikanga Māori and te reo Māori across the entire Tai Tokerau region. Within the Kerikeri Bay of Islands catchment, 9 of the 24 schools/kura provide instruction through immersion Levels 1 or 2 Māori medium education. In July 2021, there were 637 tamariki engaged in a te reo Māori immersion setting.

### Changing population profile

- Changing population profiles make it difficult to forecast how the population will change in the future. To address this, we will continue to monitor local school rolls and population change in the catchment.

### State integrated schooling options

- A new state integrated school has been approved on a temporary site while the permanent facility is constructed in the Kerikeri catchment.

### Investment in school property

- The Ministry of Education is committed to investing in improving the quality of learning environments in this catchment. Redevelopments of Te Kura Kaupapa Māori o Taumarere and Bay of Islands College have recently been completed.

### Leadership and governance

- The schools in this catchment have stable leadership and governance, as well as the quality of teaching and learning, and wellbeing and achievement of ākonga.

## Here's what is already underway to help us manage education provision in this catchment:

- We have recently approved a change of class for Te Kura o Waikare from a Year 1 – 8 kura to a Year 1 – 10 kura.
- We are considering the establishment of a satellite of Blomfield Special School at Bay of Islands College.
- Construction of two additional teaching spaces for a specialist school satellite unit at Oromahoe School has been completed.
- Funding of $3M has been allocated to Whangaroa College to address property condition and building configuration, with projects under way.

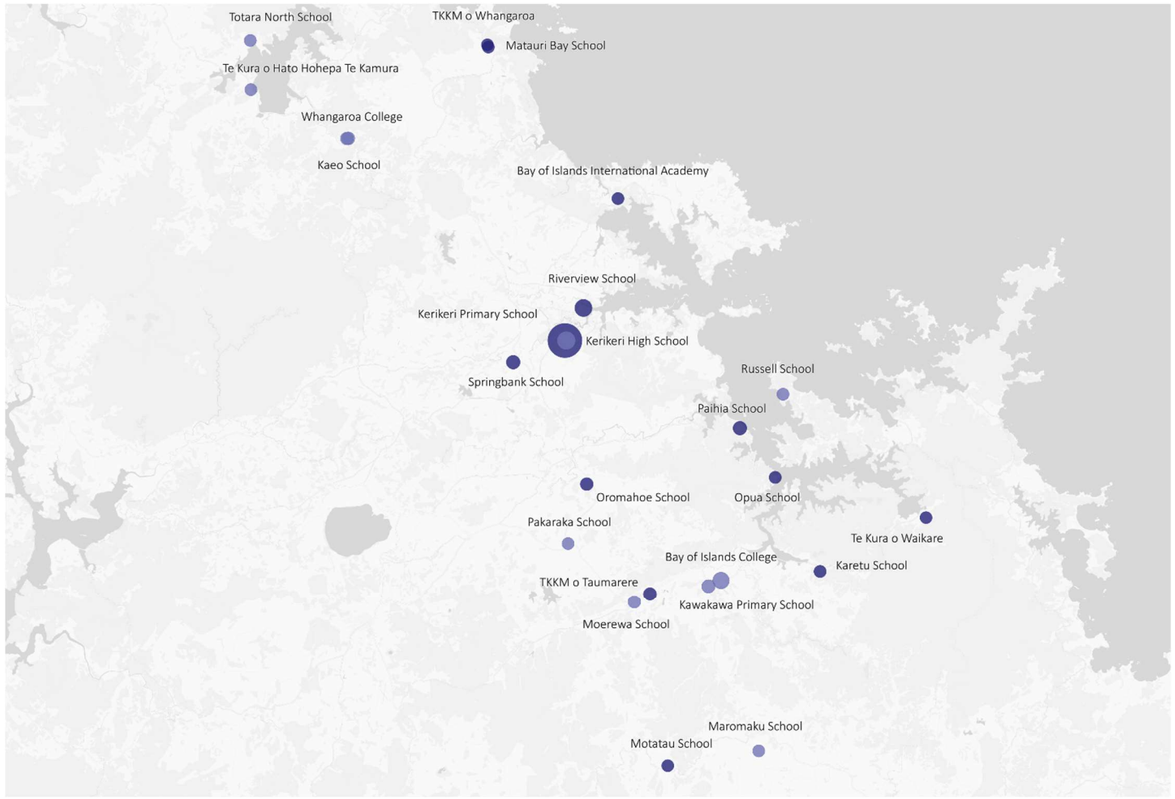


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# Kerikeri - Bay of Islands: Steady and Stable

## Education Network Plan




The **Kerikeri - Bay of Islands Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **4,800 learners/ākonga** each year over the next decade to 2030. There are 24 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 16 | 5 | 3 | 0 | **24** |
| Total funded roll | 2,270 | 652 | 2,052 | 0 | **4,974** |
| MME Level 1 & 2 | 210 | 346 | 81 | 0 | **637** |
| ORS-funded roll | 16 | 9 | 14 | 0 | **39** |
| Māori roll | 1,179 | 447 | 974 | 0 | **2,600** |
| Pacific roll | 45 | 2 | 35 | 0 | **82** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Kerikeri Bay of Islands catchment:

### Network structure

- Support state integrated schools in the catchment to develop their plans for long term provision, including potential relocation and maximum roll change requests, as they relate to supporting the state school network in this catchment.

### Educational support mechanisms

- We will continue to assist schools to strengthen governance, leadership and teaching capability, to improve engagement and student outcomes, and work together in a collaborative manner.

### Learning Support

- We plan to work with the sector and whānau to understand the future demand for learning support provision across the Tai Tokerau region, including how potential specialist school satellites in this catchment and other parts of the region will impact on learning support provision in the mid north. Te Manawa Tahi Learning Support Hubs are located in the community providing specialist services for ākonga.

### Strengthening the Māori medium pathway

- Planning of Māori medium pathways is needed to understand what the demand is through all years of education, from kōhanga reo through to kura and wharekura.
- We are beginning work on a regional plan for Māori medium education provision in Tai Tokerau. There is an opportunity to explore options for future provision of Māori medium and dual medium education at both primary and secondary levels. This plan will assist with identifying the demand for qualified kaiako in Tai Tokerau, the lack of which is a key challenge in delivering Māori medium education.
- Engagement with iwi, hapū, communities, whānau and the education sector will inform the demand and opportunities for expanding provision of Māori medium pathways, such as through planned investment in schools.



New Zealand Government

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

# Kaikohe - Hokianga: Trending Down

## Education Network Plan

## Catchment description

The Kaikohe - Hokianga catchment in the Far North District is predominantly rural, with the township of Kaikohe and a cluster of small settlements surrounding the Hokianga harbour. These two distinct schooling networks are reflected in the catchment's two Kāhui Ako.

Agriculture, forestry, aquaculture and fishing are the key industries in the Far North followed by social services and tourism. This catchment includes some of the most deprived areas in the country. In August 2019, almost $7 million was allocated through the Ministry of Social Development and the Provincial Growth Fund for investment into existing programmes to improve employment and training outcomes for young people most at risk of long-term unemployment and poor social outcomes.

While there are complex social challenges in Kaikohe and Hokianga, there are significant social services and hapū support provided by and for the community, to effect change on the ground. However, access is a considerable barrier, due to the isolated and remote geographic nature of the area, and small population base.

Census 2018 data shows growth in the Far North District of 17% between 2013 and 2018, an additional 9,500 people. This is in stark contrast to a small decline in population between the 2006 and 2013 Census. The population of the Kaikohe Hokianga catchment is predicted to decline between 5% and 10% between 2013 – 2043. To address this, we will continue to monitor local school rolls and population change in the catchment.

## What's influencing the education system in this catchment:

### Changing population profile

- Between 2013 and 2018, Census 2018 data shows that the proportion of tamariki aged between 0 – 19 years identifying as Māori has increased from 75% to 85%. Most Māori descend from Ngāpuhi.

### Māori medium

- There is a strong desire from whānau and the education sector for more choice and more access to instruction in tikanga and te reo Māori across the entire Tai Tokerau region. Within the Kaikohe - Hokianga catchment, 9 of the 24 schools/kura provide instruction through immersion Levels 1 or 2 Māori medium education. There is strong leadership in this provision.
- Planning of Māori medium pathways is needed to understand what the demand is through all years of education, from kōhanga reo through to kura and wharekura.

### Whānau are exercising choice

- Enrolment at local schools is affected by parental choice, particularly at the secondary level. Parental choice is influenced by perceptions of teaching and learning. Significant support is being provided to some schools to address this. Some whānau travel considerable distances to attend the schools of their choice.

### Investment opportunities

- The proposed redevelopment of Te Kura Kaupapa Māori o Kaikohe and Opononi Area School are in the early planning stages. Property condition and building configuration are the key drivers for what is anticipated to be a substantial investment in Māori medium education provision in Kaikohe. Ensuring the best educational outcomes for the current and future learners/ākonga in Kaikohe is critical, and requires a comprehensive and holistic approach to investment decision making.

### Leadership and governance

- A number of schools in this catchment are being supported to improve their leadership and governance, as well as the quality of teaching and learning, and wellbeing and achievement of ākonga. The strength of the communities in this catchment is evident through the strength and success of the Kāhui Ako.

### Remote and isolated schools

- Many of the schools in this catchment are geographically isolated. As a result, it is more difficult to attract and retain quality teachers, to attend professional learning and development opportunities, to manage maintenance of school property, and to deliver learning support and outreach services. The impact of isolation on learning support provision has resulted in the development of the Te Manawa Tahi o Hokianga Learning Support hubs.

### Secondary transitions

- Pathways for secondary students towards vocational training or tertiary education are important, and significant investment is planned in this area to improve outcomes for youth. Northland College operates a dairy farm within the school which provides experience and training to some students. The College also operates a Trades and Services Academy for agriculture, forestry, hospitality and the armed forces.

### Learning Support

- Okaihau College offers a specialised area of the school where students with high needs are provided access to mainstream education.
- Northland College hosts a Teen Parent Unit located on a neighbouring school site (Kaikohe East School).

## Here's what is already underway to help us manage education provision in this catchment:

- TKKM o te Tonga o Hokianga (Year 1 – 13 wharekura) has relocated into new $12 million facilities at Koutu Point, Hokianga, which opened in November 2019. Additional increased capacity is in the planning phase.
- A $14 million redevelopment of Northland College was completed in 2017.
- The redevelopment of TKKM o Kaikohe provides an opportunity to consider how the demand for Māori medium in this catchment will inform the master plan build roll of the wharekura.
- Stage One of a significant property project has been funded at Ōpononi Area School to address property condition and rationalisation of surplus building stock.

- Educational support mechanisms are in place at one college which has seen improvements in educational outcomes.
- We are supporting a number of schools with leadership and governance.

- Te Manawa Tahi o Hokianga initiative began in October 2019 and provides learning support services to schools/kura and ECEs so that whānau who need additional specialist support for their children can get this as quickly as possible. These hubs have been established in Kaikohe and are available to communities on a regular rostered basis. Learning Support Coordinators have been allocated to Kāhui Ako in this catchment and are integral to the delivery of Te Manawa Tahi.

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

# Kaikohe - Hokianga: Trending Down

## Education Network Plan




The **Kaikohe Hokianga Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **3,000 learners/ākonga** each year over the next decade to 2030. There are 23 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 15 | 6 | 2 | 0 | **23** |
| Total funded roll | 1,412 | 889 | 660 | 0 | **2,961** |
| MME Level 1 & 2 | 176 | 422 | 0 | 0 | **598** |
| ORS-funded roll | 14 | 6 | 17 | 0 | **37** |
| Māori roll | 1,240 | 787 | 547 | 0 | **2,574** |
| Pacific roll | 13 | 9 | 11 | 0 | **33** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Kaikohe Hokianga catchment:

### Network structure

- Support state integrated schools in the catchment to develop their plans for long term provision, including potential relocation and maximum roll change requests, as they relate to supporting the state school network across the mid Far North.

### Strengthening the Māori medium pathway

- We are beginning work on a regional plan for Māori medium education provision in Tai Tokerau. There is an opportunity to explore options for future provision of Māori medium and dual medium education at both primary and secondary levels. This plan will assist with identifying the demand for qualified kaiako in Tai Tokerau, the lack of which is a key challenge in delivering Māori medium education.
- Engagement with iwi, hapū, communities, whānau and the education sector will inform the demand and opportunities for expanding provision of Māori medium pathways, such as through planned investment in schools.

### Educational support mechanisms

- Assist the Kāhui Ako to provide collegial support in relation to professional learning and development of staff across the catchment.
- We will continue to assist schools to strengthen governance, leadership and teaching capability, to improve engagement and student outcomes.

### Learning Support

- We plan to work with the sector and whānau to understand the future demand for learning support provision and how potential specialist school satellites in the mid Far North impact on learning support provision in Kaikohe Hokianga.



New Zealand Government

# Whangārei Rural: Steady and Stable

Education Network Plan

## Catchment description

The Whangārei Rural catchment surrounds the north, east and west of the urban Whangārei area. It includes the inland rural area to the west, as well as east coast settlements along the Tutukaka coast. The catchment is predominantly characterised by small schools servicing small communities in rural areas.

There are two Kāhui Ako operating in this catchment.

Agriculture and forestry are the key industries in this catchment. As with the majority of the Northland region, there are complex social challenges in this catchment. Access to social services can be a considerable barrier due to the isolated and remote geographic nature of some of the schools, as well as an insufficient population base to sustain adequate provision. However, proximity to Whangārei means access to support services in this catchment is less challenging than in other catchments in the Mid and Far North.

## What's influencing the education system in this catchment?

### Changing population profile

- This catchment can be divided geographically into rural and coastal areas. Similar to large parts of the country, there is an increasing proportion of the population moving from rural areas to urban areas which results in declining school rolls at rural schools.
- Improved transport connections and technology allows for whānau to choose previously unacceptable travel options to larger schools with more diverse curricula. The popularity of coastal living is supporting growth in the eastern part of the catchment.

### Māori learners/ākonga

- There is a strong desire from whānau and the education sector for more choice and more access to instruction in Tikanga and te reo Māori.
- Planning of Māori medium pathways across the wider Northland region is needed to understand what the demand is through all years of education, from kōhanga reo through to kura and wharekura.
- In the Whangārei Rural catchment, the pathway beyond primary for tamariki is to TKKM o Te Rawhitiroa.

### Leadership and governance

- Nine of the ten schools in the catchment have teaching principals which places extra pressure on them to lead as well as teach.

### Remote and isolated schools

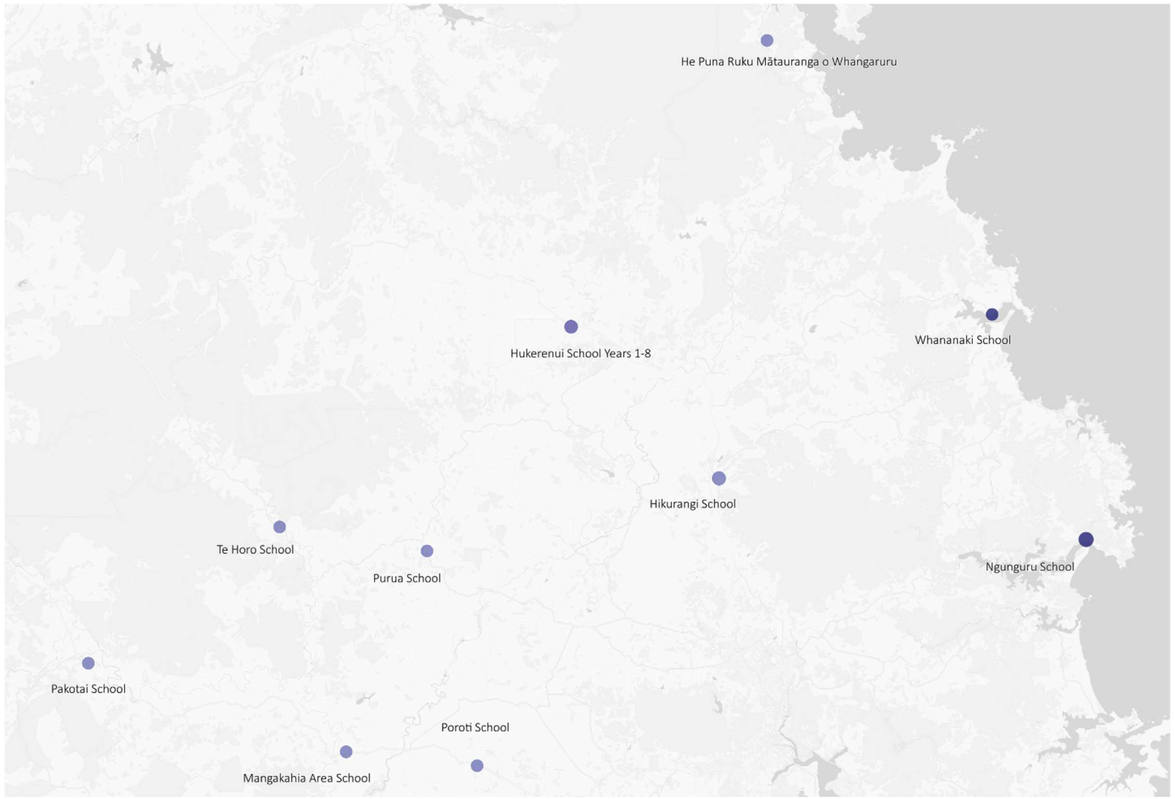
- Some of the schools in this catchment are geographically isolated. As a result, it is more difficult to attract and retain quality teachers, to attend professional learning and development opportunities, to manage maintenance of school property, and to deliver learning support and outreach services.

## Here's what is already underway to help us manage education provision in this catchment:

- Three additional teaching spaces have recently been delivered at Hikurangi School to accommodate a growing roll.
- Four additional teaching spaces at Ngunguru School have also recently been provided.

# Whangārei Rural: Steady and Stable

## Education Network Plan




The **Whangārei Rural Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **1,000 learners/ākonga** each year over the next decade to 2030. There are 10 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 9 | 1 | 0 | 0 | **10** |
| Total funded roll | 832 | 66 | 0 | 0 | **898** |
| MME Level 1 & 2 | 61 | 0 | 0 | 0 | **61** |
| ORS-funded roll | 12 | 0 | 0 | 0 | **12** |
| Māori roll | 442 | 56 | 0 | 0 | **498** |
| Pacific roll | 17 | 0 | 0 | 0 | **17** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the catchment:

### Educational support mechanisms

- Assist the Kāhui Ako to provide collegial support in relation to professional learning and development of staff across the catchment.
- We will continue to assist schools to strengthen governance, leadership and teaching capability, to improve engagement and student outcomes.

### Strengthening the Māori medium pathway

- We are beginning work on a regional plan for Māori medium education provision in Tai Tokerau. There is an opportunity to explore options for future provision of Māori medium and dual medium education at both primary and secondary levels. This plan will assist with identifying the demand for qualified kaiako in Tai Tokerau, the lack of which is a key challenge in delivering Māori medium education.
- Engagement with iwi, hapū, communities, whānau and the education sector will inform the demand and opportunities for expanding provision of Māori medium pathways, such as through planned investment in schools.

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

# Kaipara: Steady and Stable

## Education Network Plan

## Catchment description

This catchment incorporates schools in a cluster of smaller settlements surrounding the Kaipara harbour and Wairoa River. The topography of the area means that there are three distinct schooling networks – Mangawhai, Otamatea, and Dargaville. There are two Kāhui Ako operating in this catchment.

Agriculture, forestry, and fishing are the key industries in the area followed by social services and tourism (Mangawhai). Government has recently invested in a number of key infrastructure projects in the district through the Provincial Growth Fund to support these key industries.

Census 2018 data shows the population of the Kaipara district is almost 23,000, with 19% of them aged under 15 years. About 40% of under 15 year olds identify as Māori with ethnic makeup becoming increasingly diverse, including particular growth in residents who identify as Pacific and Asian peoples.

## What's influencing the education system in this catchment?

### Changing population profile

- Census 2018 data shows an increase in the proportion of the population that identifies as Māori. The proportion of under 15 year olds that identify as Māori has increased from 32% to 40% between 2006 and 2018.

### Māori learners/ākonga

- There is a strong desire from whānau and the education sector for more choice and more access to instruction in tikanga Māori and te reo Māori across the entire Tai Tokerau region. There is one kura in this catchment, Te Kura Kaupapa Māori o Ngaringaomatariki, the roll of which has significantly grown over the last 3 years to nearly 40 tamariki in 2021. This kura is currently operating from a temporary leased site.

### School buses/transport

- Enrolment at local schools, particularly at the primary level, is affected by historically designed direct resourced bus routes. This is a particular issue in the east of the catchment where transport is not available for intermediate-aged children to attend their local school.

### Differing population growth profiles within catchment

- Recent population growth within the catchment is concentrated in the east, while the western and rural areas are projected to remain stable or even decline in places. This has led to the allocation of roll growth funding to schools in the Mangawhai area for additional teaching space. In contrast, potential rationalisation of surplus teaching space is being considered in other parts of the catchment.

### Learning support

- Te Manawa Tahi Learning support hub is located within the communities across the Kaipara, providing specialist support and easier access for whānau. A significant number of children travel long distances each day to attend the Blomfield Special School base site in Whangārei.

### Leadership and governance

- Two schools in this catchment are being supported around their leadership and governance, as well as the quality of teaching and learning, and wellbeing and achievement of ākonga. This catchment has a high proportion of teaching principals which places extra pressure on them to lead as well as teach.

### Remote and isolated schools

- Four of the schools in this catchment are geographically isolated. As a result, it is more difficult to attract and retain quality teachers, to attend professional learning and development opportunities, and to manage maintenance of school property.

### Secondary transitions

- Pathways for secondary students towards vocational training or tertiary education are important. There is no secondary provision at Mangawhai, and these children attend either Otamatea High School or Rodney College. There is a community desire for local secondary provision, however current analysis of projected demand supports the continuation of the Otamatea and Rodney pathway for secondary students.

## Here's what is already underway to help us manage education provision in this catchment:

- Learning support coordinators have been appointed in each of the two Kāhui Ako.
- Te Manawa Tahi Learning Support hubs are scheduled in the community

- We are providing additional teaching spaces at Mangawhai Beach School (11 new teaching spaces) and Maungatūroto School (1 new teaching space) to address roll growth pressure.
- Funding has recently been announced for additional teaching spaces at Blomfield Special School. Planning has started for a satellite unit at Selwyn Park Primary School in Dargaville.

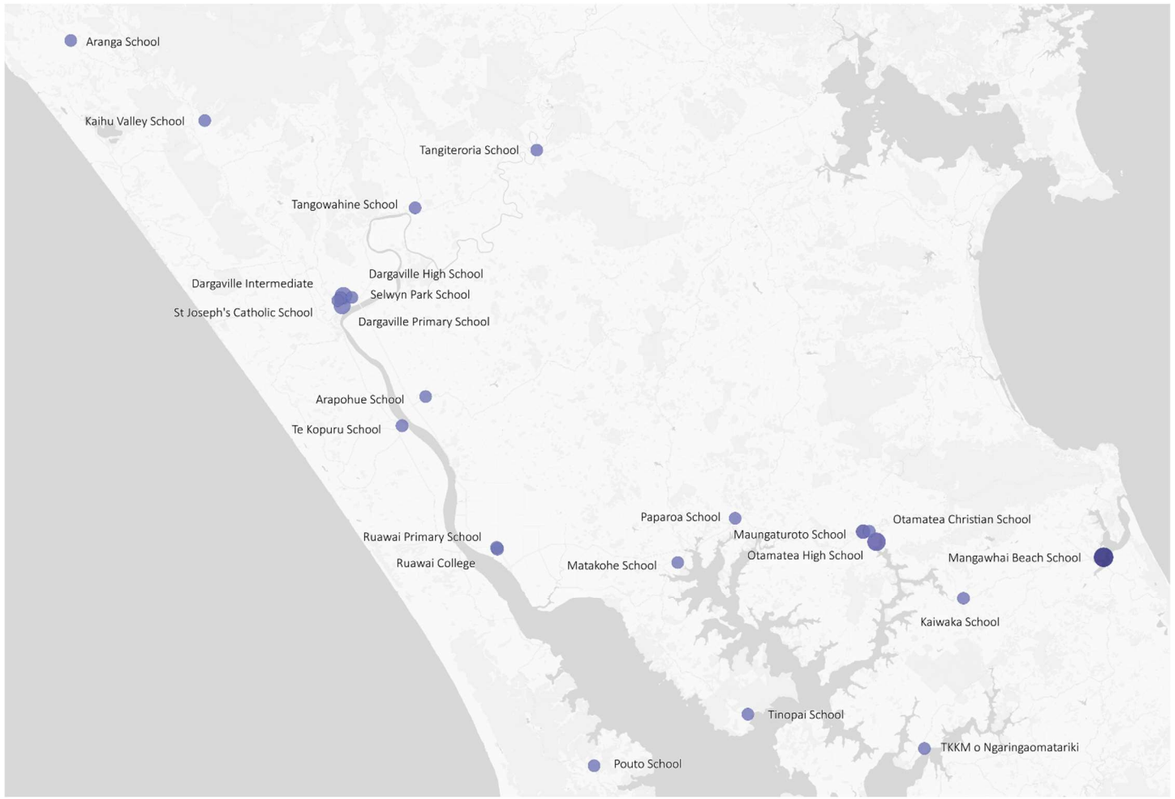
- We are working with Kaipara District Council in their long-term planning for population growth at Mangawhai. We will continue to monitor population projections and roll growth.

- Redevelopment of Dargaville High School is being considered to address ageing building infrastructure and surplus property issues.
- We have acquired a site for the relocation of Te Kura Kaupapa Māori o Ngaringaomatariki as a new kura onto a permanent site in Kaiwaka.

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

# Kaipara: Steady and Stable

## Education Network Plan




The **Kaipara Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **3,200 learners/ākonga** each year over the next decade to 2030. There are 23 schools/kura in the Kaipara catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 19 | 1 | 3 | 0 | **23** |
| Total funded roll | 2,199 | 32 | 1,016 | 0 | **3,247** |
| MME Level 1 & 2 | 38 | 0 | 0 | 0 | **38** |
| ORS-funded roll | 32 | 0 | 9 | 0 | **41** |
| Māori roll | 907 | 10 | 436 | 0 | **1,353** |
| Pacific roll | 96 | 0 | 35 | 0 | **131** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Kaipara catchment:

### Educational support mechanisms

- Assist the Kāhui Ako to provide more collegial support in relation to professional learning and development of staff across the catchment.
- We will continue to assist schools to strengthen governance, leadership and teaching capability, to improve engagement and student outcomes.

### School Property

- The proposed redevelopment of Dargaville High School will provide an opportunity to consider how to meet the demand for education through the Māori medium in this catchment.

### Strengthening the Māori medium pathway

- Planning of Māori medium pathways is needed to understand what the demand is through all years of education, from kōhanga reo through to kura and wharekura.
- We are beginning work on a regional plan for Māori medium education provision in Tai Tokerau. There is an opportunity to explore options for future provision of Māori medium and dual medium education at both primary and secondary levels. This plan will assist with identifying the demand for qualified kaiako in Tai Tokerau, the lack of which is a key challenge in delivering Māori medium education.
- Engagement with iwi, communities, whānau and the education sector will inform the demand and opportunities for expanding provision of Māori medium pathways, such as through planned investment in schools.

### Learning Support

- We plan to work with the sector and whānau to understand the future demand for learning support provision across the Tai Tokerau region, and how potential specialist school satellites in other parts of the region will impact on learning support provision. The proposed satellites of Blomfield Special School in Dargaville will support this.



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# WAIKATO

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

# Waikato Regional Statement

National Education Network Programme

## Director's message



*Ko te manu e kai ana I te miro nōna te ngahere*

*Ko te manu e kai ana I te mātauranga nōna te ao*

*The bird that feasts on the miro berry, theirs is the forest*

*The bird that feasts on knowledge, theirs is the world*

The Waikato region sits in the middle of the 'Golden Triangle' between Tauranga and Auckland, and predictions strongly indicate that the triangle's gross domestic product will rise, giving it more than half of New Zealand's total economy. Aligned with this, many areas of the region which may once have been considered rural are increasingly urban in nature.

With economic change, comes population change and we need to be prepared to manage the impact that these changes will have on our schools. Infrastructure pressures, such as water and roads, need to be able to cope with increased demand.

The Waikato region has been growing over the past 25 years and steady growth is anticipated to continue in most areas, with the population reaching nearly half a million by 2031. In parts of the region where growth is rapid, we have already planned to build new schools, and we continue to work with our land acquisitions team in anticipation that we will need additional schools to meet future demand. In areas where growth has been slower, we continue to monitor school rolls to ensure that resources are not being underutilised.

We will see an increase in demand for Māori medium education pathways and we will continue to work with and support schools to offer Māori medium pathways at all levels. It is significant to note we currently have 25 Iwi and Hapū partners in the Waikato. Increasingly, larger Iwi are 'devolving' and encouraging Hapū to take control of the educational pathways for their ākonga.

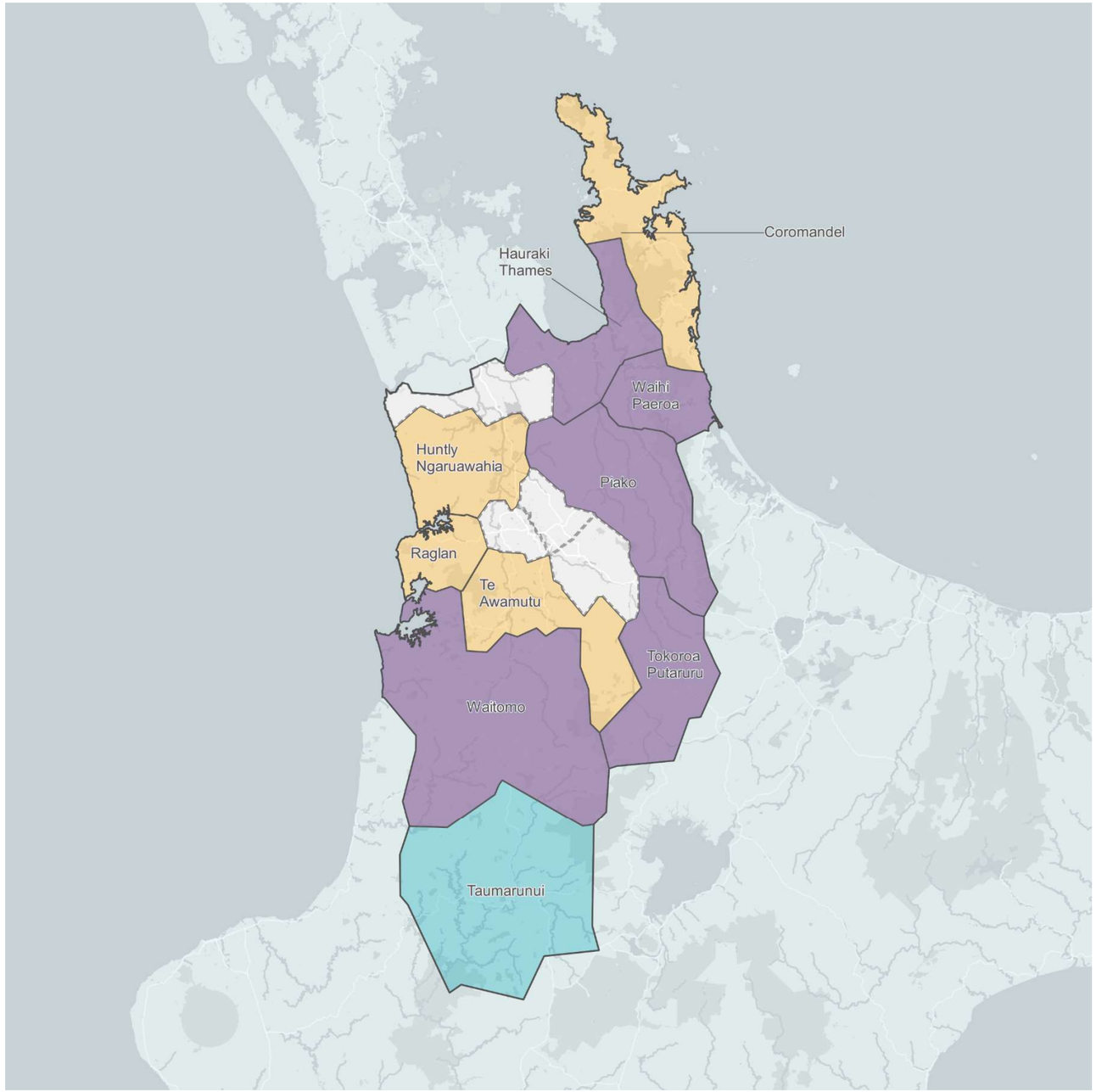
Overall, as a region, we are planning to ensure that we can meet demands driven by changes in population, which includes ensuring our education network provides a range of options for students with learning support needs.

While we can predict population changes and plan accordingly, we also need to be prepared for unexpected events. We have learnt through COVID-19 that we need to be flexible, self-reliant and resourceful so that we can service our region in response to unexpected events to ensure that our rangatahi continue to have the best chance of success.

I am very pleased to present the following plans for the Waikato region out to 2030. We are committed to ensuring our tamariki and mokopuna have every opportunity to access an equitable education and achieve their aspirations as life-long learning.

Noho ora mai

Marcus Freke






New Zealand Government

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

# Waikato Regional Statement

National Education Network Programme

## Key education themes

- The key education priorities for the Waikato region are to support the vision of Ka Hikitia — that Māori learners enjoy education success as Māori. We are also committed to ensuring that there are equitable outcomes for all students and where practical, enable all children to attend their local school. We are also dedicated to improving pathways across the region to support Māori medium learning from Kōhanga reo to tertiary provision and providing a learning support system that will deliver the best possible educational outcomes for students requiring extra assistance.
- The Waikato region has a diverse economy. It is strong in primary production and agri-manufacturing. While historically the economy has been based on dairy, meat and other food production, health, education, business, finance, wholesale and retail sectors are also growing. We will continue working closely with secondary schools, wharekura and local employers to develop employment pathways and training opportunities across the catchment to help build a skilled work force.
- Due to the number of rural schools in the Waikato region, there are many students who travel significant distance to attend their nearest school. We will work closely with schools and communities to ensure that transport issues are not a barrier to education for students.
- The Waikato region has areas of rapid growth, particularly in Hamilton West, Hamilton East, Te Kauwhata and Cambridge. These have been captured in the NEGP. Significant property investment is planned across the region, including roll growth classrooms, short term roll growth classrooms, and property maintenance and re-development programs in order to meet the growing demand for student places.
- The level of disruption to education services caused by the COVID-19 pandemic is greater than anything seen before. We know that education systems can take a while to change, but the COVID-19 pandemic has created pressures to respond quickly and to be prepared for any future disruptions.
- We will continue to work closely with schools focusing on resilience and preparedness to ensure that they are ready for distance learning at short notice; that they have the necessary IT and educational resources; that student engagement is maintained to a high level; and student and teacher wellbeing is considered.

[1] https://www.stats.govt.nz/information-releases/regional-gross-domestic-product-year-ended-march-2020

## Regional Profile

- Across the Waikato Region, there has been an increase in the total population of 13.5% (54,561 people) between 2013 and 2018, compared to an increase of 6.0% (22,815 people) between 2006 and 2013. Hamilton City has the highest projected population growth rate in the Waikato region, being projected to increase by approximately 56,000 by 2043. Between 2015 and 2020 the GDP for the Waikato Region increased by 37.0%[1]. The regional GDP per capita for the year ending March 2020 was $56,664; compared to $64,079 nationally.
- The Waikato education region comprises 14 catchments; 10 of which are profiled in this plan, and four higher growth catchments which are summarised in the National Education Growth Plan. Most of the catchments in the Waikato will remain stable out to 2030. There will be some steady growth in a few areas where the change in demographics will be largely due to more young families moving into existing suburbs.

| Catchment | Population Profile |
|---|---|
| Hauraki-Thames | Steady and Stable |
| Waihi-Paeroa | Steady and Stable |
| Piako-Matamata | Steady and Stable |
| Tokoroa-Putāruru | Steady and Stable |
| Waitomo | Steady and Stable |
| Coromandel | Steady Growing |
| Te Awamutu | Steady Growing |
| Raglan | Steady Growing |
| Huntly-Ngāruawāhia | Steady Growing |
| Taumarunui | Trending Down |

## Future Demand

- An analysis of projected school rolls in the region shows that there will be steady growth across the Waikato and there will need to be an increase in capacity to accommodate this growth in the long term. However, the overall picture is of a stable or slowly growing student population. In order to address roll growth pressure across the region, funding has been allocated for 207 additional teaching spaces over the financial years 2019 to 2025. These will be progressively delivered to schools over the next 5 years.

| No. of schools in these plans | 2018 roll | 2019 roll | 2020 roll | 2021 roll |
|---|---|---|---|---|
| 182 | 30,957 | 31,069 | 31,113 | 30,977 |

## Māori medium education

- We are developing a network plan for the provision of Māori medium education across the rohe. This plan outlines where and how we plan to facilitate Māori success as Māori. The Waikato region has an increasing Māori population, and an increasing demand for Māori medium instruction with localised curriculum and pedagogy which ensures that Māori are achieving success as Māori.

| Māori medium education (July 2021) | Waikato |
|---|---|
| No. of schools/kura offering Level 1 & 2 | 41 |
| No. of Level 1 students | 3,113 |
| No. of Level 2 students | 448 |
| % of ākonga Māori | 13.5% |
| % of all students | 4.7% |



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MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

# Waikato Regional Statement

## Education Network Plan

### Learning Support

- We are committed to ensuring that all children receive the best possible education that is inclusive and meets their needs.
- By 2030 EDK predict that up to 350 additional Waikato students may be receiving ORS funding. To maintain current levels of provision up to 20 additional classrooms for specialist schools will be required. Most of this growth is likely to be in Hamilton and Cambridge. There is currently no Māori medium provision for specialist schooling in the Waikato region. Property investment into local schools will also be required to accommodate projected growth and best meet the needs of students receiving ORS funding.

| Specialist schools | Satellites | ORS funded |
|---|---|---|
| Goldfields School (Paeroa) | 4 | 89 |
| Hamilton North School | 5 | 156 |
| Patricia Avenue School | 9 | 203 |

### Early Learning

- The proportion of new entrants that have attended early learning education prior to starting school or kura is 96%. Learning support provision varies across the region.

| Early Learning | No. of services | Licensed ECE roll | % Māori | % Pacific |
|---|---|---|---|---|
| Education & Care | 271 | 12,554 | 29% | 4% |
| Home-based | 28 | 832 | 21% | 2% |
| Kindergarten | 59 | 2,654 | 35% | 4% |
| Kōhanga Reo | 51 | 972 | 94% | 3% |
| Playcentre | 49 | 1,066 | 16% | 1% |

- There is currently spare capacity across our network and there is not generally an undersupply of licensed child places in communities. We are regularly updating our regional scoping and planning documents, based on both data and community knowledge, and this drives our regional work initiatives.
- We will continue to support increased Māori medium provision across our network, where iwi, ngā kōhanga and other providers identify a need for increased/new provision.

### What have we done so far?

- Between 2018 – 2021 we have implemented 21 enrolment schemes to help distribute population growth across schools in the region, where there are established areas of growth or future growth. Funding was also provided for 96 roll growth classrooms across 24 schools in the three years to 2020.

### What are we planning in the short term (3yrs)?

- We will continue to monitor school rolls across the Waikato network to ensure that all students are able to attend their nearest school and to help distribute growth across the region. We're also looking at where further investment in roll growth classes will be required and are planning to acquire several sites for new schools. We will continue discussions about long term plans, including a risk management plan which has identified up to 25 schools in the region that will need an enrolment scheme within the next 3 years. We will also keep an eye on schools that have a surplus of space, to ensure that we make the best use of schooling in the network.

### What are we planning in the medium term (3 – 10yrs)?

- We are planning to accommodate the increasing demand for student places over the next 10 years. We are exploring options for several new schools across the region in areas of rapid growth. We'll also look to acquire land in areas of planned growth to ensure when schools are needed that they're able to be delivered. As enrolment schemes are implemented, we will provide roll growth classrooms when and where required. We will continue to work with schools, councils and local stakeholders to plan for and manage population changes. We expect that management of existing enrolment schemes and out of zone enrolments will also help to address roll growth pressures without the need for additional property investment.

### Beyond 2030?

- As the Waikato region is expected to grow, our network team will continue to provide timely and consistent forecasting scenarios and projections to inform what overall growth in the region looks like out to 2030. We will continue to work with the Waikato Projections Group and the Future Proof sub-regional planning group which involve public service entities with population demand forecasting and modelling.

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# Coromandel: Steady Growing

## Education Network Plan

## Catchment description

The Coromandel catchment covers the Coromandel peninsula from the township of Manaia, north of Thames, around the coast to the town of Whiritoa, south of Whangamata. The catchment includes the townships of Coromandel Town, Whitianga, Tairua, Pauanui and Whangamata as well as the smaller settlements around the coast and the surrounding rural areas. Much of the peninsula is covered by the Coromandel Forest Park and access to some remote areas can be challenging. Iwi in the area include Ngāti Hei, Ngāti Pūkenga, Ngāti Maru, Te Patukirikiri, Ngāti Pāoa, Ngā Tai ki Tāmaki, Ngāti Tamaterā, Ngāti Whanaunga, Ngāti Hako, Ngāti Porou ki Harataunga ki Mataora, Ngāti Pūkenga ki Waiau, Ngāti Rāhiri Tumutumu and Ngāti Tara Tokanui. The catchment falls in the area of the Thames Coromandel District Council.

Across the Thames Coromandel District, Census 2018 data shows population growth of 14.2% since 2013, with an additional 3,717 residents. The population of Coromandel alone grew by 19%. Between 2013 and 2018 the proportion of the population under the age of 15 decreased, however the total number of children under 15 increased by 318 people, a 12.5% increase.

There is significant development in many of the towns and smaller settlements around the coast, however a large proportion (56% at the 2018 Census) of these dwellings are holiday homes and do not generate additional student population. The tourism industry continues to be a significant employer, and this is well supported by aquaculture, horticulture and agriculture. The construction industry is also growing.

## What's influencing the education system in this catchment?

### Changing population profile

- The Coromandel catchment has a relatively low proportion of young people, making up only 15.2% of the total population for the catchment. Current Statistics NZ population projections forecast a relatively stable school-age population out to 2030 followed by decline in the long-term to 2043, with significantly fewer school-aged children in the Coromandel catchment by this time.
- The majority of schools in this catchment have experienced roll increases over the past five years, while the remaining schools' rolls have remained relatively stable.
- Changing population profiles makes it difficult to forecast how the population will change in the future and what effect changing birth rates and migration will have on the school-aged population. Other factors such as labour force composition, lifestyle changes and economic recession also influence geographic distribution of the population. The impact of these changes may vary for each region so we will continue to monitor local school rolls and population changes in the catchment.

### Leadership and governance

- School leadership and governance is reasonably stable across this catchment. Given the remote location of some schools in the catchment the recruitment of leadership and teaching staff is a challenge for some boards and school leaders. The Coromandel Kāhui Ako includes most schools in the catchment, and the early childhood sector is strongly engaged.
- The more experienced principals in the catchment are very supportive of the newer principals. They demonstrate strong leadership and have informally mentored the new principals, which is having a positive influence on collaboration.

### Māori learners/ākonga

- There are two Māori medium (full immersion) schooling options in the Coromandel catchment area. Te Kura Kaupapa Māori o Harataunga located in Kennedy Bay and Te Wharekura o Manaia located near Coromandel. The distance between the kura and wharekura means that there is currently no easily accessible pathway to the wharekura for Year 8 students. These students go to Coromandel Area School. There is strong community and whānau interest to look at a Māori medium pathway for senior students in the Coromandel township.
- Census 2018 data shows that the proportion of tamariki aged between 0 – 14 years that identify as Māori is 36%. In 2021, there were 148 tauira engaged in immersion learning through the Māori medium at one kura and one wharekura. Another 44 tauira were engaged in Level 3 Māori medium education through the rumaki unit at Mercury Bay Area School.
- A newly established puna reo in Whitianga provides students with an early learning immersion option which is supported by a transition to the rumaki unit at Mercury Bay Area School.

### Secondary-tertiary pathways

- Mercury Bay Area School has strong connections with the post-secondary sector and run trades based programmes at the school.
- Coromandel Area School is establishing relationships with key employers in the community and students make use of tertiary training connections in Auckland.
- Whangamata Area School has established relationships with local employers, particularly those involved in trades based activities.

### Learning Support

- The Coromandel catchment received funding for three Learning Support Co-ordinator roles. One of these roles has a specific focus on developing relationships with whānau and iwi.

### Kāhui Ako

- The Coromandel Kāhui Ako have a strong relationship with local Iwi Ngāti Hei. All schools in the Coromandel catchment are part of the Kāhui Ako, except Mercury Bay Area School. Te Wharekura o Manaia is with the Tainui Kāhui Ako and Harataunga is not in a Kāhui Ako.

## Here's what is already underway to help us manage education provision in this catchment:

- The following schools in the Coromandel catchment currently have enrolment schemes: Opoutere School, Whenuakite School and Mercury Bay Area School. The schemes provide a tool for managing the individual rolls at these schools and supporting the wider network of schools in the Coromandel catchment.
- We are delivering four additional roll growth teaching spaces at Mercury Bay Area School.
- Since its opening in 2005, Te Wharekura o Manaia has grown its own sustainable pathways through supporting development around the marae. This is also the return of former students as qualified teachers and the establishment of a Puna Kōhungahunga (early learning facility) on the kura site.
- Despite travel challenges in the catchment, the Coromandel Kāhui Ako is successful. They use technology to support learning and there is stable leadership across the catchment. All Coromandel schools are involved in Kāhui Ako except Mercury Bay. Te Kura Kaupapa o Manaia is with the Tainui Kāhui Ako and Harataunga is not in a Kāhui Ako. The Coromandel Kāhui Ako is strongly connected with Ngāti Hei.
- Mercury Bay Area School is now participating in the Secondary School Employer Partnerships programme run by Smart Waikato, and Coromandel Area School joined in 2021.
- There have been a number of school transport changes across this catchment with some new bus routes created, and other services being reduced.



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# Coromandel: Steady Growing

## Education Network Plan




The **Coromandel Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **2,400 learners/ākonga** each year over the next decade to 2030. There are 12 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 8 | 4 | 0 | 0 | **12** |
| Total funded roll | 661 | 1,929 | 0 | 0 | **2,590** |
| MME Level 1 & 2 | 15 | 133 | 0 | 0 | **148** |
| ORS-funded roll | 4 | 15 | 0 | 0 | **19** |
| Māori roll | 146 | 728 | 0 | 0 | **874** |
| Pacific roll | 14 | 38 | 0 | 0 | **52** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Coromandel catchment:

### Wider network review

- Consider the structure of education provision in the catchment and the role of each school in providing quality future-focused learning environments from early childhood through to secondary. This will inform future decision making about investment allocation across the catchment and provide the community with clarity about long-term planning.

### Investment in school property

- Due to housing developments and population growth, we expect that additional teaching spaces will be required at several schools in the Coromandel catchment before 2030. We will monitor school rolls in order to determine when and where the teaching spaces are required.

### Enrolment schemes/zones

- We are discussing enrolment schemes with three schools in the catchment. We will continue to monitor the rolls of all schools to determine whether enrolment schemes may be needed to make best use of the schooling network.

### Strengthening the Māori medium pathway

- We are developing a regional plan for Māori medium education provision in the Waikato. The goal is to provide for a connected pathway across the rohe for all ākonga.
- Engagement with iwi, communities, whānau and the education sector will inform the demand and opportunities in the Coromandel catchment for expanding provision of immersion pathways, and the associated property implications.

### Relationships with external agencies

- We will continue to develop relationships with iwi, Council, the tertiary sector, employers, early childhood education providers and other government agencies, to align our work in Coromandel.

### Educational support mechanisms

- We will continue to assist schools to strengthen governance, leadership and teaching capability, to improve engagement and student outcomes.



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# Thames Hauraki: Steady and Stable

## Education Network Plan

## Catchment description

The Thames Hauraki catchment covers the area from Tapu, north of Thames, on the Thames Coast, south to Puriri and west across the Hauraki Plains to Maramarua and Mangatangi. The catchment includes the townships of Thames and Ngatea as well as the smaller settlements and the surrounding rural area. The local iwi are Ngāti Maru, Ngāti Pāoa, Ngāi Tai ki Tāmaki, Ngāti Tamaterā, Ngāti Whanaunga, Waikato, Ngāti Hako, Ngāti Rāhiri Tumutumu, Ngāti Tara Tokanui and Ngāti Hinerangi. The Thames Hauraki catchment is a geographically diverse catchment in the north of the Waikato region and is located within New Zealand's economic 'golden triangle'. This catchment falls under the Hauraki District Council and Thames Coromandel District Council.

Census 2018 data shows that there was population growth of 13.4% with an additional 5,931 residents across both districts (which includes the Coromandel peninsula). The combined catchment population is now 49,917.

For the Thames Hauraki catchment, Census 2018 data shows smaller growth of 6.8% with an increase of 1,083 residents.

The main industries in the Thames Hauraki catchment are mining and farming, with the towns of Ngatea and Thames being the main service centres for those living in the catchment. These industries are supported by horticulture, aquaculture and tourism.

## What's influencing the education system in this catchment?

### Changing population profile

- Census 2018 data shows a very small decrease in the population aged between 0 – 14 years since 2013, with this age group comprising about 18% of the total population. Current Statistics NZ population projections forecast a stable school aged population to 2030 followed by long term school aged population decline out to 2043.
- Changes in population growth and structure can significantly influence the education system. Not only do changing birth rates and migration affect population demographics, so too do economic and labour force conditions. The impact of these changes varies across location and over time, therefore we will continue to monitor local school rolls and population change in the catchment to inform investment decisions.

### Recent roll growth funding

- Schools across the Hauraki Thames catchment have not received roll growth funding in recent years. We expect that due to surplus capacity across the network we will be able to manage school rolls in the short term, but will continue to monitor this to determine if and when additional teaching spaces may be required.

### Rural and isolated schools

- Due to the large and rural nature of much of this catchment, there are some students that have significant travel times to attend their local school.

### Leadership and governance

- School leadership and governance is reasonably stable across the Thames Hauraki catchment, with the recent appointment of a new tumuaki at Thames High School. Recruitment of leadership and teaching staff is an ongoing challenge for boards and school leaders. Several schools in the area have some form of additional support in place, including student achievement practitioners and governance support in the form of specialist advisors.
- There are two Kāhui Ako in the catchment, the majority of schools within the catchment are members of a Kāhui Ako and there is growing Early Childhood Education involvement.

### Enrolment schemes

- There are four schools in the Thames Hauraki catchment that currently have an enrolment scheme in place: Hauraki Plains College, Moanataiari School, Ngatea School and Te Puru School. The schemes provide a tool for managing the roll at these schools and support the network of schools in the Thames Hauraki catchment.

### Māori learners/ākonga

- Census 2018 data shows that the proportion of tamariki aged between 0 – 14 years that identify at Māori is 36%.
- In 2021, there were 79 ākonga engaged in immersion learning through two schools (Kerepehi School and Thames South School) in the catchment.
- There are no kura or wharekura in the Thames Hauraki catchment and currently there is no pathway for Māori immersion students beyond Year 8 into secondary school. There are a small number of students who transition to wharekura outside of the catchment and travel to Te Wharekura o Manaia (north of Thames) or Te Wharekura o Te Rau Aroha (south of Te Aroha).
- There is a strong desire in the Hauraki Thames region to develop Māori medium pathways for ākonga and there has also been a strong community voice to establish dual medium pathways.

### Secondary-tertiary pathways

Hauraki Plains College has existing secondary/tertiary pathways which are supported well by the Waikato tertiary sector. Thames High School has strengthened the secondary/tertiary pathway opportunities with the increase of Trades Academy within the district. Both secondary schools operate successful Gateway programmes.

### Learning Support

- There were six Learning Support Co-ordinator roles allocated to the Thames Hauraki catchment. Four of these will be based in the Hauraki area and support the schools who are members of the Hauraki Kāhui Ako. The remaining two will be based in Thames and support the schools who are members of the Thames Kāhui Ako.

## Here's what is already underway to help us manage education provision in this catchment:

- The Thames area has seen an increase in Trades Academy participation with Wintec boosting their provision in 2020.
- Hauraki Plains College have been undertaking a major review of their careers department and support for students.

- There is no planned roll growth funding for schools in the Thames Hauraki catchment. Schools are managing maintenance work through their school maintenance funding and any projected roll growth can be managed within the network.

- Schools in the catchment are strengthening their engagement with the community, such as through the Kia tū Rangatira survey. This survey for whānau is being completed by several schools on a regular basis providing valuable data about positive factors influencing students to succeed in education and schools have been using this to inform decisions.
- The six Kāhui Ako leaders in this area engage with iwi on a regular basis; partnerships that have helped promote localised teaching and learning.



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# Thames Hauraki: Steady and Stable

## Education Network Plan




The **Thames Hauraki Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **3,000 learners/ākonga** each year over the next decade to 2030. There are 18 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 16 | 0 | 2 | 0 | **18** |
| Total funded roll | 1,664 | 0 | 1,213 | 0 | **2,877** |
| MME Level 1 & 2 | 79 | 0 | 0 | 0 | **79** |
| ORS-funded roll | 8 | 0 | 2 | 0 | **10** |
| Māori roll | 559 | 0 | 325 | 0 | **884** |
| Pacific roll | 55 | 0 | 24 | 0 | **79** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Thames Hauraki catchment:

### Strengthening the Māori medium pathway

- Engagement with iwi, communities, whānau and the education sector will inform the demand and opportunities in the Thames Hauraki catchment for expanding provision of immersion pathways, and the associated property implications.
- The development of a Māori medium strategy for the Waikato will help to support developing pathways for ākonga in the region.

### Relationships with external agencies

- We will continue to develop relationships with iwi, Council, the tertiary sector, employers, early childhood education providers and other government agencies, to align our work in the Thames Hauraki catchment.

### Educational support mechanisms

- We will continue to assist schools to strengthen governance, leadership and teaching capability, to improve engagement and student outcomes.

### Enrolment schemes/zones

- Additional capacity in the network has resulted in fluctuating rolls at many of the schools in the Thames Hauraki catchment, particularly at the secondary level. We expect that management of existing enrolment schemes and out of zone enrolments will help to address roll growth pressures without the need for additional property investment.
- We have already initiated discussions with Matatoki School about the need to implement an enrolment scheme in order to manage the school roll. We will continue to monitor the roll of all schools in the catchment and engage in discussions with school boards to determine if enrolment schemes are needed; to ensure that we are making best use of the schooling network.



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# Waihi Paeroa: Steady and Stable

## Education Network Plan

## Catchment description

The Waihi Paeroa catchment is located on the eastern side of the Hauraki District extending from Netherton and Hikutaia in the west, to Waihi Beach on the east coast. The catchment comprises the townships of Paeroa and Waihi as well as a number of smaller settlements in the surrounding rural areas. Hauraki iwi within this catchment are Ngāti Hako, Ngāti Maru (Hauraki), Ngāti Tamaterā, Ngāi Tai ki Tāmaki, Ngāti Tara Tokanui and Ngāti Whanaunga. The catchment lies within the Hauraki and Western Bay of Plenty districts.

Across the Hauraki District, Census 2018 data shows population growth of 12.4% since 2013, with an additional 2,214 residents, taking the total population in the area to 20,022 people. Between 2013 and 2018, the proportion of the population under the age of 15 decreased slightly from 18.8% to 17.6%. However, the total number of children under 15 increased by 168 people, a 7.5% increase.

Gold and silver mining has historically been a key industry in this catchment, and continues to be important, as is agriculture, horticulture and tourism.

## What's influencing the education system in this catchment?

### Changing population profile

- In the Waihi Paeroa catchment, the proportion of young people under the age of 15 years is 17.6%, below the average of 20% across the rest of New Zealand.
- Statistics NZ population projections forecast a relatively stable school-age population out to 2030 followed by long-term school-age population decline out to 2043, with significantly fewer school-aged children in the Waihi Paeroa catchment by this time.
- Changes in population growth and structure can significantly influence the education system. Not only do changing birth rates and migration affect population demographics, so too do economic and labour force conditions. The impact of these changes varies across location and over time, therefore we will continue to monitor local school rolls and population change in the catchment to inform investment decisions.

### School property

- We expect that due to surplus capacity across the network we will be able to manage school rolls in the short term. We will continue to monitor school rolls to determine if and when any additional teaching spaces may be required. No schools within the Waihi Paeroa catchment have received roll growth funding in recent years.

### Kāhui Ako

- The Ohinemuri (Waihi) Kāhui Ako has recently confirmed their achievement challenges, and a new lead principal for the Kāhui Ako is working on strengthening and rebuilding collaborative relationships and pathways.
- The Paeroa Kāhui Ako has had a recent change in leadership and increasing momentum. The Kāhui Ako is working towards ensuring the achievement challenges are achievable.

### Leadership and governance

- There have been leadership changes at many of the schools in the Waihi Paeroa catchment. Some schools are currently receiving additional support from the Ministry with leadership and governance. Most schools in the Waihi Paeroa catchment are members of either the Waihi Kāhui Ako or the Ohinemuri Kāhui Ako. Engagement with the early childhood sector is variable but growing stronger across the catchment.

### Enrolment schemes

- There are currently three schools in the Waihi Paeroa catchment which have enrolment schemes: Netherton School, Waihi Beach School and Waihi East School.
- Waihi East School and Waihi Beach School have both recently requested that their enrolment schemes be removed due to decreases in their school rolls. Both applications have been declined as there is projected growth in the wider Waihi area and removing the schemes would potentially increase roll numbers and put the schools at risk of overcrowding.

### Māori learners/ākonga

- Census 2018 data shows that 30% of tamariki aged between 0 – 14 years identify as Māori. In 2021, there were 82 ākonga engaged in immersion learning through the rumaki units based at Waihi College, Paeroa Central and Waihi Central schools.
- Some ākonga are opting to leave the catchment to enrol at wharekura outside of the area to access a secondary pathway.
- There continues to be difficulties in attracting and retaining Māori medium teachers within this catchment. This issue is prevalent across the entire Waikato region.

### Secondary-tertiary opportunities

- Paeroa College has a strong careers and employability skills programme, with increasing numbers taking up the opportunities offered through the Trades Academy programme.
- Waihi College has engaged with local businesses, industries and STP programmes in developing pathways beyond secondary school.

### Learning Support

- Three Learning Support Co-ordinator roles have been allocated to schools within the Waihi Kāhui Ako.
- There were no Learning Support Co-ordinators roles allocated to the Paeroa Schools. These schools will continue to utilise the roles that are already established in the schools.

## Here's what is already underway to help us manage education provision in this catchment:

- We are monitoring enrolment schemes to ensure that they are being operated effectively to manage overcrowding and to ensure that overcrowding does not occur in some schools while others have surplus capacity.
- We have recently initiated discussions with four schools about implementing enrolment schemes.

- The Hauraki Māori Trust Board has been supportive and worked with local schools to advise on how to grow connections with local iwi.
- We are working on Māori medium planning for the Waikato rohe. This plan will look at pathways for Māori to succeed as Māori, including the possible establishment of a wharekura at Paeroa Central School.
- We have supported Waihi Central School in a change of classification request to retain Y7-8 students in their Māori language unit.

- Initial discussions are underway with Wintec and Goldfields Railways to explore a flexi-wage project with MSD and further training opportunities.
- Paeroa College are joining the Secondary School Employer Partnerships programme run by Smart Waikato.
- Trades Academy provision to Paeroa College has been strengthened through programmes offered by Te Wānanga o Aotearoa under the Bay of Plenty Trades Academy programme.

- There have been some changes to school bus services in the Waihi area. We will continue to monitor these services to ensure as much as possible a smooth transition to the use of new bus routes.



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# Waihi Paeroa: Steady and Stable

## Education Network Plan




The **Waihi Paeroa Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **2,500 learners/ākonga** each year over the next decade to 2030. There are 17 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 14 | 0 | 2 | 1 | **17** |
| Total funded roll | 1,478 | 0 | 895 | 87 | **2,460** |
| MME Level 1 & 2 | 66 | 0 | 16 | 0 | **82** |
| ORS-funded roll | 7 | 0 | 10 | 86 | **103** |
| Māori roll | 632 | 0 | 369 | 36 | **1,037** |
| Pacific roll | 30 | 0 | 14 | 2 | **46** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Waihi Paeroa catchment:

### Wider network review

- We will continue to monitor school rolls across the catchment and consider options for making the best use of the existing schooling network to deliver educational outcomes for all tamariki. We will also consider options for further Māori medium provision across the catchment as part of any network review.

### Strengthening the Māori medium pathway

- We are developing a regional plan for Māori medium education provision in the Waikato. The goal is to provide for a connected pathway across the rohe for all ākonga.
- Engagement with iwi, communities, whānau and the education sector will inform the demand and opportunities in the Waihi Paeroa catchment for expanding provision of immersion pathways, and the associated property implications.

### Relationships with external agencies

- We will continue to develop relationships with iwi, local authorities, the tertiary sector, employers, early childhood education providers and other government agencies, to align our work in the Waihi Paeroa catchment.

### Educational support mechanisms

- We will continue to assist schools to strengthen governance, leadership and teaching capability, to improve engagement and student outcomes.

### Network management

- Available capacity in the network has resulted in fluctuating rolls at many of the schools in the Waihi Paeroa catchment. We expect that over time, as the school age population grows, there will be a need to develop and implement enrolment schemes at more schools in the area.
- We will continue to monitor the rolls of all schools in the catchment and as necessary, engage with school boards regarding enrolment schemes and to ensure that we are making best use of the schooling network.



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# Huntly Ngāruawāhia: Steady Growing

## Education Network Plan

## Catchment description

The Huntly Ngāruawāhia catchment lies immediately to the north of Hamilton city. The catchment extends from Horotiu in the south, northwards along the Waikato River to Ohinewai, north of Huntly, and west to the coast. The catchment comprises the townships of Huntly and Ngāruawāhia as well as smaller settlements along the Waikato River and the surrounding rural area. Much of the rural area in the western part of this catchment is remote and access can be challenging. The local iwi are Waikato Tainui and Ngāti Hauā. The catchment falls within the Waikato District.

Census 2018 data shows population growth of 19.3% from 2013 to 2018, which is the largest growth of any local authority within the Waikato Education Region. This growth equates to an overall population increase of 12,240 people across the district.

For the Huntly Ngāruawāhia catchment, Census 2018 data shows population growth of 16.7% since 2013, with an additional 3,096 residents. Between 2013 and 2018, the number of children living in the Huntly Ngāruawāhia catchment under the age of 15 increased by 642 people, this was an increase of 13.2%.

The Huntly Ngāruawāhia catchment is situated north of Hamilton on the banks of the Waikato River and is well known for being the home of Te Kīngitanga (Māori King Movement). The Waikato Expressway runs through this catchment, connecting Hamilton to Auckland providing an essential transport connection and the opportunity to commute to either city.

As well as the main industries of horticulture and agriculture, other employment opportunities in the area have grown substantially with the establishment of the business park at Horotiu, which covers 109 hectares of industrial-zoned land. There is also significant industrial development planned at Ohinewai such as the Sleepyhead factory relocating its manufacturing base from Ōtāhuhu. The industrial development at Ohinewai and Horotiu will include housing development to support the growing population expected to move to the area for employment. There is also significant housing development currently underway in Ngāruawāhia and Taupiri, which will result in student population growth across this catchment.

## What's influencing the education system in this catchment?

### Changing population profile

- The Huntly Ngāruawāhia catchment has a high proportion of young people with 25% of the total population aged under 15 years, compared to the national average of 20%. Current Statistics NZ population projections forecast steady growth in the school age population to 2030, followed by a stable school age population out to 2043. We will continue to monitor local school rolls and population change in the catchment.

### Recent roll growth funding

- In recognition of the growing demand for Māori immersion education in this catchment, we have recently provided additional teaching spaces at Te Wharekura o Rakaumangamanga in Huntly and Te Kura Kaupapa Māori o Bernard Fergusson in Ngāruawāhia. We are currently working with both schools to deliver these spaces.
- Funding has been allocated for additional teaching spaces at Horotiu School, and we are working with the school to deliver these spaces. We have also delivered additional teaching space at Taupiri School.

### Leadership and governance

- School leadership and governance is variable across this catchment. Several schools have some form of additional support in place including principal recruitment allowances, student achievement practitioners and governance support in the form of specialist advisors, commissioners and limited statutory interventions.
- The remaining schools have stable leadership and governance. Many schools are members of a Kāhui Ako and benefit from the professional learning and development funding they receive to support school leaders and teachers to grow their teaching and learning capabilities across a range of topics. Involvement in Kāhui Ako from the early childhood sector is limited across this catchment.

### Network management

- Six schools in the Huntly Ngāruawāhia catchment currently have enrolment schemes in place. The schemes provide a tool for managing the rolls at these schools and supporting the network of schools in the Huntly Ngāruawāhia catchment.
- Spare capacity in the local network and at some schools in Hamilton City has resulted in fluctuating rolls at many of the schools in the Huntly Ngāruawāhia catchment. The proximity to Hamilton means that many families in this catchment opt to enrol students at non-local schools, and as a result some school rolls are well below capacity. We expect that as the population of Hamilton City continues to grow, the ability for schools within Hamilton to enrol students from outside of their local catchment will reduce. As a result, we are planning for a significant increase in the number of students enrolling at their local school in addition to the increased population growth we expect through housing developments across the Huntly Ngāruawāhia catchment.

### Māori learners/ākonga

- Census 2018 data shows that 63% of tamariki aged between 0 – 14 years who live in the Huntly Ngāruawāhia catchment identify as Māori. This correlates with the significant and increasing demand for Māori medium education options. In 2021, there were 598 ākonga engaged in immersion learning through the Māori medium at the one kura and one wharekura in the catchment. However, given the close proximity to Hamilton there are also a number of students living in this catchment who opt for enrolment at a kura or wharekura in the city.
- The demand for Māori medium education in the Huntly Ngāruawāhia catchment continues to grow. We are planning additional capacity at the existing kura to meet these demands.

### Secondary-tertiary pathways

- Huntly College, Ngāruawāhia High School and Te Wharekura o Rakaumangamanga are establishing connections with local employers to strengthen the transition from secondary school to tertiary education and employment.
- Huntly College and Ngāruawāhia High School are both involved in STP programmes.
- Te Wharekura o Rakaumangamanga will be piloting a police workforce programme which has been specifically designed for wharekura. This programme aims to support secondary students transitioning into employment opportunities with the NZ Police and related services.

### Learning Support

- The Huntly Ngāruawāhia catchment received funding for two Learning Support Co-ordinator roles, one to be based in Huntly and the other in Ngāruawāhia. The Tainui Kāhui Ako were allocated four learning support co-ordinators. It is expected that one of these will be based in the Huntly Ngāruawāhia catchment.

## Here's what is already underway to help us manage education provision in this catchment:

- Pukemiro School closed at the end of Term 2, 2021 due to continued declining roll numbers.
- We have initiated enrolment scheme discussions with several schools in the catchment to support the management of their rolls.

- We are investing in the redevelopment of Ngāruawāhia High School including removing and rebuilding many end of life buildings. The redevelopment will increase the school's capacity by 320 student places.
- Huntly College is included in Phase 1 of the National Schools Redevelopment Programme (NSRP). Redevelopment will involve rebuild of aging building stock at the current school site, with appropriate flood mitigation measures in place.



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# Huntly Ngāruawāhia: Steady Growing

## Education Network Plan




The **Huntly Ngāruawāhia Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **4,500 learners/ākonga** each year over the next decade to 2030. There are 19 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 16 | 1 | 2 | 0 | **19** |
| Total funded roll | 2,277 | 425 | 512 | 0 | **3,214** |
| MME Level 1 & 2 | 173 | 425 | 0 | 0 | **598** |
| ORS-funded roll | 9 | 4 | 2 | 0 | **15** |
| Māori roll | 1,412 | 421 | 401 | 0 | **2,234** |
| Pacific roll | 102 | 4 | 23 | 0 | **129** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Huntly Ngāruawāhia catchment:

### Network management

- We will continue to monitor school rolls in the catchment and work with the community to understand the role of each school in providing quality future-focused learning environments. This will inform our future decision making about investment allocation across the catchment and provide the community with clarity about long-term planning.
- We will consider the use of enrolment schemes to support management of school rolls and make best use of the schooling network.

### Population

- We will continue to plan for ongoing and accelerated population growth in the Huntly Ngāruawāhia catchment, and the potential implications of this on school property investment.

### School property

- As a result of the property developments and population growth we are anticipating in this catchment, we anticipate that additional teaching spaces will be required at several schools in the Huntly Ngāruawāhia catchment before 2030. We will monitor school rolls in order to determine when and where the teaching spaces are required.

### Strengthening the Māori medium pathway

- We are developing a regional plan for Māori medium education provision in the Waikato. The goal is to provide for a connected pathway across the rohe for all ākonga.
- Engagement with iwi, communities, whānau and the education sector will inform the demand and opportunities in the Huntly Ngāruawāhia catchment for expanding provision of immersion pathways, and the associated property implications.

### Relationships with external agencies

- We will continue to develop relationships with iwi, Council, the tertiary sector, employers, early childhood education providers and other government agencies to align our work in the Huntly Ngāruawāhia catchment.

### Educational support mechanisms

- We will continue to assist schools to strengthen governance, leadership and teaching capability, to improve engagement and student outcomes.



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# Piako: Steady and Stable

## Education Network Plan

## Catchment description

The Piako catchment is midway between Hamilton and Tauranga and covers the plains as they extend westward from the Kaimai ranges. The catchment is within the Matamata-Piako district, and stretches from Te Aroha and Tahuna in the north, to Kuranui in the south and Whitikahu and Orini in the west. The catchment comprises the townships of Te Aroha, Morrinsville and Matamata as well as the smaller settlements and surrounding rural areas. The local iwi are Waikato Tainui, Ngāti Hauā, Raukawa and Ngāti Hinerangi.

The Matamata Piako district covers 175,000 hectares in the central Waikato and is well known for dairy farming, horticulture, meat processing and the thoroughbred racing industry. Tourism is also an increasingly significant industry in this catchment.

Across the Matamata Piako District, Census 2018 data shows population growth of 9% since 2013, with an additional 2,868 residents. Between 2013 and 2018 the proportion of the population under the age of 15 years decreased slightly from 21% to 20%. However, the total number of children under 15 increased by 240 people, a 3.5% increase.

## What's influencing the education system in this catchment?

### Changing population profile

- Statistics NZ population projections forecast a relatively stable school age population out to 2030, followed by long-term school age population decline out to 2043 with significantly fewer school-aged children in the Piako catchment by this time.
- Changes in population growth and structure can significantly influence the education system. Not only do changing birth rates and migration affect population demographics, so too do economic and labour force conditions. The impact of these changes varies across location and over time, therefore we will continue to monitor local school rolls and population change in the catchment to inform investment decisions.

### Recent property investment

- Tahuna School recently received roll growth funding for one additional teaching space.
- While many schools in this catchment have experienced roll increases, we have been able to manage this through the implementation of enrolment schemes.
- There is also surplus property provision at some schools within this catchment. As a result, no additional property is anticipated to be required in this catchment. We will continue to monitor school rolls to identify any unexpected increase in school rolls.

### Leadership and governance

- School leadership and governance is reasonably stable across this catchment. There is new leadership in several of the schools, but these positions have been well supported by long standing principals at neighbouring schools.
- Most schools in the Piako catchment are members of a Kāhui Ako. Engagement with the early childhood sector is variable but growing stronger across the catchment.

### Enrolment schemes/zones

- There are currently 7 schools in the Piako catchment with enrolment schemes in place. These are David Street School, Hinuera School, Stanley Avenue School, Tahuna School, Matamata Primary School, Walton School and Tatuanui School.

### Māori learners/ākonga

- Census 2018 data shows 27% of tamariki aged between 0 – 14 years identify as Māori.
- In 2021, there were 188 tauira engaged in immersion learning through the Māori medium at one kura (Te Kura o Waharoa), one wharekura (Te Wharekura o Te Rau Aroha) and the rumaki unit at Morrinsville School.

### Secondary-tertiary pathways

- All of the secondary schools in the Piako catchment have strong secondary-tertiary pathways established, and, with a relatively low unemployment rate, there is also a strong pathway from secondary schooling to employment if students opt not to transition to tertiary education.

### Learning Support

- The Piako catchment has recently had funding allocated for two Learning Support Co-ordinators, both to be based in Te Aroha. Morrinsville and Matamata schools will continue to utilise the roles that are already established in the schools with a focus on identifying student needs early and providing a referral system which caters for student needs from early childhood through to secondary.

## Here's what is already underway to help us manage education provision in this catchment:

- Many schools across the catchment are in the process of updating their 10 year property plans, for some schools this includes significant investment in the updating or replacement of existing teaching spaces and allocating funding to transform current teaching spaces into Innovative Learning Environments.
- We are currently working with Tatuanui School to develop an enrolment scheme. We have also had initial discussions with several other schools in the catchment.
- There are no current plans to establish new reo rumaki units, kura or wharekura in the region. However, the development of a regional plan for te reo Māori learners will strengthen support for existing pathways and te reo Māori learners across the catchment.
- Kāhui Ako across the catchment have been engaging with iwi, and cultural competency is growing and being supported by marae experiences.
- Schools in Morrinsville and Matamata are part of the Smart Waikato Secondary School Employer Partnership (SSEP). Some schools are also part of the Wintec engagement program.
- Schools are collaborating with Waikato Pacific Teachers' and MPP, and supporting STEM vocational pathways targeting Pacific (and potentially rural Māori) students.
- The Piako area has a strong Manufacturing and Technology pathway with Engineering and related fields being the strongest in demand skill for advertised vacancies.



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# Piako: Steady and Stable

## Education Network Plan




The **Piako Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **6,200 learners/ākonga** each year over the next decade to 2030. There are 32 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 28 | 1 | 3 | 0 | **32** |
| Total funded roll | 4,219 | 113 | 1,717 | 0 | **6,049** |
| MME Level 1 & 2 | 75 | 113 | 0 | 0 | **188** |
| ORS-funded roll | 29 | 2 | 15 | 0 | **46** |
| Māori roll | 1,013 | 113 | 415 | 0 | **1,541** |
| Pacific roll | 103 | 0 | 25 | 0 | **128** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Piako catchment:

### Network management

- We will continue to monitor school rolls in the catchment and work with schools and communities to maintain access to quality future-focused learning environments from early childhood through to secondary schooling.
- We will continue to monitor the rolls of all schools to determine if enrolment schemes will be needed in order to make best use of the schooling network.

### Relationships with external agencies

- We will continue to develop relationships with iwi, local authorities, the tertiary sector, employers, early childhood education providers and other government agencies, to align our work in the Piako catchment.

### Strengthening the Māori medium pathway

- We are developing a regional plan for Māori medium education provision in the Waikato. The goal is to provide for a connected pathway across the rohe for all ākonga.
- Engagement with iwi, communities, whānau and the education sector will inform the demand and opportunities in the Piako catchment for expanding provision of immersion pathways, and the associated property implications.

### Educational support mechanisms

- We will continue to assist schools to strengthen governance, leadership and teaching capability, to improve engagement and student outcomes.



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# Raglan: Steady Growing

## Education Network Plan

## Catchment description

The Raglan catchment covers the area west of Hamilton City from Waitetuna out to Raglan on the west coast. The catchment comprises the township of Raglan (Whaingaroa), the smaller settlements of Waitetuna, Te Uku and Te Mata and the surrounding rural areas, and the local iwi is Waikato Tainui.

The Raglan catchment is located on the west coast of the North Island within the Waikato District, approximately 30 minutes from Hamilton City. While a large proportion of the dwellings in this catchment are holiday homes, there is a growing number of people who are choosing to live in the area permanently and this is reflected in the housing developments planned for the area. The tourism industry continues to be a significant employer, and this is well supported by agriculture and horticulture.

Raglan is known for its surf beaches, beautiful natural harbour, and the arts, craft, fashion and café scene. The permanent population in the town is around 3,200 people but this grows considerably over the summer period as it becomes a popular beach holiday destination.

Across the Waikato District, Census 2018 data shows population growth of 19.3% since 2013, with an additional 12,240 residents across the whole district. The population of the Raglan catchment grew by 21%. Between 2013 and 2018, the total number of people living in the catchment grew to more than 6,000 residents. The number of children under the age of 15 years also increased by 15%, up to 1,302 children.

## What's influencing the education system in this catchment?

### Changing population profile

- In the Raglan catchment, the proportion of young people under the age of 15 years is 21%, a slight decrease from 22% at the time of the last Census. Current Statistics NZ population projections forecast school age population growth out to 2030 followed by a reasonably stable school age population to 2043.
- Changes in population growth and structure can significantly influence the education system. Not only do changing birth rates and migration affect population demographics, so too do economic and labour force conditions. The impact of these changes varies across location and over time, therefore we will continue to monitor local school rolls and population change in the catchment to inform investment decisions.

### Recent roll growth funding

- Raglan Area School recently received funding for six additional teaching spaces, and we are working closely with the school to deliver these spaces, to master plan for both the renewal of end-of-life buildings and future growth.

### Leadership and governance

- School leadership and governance is reasonably stable across this catchment. There is some support in place to strengthen leadership at local schools.
- Noe of the schools in the catchment are involved in a Kāhui Ako.

### Enrolment schemes/zones

- Te Mata School is currently the only school in the catchment to have an enrolment scheme in place. The scheme provides a tool for managing rolls and supporting the network in the Raglan catchment.

### Māori learners/ākonga

- Census 2018 data shows that 38% of tamariki aged between 0-14 years identify as Māori. In 2021, there were 40 tauira engaged in immersion learning through the Māori medium at Raglan Area School. The rumaki unit provides for primary students through to Year 8, after which the majority of students then transition to secondary Māori medium options in Hamilton.
- In the past, the rumaki unit at Raglan Area School included students to Year 13, however difficulty with teacher resourcing meant that immersion learning at the senior level could no longer be offered. There is interest in growing the unit to once again include senior students and provide a full pathway option for students.

### Secondary-tertiary pathways

- Raglan Area School is working on establishing stronger pathways into tertiary for secondary students and has existing connections to a number of programmes and opportunities.

### Learning Support

- There were no Learning Support Co-ordinator roles allocated to the Raglan catchment. The schools will continue to utilise the SENCO roles across the schools with a focus on identifying requirement early and providing a referral system which caters to student needs from early childhood to secondary.
- Transport to and from school can be challenging for some students due to the topography of the catchment. Changes to bus services in the area have resulted in some students returning to their local schools.

## Here's what is already underway to help us manage education provision in this catchment:

- Raglan Area school is currently in the process of implementing an enrolment scheme.
- There have been some challenges establishing relationships with Iwi in the past. Recent engagement as part of the property project at Raglan Area School will help to inform and shape discussions around strengthening Iwi engagement and partnerships.
- Raglan Area School is increasingly connected with outside training providers who are working with groups of students, particularly those at risk, to improve their options for transitions beyond school.

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# Raglan: Steady Growing

## Education Network Plan




The **Raglan Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **1,200 learners/ākonga** each year over the next decade to 2030. There are 4 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 3 | 1 | 0 | 0 | **4** |
| Total funded roll | 311 | 575 | 0 | 0 | **886** |
| MME Level 1 & 2 | 0 | 40 | 0 | 0 | **40** |
| ORS-funded roll | 4 | 4 | 0 | 0 | **8** |
| Māori roll | 61 | 252 | 0 | 0 | **313** |
| Pacific roll | 3 | 8 | 0 | 0 | **11** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Raglan catchment:

### Network management

- We will continue to monitor school rolls in the catchment and work with schools to make best use of the existing schooling network.

### School Property

- Due to planned property developments and anticipated population growth, we expect that further additional teaching spaces will be required at Raglan Area School before 2030. We will continue to monitor the rolls at all schools in the catchment to determine when and where the teaching spaces are required.

### Strengthening the Māori medium pathway

- We are developing a regional plan for Māori medium education provision in the Waikato. The goal is to provide for a connected pathway across the rohe for all ākonga.
- Engagement with iwi, communities, whānau and the education sector will inform the demand and opportunities for expanding provision of immersion pathways, and the associated property implications.

### Relationships with external agencies

- We will continue to develop relationships with iwi, Council, the tertiary sector, employers, early childhood education providers and other government agencies to align our work in the Raglan catchment.

### Educational support mechanisms

- We will continue to assist schools to strengthen governance, leadership and teaching capability, to improve engagement and student outcomes.

### Enrolment schemes/zones

- We will continue to monitor the rolls of all schools in the catchment and if necessary, engage in discussions with schools to determine if enrolment schemes will be needed in order to make best use of the schooling network.



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# Te Awamutu: Steady Growing

## Education Network Plan

## Catchment description

The Te Awamutu catchment is located south of Hamilton and comprises the township of Te Awamutu, the smaller settlements of Ohaupō, Kihikihi and Pirongia and the surrounding rural areas. The local iwi are Ngāti Maniapoto, Ngāti Raukawa and Waikato Tainui. The Te Awamutu catchment lies within the Waipa District.

Across the entire Waipa District, Census 2018 data shows population growth of 14.1% since 2013. This is an additional 6,573 residents, bringing the total district-wide population to just over 53,200.

Within the Te Awamutu catchment, the population grew by 13.9% with an additional 2,700 people, taking the total number of people living in the Te Awamutu catchment to just over 22,200. Between 2013 and 2018, the number of children under 15 years living in the Te Awamutu catchment increased by 11% (an additional 471 children).

Agriculture, in particular sheep and beef farming, are key industries in the Te Awamutu catchment. Horticulture, construction and services industries are also important to the local economy. Te Awamutu is a main thoroughfare for commuters within the region and lies close to the banks of the Waipa River. Te Awamutu is a service town for the farming communities with a large dairy factory and supplementary farming services.

## What's influencing the education system in this catchment:

### Changing population profile

- In the Te Awamutu catchment, the proportion of young people under the age of 15 years is consistent with the national average at 20%, although a slight decrease from 21% in 2013. Current population projections forecast steady school age population growth to 2030 followed by a stable long-term school age population to 2043.
- Changes in population growth and structure can significantly influence the education system. Not only do changing birth rates and migration affect population demographics, so too do economic and labour force conditions. The impact of these changes varies across location and over time, therefore we will continue to monitor local school rolls and population change in the catchment to inform investment decisions.

### Enrolment schemes

- Nine schools in the catchment have enrolment schemes in place. These are Ngahinapouri School, Ōhaupō School, Pekapekarau School, Pirongia School, Puahue School, Paterangi School, Pokuru School, Te Awamutu Primary School and Te Awamutu Intermediate. Enrolment schemes provide a tool for managing the roll at these schools and supporting the network of schools in the Te Awamutu catchment.

### Transitional partnerships

- Te Awamutu College has an established careers programme that is integrated through the senior curriculum. They have a strong gateway programme that connects with many local employers.

### Recent roll growth funding

- As a result of steady growth in the school-age population, there has been significant roll growth funding investment allocated to schools in the Te Awamutu catchment in recent years.
- Private residential development underway in Kihikihi and Ōhaupō are anticipated to attract families to these areas.

### Leadership and governance

- School leadership and governance is reasonably stable across this catchment with some long-standing teachers and school leaders in place at several schools in the area. However, given the remote location of some of the rural schools, the recruitment and retention of leadership and teaching staff can be challenging for the board and school leaders, particularly for Māori medium/reo rumaki kaiako.

### Māori learners/ākonga

- Census 2018 data shows that 29% of tamariki aged between 0 – 14 years identify as Māori. There are clear pathways established for tauira engaged in immersion learning from kōhanga reo to Year 13, as well as pathways through a mixed medium setting, with a strong emphasis on te reo and tikanga Māori.
- In 2021, there were 147 ākonga engaged in immersion learning at Kihikihi School and Te Wharekura o Ngā Purapura o Te Aroha. Ākonga engaged in immersion learning at Kihikihi School have the option to transition to Te Wharekura o Ngā Purapura o Te Aroha for their secondary school learning at Year 9.

### Learning Support

- The Te Awamutu catchment was recently allocated nine Learning Support Co-ordinators. These roles have been created to support the additional learning and behaviour needs of children in the Te Awamutu catchment.
- While the Te Awamutu catchment of schools has not formed a Kāhui Ako, as a group they have established relationships. There is strong collaboration and sharing of information and resources which has resulted in positive outcomes for students.

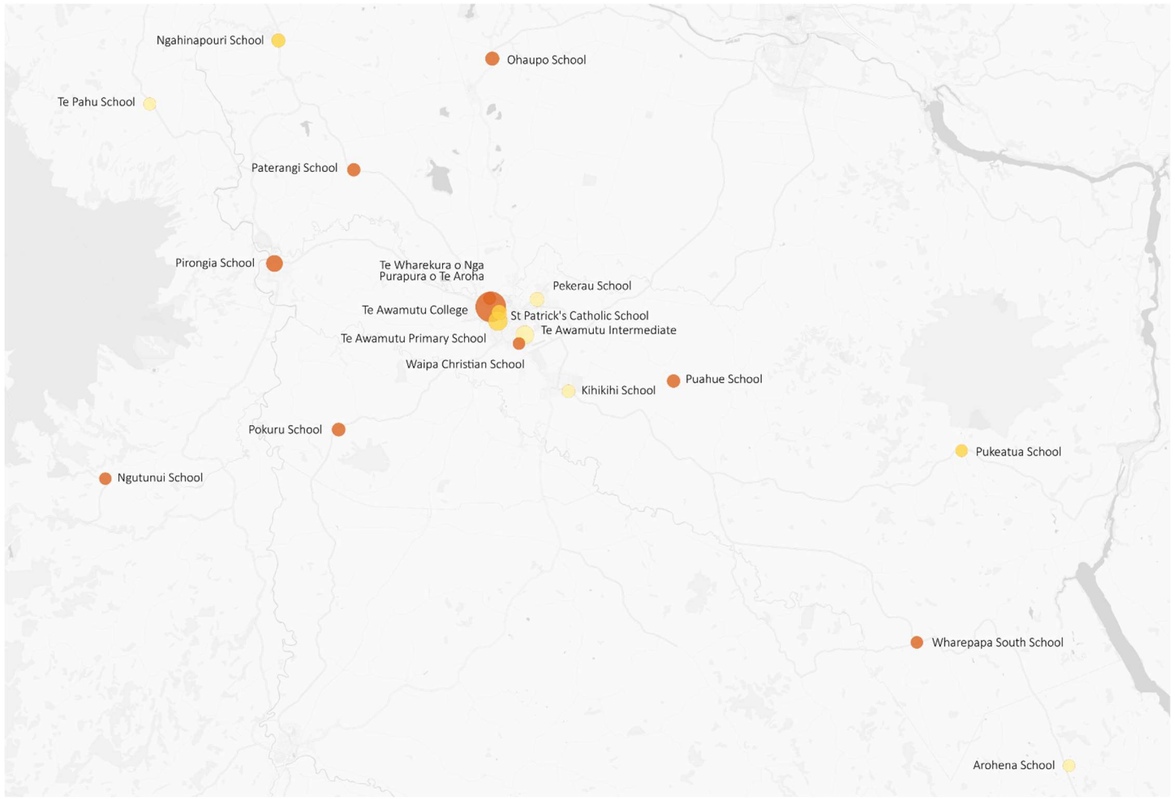
## Here's what is already underway to help us manage education provision in this catchment:

- Two schools in the Te Awamutu catchment have recently implemented enrolment schemes (Paterangi School and Pokuru School). We are also working with several other schools in the catchment to implement enrolment schemes.
- In recognition of the growth in the school aged population, four schools have been allocated funding for additional teaching spaces from the 2019 Budget. Te Awamutu Intermediate had four new classrooms allocated and Ngahinapouri School, Ōhaupō School and Te Wharekura o Ngā Purapura o Te Aroha each had two additional teaching spaces funded. We are working with these schools to deliver these teaching spaces.
- Te Wharekura o Ngā Purapura of Te Aroha are joining the Secondary School Employer Partnerships programme run by Smart Waikato.
- The RTLB service and Ministry of Education Learning Support teams continue to provide support to students with additional learning and behaviour needs.

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# Te Awamutu: Steady Growing

## Education Network Plan




The **Te Awamutu Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **5,000 learners/ākonga** each year over the next decade to 2030. There are 19 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 17 | 1 | 1 | 0 | **19** |
| Total funded roll | 3,302 | 107 | 1,273 | 0 | **4,682** |
| MME Level 1 & 2 | 48 | 99 | 0 | 0 | **147** |
| ORS-funded roll | 17 | 2 | 5 | 0 | **24** |
| Māori roll | 929 | 101 | 320 | 0 | **1,350** |
| Pacific roll | 34 | 2 | 19 | 0 | **55** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential response to shaping a stronger education system across the Te Awamutu catchment:

### Relationships with external agencies

- We will continue to develop relationships with iwi, councils, tertiary sector, employers, early childhood education providers and other government agencies to align our work in the Te Awamutu catchment.

### Enrolment schemes

- Monitoring of enrolment patterns at schools has led to early discussions about initiating the development of enrolment schemes. We will continue to monitor the roll of all schools to determine if enrolment schemes are needed in order to make best use of the schooling network.

### Investment in school property

- Enrolment schemes will help to manage school capacity in the short term, but due to property developments and population growth we expect that additional teaching spaces will be required at several schools in the Te Awamutu catchment before 2030. We will continue to monitor school rolls in order to determine when and where the teaching spaces are required.

### Educational support mechanisms

- We will continue to assist schools to strengthen governance, leadership and teaching capability, to improve engagement and student outcomes.



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# Waitomo: Steady and Stable

## Education Network Plan

## Catchment description

The Waitomo catchment covers the area from Kawhia Harbour on the west coast, east to Wharepapa and south to Maniaiti/Benneydale. The catchment comprises of Ōtorohanga and Te Kuiti, and the smaller settlements of Piopio, Maniaiti/Benneydale and Kawhia, and the surrounding rural areas.

The Waitomo catchment encompasses over 550,000 hectares of rural land on the west coast of the North Island. Its central location makes it an easy drive to Hamilton, Tauranga, Rotorua, Taupō and New Plymouth. The local Iwi are Waikato, Raukawa, Maniapoto and Maraeroa. This schooling catchment straddles both the Ōtorohanga and Waitomo districts.

Census 2018 data shows population growth in the Ōtorohanga District of 10.5% since 2013, with an additional 963 residents, taking the total district-wide population to just over 10,100. The Waitomo District also experienced growth of 4.4% with an additional 396 people, taking the total population to about 9,300. The number of children under the age of 15 increased by 2% taking the total number of children aged between 0 – 14 living in the Waitomo education catchment up to 4,182.

The local economy is primarily based on agriculture, including sheep, beef and dairy farming. This is supported by the meat works industry, limestone mining and, to a smaller extent, tourism as visitors come to venture through the Waitomo glow worm caves or holiday at Kawhia Harbour. It is expected that the redevelopment of Waikeria Prison and the construction of the Happy Valley Dairy Factory will create significant employment opportunities for the area.

## What's influencing the education system in this catchment?

### Changing population profile

- In the Waitomo catchment, the proportion of young people under the age of 15 is 23%, compared to 20% for the rest of New Zealand. Statistics NZ population projections show a growing school age population out to 2030 followed by long-term school age population decline out to 2043.
- Changes in population growth and structure can significantly influence the education system. Not only do changing birth rates and migration affect population demographics, so too do economic and labour force conditions. The impact of these changes varies across location and over time, therefore we will continue to monitor local school rolls and population change in the catchment to inform investment decisions.

### Investment in school property

- Te Wharekura o Maniapoto, located in Te Kuiti, has recently received funding for two additional teaching spaces and we are working with the school to deliver these spaces.
- We are partnering with local government and other community partners in the development of a shared community sports facility at Te Kuiti High School.

### Leadership and governance

- School leadership and governance is reasonably stable across this catchment, although some schools have experienced multiple changes in leadership over a short period of time. We are providing additional support to some schools, including through statutory intervention.
- Given the remote location of some schools the recruitment of leadership and teaching staff can at times be challenging for the boards and school leaders.

### Kāhui Ako

- There are two Kāhui Ako in the Waitomo catchment; Ngā Awa ki te Moana Kāhui Ako has 10 schools and Waitomo Kāhui Ako has 11 schools. Maniapoto Iwi are engaged with both Kāhui Ako.
- Engagement of schools in the two Kāhui Ako is varied across the catchment, however those schools who are involved benefit from the resources and support.

### Enrolment schemes

- There are five schools in the Waitomo catchment that currently have an enrolment scheme in place; Hauturu School, Kio Kio School, Korakonui School, Otorohanga South School and Rangitoto School. The schemes provide a tool for managing the rolls at these schools and supporting the network of schools in the Waitomo catchment.

### Māori learners/ākonga

- Census 2018 data shows that 48% of tamariki aged between 0 – 14 years identify as Māori. In 2021, there were 207 ākonga engaged in immersion learning.
- There are currently two rumaki units (Kawhia School and Centennial Park School) and one wharekura (Te Wharekura o Maniapoto) located in the catchment.
- Ākonga enrolled at the rumaki unit at Kawhia School do not currently have a clear pathway to immersion learning at secondary school. Many opt to board at Ōtorohanga College and the college is exploring options around providing immersion learning for these students.
- There is strong demand for Māori medium education in the Waitomo catchment, which is evidenced by demand for places at the wharekura.

### Secondary-tertiary pathways

- The launch of the Waitomo/Ōtorohanga Wintec Trades Academy in 2020 has been very successful, with more than 30 students from the Waitomo area engaged in Level 2 building, plumbing and electrical programmes.
- Te Wharekura o Maniapoto are joining the Secondary School Employer Partnerships programme run by Smart Waikato.

### Learning Support

- Funding for one Learning Support Co-ordinator role was allocated to the Ōtorohanga Kāhui Ako in 2019.
- Both of the Kāhui Ako now have Learning Support Co-ordinators. Schools continue to utilise the roles that are already established in schools to support students with additional learning and behaviour needs.

## Here's what is already underway to help us manage education provision in this catchment:

- We will work with Ōtorohanga schools to manage enrolment scheme implementation, working towards a balanced school network in the town.
- There has been significant community consultation from Ōtorohanga College in recent years including consultation around the future focus for the school, the school hostel, and with the introduction of a new principal. Community engagement in Te Kuiti is growing slowly and the High School does not have a strong relationship with its Pacific community. We will continue to support schools to engage with the wider sector and build stronger relationships.
- We are developing a regional plan for Māori Medium Education provision in the Waikato. The goal is to provide for a connected pathway across the rohe for all ākonga.
- Transport is an important part of network planning and is an area that we are monitoring to develop better and safer options for student travel to and from school.



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# Waitomo: Steady and Stable

## Education Network Plan




The **Waitomo Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **3,000 learners/ākonga** each year over the next decade to 2030. There are 25 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 21 | 1 | 3 | 0 | **25** |
| Total funded roll | 1,892 | 117 | 704 | 0 | **2,713** |
| MME Level 1 & 2 | 93 | 114 | 0 | 0 | **207** |
| ORS-funded roll | 19 | 1 | 7 | 0 | **27** |
| Māori roll | 940 | 117 | 425 | 0 | **1,482** |
| Pacific roll | 68 | 0 | 17 | 0 | **85** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Waitomo catchment:

### Wider network review

- We will continue to monitor school rolls across the catchment, and work with the sector and community to plan for longer term population change to make best use of the schooling network.

### Investment in school property

- Many schools across the catchment are challenged with maintaining school property that is surplus to what is required for the needs of the school roll. Where necessary, we will work with schools to remove surplus building stock through rationalisation.

### Strengthening the Māori medium pathway

- Engagement with iwi, communities, whānau and the education sector will inform the demand and opportunities in the Waitomo catchment for expanding provision of immersion pathways, and the associated property implications.

### Relationships with external agencies

- We will continue to develop relationships with iwi, Council, the tertiary sector, employers, early childhood education providers and other government agencies to align our work in the Waitomo catchment.

### Educational support mechanisms

- We will continue to assist schools to strengthen governance, leadership and teaching capability, to improve engagement and student outcomes.

### Enrolment schemes/zones

- We have initiated discussions with one school in the catchment regarding the need to implement an enrolment scheme in order to manage school rolls. We will continue to monitor the rolls of all schools in the catchment and engage the boards of schools to determine if enrolment schemes are needed; to ensure that we are making best use of the schooling network.



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# Tokoroa Putāruru: Steady and Stable

## Education Network Plan

## Catchment description

The Tokoroa Putāruru catchment is in the southern Waikato, centrally located between Hamilton, Tauranga, Rotorua and Taupō. The catchment covers the area from Tirau in the north to Mangakino in the south, comprising the townships of Tokoroa, Putāruru and Tirau, and smaller settlements in the surrounding rural areas.

The local iwi are Raukawa, Ngāti Korokī and Ngāti Hauā. The catchment falls within the South Waikato district.

Census 2018 data shows population growth in the South Waikato of 8.9% since 2013, with an additional 1,971 residents across the whole district taking the total population to just over 24,000. During the same period, the number of children aged under 15 years increased by 6% taking the total number of 0 – 14 year olds in the catchment to 5,526 people.

The local economy is primarily based on forestry and agriculture, and is supported by horticulture and the Fonterra Cheese Factory at Lichfield.

## What's influencing the education system in this catchment?

### Changing population profile

- In the Tokoroa Putāruru catchment, the proportion of young people under the age of 15 years is 23% of the total population, compared to an average of 20% for the rest of New Zealand. This is a slight decrease since 2013.
- Statistics NZ population projections forecast a relatively stable school age population out to 2030 followed by significant decline in the school-age population over the long term to 2043.
- Changes in population growth and structure can significantly influence the education system. Not only do changing birth rates and migration affect population demographics, so too do economic and labour force conditions. The impact of these changes varies across location and over time, therefore we will continue to monitor local school rolls and population change in the catchment to inform investment decisions.

### Kāhui Ako

- Three of the local schools are part of the Putāruru Kāhui Ako, and Te Wharekura o Pātetere is part of the Tainui Kāhui Kura Kāhui Ako. The low number of participating schools and lack of secondary participation in the Kāhui Ako has presented challenges in relation to discussions about pathways. The Kāhui Ako has a co-leadership approach and has been working towards strengthening relationships. Despite these challenges, the recent joining of four ECE's to the Kāhui Ako has helped to strengthen the transition pathway from early childhood to primary school.
- All of the Tokoroa schools participate in a Kāhui Ako and there is strong leadership supported by all the principals. Although the Tokoroa Kāhui Ako has one participating high school, pathways to secondary are still a challenge. The Tokoroa Kāhui Ako has strong relationships with the Pacific community and Iwi.

### Leadership and governance

- School leadership and governance is reasonably stable across this catchment. The recruitment of leadership and teaching staff can at times be challenging for the boards and school leaders of some of the schools in this catchment.
- Engagement of schools in the Kāhui Ako is varied across the catchment, however those schools who are involved benefit from the resources and support. There is strong involvement from early learning services in Kāhui Ako.

### Enrolment schemes/zones

- Four schools in the Tokoroa Putāruru catchment currently have an enrolment scheme in place; Te Waotu School, Tainui Area School, Tirau School and Tokoroa North School.

### Strengthening the Māori medium pathway

- Census 2018 data shows that in the Tokoroa Putāruru catchment, the proportion of tamariki aged between 0 – 14 years that identify as Māori is 52% (2,901 children). We are experiencing an increasing demand for Māori immersion learning across the Tokoroa Putāruru catchment.
- In 2021, there were 393 ākonga engaged in immersion learning at Te Kura Kaupapa Māori o Te Hiringa and Te Wharekura o Te Kaokaoroa o Pātetere. There is also Level 3 Māori medium education provided through a rumaki unit at Tokoroa North School, with around 20 tauira.
- There is currently a satellite arrangement at TKKM o Te Hiringa which has resulted in the retention of secondary school aged children. As a result, the roll at the kura is growing and there is interest in the school becoming a wharekura in the future.

### Secondary-tertiary pathways

- All of the schools with secondary aged students have established programmes to support the readiness and transition of students from secondary to tertiary education.
- The Youth Guarantees programme involves strong collaboration and networking with schools, council and health industry in the Tokoroa Putāruru catchment.
- The South Waikato Gateway Co-ordinator and Tokoroa High Transitions lead are participating of our (CG) Transitions Focus Group and as a group they are exploring different project solutions to mitigate transition.
- Introduced onsite 2-day Trades Academy programme by the Solomon Group in term one; however, due to COVID-19 the organisation has withdrawn programme delivery. Gateway funding is used to supplement some of the available learning time.
- The Youth Guarantee program at Toi Ohomai Institute of Technology and Waikato University have established a programme supporting early readiness and preparation for Tertiary to support first year students. This has been successful and students are now well supported as they transition to further study with Waikato University.

### Learning Support

- Three Learning Support Co-ordinator roles have recently been funded for the Tokoroa Kāhui Ako in the first funding tranche. Schools within the Putāruru Kāhui Ako that have not received similar funding will continue to utilise the SENCO roles across the schools with a focus on identifying student needs early and providing a referral system which caters for student needs from early childhood education through to secondary.

## Here's what is already underway to help us manage education provision in this catchment:

- We will continue to work with schools to manage their enrolment schemes and support the network of schools in this catchment.
- Te Wharekura o Te Kaokaoroa o Pātetere recently received funding for six additional teaching spaces, and we are working with the school to deliver these spaces.
- Schools in the Tokoroa and Putāruru catchment are fostering strong relationships with iwi, business and whānau support services. Engagement with iwi is being fostered through staff contacts at Putāruru College. The Kāhui Ako have also been able to access some education funding grants through the Iwi.
- Engagement with programs such as Power Up (Pacific programme) and the Secondary School Employer Program is gaining momentum to help boost learning opportunities and create strong vocation pathways. Schools also support school/community initiatives such as drug education and driver license workshops

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# Tokoroa Putāruru: Steady and Stable

## Education Network Plan




The **Tokoroa Putāruru Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **4,200 learners/ākonga** each year over the next decade to 2030. There are 21 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 17 | 1 | 3 | 0 | 21 |
| Total funded roll | 2,792 | 264 | 1,242 | 0 | 4,298 |
| MME Level 1 & 2 | 129 | 264 | 0 | 0 | 393 |
| ORS-funded roll | 32 | 1 | 19 | 0 | 52 |
| Māori roll | 1,482 | 264 | 697 | 0 | 2,443 |
| Pacific roll | 312 | 0 | 112 | 0 | 424 |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Tokoroa Putāruru catchment:

### Wider network review

- We will work with the community and schools to develop a long-term plan for education provision in the catchment, acknowledging the role of each school in providing quality future-focused learning environments.

### Relationships with external agencies

- We will continue to develop relationships with iwi, local authorities, tertiary sector, employers, early childhood education providers and other government agencies to align our work in the Tokoroa Putāruru catchment.

### Strengthening the Māori medium pathway

- We are developing a regional plan for Māori medium education in the Waikato to provide for a connected pathway across the rohe for all ākonga.
- Engagement with iwi, communities, whānau and the education sector will inform the demand and opportunities in the Tokoroa Putāruru catchment for expanding provision of immersion pathways; and the associated property implications, including the use of existing school infrastructure.

### Educational support mechanisms

- We will continue to assist schools to strengthen governance, leadership and teaching capability, to improve engagement and student outcomes.

### Enrolment schemes/zones

- Surplus capacity at schools in this catchment has resulted in fluctuating rolls at many of the schools. We have already initiated discussions with three schools in the catchment regarding the need to implement an enrolment scheme in order to manage the school roll. We will continue to monitor the rolls of all schools in the catchment and engage in discussions with school boards to determine if enrolment schemes are needed; to ensure that we are making best use of the schooling network.

### Growing Pacific community

- Census 2018 data shows that 20% of students aged between 0 – 14 years in the Tokoroa Putāruru catchment identify as Pacific. In order to support the growing number of Pacific students living in the Tokoroa Putāruru catchment the Power Up (Pacific Programme) has been established. It is based in Tokoroa with a particular focus on supporting Pacific students of secondary school age.



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# Taumarunui: Trending Down

## Education Network Plan

## Catchment description

The Taumarunui catchment is in the northern part of the Ruapehu District. The catchment comprises the township of Taumarunui and smaller settlements in the surrounding rural area. Taumarunui lies at the confluence of the Whanganui and Ongarue Rivers and is the largest town in the District, with a population of 4,700. The area is a border between a number of iwi including Whanganui, Ngāti Maniapoto, Ngāti Hāua and Ngāti Tūwharetoa.

Across the Ruapehu District, Census 2018 data shows population growth of 3.9% since 2013, an additional 465 residents. This is in stark contrast to the decrease of 1,728 residents (-12.7%) between the 2006 and 2013 Census. Within Taumarunui itself, between 2013 and 2018 there were fewer 0 – 14 year olds, yet growth in the number of people aged 15 years and over.

Taumarunui is the main service centre for the surrounding sheep, cattle and deer farms, and forestry plantations. Social indicators identify it as a low socio-economic and deprived area, and it was one of the pilot communities to be part of the Social Sector Trials initiative. A recent government investment in the town aims to improve housing conditions and wraparound social services to help whānau into home ownership. There has also been an increased emphasis on tourism in the surrounding area including Forgotten Highway Adventures, Rail Trail and Tongariro National Park.

## What's influencing the education system in this catchment:

### Changing population profile

- Current Statistics NZ population projections forecast long-term population decline out to 2043, with significantly fewer school-aged children in the Taumarunui catchment by this time. Assuming that current demographic trends continue, we are planning education provision in this catchment to reflect this. Changing population profiles makes it difficult to forecast how the population will change in the future. We will continue to monitor local school rolls and population change in the catchment.

### Recent roll growth funding

- Four of the seven schools across the catchment have recently received funding for additional roll growth teaching spaces. While some of these classrooms have been constructed, site assessment and delivery options are being considered for the remaining schools to ensure the use of space on the site is optimised.

### Leadership and governance

- School leadership and governance is reasonably stable across this catchment. Recruitment of leadership and teaching staff is an ongoing challenge for boards and school leaders with a very high frequency of first-time principals. While the Kāhui Ako does not include all schools within the catchment, the early childhood sector is strongly engaged and the Kāhui Ako is engaging now with the four iwi, supported by Ministry staff.

### Investment in school property

- Some Taumarunui schools are experiencing falling rolls resulting in the need to maintain surplus building stock with less maintenance funding. Some of the rural primary schools have small rolls and ageing building stock.
- A significant long term property plan is currently being developed at Taumarunui High School to address a set of building condition, functionality, and scale issues. The rationalisation of existing infrastructure and providing inviting learning environments are the key drivers for what is anticipated to be a significant investment at this school over the coming ten years.

### Māori learners/ākonga

- Census 2018 data shows that the proportion of tamariki aged between 0 – 14 years that identify as Māori is 74%. In 2021, there were 76 ākonga engaged in Māori medium immersion education. One school is transitioning from an English medium school to a Māori medium kura. While there is no formal pathway to wharekura from kura, both kura are seeking to retain their secondary students. There are strong hapū relationships with the kura, and leadership and governance has improved recently.

### Historical schooling review

- Engagement with the community in 2015 about opportunities for potential changes to the schooling network did not result in a clear long-term education plan, largely due to minimal appetite for collective and collaborative community exploration. Two schools have since closed voluntarily and were supported through the process by Ministry staff.

### Secondary-tertiary pathways

- Taumarunui High School runs a successful Trades Academy offering 70 places to students seeking Tertiary Trades qualifications in building, farming, hairdressing, hospitality, and tourism. In 2013, 53% of Trades Academy students were transitioning into other training. In 2019, this had increased to 82%.
- A number of tertiary training opportunities are brokered into the Taumarunui area by Te Awanui a Rua Charitable Trust and currently a select number of programmes are available from UCOL, Te Wānanga o Aotearoa, Toi Ohomai, and Land Based Training. The Ruapehu Skills and Talent Working Group is also proactively working to connect up local employment opportunities, particularly in growth sectors, with schools and other education providers.

### Learning Support

- Significant learning and behavioural support services are located in Taumarunui. Taumarunui Primary and Taumarunui High School both provide additional learning support to students with high needs. A marae-based Early Intervention programme has been successful in providing support for children with additional needs, and their whānau.

## Here's what is already underway to help us manage education provision in this catchment:

- We're discussing enrolment schemes with local schools as necessary, to better manage roll growth and reduce the risk of overcrowding.

- Taumarunui has well-established early childhood sector, which has a strong English medium voice in the Kāhui Ako with a well-supported transition into school.
- New kōhanga reo to be built on Taumarunui Primary School ($1.5M).

- A review of school transport provision is currently underway. It is anticipated that changes will be made to provide more efficient and targeted services to enable children to access their closest school. As part of this process, we will consider the impact of transport review on future enrolment schemes, school rolls, and consequent impact on investment decision making. The location of the bus route interchange in town is also being considered. This is significant as a large number of students travel via bus past their nearest school. Overall, there are high levels of student movement within the community, from school to school.

- This Kāhui Ako has recently been allocated one Learning Support Coordinator as part of the first tranche of appointments.

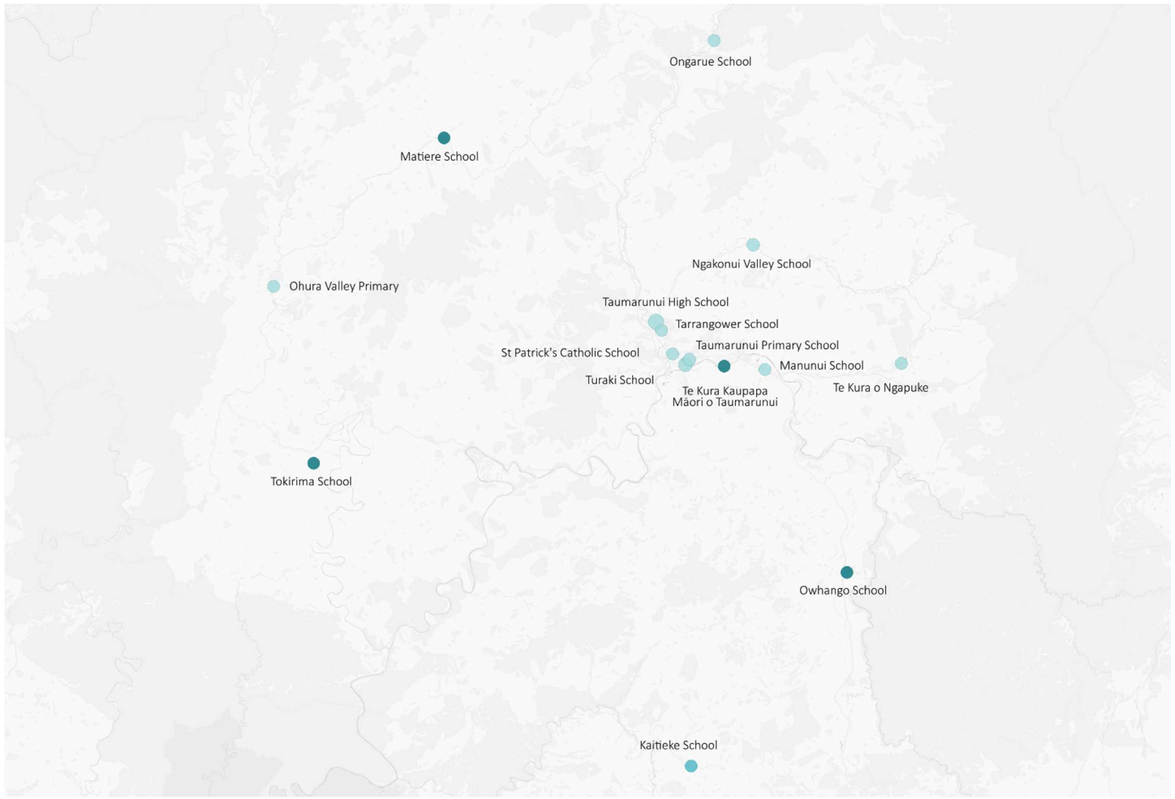


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# Taumarunui: Trending Down

## Education Network Plan




The **Taumarunui Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **1,200 learners/ākonga** each year over the next decade to 2030. There are 15 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 14 | 0 | 1 | 0 | **15** |
| Total funded roll | 910 | 0 | 298 | 0 | **1,208** |
| MME Level 1 & 2 | 67 | 0 | 9 | 0 | **76** |
| ORS-funded roll | 20 | 0 | 9 | 0 | **29** |
| Māori roll | 609 | 0 | 206 | 0 | **815** |
| Pacific roll | 1 | 0 | 1 | 0 | **2** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Taumarunui catchment:

### Wider network review

- Consider the structure of education provision in the catchment and support the community to lead the conversation about potential change, with the aim to inform future decision making about investment across the catchment and providing the community with clarity about long-term planning.

### Redevelopment

- The planned investment in Taumarunui High School provides an opportunity for broader and future-focussed discussion with the community about what education could look like, ensuring equitable access to education for all learners/ākonga in Taumarunui.
- We will consider how transitional support and vocational training could be provided or enabled through the redevelopment, building on the strength of the existing Trades Academy.
- We will consider how the provision of learning support space can best be provided.
- We will consider the implications on the High School of strengthening the Māori medium pathway in the catchment, including the opportunity to do this as a community collective response.

### Strengthening the Māori medium pathway

- We are developing a regional plan for Māori medium education provision in the Waikato. The goal is to provide for a connected pathway across the rohe for all ākonga.
- Engagement with iwi, communities, whānau and the education sector will inform the demand and opportunities for expanding provision of immersion pathways, and the associated property implications.

### Relationships with external agencies

- We will continue to maintain and strengthen relationships with iwi, Council, tertiary sector, employers, early childhood education providers and other government agencies to align our work in Taumarunui.

### Educational support mechanisms

- We will continue to assist schools through a collective lens to strengthen governance, leadership and teaching capability, to improve opportunities, engagement and student outcomes.



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# BAY OF PLENTY – WAIARIKI

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

# Bay of Plenty - Waiariki Regional Summary

National Education Network Programme

## Director's message



The Bay of Plenty - Waiariki region is a diverse region; its people, its geography, and its economy. Significant public and private investment across the rohe will provide opportunities for employment, however the impacts of the global pandemic are still being understood.

We are experiencing unprecedented times and our rangatahi will be leaving school and entering a different world. We need to ensure that their education journey prepares them for what lies ahead, to give them their best chance of success.

Supporting education in Māori medium is a priority for us and we are seeing an increasing demand in this area. Over the past decade, two kura have been established and investment has been made to expand provision in existing kura, particularly in wharekura. We are also working to support all of our schools to be 'fit for purpose' and provide the best possible education, facilities and environments for diverse 21st Century learners.

Population growth is occurring at different rates across our region. The region contains several areas identified for housing development which will change needs for new schools and classrooms. Across the region, six new schools have opened over the last six years, with housing acceleration and new schools planned in Tauranga and Western Bay. In the rest of our region, population trends are relatively stable in most of our catchments. Some have the potential for local decreases in school rolls beyond 2030, and all are predicted to be working with more Māori and Pacific young families in the future.

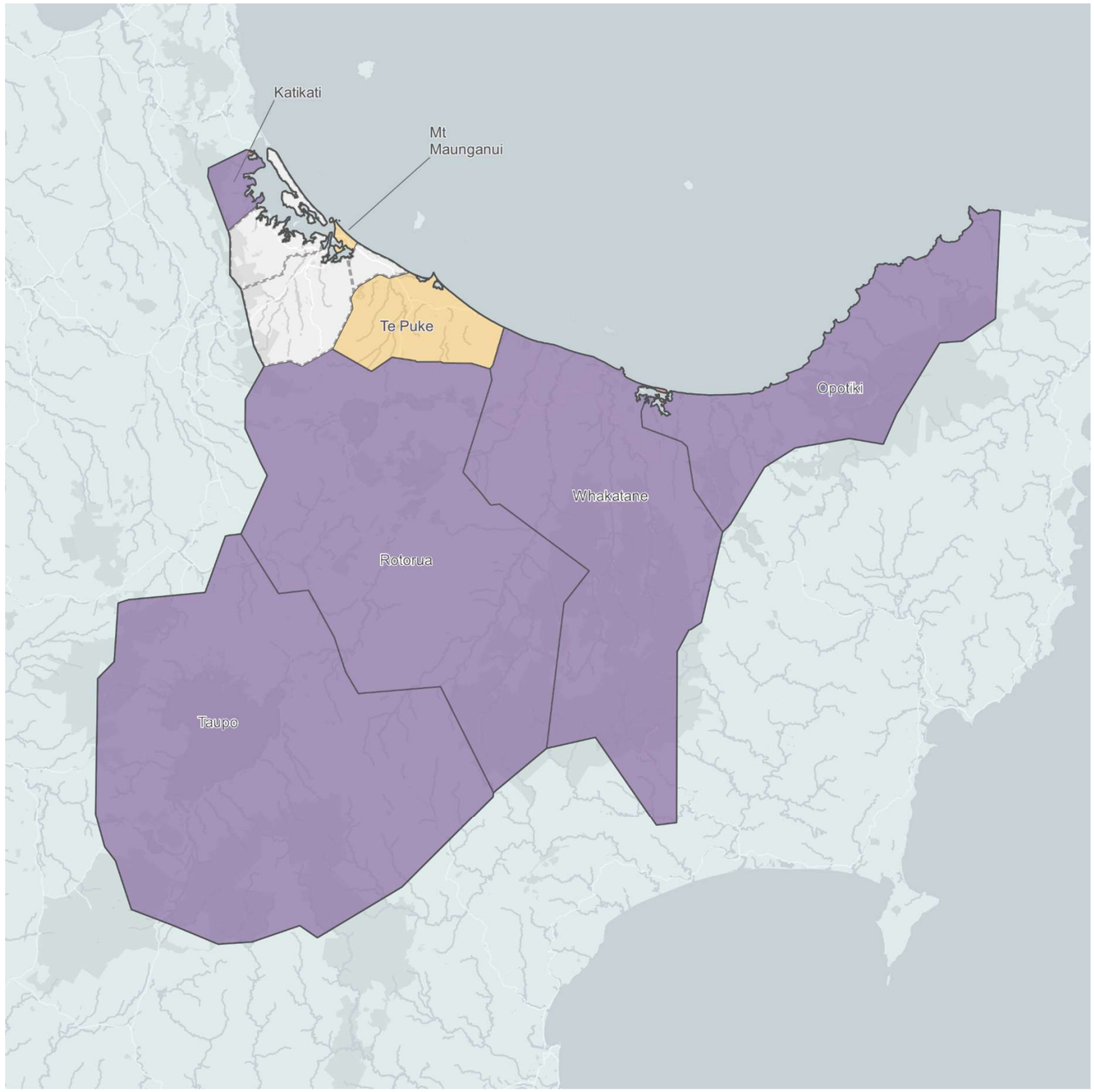
Parental choice makes a difference to the schooling network, with some willing to pay to transport their children to other non-local schools. In the past decade, changes resulting from decreasing rolls led to several closures, and changes in our schools' rolls continues to present a number of challenges, not least ensuring quality educational outcomes at all of our schools and kura.

As a region, we are planning now so that we have enough space in our existing schools and removing surplus space where it is no longer required. We also need to be prepared for all eventualities and learn the lessons presented to us through the COVID-19 crisis – be prepared, be flexible, be resourceful and keep the wellbeing of our students at the heart of all we do.

I am very pleased to present the following plans for Bay of Plenty - Waiariki region out to 2030. We are committed to ensuring our tamariki and mokopuna have every opportunity to access an equitable education and achieve their aspirations for life-long learning.

Ia manuia,

Ezra Schuster






New Zealand Government

# Bay of Plenty - Waiariki Regional Summary

National Education Network Programme

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### Key education priorities in Bay of Plenty - Waiariki

The key education priorities in our region are for all schools to provide equitable outcomes for all students and where practical, enable all children to attend their local school.

We are dedicated to improving pathways across the region to support Māori medium and Māori language learning from kōhanga reo to tertiary provision.

We also aim to provide a learning support system that gives the best possible educational outcomes for students requiring extra assistance.

### How are we delivering on our priorities?

We work closely with local councils to understand long-term plans for growth and better plan for schooling infrastructure. In areas of high growth, we have acquired sites and established new schools, with more new schools being planned. We have also funded additional teaching spaces at schools, implemented enrolment schemes, and invested in improving the quality of school property.

In the short and medium term, we will continue to review enrolment schemes to help distribute growth within catchments, and find other solutions to uneven rolls in catchments with surplus classrooms.

In some catchments, we will work with local stakeholders and the community to review the structure of education provision with a view to improving educational outcomes for all students.

While ensuring new schools open in time for the growing population, we have increased the diversity in our schooling network with changes, new schools and classrooms for kura, Christian and Catholic education, and students with additional learning needs.

We will invest in the delivery of Māori medium and Learning Support strategies. We are also looking at where further investment in roll growth classes will be required and are planning to acquire several sites for new schools.

We will continue working with schools, local councils and the community to plan for and manage population changes; to ensure best use of the local school network. Through school property plans we will continue to invest in improving the quality of teaching and learning spaces at schools, and provide certainty about planned projects.

Many schools across the catchment are challenged with maintaining school property surplus to what is required for the needs of the school roll. Where necessary, we will work with schools to remove surplus building stock through rationalisation.

We will continue working with local and regional councils, and associated strategic planning entities to build our overall picture of regional growth beyond 2030 which will inform our long-term actions.

### Regional overview

| Catchment | Population Profile |
|---|---|
| Mount Maunganui | Steady Growing |
| Te Puke | Steady Growing |
| Katikati | Steady and Stable |
| Ōpōtiki | Steady and Stable |
| Whakatāne | Steady and Stable |
| Rotorua | Steady and Stable |
| Taupō | Steady and Stable |

The region comprises 10 catchments; 7 of which are profiled in this plan, and 3 higher growth catchments which are summarised in the National Education Growth Plan.

| No. of schools in these plans | 2018 roll | 2019 roll | 2020 roll | 2021 roll |
|---|---|---|---|---|
| 139 | 38,240 | 38,229 | 38,258 | 38,298 |

### Learning Support

Learning support provision varies across the region. Approximately a quarter of ORS funded students learn in a specialist school or associated satellite, and three quarters attend a mainstream school. The table below reflects the entire region's numbers.

We are committed to ensuring all children receive the best possible inclusive education that meets their needs. We are reviewing the network of specialist schools and satellites across the region.

We are working towards ensuring most children with additional learning needs are learning in their local school, supported by strong inclusion and belonging policies. This will include planned expansion of specialist facilities in existing schools, assisting responsive schools to manage their demand for learning support spaces, and encouraging good utilisation of spaces dedicated to ORS funded students.

| Specialist Schools | Satellites | Board established units | Mainstream School with ORS | ORS funded students |
|---|---|---|---|---|
| 2 | 13 | 8 | 121 | 801 |

### Early learning

In 2021, the proportion of new entrants that had attended an early learning centre prior to starting school or kura is 97%.

| Type | Licensed Services | Licensed Places |
|---|---|---|
| Education & Care | 223 | 11,211 |
| Home-based | 36 | 2,315 |
| Hospital-based | 2 | 50 |
| Kindergarten | 47 | 1,877 |
| Kōhanga Reo | 98 | 2,740 |
| Playcentre | 29 | 820 |
| Licence-exempt playcentre | 1 | N/A |
| Ngā Puna Kōhungahunga | 7 | N/A |
| Pacific Island Early Childhood groups | 5 | N/A |
| Playgroups-general | 43 | N/A |

### Māori medium education

We have developed a network plan for the provision of Māori medium education across the rohe that outlines where and how we plan to facilitate Māori success as Māori. We anticipate reaching a target to increase participation in Māori medium to 30% of Māori students by 2040.

We are assisting kura to manage increasing demand through leadership kōrero, discussion of roll limits, and seeking proactive provision for upcoming numbers of students.

Teaching and service quality is a significant focus to support retention in Māori medium from ECE, and from primary to secondary schooling. Workforce expansion will be needed, to realise the willingness of schools to strengthen their provision in Te Reo Māori.

| Māori medium education | |
|---|---|
| No. of schools/kura offering Level 1 & 2 | 61 |
| No. of Level 1 students | 4,034 |
| No. of Level 2 students | 624 |
| % of Māori students | 17.3% |
| % of all students | 7.4% |

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

# Katikati: Steady and Stable

## Education Network Plan

## Catchment description

The Katikati catchment, within the Western Bay of Plenty District, comprises the township of Katikati and a dispersed rural population in smaller communities along the coast of the upper Tauranga harbour.

Katikati has traditionally been the local service centre for the surrounding rural hinterland where dairying, kiwifruit and avocado orchards are the key industries. Katikati forms the northernmost geographical extent of the Smart Growth urban growth partnership and has been identified as an area of limited residential growth, with an estimated additional 500 – 1,000 dwellings planned.

In 2018, the population of Katikati and the surrounding rural hinterland was approximately 10,100 people, with half of that population living in the township. Traditionally there have been seasonal variations due to an influx of people during fruit picking seasons.

## What's influencing the education system in this catchment?

### Population

- Over the next decade, population forecasts indicate that the number of school aged children are likely to remain relatively stable at around 1,500 to 1,600 students.
- There are several housing developments being discussed and in the planning stage however it is anticipated that the current schooling network has capacity to cater for any population growth over the coming decade.

### Strengthening the Māori medium pathway

- There is one kōhanga reo in this catchment. There is no formal schooling provision in the Katikati catchment. TKKM o Te Kura Kōkiri has proposed an offsite location for Year 1 – 13 students for up to 50 students hosted at local marae.
- In 2021, over 20% of Māori students living in the Katikati catchment were engaged in Level 1 or 2 Māori medium education (up from 9% in 2019). The majority of these students were attending a satellite of TKKM o Te Kura Kokiri.
- While the total number of MME learners is relatively low, there has been an increase in recent years.

### Enrolment schemes/zones

- Katikati Primary School is the only school in this catchment that operates an enrolment scheme. The scheme was introduced in September 2017, and sees 2% of the total roll made up of out of zone enrolments in 2018 and 2019.

### Engagement and collaboration

- Three marae have come together (Pou Ārahi Group) to support the schools. A representative from this group is on the Katikati College board.
- No schools within the catchment are members of a Kāhui Ako.

### Whānau are exercising choice

- Aside from the local school options, whānau within this catchment often chose to travel to secondary schooling in Tauranga to access state integrated, Māori medium provision, or a single sex education.

### Secondary-tertiary pathways

- The college provides pathways for further education, including tertiary programmes, Gateway, STAR and Industry Training Organisation courses. These provide options for senior students.
- There is no satellite campus of a tertiary education facility and for those not engaged with the education system there are no alternative education programmes within the town. Students are required to travel to attend tertiary or alternative education. In the past, Katikati Māori Wardens have provided a bus to transport students to Toi Ohomai Institute of Technology in Tauranga, but generally, transport limitations may be seen as a barrier to access.

### Learning Support

- Both the college and the primary school provide support for disadvantaged families to enable better access to learning.
- Katikati College has a high proportion of students on its learning support register.
- There are ongoing issues with student engagement which has led to a high rate of exclusions in the past.
- Matahui school, a private school, is planning to close at the end of 2021. The school has a significant number of high needs and ORS registered students that will need to be mainly accommodated within the catchment.

### Early childhood education

- Early childhood education is accessible and available in this catchment. At this time, no new centres planned to be built. Like other smaller rural towns, there are ongoing challenges around the recruitment and retention of quality ECE teachers and leaders.

### Wider network review

- Planning is underway for a new primary and secondary school on the Ōmokoroa peninsula. As transport and enrolment scheme boundaries are reviewed, there may be flow on effects on local schools in this catchment.

## Here's what is already underway to help us manage education provision in this catchment:

- Katikati College has recently completed the first stage of a technology hub designed to provide technology education to not only secondary students, but to other full primary schools within the wider district. The second stage of development is underway.
- The Katikati Innovative Horticulture Trust was established in 2019 to offer pathways into horticulture through a Katikati centre of excellence, which brings together educational, skills and training providers under one umbrella. Funding for this purpose-built facility is currently being sought from a range of agencies, industry and the community. The Centre, to be constructed at Katikati College, will be available for students as well as adults to develop careers in the horticulture industry.
- A Limited Statutory Manager has been appointed to help Katikati College's board deal with complex governance matters.

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TE TĀHUHU O TE MĀTAURANGA

# Katikati: Steady and Stable

## Education Network Plan




The **Katikati Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **1,600 learners/ākonga** each year over the next decade to 2030. There are 3 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 2 | 0 | 1 | 0 | **3** |
| Total funded roll | 556 | 0 | 805 | 0 | **1,361** |
| MME Level 1 & 2 | 0 | 0 | 0 | 0 | **0** |
| ORS-funded roll | 8 | 0 | 0 | 0 | **8** |
| Māori roll | 126 | 0 | 154 | 0 | **280** |
| Pacific roll | 47 | 0 | 33 | 0 | **80** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Katikati catchment

### Wider network review

- We will work to facilitate and strengthen relationships between all of the education providers in the catchment.
- As planning for the establishment of a secondary school in Ōmokoroa south of Katikati progresses, the potential impacts of this on the wider network will be assessed and monitored.

### Educational support mechanisms

- We will continue to support Katikati College with governance matters, and to implement the recommendations arising from the statutory intervention.
- We will continue to assist all schools to strengthen governance, leadership and teaching capability, with a view to improving engagement and student outcomes.

### Strengthening the Māori medium pathway

- There is no local pathway for primary or secondary provision. There are aspirations to establish a pathway from kōhanga to wharekura in the catchment, including kura kaupapa Māori.
- We plan to engage with the Katikati whānau, iwi, communities and the education sector to discuss options for future pathways for Māori medium provision.

### Learning Support

- We will work with the sector to better understand the need for support services for students with additional learning support needs within this sector.
- We will develop and implement a region wide Learning Support Plan.

### Relationships with external agencies

- We will support schools to foster and nurture relationships with local iwi.
- We will continue to develop relationships with Council, tertiary sector, employers, early childhood education providers and other government agencies to align our work in the Katikati catchment, such as supporting initiatives like the Katikati Innovative Horticulture Trust.
- We will continue to participate in and promote multi-agency approaches to issues such as disengagement and non-attendance of ākonga, and communicate clearly with school communities.



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# Mount Maunganui: Steady Growing

## Education Network Plan

## Catchment description

The Mount Maunganui catchment includes all of Mount Maunganui as well as western Pāpāmoa, and contains a total population of some 35,000 residents. The catchment has experienced significant growth over the last few years. There is very little greenfield land available in the catchment and any subsequent development is expected to be from infill and higher density development of existing properties. Tauranga City Council plans forecast that this catchment will grow by over 3,000 residents between 2020 and 2028 which will place significant pressure on existing schools.

Schools in this catchment are also influenced by significant population growth in Pāpāmoa to the east, however, this is now limited by the operation of enrolment schemes.

## What's influencing the education system in this catchment:

### Parental choice

- At secondary level, there are significant numbers of students travelling between the Mount Maunganui and Pāpāmoa catchments, as well as from areas that only contain single sex schooling. Many families make these choices based on a preference for different learning environments between the two secondary schools on the coastline.
- The attraction to some families of single-sex education located outside this catchment also influences secondary rolls.

### Māori medium

- At July 2021, 34% of students enrolled in schools/kura in this catchment identified as Māori. Of these, 13% of Māori ākonga are enrolled in Māori medium education (Level 1 or 2).
- Te Kura o Matapihi is the largest primary kura in the Bay of Plenty -I Waiariki region and has grown relatively rapidly since being made a designated character kura. Ngāi Te Rangi elders have signalled their desire to offer wharekura provision at the kura.
- Arataki School and Mount Maunganui Intermediate both offer bilingual provision through a rumaki unit.

### Recent roll growth funding

- Three of the seven schools across the catchment have recently received significant funding for additional roll growth teaching spaces. While some of these classrooms have been constructed, site assessment and delivery options are being considered for the remaining schools to ensure the use of space on the site is optimised.

### Leadership and governance

- School leadership is strong in both English and Māori medium settings across the catchment and has been strong historically also. Governance and leadership is also strong within both the mainstream and Māori medium Kāhui Ako.

### Investment

- Redevelopment of two schools in this catchment is proposed in order to address building condition quality issues and to accommodate growth. Planning for these projects is underway with redevelopment anticipated to be complete by the middle of the decade.

## Here's what is already underway to help us manage education provision in this catchment:

- We are working with Mount Maunganui College regarding the implementation of an enrolment scheme to manage roll growth at the school.
- We have recently approved a Special Programme for Montessori provision at Arataki School.

- We are working on a Māori medium plan for the Bay of Plenty - Waiariki region. Opportunities for pathways for learning through the Māori medium beyond Year 8 will be considered through this process.

- There is a significant redevelopment project being undertaken at Mount Maunganui College, as well as the provision of additional classrooms to accommodate current and future demand. The college site is also being master planned to accommodate a future roll of 2,000 students.
- We have delivered short term classrooms to Mount Maunganui Intermediate and Mount Maunganui College to manage an immediate demand for additional space at both schools.
- Three additional classrooms have recently been delivered at Te Kura o Matapihi to relieve roll growth pressure. Funding has also been approved for additional classrooms at Arataki School to address growing rolls.

- The Kāhui Ako has representation across early learning through to secondary schooling and is particularly galvanised around the Learning Support Delivery Model.

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# Mount Maunganui: Steady Growing

## Education Network Plan




The **Mount Maunganui Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **5,000 learners/ākonga** each year over the next decade to 2030. There are 7 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 6 | 0 | 1 | 0 | **7** |
| Total roll | 2,503 | 0 | 1,723 | 0 | **4,226** |
| MME Level 1 & 2 | 193 | 0 | 0 | 0 | **193** |
| ORS-funded roll | 20 | 0 | 19 | 0 | **39** |
| Māori roll | 857 | 0 | 581 | 0 | **1,438** |
| Pacific roll | 64 | 0 | 42 | 0 | **106** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Mount Maunganui catchment

### Enrolment schemes/zones

- Enrolment schemes are in place, or under development, at all schools in the catchment, except for Te Kura Kaupapa Māori o Matapihi. There are no plans to implement an enrolment scheme at this kura but there may be a need to implement a maximum roll.
- A review of existing enrolment scheme boundaries was undertaken in 2021 to utilise school property more optimally in this catchment, and within the adjacent Pāpāmoa catchment.

### School rolls

- No new schools are anticipated within this catchment. New state and state integrated schools are planned to open in the adjacent Pāpāmoa catchment, with Suzanne Aubert Catholic School open for Term 1, 2021, and a new school in Te Okuroa Drive planned to open in 2022. The impact of these new schools on school rolls in this catchment will be monitored.

### Māori medium

- Pathways for Māori learners wishing to learn in an immersion or bilingual setting do not exist within this catchment beyond Year 8. There is a long-term aspiration for dual medium provision within the catchment. Immersion learning is provided for through both existing and proposed wharekura in neighbouring catchments.

### Education conversations

- A consultation on both new and amended enrolments schemes in this catchment is planned for 2021, as well as an engagement with the community on support for future secondary schooling options.
- Hui with whānau, kōhanga reo, and kura are planned to inform the Māori medium plan that is being prepared for the Tauranga Moana area.

### Expanding Provision Type

- Consider future property provision for Learning Support as part of the redevelopment of Mount Maunganui College to accommodate a growing Learning Support demographic and to support the ongoing and high-quality provision of learning support services and inclusion philosophy at the school.



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# Te Puke: Steady Growing

## Education Network Plan

## Catchment description

The Te Puke catchment is located in the Western Bay of Plenty and comprises the township of Te Puke and smaller settlements in the rural surrounding area. It is approximately 20 kilometres southeast of Tauranga.

With a catchment population of 18,000, almost half are resident within close proximity to the Te Puke township. The Tauranga Eastern Link, completed in 2015, realigned State Highway 2 away from Te Puke and removed large volumes of traffic from its streets.

Te Puke has seen the development of thriving agricultural and horticultural industries in the surrounding rural landscape. These industries, and their supporting services, are the backbone of the district's economy, followed by retail, tourism, industrial and service activity. The kiwifruit industry is a significant employer in the area, for both permanent and seasonal workers. The area has a large migrant community because of this industry, the majority are of Indian descent.

There are five marae in Te Puke, affiliated with local iwi and hapū.

## What's influencing the education system in this catchment?

### Population

- Until recently, further urban development in Te Puke was anticipated over a longer time horizon. The significant challenges affecting the timing of development of several greenfield growth areas in the Western Bay of Plenty, there is the potential for growth in the Te Puke and Rangiuru area to occur sooner than expected. These discussions are still in the initial planning stages and are part of the development of the Tauranga Spatial Plan currently being prepared by local government.
- There is now a significant number of students travelling from Pāpāmoa to Te Puke. A combination of roll pressure in Pāpāmoa and the availability of capacity at quality schools in Te Puke are attracting whānau and ākonga.
- Based on current forecasts, the number of school age children is predicted to increase by about 300 between now and 2030.

### Māori learners/ākonga

- At July 2021, 11% of students identifying as Māori were also engaged in Māori medium learning at Level 1 or 2, and Māori medium education is growing in popularity. Māori medium learning is available at Te Kura Kaupapa Māori o Te Matai and Fairhaven School. There are 4 kōhanga reo and one puna reo within this catchment.
- There are no intermediate or secondary pathways for Māori medium education in this catchment.

### Parental choice influencing utilisation

- Parental choice in the rural part of the catchment is impacting the other schools' rolls, particularly Pukehina School which has had a small and declining roll for a number of years. The situation is exacerbated by an outdated school transport system meaning students can currently be transported past their local school to one of choice.
- The seasonal and transient nature of employment within this district also influences fluctuating school rolls.

### Early childhood education

- There are currently no known plans for additional early learning provision.
- The emphasis is moving our focus from participation to quality. We are working with some centres to lift quality.

### Kāhui Ako

- All schools in this catchment are members of the Te Puke Kāhui Ako. Under exceptional leadership, this group has traditionally been very high functioning, innovative, very inclusive and very culturally responsive. Iwi and early learning centres are also part of the Kāhui Ako.
- TKKM o Te Matai and Te Kōhanga Reo o Ngā Mokopuna o Te Matai are both members of the Tauranga Moana Kāhui Ako which represents Māori medium schools and kōhanga reo.
- There is a growing migrant population settling within the district and the Kāhui Ako is working to support schools to develop strategies to cope with language issues, cultural differences and expectations.

### Leadership and governance

- Leadership and governance in this catchment continues to be strong and stable. Pukehina School had a new principal appointed in 2019, and we hope that this will help to increase the number of enrolments.
- Maketu School has had two statutory interventions over recent years. These have both been very successful and led to positive changes at the school.

### Secondary-tertiary pathways

- Te Puke High School provides students with careers education, Gateway experiences and Trade Academy programmes.

### Learning Support

- All schools within this catchment offer an inclusive environment for students with additional learning support needs. The satellite of Tauranga Special School within this catchment closed at the end of 2019.
- A number of children are presenting with challenging behaviours and low language skills (including those for whom English is a second language). As the Kāhui Ako Learning Support Plan is implemented, it is anticipated that these needs will be identified and supported earlier.
- There is Alternative Education provision within the catchment, but this takes place on a satellite site in a converted packing shed. These facilities are in a poor state of repair.

## Here's what is already underway to help us manage education provision in this catchment:

- This catchment has been selected to trial the Te Hurihanganui initiative which will see iwi, whānau, the community and schools coming together to strengthen equity and lift achievement for Māori students.
- We are delivering new classrooms to Te Ranga School, and have recently delivered additional teaching spaces at Te Puke Primary to provide more capacity for growing rolls.
- We are working with local government and other central government agencies to inform the development of the Tauranga Spatial Plan, which will direct the nature and location of future urban development across the wider Tauranga urban area.
- We are working with the early learning centre on the grounds of Pukehina School to strengthen the relationship between the school and the centre with a view to more children choosing to stay in their local community for their schooling.
- Six Learning Support Coordinators have been appointed across this catchment.
- Additional funding has been allocated to allow schools to remedy property issues and thus further improve their learning environments.

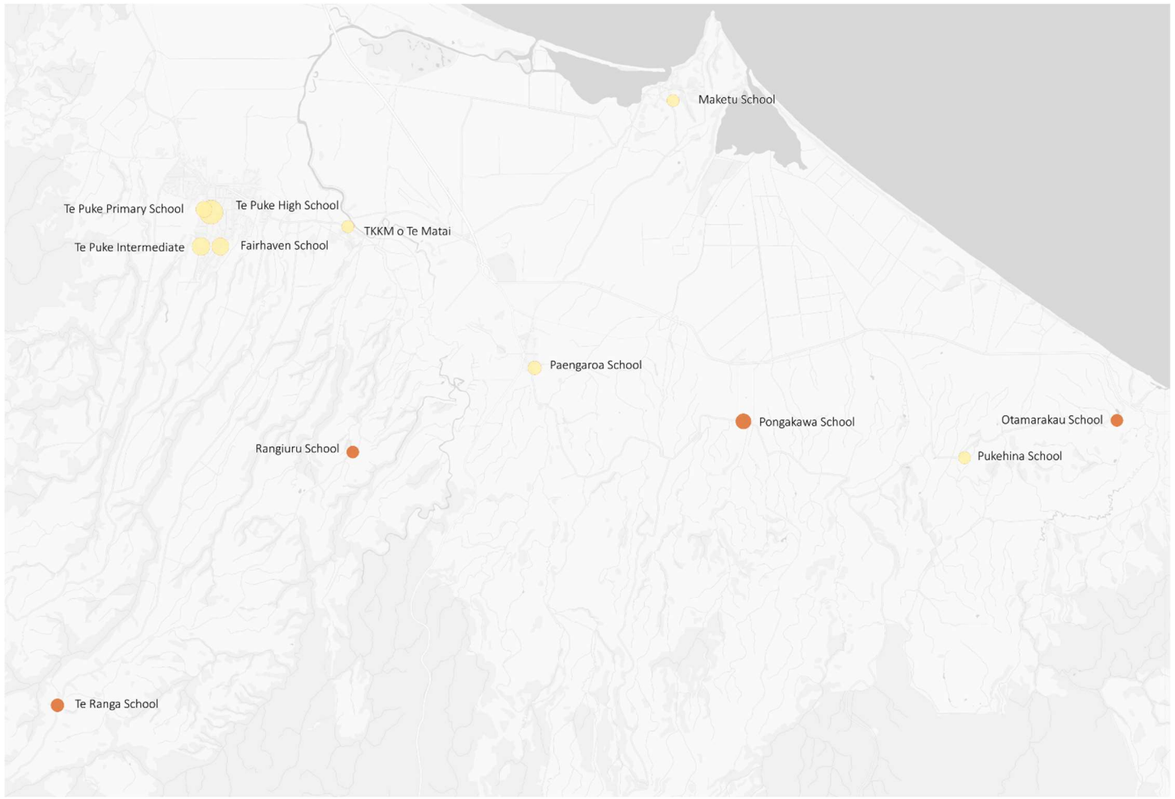


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# Te Puke: Steady Growing

## Education Network Plan




The **Te Puke Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **3,200 learners/ākonga** each year over the next decade to 2030. There are 12 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 11 | 0 | 1 | 0 | **12** |
| Total funded roll | 2,167 | 0 | 834 | 0 | **3,001** |
| MME Level 1 & 2 | 126 | 0 | 0 | 0 | **126** |
| ORS-funded roll | 28 | 0 | 20 | 0 | **48** |
| Māori roll | 859 | 0 | 330 | 0 | **1,189** |
| Pacific roll | 74 | 0 | 46 | 0 | **120** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Te Puke catchment

### Wider network review

- We will continue to work with rural schools to manage enrolment patterns across the school network to address the current imbalance, as well as review local school transport provision.
- We will engage with the Te Puke rural community on how we can better support the provision of primary education.

### Educational support mechanisms

- We will continue to assist schools to strengthen governance, leadership and teaching capability, to improve engagement and student outcomes.
- We will continue to support the work of the Kāhui Ako to initiate positive change.

### Strengthening the Māori medium pathway

- We will work alongside the Kāhui Ako and schools to support them to open Māori medium secondary provision at Te Puke High School.

### Learning Support

- We will work with the sector to deliver and implement the Learning Support Plan.
- We will review the provision of Alternative Education in light of the poor condition of existing facilities.

### Relationships with external agencies

- We will continue to develop relationships with iwi, Council, tertiary sector, employers, early childhood education providers and other government agencies to align our work in Te Puke.
- Play a role in the Te Hurihanganui initiative.



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# Ōpōtiki: Steady and Stable

## Education Network Plan

## Catchment description

The Ōpōtiki catchment is in the eastern Bay of Plenty and comprises two sub-catchments known as Ōpōtiki and East Cape. Population in the catchment is relatively small, encompasses a large geographic area with a dispersed population. The main urban hub within the catchment is the township of Ōpōtiki. There are a number of smaller settlements dotted along the coastline to the east.

Home of the three iwi of Te Whakatōhea, Te Whānau-ā-Apanui and Ngai Tai, there are 20 marae in the catchment which are a focal point for local communities, along with a number of strong farming, lifestyle and coastal settlements.

The economy is driven primarily by the agriculture and forestry sectors, with aquaculture a development area of interest for iwi investment. In February 2020, the government announced an investment of $79.4 million to upgrade Ōpōtiki harbour to make it safe and fit for purpose for the seafood industry.

## What's influencing the education system in this catchment?

### Population

- Census 2018 data shows approximately 9,300 people live within the catchment, about half of these residing in the Ōpōtiki township, and 64% of the population identified as being Māori. Ōpōtiki District Council population estimates forecast population growth of 2.1% per annum to 2028, an increase of about 2,000 people. Driving this forecast population growth is growth in the aquaculture, kiwifruit, and manuka honey industries.
- Our own school roll projections indicate relatively stable student numbers across the catchment. The overall number of students is small and there are a number of schools with rolls between 20 and 60 in the catchment.
- Around one-fifth of local secondary students currently travel outside of Ōpōtiki for schooling, primarily to Whakatāne. Ōpōtiki College has been identified by Te Whakatōhea iwi as their key partner for strengthening the Māori medium pathway at wharekura level.
- Many people with iwi whakapapa live outside Ōpōtiki catchment, particularly in the wider Eastern Bay.

### Remote and isolated schools

- Some of the schools and kura in this catchment are geographically isolated, particularly in the Tūhoe rohe. Small rolls add to the challenges of attracting and retaining local students and quality teachers, attending professional learning and development opportunities, managing maintenance of school property, and delivering learning support services.

### Leadership and governance

- Governance is relatively stable however levels of governance expertise and experience varies, and it is difficult to attract new board members. Some school leaders have changed recently.

### Strengthening the Māori medium pathway

- Māori medium learning has become an increasingly popular option within the Ōpōtiki catchment, with around a third of primary learners in an immersion setting. A dual medium pathway for these students has been established at Ōpōtiki College.
- The 3 immersion kura within the East Cape sub-catchment have undergone major reorganisation within the last few years. Currently there are 5 immersion kura in primary and a combined Year 1 – 13 kura opened in Te Kaha.
- Ōpōtiki College began offering a Māori language programme to Year 9 students in 2018. The programme provides a pathway from Level 3 to Level 1 that is responsive to the students' needs. The College programme is supported by Te Whakatōhea iwi to provide Māori provision beyond Year 8 in the catchment.

### Parental choice

- There are no enrolment schemes in this catchment and enrolment at local schools is influenced by parental choice, with families travelling both into and out of the town every day.

### Education conversations

- Student engagement and attendance has been an issue in this catchment, and there has been a greater impact through the COVID-19 lockdown. There is a lack of options and opportunities for disengaged students.

### Investment in school property

- Ōpōtiki College has been identified as requiring rationalisation of surplus space and up-grading of the school's buildings, facilities and infrastructure is imperative to maintain quality learning environments.

### Kāhui Ako

- Schools in this catchment were very early adopters of the Kāhui Ako principles with representation from throughout the network. There are some challenges around how to progress through to a more collaborative model. There is a desire for more targeted PLD programmes with a focus on addressing local issues.

### Secondary-tertiary opportunities

- Ōpōtiki College has become an Eastern Bay hub for Trades Academies. The College operates three Trades Academies, being Aquaculture, Primary Industries and Engineering. These are designed to prepare students for the opportunities that the mussel farm, harbour development and horticulture expansion will provide.
- Other Trades Academy courses operate in Whakatāne, and Ōpōtiki students can complete Level 2 or 3 programmes in Carpentry, Automotive, Primary Industries and Hair & Beauty. Free transport is provided for these students.
- All courses offer further study pathways via the Toi Ohomai Institute of Technology.
- Ōpōtiki College has also implemented a pathways approach to help students of subjects at the senior level. Students are able to achieve a Ministry of Education Vocational Pathways Award in addition to Level 2.

### Learning Support

- There is varying provision for learning support throughout the catchment. Ōpōtiki College has a Director of Inclusive Education and dedicated space where students with different learning needs are catered for. There is, however, no dedicated provision for high needs (ORS) students.
- James Street School, in Whakatāne, has a dedicated unit for students with additional learning needs, and the school is a very popular choice for students from across Eastern Bay area. This can mean some students living in the Ōpōtiki catchment bypass their local school and travel very long distances each day to attend James Street School in Whakatāne.

## Here's what is already underway to help us manage education provision in this catchment:

- Te Kura o Te Whānau-ā-Apanui is an establishing kura redesigned following the closure of 3 other schools. The build at the permanent location for the kura is in progress.
- In September 2019 the Minister announced funding for 4 new teaching spaces at Te Kura Mana Māori o Whangaparaoa.

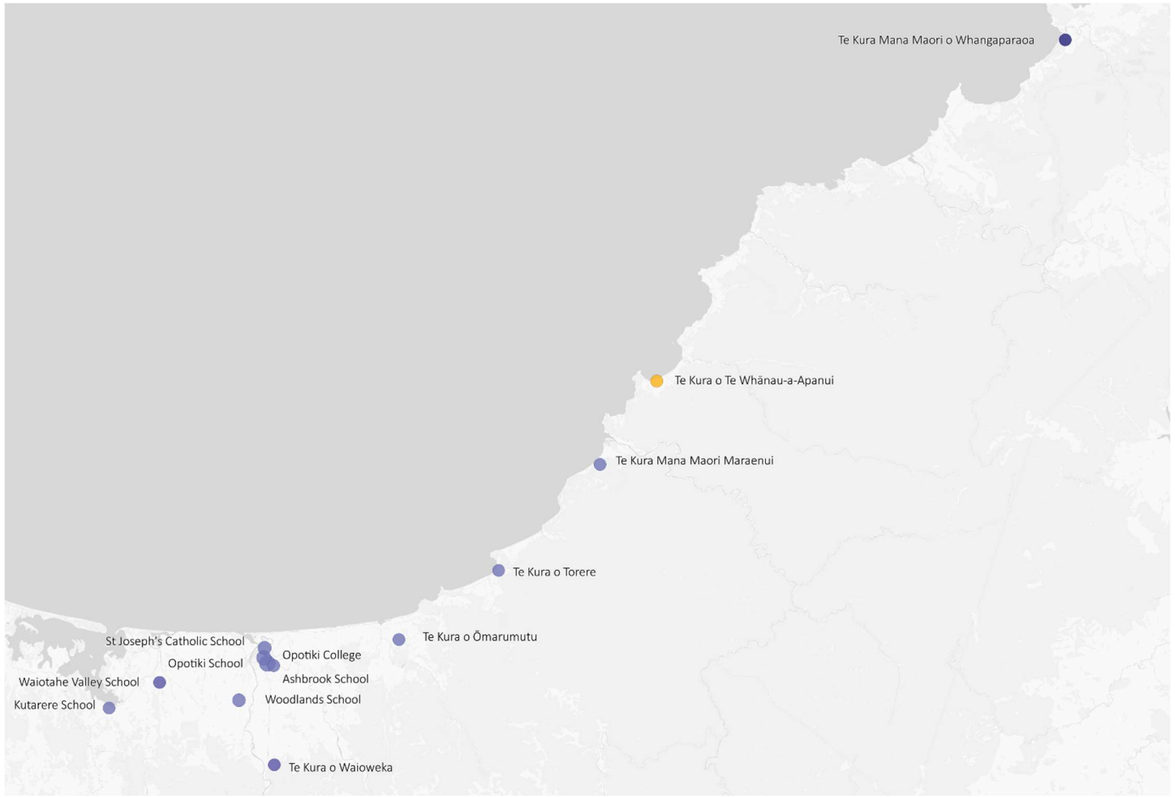
- Additional funding has been announced to allow schools to remedy property issues and further improve their learning environments.
- We have supported Ōpōtiki College leadership through funding a Principal Recruitment Allowance, Special Reasons Staffing, and support for its Māori medium pathway establishment.

- We are working with schools and transport service providers to manage eligibility for funded bus services.

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# Ōpōtiki: Steady and Stable

## Education Network Plan




The **Ōpōtiki Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **1,600 learners/ākonga** each year over the next decade to 2030. There are 13 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 10 | 2 | 1 | 0 | **13** |
| Total funded roll | 1,036 | 228 | 331 | 0 | **1,595** |
| MME Level 1 & 2 | 293 | 135 | 60 | 0 | **488** |
| ORS-funded roll | 6 | 3 | 1 | 0 | **10** |
| Māori roll | 892 | 224 | 299 | 0 | **1,415** |
| Pacific roll | 16 | 0 | 8 | 0 | **24** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Ōpōtiki catchment:

### Investment

- We have been working with Ōpōtiki College on planning for rationalisation at the school. The College is considering how to further develop transitional support and vocational training, building on the strengths of the existing Trades Academy and Vocational Pathways programme.
- Consider future property provision for Learning Support as part of any redevelopment to accommodate a growing Learning Support demographic.
- Consider the implications on the College of strengthening the Māori medium pathway in the catchment.

### School buses/transport

- A review of school transport provision is being done in 2021 and the impact of the transport review on future enrolment schemes, school rolls, and the consequent impact on investment decision making will be considered. We plan to review transport from Ōpōtiki to Whakatāne in the next 2 – 3 years.

### Supporting quality education

- We will continue to monitor school rolls and sustainability in the catchment and consider the future structure of education provision.

### Investment in school property

- We are developing asset strategy to identify where building replacements may be required, and working with kura seeking to develop their school character towards stronger reflection of iwi ties and curriculum.

### Educational support mechanisms

- We will continue to assist schools to strengthen governance, leadership and teaching capability, to improve engagement and student outcomes.
- We will continue to work with the Kāhui Ako to facilitate and strengthen practice around collaboration and positive cultural change.

### Strengthening the Māori medium pathway

- We aim to strengthen Māori medium by assisting the joint iwi-school development project in Māori medium at Ōpōtiki College.
- We plan to engage with iwi, communities, whānau and the education sector to understand their aspirations for future provision across the number of schools in Ōpōtiki.

### Learning Support

- We will work with the sector and communities to understand how best to provide learning support within the catchment for students with high needs.

### Relationships with external agencies

- We will continue to develop relationships with iwi, Council, tertiary sector, employers, early childhood education providers and other government agencies to align our work in Ōpōtiki.



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# Whakatāne: Steady and Stable

## Education Network Plan

## Catchment description

The Whakatāne catchment has a population of around 38,500 people and is the home of Ngāti Awa and Ngāi Tūhoe iwi, Ngāti Whare and others. The catchment is made up of 3 sub-catchments: Rangitāīki/Edgecumbe (9 schools/kura), Whakatāne (21 schools/kura) and Kawerau (5 schools/kura). As well as the three larger towns, there are a number of smaller settlements in the surrounding rural areas. The catchment covers a large geographical area with lower population density. The area comprises coastal settlements, lowlands and farming areas and extends south into Te Urewera forest.

The economy is largely driven by rural production (agriculture, fisheries, forestry) with Whakatāne being the centre of this activity. In Kawerau, manufacturing dominates the economy with over 40% of the population employed in this area. Other significant industries are trades (utilities, building and construction), hospitality, tourism, health and community services. This region, especially Kawerau, has received investment from central government through the Provincial Growth Fund, with an emphasis on young people and employment.

## What's influencing the education system in this catchment?

### Changing population profile

- Overall, the school age population within the wider Whakatāne catchment is expected to be stable, beginning to decrease slowly to 2030 and beyond. Around 68% of school students in this catchment identify as Māori. The proportion of Māori young people in the population is tipped to increase through the decade.

### Māori learners/ākonga

- There is steady demand for Māori medium education (Level 1 and 2) from whānau in the Whakatāne catchment, particularly within the Tūhoe rohe, with 17% of Māori students in Whakatāne District enrolled in Māori medium offered by 12 kura and schools.
- Within the catchment, some whānau are travelling past their nearest schools and kura, there are older classrooms in many of the schools, relatively large travel distances to access secondary options, and we are working to resolve property condition pressures at the two most recently established designated character kura.
- More than 450 primary students are enrolled in bilingual Level 3 provision in Whakatāne schools. We plan to engage with whānau, iwi, and the schools to identify the aspirations of the whānau to access Māori medium levels of learning and for secondary pathways.

### Parental choice

- Within the Whakatāne sub-catchment, six schools operate enrolment schemes, with most of these schools able to enrol substantial numbers of out of zone students particularly from Y7 onwards
- There are no enrolment schemes operating in the Kawerau sub-catchment. Within the Edgecumbe sub-catchment, Awakeri School is the only school to operate an enrolment scheme.
- Schools in the Rangitāīki-Kawerau areas are affected by out of zone enrolments at Whakatāne schools where surplus classrooms make enrolment schemes ineffective.

### School buses/transport

- Enrolments in Whakatāne schools are influenced by parental choice, and a significant number of students are accessing school transport routes that bypass their closest school. This practice has contributed to growth and decrease in the rolls of the high schools within Whakatāne, Kawerau and Edgecumbe.

### Investment in school property

- Kawerau Putauaki School was substantially redeveloped in 2020 to remediate the condition of their classrooms.
- Tarawera High School and Ōhope Beach School have recently completed major building projects. A number of other building improvement projects across the catchment are currently under way.

### Kāhui Ako

- The Whakatāne Kāhui Ako has developed collaboration between the member schools, including ECE providers. There is a strong focus on learning support.
- The Rangitāīki/Kawerau Kāhui Ako have faced a number of challenges (including natural disasters).
- Work is underway to encourage schools that are not part of any Kāhui Ako to join, including the Tūhoe schools.

### Leadership and governance

- We are supporting leadership and governance at five Whakatāne schools and assisting two others to improve the delivery of curriculum supporting student success.
- Two schools have recently appointed new first-time principals.

### Secondary-tertiary pathways

- The Bay of Plenty Trades Academy (BOPTA) appointed Trident High School as the lead provider. BOPTA has involved over 34 secondary schools/ kura across the Bay through a comprehensive network of Trade Academy Hubs to support students to experience Tertiary Trades training as part of their high school experience.
- In partnership with Toi Ohomai Institute of Technology and Te Wānanga o Aotearoa, BOPTA provides Level 1, 2 and 3 Trades courses that support students to experience success through experiential training programmes.
- Tarawera High School has introduced the Vocational Pathways Programme to their curriculum. All secondary schools in this catchment also offer the Gateway Programme.

### Learning Support

- All Kāhui Ako within the catchment have received funding for Learning Support Coordinators roles.
- At the primary level, James Street School provides learning support for Very High ORS funded students in the Whakatāne township through designated classrooms. Kawerau South School provides a similar space for the Kawerau area. At the secondary level, Trident and Tarawera High Schools also have dedicated units for ORS funded students. Other schools provide an inclusive learning environment for students with additional learning support needs.
- Trident High School specialist education unit is at capacity for ORS funded students. Available places can be impacted by out of zone enrolments due to parents' perception of other schools in the area being unable to meet the needs of students.
- The highest unmet need for learning support is within the early childhood sector. There are many home-based ECE services in this catchment and the quality of ECE provision is variable. It can be challenging to identify children who require extra support prior to them entering primary school.

## Here's what is already underway to help us manage education provision in this catchment:

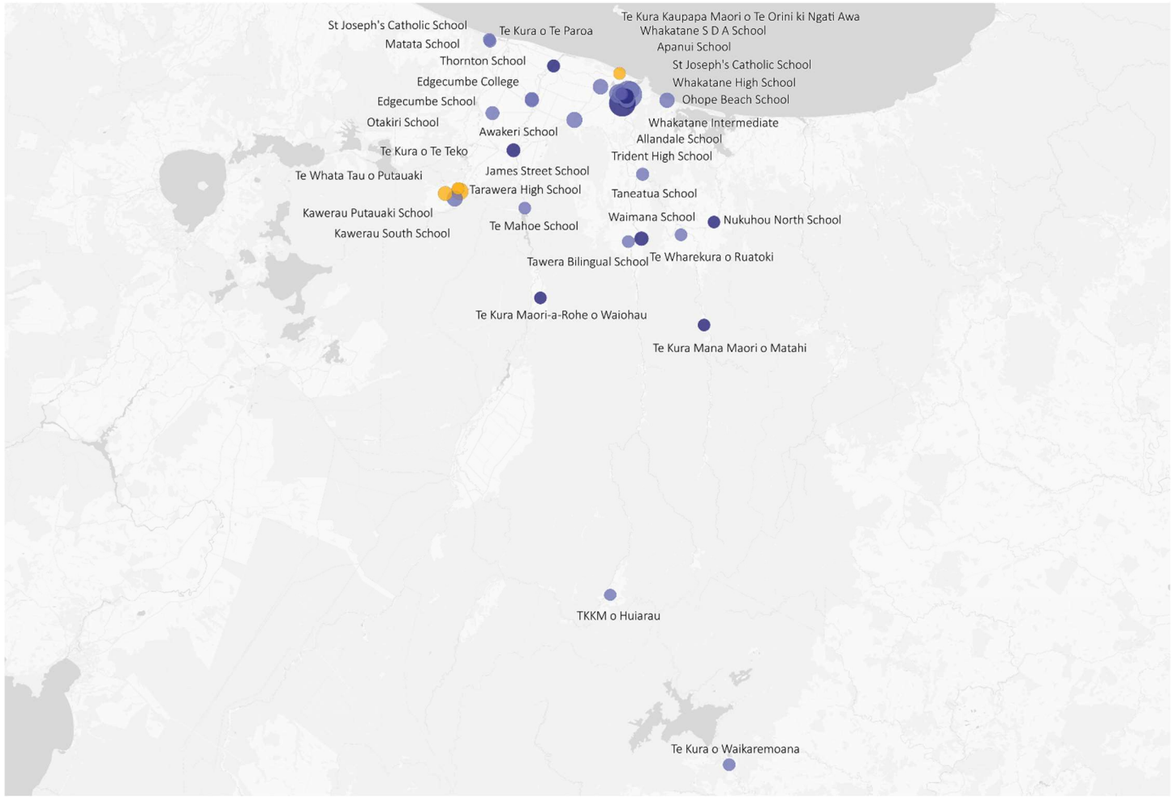
- Funding has been allocated for a significant rationalisation and redevelopment of Edgecumbe College. Pre-construction work is currently underway.
- Schools in the catchment have received funding as part of the Schools Investment Package. Building work is planned or under way at several schools in this catchment, including weathertightness remedial work at Whakatāne secondary schools and new classrooms at Te Kura o Te Pāroa.
- Apanui School was recently destroyed by fire and work is underway to rectify this.

- A review of school transport provision and enrolment schemes is planned for discussion with the schools in this catchment in 2021.

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# Whakatāne: Steady and Stable

## Education Network Plan




The **Whakatāne Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **7,500 learners/ākonga** each year over the next decade to 2030. There are 33 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 25 | 4 | 4 | 0 | **33** |
| Total funded roll | 4,519 | 411 | 2,660 | 0 | **7,590** |
| MME Level 1 & 2 | 497 | 391 | 0 | 0 | **888** |
| ORS-funded roll | 69 | 0 | 43 | 0 | **112** |
| Māori roll | 2,882 | 411 | 1,666 | 0 | **4,959** |
| Pacific roll | 44 | 0 | 16 | 0 | **60** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Whakatāne catchment:

### Secondary-tertiary opportunities

- Facilitate and support the provision of vocational pathways that will engage and retain students who struggle with school. This may involve schools specialising in specific area of expertise.

### Wider network review

- Work with schools to manage enrolment scheme implementation to reduce out of zone enrolments. This means better management of enrolment zones to manage students not attending their local schools, and potentially rationalising surplus building stock to reduce spare capacity.
- Develop mutually respectful and beneficial partnerships with all facets of the community through a considered approach to communication and engagement.

### Learning Support provision

- We will review current provision and forecast demand for dedicated Learning Support provision at secondary level across this catchment.

### Educational support mechanisms

- We will facilitate and/or provide additional support to encourage and build collaboration between schools to improve educational outcomes.
- We will continue to work strategically with other agencies to develop an action plan that will address student participation and engagement rates.
- We will provide increased support for schools and boards to strengthen governance, leadership and teaching capability, and to improve student attendance, engagement and outcomes. We will also continue to support teaching principals to effectively manage both their teaching and leadership responsibilities.

### Strengthening the Māori medium pathway

- Redevelopment to address property condition is planned for Te Kura o Te Pāroa, one of three schools primarily identifying with Ngāti Awa iwi. Work is underway to identify building refurbishment options for Te Kura Kaupapa Māori o Te Orini ki Ngāti Awa.
- We plan to facilitate conversations to understand demand and strengthen secondary pathways, including for bilingual students, and to work with TKKM o Te Orini ki Ngāti Awa to support their readiness to become Year 1 – 13.

### Relationships with external agencies

- We will continue to develop relationships with iwi, Council, tertiary sector, employers, early childhood education providers and other government agencies to align our work in the Whakatāne catchment.



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# Rotorua: Steady and Stable

## Education Network Plan

## Catchment description

The Rotorua catchment comprises the Rotorua district and Rotorua lakes areas extending south to Broadlands and east to Murupara. The catchment is made up of 5 sub-catchments, including Rotorua Central (16 schools/kura), Rotorua East (11 schools/kura), Rotorua West (15 schools/kura), Reporoa (6 schools/kura) and Murupara (5 schools/kura). The city of Rotorua has a population of about 58,500, while the population of the wider district and smaller, rural settlements is about 77,300. In 2021, there were about 14,200 school-age students in this catchment, with 58% of these identifying as Māori.

Rotorua is a major destination for both domestic and international tourism, which has been impacted by the COVID-19 pandemic. Tourism is the district's largest single employer. The rural hinterland also contributes to the economy through agribusiness, forestry and geothermal industries.

Rotorua has strong iwi presence in education provision and support services, school governance and housing/land development in the city. With a wide ranging set of education services including the iwi governed Puna Manawa Early Childhood Centre, Kokiri Alternative Education, and school Te Rangihakahaka Centre for Science and Technology, original land grants to establish schools, and a long history of directly funding whānau scholarship and achievement through the Ngāti Whakaue Endowment Trust, Te Arawa iwi are essential partners with whānau, schools and kāhui ako in this catchment.

## What's influencing the education system in this catchment?

### Network management

- Population monitoring will be updated when the Census projections are released, but trends are expected to include an increasing proportion of Māori families over the next ten years, housing growth in Central and Eastern Rotorua, and steady demand for composite immersion kura and State integrated schools.
- There are a number of housing developments in the initial planning stages in Rotorua, including Pukehangi Heights in Western Rotorua (for potentially 750 – 900 dwellings) and Kāinga Ora delivering housing to vacant land and existing state housing sites across parts of Rotorua.
- Some upgrades to Te Ngae Rd along the eastern side of Lake Rotorua have been undertaken by Waka Kotahi and Rotorua Lakes Council to invest in roading and stormwater infrastructure to unlock urban land development in Eastern Rotorua (for up to 1,100 dwellings).
- Average numbers of school age children in new households depends on the demographic of the housing, and roll growth will need to be monitored as subdivision and building proceeds. At this stage, it is anticipated that new growth will be able to be accommodated in existing schools.

### Māori medium

- Māori immersion learning at Level 1 and 2 is growing in popularity amongst students living in the Rotorua catchment. About 18% of all students identifying as Māori are engaged in Māori medium education, with 1,492 ākonga enrolled in Levels 1 and 2 of the Māori Language Programme. The two composite kura are at capacity and have limited space on site, and several schools with strong appeal for Māori families have increasing rolls.
- Immersion learning is offered through 7 kura and 25 kōhanga reo, and Māori medium programmes are also located within 12 dual medium schools. Most Kura are composite (Years 1 – 13). Within the catchment, there are good pathways for students and whānau opting for a full immersion education from kōhanga through to secondary.
- Choice of kura and dual medium schools is a feature in the Eastern Rotorua and Central Rotorua sub-catchments. Travel is required in the West and Murupara sub-catchments to access schools other than kura kaupapa Māori, and there is no Māori medium provision in Reporoa at present.
- Rumaki or bilingual Level 2 provision is available at 12 dual medium primary schools, and Western Heights High School provides a rumaki at secondary level for a small number of wharekura students.

### Parental choice influencing utilisation

- Ten schools in Rotorua urban area operate enrolment schemes. No schools located in the Murupara or Reporoa sub-catchments operate an enrolment scheme. Some zoned schools can continue to offer enrolment outside of their local area because the school has surplus property. Enrolling families living outside a school's local area may also be supported by board funded school transport.
- There is spare capacity in many schools. Parental choice impacts rural schools and schools in lower decile neighbourhoods, while popular schools can experience accommodation pressures while there are classrooms available nearby. One third of schools in the catchment have rolls of 100 students or less.
- Overall, the school network is anticipated to have sufficient capacity to accommodate known future demand, however there may be pressures at schools nearing capacity, particularly in eastern Rotorua and in dual medium schools focussed on engaging whānau with access to social supports, belonging and Te Reo Māori options.

### Kāhui Ako

- There are 6 Kāhui Ako within this catchment, with the majority of the Rotorua city schools members. The Kāhui Ako are generally location based, with two being faith-based. Māori medium kura and most smaller rural schools within this catchment do not belong to a Kāhui Ako. All Kāhui Ako have been allocated Learning Support Coordinators.

### Leadership and governance

- This catchment has a mixture of long serving leaders and first-time principals. From a leadership and governance perspective it is stable.

### Secondary-tertiary pathways

- Rotorua is home to the central campus of Toi Ohomai Institute of Technology, with the largest programmes on offer being Māori language, nursing, forestry, business, tourism and hospitality. There are Gateway programmes at two of the colleges, plus a small number of Trades Academy places.

### Learning Support

- Rotorua catchment has a considerable number of students identified by Kāhui Ako as having additional learning needs who are accommodated in all Rotorua schools. In addition, around 1% of students have Ongoing Resourcing Scheme (ORS) funding, and are enrolled either directly by most schools, or in hosted classes managed by Rotorua Specialist School – Te Kura Pūkenga o Rotorua.
- The catchment has a relatively high proportion of children in specialist schooling compared to local school enrolment, including one-third of ORS funded new entrant (aged 5 – 6 years) children enrolling in the specialist school.
- Rotorua Specialist School is located in Central Rotorua and enrols students from age 5 to 21. Around 35% of the roll attends at the base school with the remainder learning in eight satellite sites in the urban Rotorua area and one site in Taupō. The base site experiences space pressures and the specialist school does not have a partner for hosting senior secondary students at a local secondary school.
- One-third of ORS funded secondary students are enrolled in the specialist school. Western Heights High School operate a specialist unit, called Te Maru, and Rotorua Lakes High School has a dedicated space for students with additional learning needs. Funding was obtained to increase the roll of Te Maru to increase choice for secondary ORS funded students.
- This catchment also has the Stand Children's Village within its boundaries. This facility provides residential therapeutic care and education for children from around New Zealand and has been working alongside the Eastern Rotorua kāhui ako.

### Early Childhood Education

- With 105 services within this catchment, there is plenty of supply. Quality, however, has been an issue in a small number of cases. Some services are outstanding and have been recipients of the Prime Minister's Education Excellence Awards. There is known to be a shortage of early learning teachers.

## Here's what is already underway to help us manage education provision in this catchment:

- Investment in new classrooms, property upgrades, and rationalisation is underway, and additional funding has been made available for schools to improve their learning environments through the School Investment Package.
- We have acquired a site and are preparing to build a permanent school for Te Wharekura o Ngāti Rongomai, which was formally established as a Year 1-13 Māori medium wharekura in 2017.
- Te Kura Kaupapa Māori o Hurungaterangi has recently changed status to become a Year 1 – 13 wharekura. Funding has been allocated to support the kura to undertake classroom improvements for senior student needs.
- We are redeveloping some spaces at Western Heights High School, including expansion of the school's dedicated unit for ORS funded students, to improve options for secondary ORS funded students.
- Additional classrooms are being provided at Te Kura Kaupapa Māori o Ruamata, Te Kura Kaupapa Māori o Te Koutu, Glenholme School, Ngongotahā School, and Whangamarino School.
- We are working with Rotorua Specialist School to review the existing capacity of the school in its satellite units to ensure there is sufficient space for students. Funding has been allocated for a roll growth classroom at this school.

- We are working with Reporoa College to support educational outcomes.

- We are reviewing the suitability of enrolment schemes across 20 schools and discussing the setting of maximum rolls. An enrolment policy for Bethlehem College has been implemented that includes a maximum number of enrolments from the Rotorua District.
- We are working with Whangamarino School to assess their application to become a designated character school.

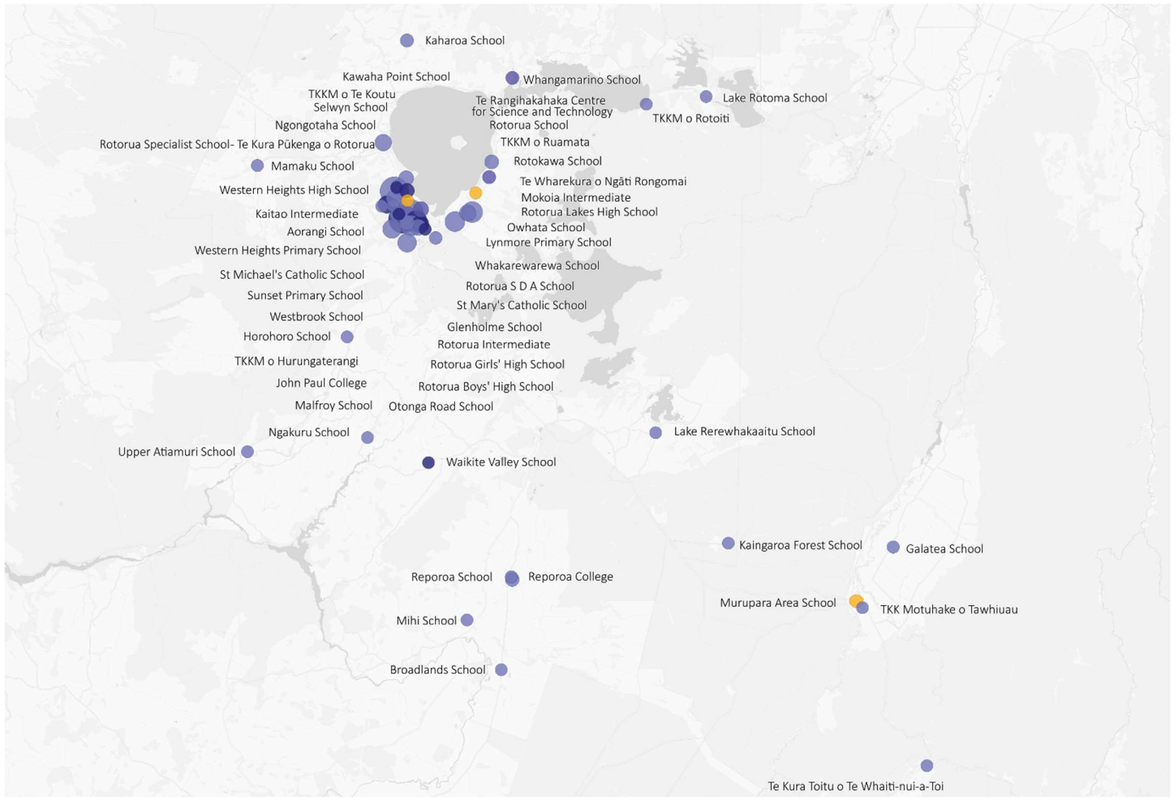


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# Rotorua: Steady and Stable

## Education Network Plan




The **Rotorua Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **14,000 learners/ākonga** each year over the next decade to 2030. There are 51 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 36 | 8 | 6 | 1 | 51 |
| Total funded roll | 8,216 | 1,094 | 4,845 | 92 | 14,247 |
| MME Level 1 & 2 | 816 | 763 | 23 | 0 | 1,602 |
| ORS-funded roll | 63 | 6 | 46 | 91 | 206 |
| Māori roll | 4,544 | 1,093 | 2,589 | 56 | 8,282 |
| Pacific roll | 303 | 1 | 125 | 4 | 433 |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Rotorua catchment:

### Network structure

- We will continue to monitor and plan proactively to meet capacity needs arising from new housing developments and population changes, with a focus on increasing capacity for existing schools if needed.
- We plan to review the school transport network.

### Investment in school property

- We are working with Whakarewarewa School, Rotorua School and Te Kura Kaupapa Māori o Te Koutu about their accommodation needs following recent roll growth.
- We will work with the schools on the future siting needs of composite kura and Te Rangihakahaka Centre of Science and Technology.

### Supporting quality education

- We will continue to assist early learning services, schools and kura to strengthen governance, leadership and teaching capability, to improve engagement and student outcomes, as well as to strengthen their cooperation with each other.

### Strengthening the Māori medium pathway

- We plan to work with key schools to lift access to Māori medium learning, particularly at secondary level. We will continue to support kura to ensure the quality of Māori medium education is consistent, and work to grow the kaiako workforce, particularly specialist teachers.
- We will further develop our Māori medium Network Plan for the Bay of Plenty – Waiariki region.

### Learning Support

- We will develop our forecasting to better understand the need for learning support services within the sector for students identified as having additional learning support needs.
- We will work to encourage schools to strengthen inclusive practice so that ORS funded students are able to access local schooling that connects them to their neighbourhood and wider whānau, particularly at secondary level.
- We will support Rotorua Specialist School to plan for optimal use of its existing spaces to meet the future needs of the school.

### Relationships with external agencies

- We will work to nurture and strengthen our relationship with iwi to strive for positive educational outcomes for tamariki and rangatahi in this catchment.
- We will continue to develop relationships with Council, tertiary sector, employers, early childhood education providers and other government agencies to align our work in the Rotorua catchment.



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# Taupō: Steady and Stable

## Education Network Plan

## Catchment description

The Taupō catchment comprises the townships of Taupō and Tūrangi and a number of smaller settlements in the surrounding rural area. The education catchment is made up of 3 sub-catchments including the rural group of schools (6 schools), Taupō urban (11 schools/kura) and Tūrangi (3 schools/kura).

Taupō township has a permanent population of 25,400 that grew by around 12% from 2013 to 2018. In 2021, around 6,200 students were enrolled in schools in the Taupō catchment. 45% of students identified as Māori, the majority affiliating to Ngāti Tūwharetoa iwi.

The economy of the Taupō District is predominantly based around the tourism industry, however the town also services other industries including geothermal, forestry and dairy farming.

## What's influencing the education system in this catchment?

### Network structure

- The rolls of school across the Taupō catchment vary from 7 students to 700 students across Year 1 – 8 with significant education choice for parents, including state integrated, designated character and private schools.
- At secondary level, there is a tradition of private education amongst some families, and challenges to improve retention that result in around 18% of the secondary students living in the catchment not enrolling in local schools.
- The network has sufficient space overall with some popular schools still needing enrolment schemes to manage additional enrolment requests from outside of their local areas.
- We are investigating needs for additional property investment in Taupō to accommodate secondary school students. We have supported secondary school boards to engage with boards and school communities on the future of secondary schooling in Taupō.
- We have partnered with the Taupō Collective Impact Group, a partnership between Ngāti Tūwharetoa and 11 state agencies, to drive Tūwharetoa aspirations for Taupō.

### Māori medium

- There are 3 kura in this catchment and one rumaki programme within a dual medium school. There are 3 kōhanga reo in Taupō and 3 in Tūrangi. In 2020, kura within the Taupō catchment had enrolled Māori medium students stretching to Waikato, Auckland and Whakatāne. Including those wharekura level students, around 19% of Māori students in Taupō schools are learning in an immersion setting.
- The local iwi, Tūwharetoa, and their associated Trust Board are strongly committed to supporting the learning and educational achievements of Māori children in the rohe.
- There is potential to increase primary participation in Māori medium through strengthened dual medium pathways into secondary. We are investigating a need for stronger wharekura pathways and capacity at kura closest to Taupō.

### Parental choice influencing utilisation

- Seven schools within the Taupō catchment operate enrolment schemes, including a primary enrolment scheme in Tūrangi. Enrolment patterns are influenced by parental choice in Taupō township and Tūrangi, particularly for intermediate and secondary age groups with around 200 students traveling from Tūrangi to schools in Taupō.
- Most primary schools have surplus space allowing families a wide degree of choice of school, including Catholic and Christian education choices.

### Kāhui Ako

- Schools in this catchment were early adopters of the Kāhui Ako model and have been very inclusive from the outset. The Kāhui Ako works with strong collaboration between the member schools, both rural and urban, and the early learning sector. Iwi has also been involved from the outset.
- There has been a strong focus on learning support, and this continues to function well in this catchment with the Kāhui Ako playing a prominent role in ensuring that local provision meets the needs of individual students.
- Under strong leadership this Kāhui Ako continues to be visionary and supportive, including running a conference, the proceeds of which were donated to early learning initiatives.

### Leadership and governance

- Significant support has been provided to Taupō and Tūrangi schools to improve educational outcomes and boost the board's knowledge and focus on retaining local students in school and enrolled in local schools.
- This catchment has a mixture of long serving leaders and first-time principals. From a leadership perspective the catchment has been stable, with a small number of schools requiring formal support and new board and principal appointments being supported with First Time Principal mentoring and governance training.

### Secondary-tertiary pathways

- Each secondary school runs the Gateway Programme, and two colleges have Trade Academies with links to Toi Ohomai Institute of Technology.
- Taupō catchment includes the Taupō campus of Toi Ohomai and a small programme is available via Waikato Institute of Technology. In addition, the area hosts small industry and private education providers. The Taupō District Council's District Economic Strengthening Plan includes a tertiary hub project that aims to attract more tertiary level training providers to the District by 2022.

### Learning Support

Most schools within the catchment have some ORS enrolments and parents have a range of choices including a specialist school unit, Learning Support units in mainstream schools, and inclusion within mainstream classrooms.

- Mountview School hosts a satellite unit of Rotorua Specialist School with a small number of students. Rolls in state school Learning Support units have declined with a group of ORS funded students enrolled in a private school in Taupō, which offers a range of programmes for children with autism and other additional learning needs.
- With 1 primary school, 1 kura and an Area School, there are limited options for learning support students in Tūrangi.

### Early childhood education

- The emphasis is moving our focus from participation to quality. There are limited early learning centres in Tūrangi. We are working with some centres to lift quality and support retention of capable centre managers. A private provider is considering establishing an early childhood service in Tūrangi.

## Here's what is already underway to help us manage education provision in this catchment:

- Since 2017, new enrolment schemes and/or new classroom provision were introduced for Te Kura Kaupapa Māori o Whakarewa ki Tūwharetoa, Taupō-nui-a-Tia College, Taupō Intermediate, and Wairakei Primary School. Marotiri School implemented an enrolment scheme in 2020.

- Redevelopment and rationalisation at existing secondary schools in Taupō and Tūrangi is being planned.
- Additional funding has been announced to allow schools to remedy property issues and thus improve learning environments.

- We will be improving knowledge about what parents want for future education, learning support inclusion and transport provision in the wider Taupō catchment.
- We have been working with TKKM o Waitahanui to progress their application for a change of class to Year 1 – 13, and re-designation as a designated character school (kura-ā-iwi).

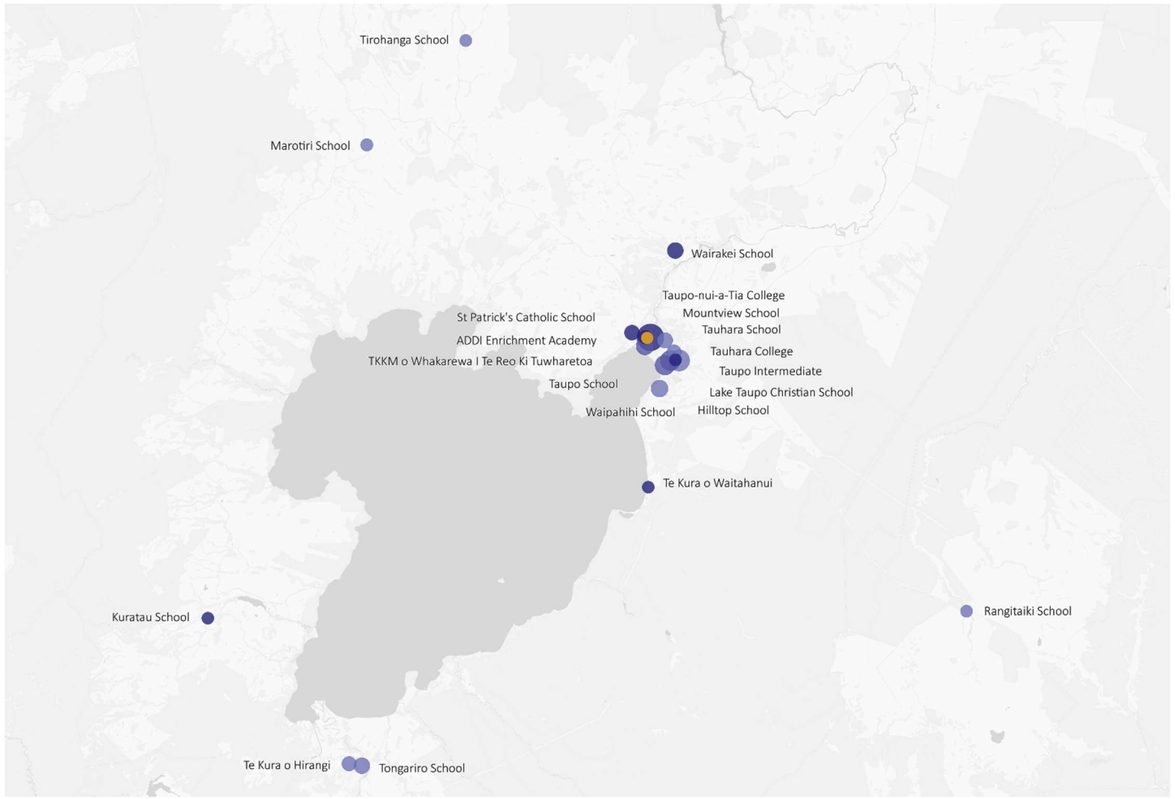
- Ten Learning Support Coordinators have been appointed in this catchment.

- The "Rock On" initiative, and associated 'Impact Days", have been introduced in this catchment to positively influence attendance and engagement at schools. This is a multi-agency approach to re-engage students.

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# Taupō: Steady and Stable

## Education Network Plan




**The Taupō Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **6,300 learners/ākonga** each year over the next decade to 2030. There are 20 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 13 | 5 | 2 | 0 | **20** |
| Total funded roll | 3,605 | 937 | 1,736 | 0 | **6,278** |
| MME Level 1 & 2 | 119 | 435 | 0 | 0 | **554** |
| ORS-funded roll | 24 | 22 | 16 | 0 | **62** |
| Māori roll | 1,397 | 817 | 600 | 0 | **2,814** |
| Pacific roll | 75 | 13 | 45 | 0 | **133** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Taupō catchment:

### School property investment

- We will work with Tongariro School to consider how to further develop transitional support and vocational training, learning support provision, and community relationships.

### Wider network review

- We will work with schools to effectively manage enrolment schemes.
- We will continue to monitor school rolls in the catchment with a view to balancing the network and optimising the use of existing capacity, in conjunction with a review of school transport.
- We will support strengthening of secondary provision in Taupō catchment including lifting retention of Māori students in secondary pathways.
- We will facilitate and support the provision of vocational pathways to engage and retain students who struggle with school.

### Educational support mechanisms

- We will continue to assist schools to strengthen governance, leadership and teaching capability, to improve engagement and student outcomes.

### Strengthening the Māori medium pathway

- We will engage with iwi as part of consultation process when potential changes are planned, and to support the achievement of iwi goals for "Tūwharetoa Medium" schools.
- We will plan in a coordinated way with other regions where kura are supporting secondary provision to students outside Taupō catchment.
- We will support the extension of Māori medium provision into secondary at Te Kura o Waitahanui, as well as the development of dual provision at secondary school level in Taupō.

### Learning Support

- We will engage with parents about current and anticipated demand for support services for ORS funded students and students with additional learning needs within the catchment.

### Relationships with external agencies

- We will work closely with Taupō District Council to ensure that there is enough capacity within the schooling network to cope with any future residential developments and associated population growth
- We will nurture and strengthen our relationship with Ngāti Tūwharetoa to deliver on our shared educational aspirations.
- We will continue to develop relationships with Council, tertiary sector, employers, early childhood education providers and other government agencies to align our work in the Taupō catchment. In particular, we will continue to participate in and promote multi-agency approaches to issues such as disengagement and non-attendance, as well as working with REAP to assist in the delivery of the School Attendance Service.



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# HAWKE'S BAY TAIRĀWHITI

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# Hawke's Bay Tairāwhiti Regional Statement

National Education Network Programme

## Director's message



The catchments across the Hawke's Bay/Tairāwhiti region are predominately steady and stable.

We have significant government investment in housing in Napier and Hastings over the next three years. We will be working with communities and councils to ensure schooling provision meets the needs and aspirations for learners and their whānau.

As a region, we continue to work with our key stakeholders and communities to ensure our schooling network meets current and future need.

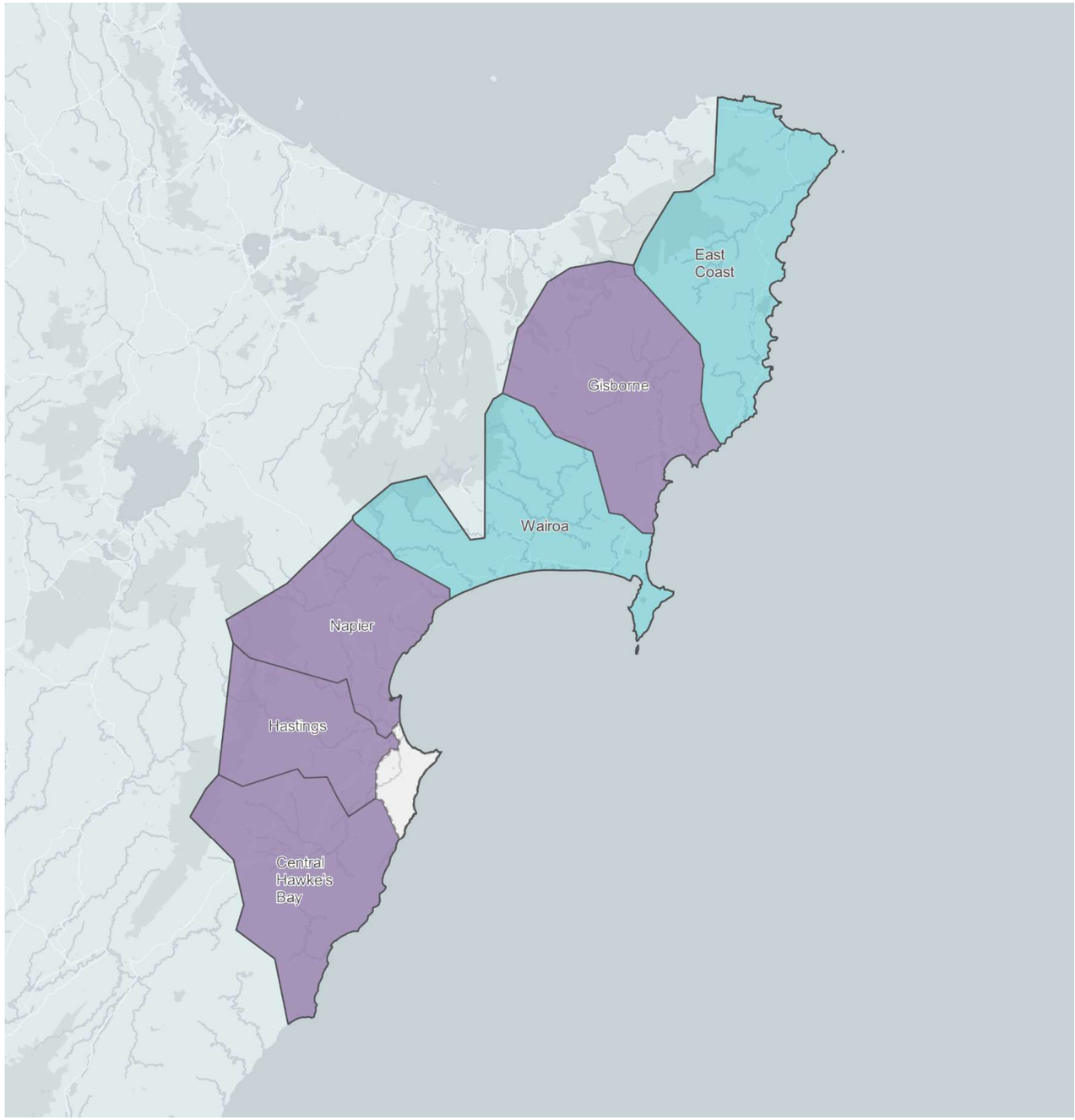
Linking in with our region's Māori medium planning, we are seeing an increase in the demand for both Māori medium pathways and educational options for Māori language provision with our kura auraki.

We are currently tracking and monitoring the impact of COVID-19 and how this is influencing population growth and decline of school-aged children across Hawke's Bay and Tairāwhiti.

I am very pleased to present the following catchment plans for Hawke's Bay/Tairāwhiti out to 2030. Our priority is to work to deliver a more equitable and sustainable local network of schools. We know the importance of working collaboratively to deliver these results.

He waka eke noa

Daniel Murfitt






New Zealand Government

# Hawke's Bay Tairāwhiti Regional Statement

National Education Network Programme

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**Regional summary**

- In total, we have seven catchments that make up the Hawke's Bay/Tairāwhiti region. Six of these are included in this plan, while the Havelock North catchment was incorporated into the National Education Growth Plan as a Steady Growing catchment. Most of the remaining six catchments are projected to experience relatively stable population change out to 2030, with some pockets of growth and some pockets of declining school age populations.

| Catchment | Population Profile |
|---|---|
| Gisborne | Steady and Stable |
| Napier | Steady and Stable |
| Hastings | Steady and Stable |
| Central Hawke's Bay | Steady and Stable |
| East Coast | Trending Down |
| Wairoa | Trending Down |

- Across the Hawke's Bay/Tairāwhiti Region there has been an increase in the total population of 8.9% (19,053 people) between 2013 and 2018, compared to an increase of less than 1% (2,550 people) between 2006 and 2013. If we look at population change for the Hawke's Bay district, there has been an increase of 9% (15,189 people) between 2013 and 2018, compared to an increase of 2.3% (3,396 people) between 2006 and 2013. In the Gisborne district we experienced a decline in the total population of 2% (846 people) between 2006 and 2013, compared to an increase of 8% (3,864 people) between 2013 and 2018.
- Between 2013 and 2018, five of the six catchments have experienced a school-aged population increase. This ranged from 4% to 9%. The school-age population in the East Coast catchment decreased by 2% between 2013 and 2018.
- In July 2021 we had 39,972 students enrolled at our schools; 35,671 of these are in the catchments in this document. Of these students, 45.8% (18,483) identify as Māori.

| No. of schools in these plans | 2018 roll | 2019 roll | 2020 roll | 2021 roll |
|---|---|---|---|---|
| 169 | 36,221 | 36,310 | 36,353 | 35,671 |

- As of January 2021, 97 schools and kura with 18,530 ākonga in Hawkes Bay/Tairāwhiti have been invited to join the Ka Ora, Ka Ako, healthy school lunches programme.
- Between 2014 and 2019 the gross domestic product (GDP) for the Hawke's Bay district has increased by 31.3% and in the Gisborne district it has also increased by 31.6% The 2019 GDP per capita is $50,251 for Hawke's Bay and $44,004 for Gisborne. The national average is currently $62,165.

**This is how we're planning for change in our region:**

- The effects of the COVID-19 pandemic will be monitored carefully over the next few years to see how employment and populations are moving within our region.
- In order to address roll growth pressure across the region, funding has been allocated for 30 additional teaching spaces from Budget 2019. These will be progressively delivered to schools over the next three to five years.
- We also received roll growth funding for six classrooms for Māori medium education from Budget 2017. Some have been delivered and/or planning is underway.
- In 2019 we developed a system and process to connect in with the Councils across our region. The purpose of this process is to share information, including identifying trends and patterns in regard to Council residential building plans, school-aged population shifts and any other information that would support future planning for the education network.

**These are our regional priorities:**

- In the short and medium term, we will continue to review enrolment schemes to help distribute growth within catchments.
- As enrolment schemes are embedded and we are able to gain a clear picture of enrolment patterns, we will provide roll growth classrooms when and where required. We will continue working with kura, schools and local stakeholders to plan for and manage population changes.
- An analysis of projected school age population and school capacity shows that generally there is sufficient capacity in the Hawke's Bay/Tairāwhiti network to accommodate anticipated demand. There are, however, areas where additional capacity needs to be provided. This additional capacity will support both English and Māori medium education provision.
- We will continue to work with Iwi and communities around growth and decline to provide the best programmes and facilities for students in our region.
- We will continue working with kura, schools, local councils and the community to plan for and manage population changes to ensure best use of the local school network.

**Early learning provision in our region:**

- Whānau have a number of early childhood education options available to them across Hawke's Bay/Tairāwhiti. In 2020 10,398 children participated in early childhood education.
- An increase in home-based care rolls is correlated to declining playgroup rolls, particularly in the rural areas.

**Learning Support provision in our region:**

- There is increasing demand for more Learning Support options across the catchment, with a stronger desire for mainstream integrated schooling options. Currently approximately one-third of ORS funded students learn in a specialist school or associated satellite, and the other two-thirds attend a mainstream school.
- Five out of the six catchments across the Hawke's Bay/Tairāwhiti region have Learning Support Coordinators. Three Kāhui Ako in the Gisborne catchment, each with a Learning Support Coordinator allocation, have merged to form a new cluster– Tūranganui a Kiwa. This has enabled greater flexibility in the allocation of staffing resources. The reallocation enables the cluster to better match provision to local knowledge and context of learner needs.

**Māori medium provision in our region**

- Provision of level 1 and 2 Māori medium varies across our region. The East Coast catchment has a high proportion of Māori students and a high number of these students have access to Māori medium education.
- We will work with kura, iwi, hapū, whānau and Māori education organisations to support ākonga Māori and their whānau to pursue the education pathways they aspire to.

| Māori medium | |
|---|---|
| No. of schools/kura offering Level 1 & 2 | 31 |
| No. of Level 1 students | 1982 |
| No. of Level 2 students | 537 |
| % of Māori students | 13.4% |
| % of all students | 6.2% |

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# Gisborne: Steady and Stable

## Education Network Plan

## Catchment description

Gisborne is a port city located in the Gisborne/Tairāwhiti region on the eastern coast of the North Island. The Gisborne catchment covers the entire urban area of Gisborne, extending from Wharerata in the south to Wainui Beach in the north, and includes the rural hinterland to the northwest. The catchment contains 35 schools and kura, with the majority located in the Gisborne urban area and a small number of schools in the surrounding rural area.

Historically, agriculture has been the dominant industry in the Gisborne district. However, agriculture has diversified over the years and now forestry, viticulture, horticulture and manufacturing industries such as food processing are becoming increasingly important.

The 2018 Census data shows a total population of about 47,517 in the Gisborne district, an increase of about 8% since 2013. The school-age population increased by about 4% between 2013 and 2018.

## What's influencing the education system in this catchment?

### Network management

- One third of the schools in the Gisborne catchment have enrolment schemes in place, with 24 schools not having one. The two intermediate school enrolment scheme boundaries overlap. The three state secondary schools and the state integrated secondary school are all in the north-western part of the city, with only the state integrated secondary having an enrolment scheme in place.

### Rural and isolated schools

- A number of small rural schools in this catchment service a very large geographical area. With forestry increasingly replacing agricultural land use across the region, school rolls at some of these schools are declining.

### Leadership and governance

- Three school boards have a statutory intervention in place to help guide effective governance practice.
- We are providing a range of supports to a number of other schools in relation to leadership and governance.

### Māori medium

- Fifteen Kōhanga Reo are located across the catchment. Beyond early learning, there are three Kura Kaupapa Māori options and three additional school options providing Māori medium education.
- A further 14 schools across the catchment provide Māori language provision options between Levels 2 - 4.
- In 2020, Manutuke School became a designated character school, and in 2021 became a Y1-10 kura, delivering the curriculum through the stories and histories of Rongowhakaata.

### Kāhui Ako

- There are a number of Kāhui Ako in the Gisborne catchment, including Taha Tinana, Taha Hinengaro, Taha Whānau and Porou Ariki. Taha Tinana, Taha Hinengaro and Taha Whānau work collaboratively as a trio of Kāhui Ako. Some early learning services are part of Kāhui Ako.
- Two schools within the Gisborne catchment providing Māori medium education are members of Porou Ariki Kāhui Ako, with the remaining schools within this Kāhui Ako from the neighbouring East Coast catchment.

### Learning Support

- The learning support unit at Riverdale School is planned to be replaced under the Portable Modular Classroom (PMC) project.
- Due to weather tightness issues with the original learning support unit at Gisborne Girls' High School, a purpose-built unit was opened in 2019.
- In order to consolidate and coordinate their collective effort, three Kāhui Ako in the Gisborne region, each with a Learning Support Co-ordinator allocation, have merged to form a new cluster– Tūranganui a Kiwa. This has enabled greater flexibility in the allocation of staffing resources. Two of the high schools have each reallocated one of their two Learning Support Co-ordinators to lift provision at an intermediate and another high school in the cluster. The reallocation enables the cluster to better match provision to local knowledge and context of learner needs.

### Early childhood education provision

- There are 15 Kōhanga Reo, eight Kindergartens, one hospital-based service, four Playcentres, five Home-Based services, 24 Education and Care services and nine Playgroups in Gisborne. Transport is provided to some early learning services.
- Currently one Kōhanga Reo is permanently relocating premises. A new Education and Care service is working towards opening later this year. There is also community interest for the establishment of a Rudolf Steiner Kindergarten.
- Rutene Road Kindergarten is looking at expanding and establishing new services including a Pasifika service and a bilingual service.

## Here's what is already underway to help us manage education provision in this catchment:

- Three school boards are currently supported by a statutory intervention.
- Two schools in this catchment (Kaiti School and Te Wharau School) have recently had funding announced for additional teaching spaces to address roll growth pressure. We are working with schools to deliver these teaching spaces.
- Three schools with weathertightness issues and/or infrastructure issues/ageing stock have been identified as requiring significant remedial work and we will continue to progress these projects.



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# Gisborne: Steady and Stable

## Education Network Plan




The **Gisborne Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting around **8,400 learners/ākonga** each year over the next decade to 2030. There are 35 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 26 | 4 | 5 | 0 | **35** |
| Total funded roll | 4,980 | 557 | 2,618 | 0 | **8,155** |
| MME Level 1 & 2 | 353 | 362 | 110 | 0 | **825** |
| ORS-funded roll | 77 | 13 | 37 | 0 | **127** |
| Māori roll | 3,048 | 506 | 1,571 | 0 | **5,125** |
| Pacific roll | 141 | 4 | 73 | 0 | **218** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Gisborne catchment

### Network management

- We plan to work with primary schools to support better management of enrolment schemes, including comprehensively reviewing scheme boundaries.
- As part of the review of enrolment scheme boundaries, we will consider potential alignment with transport policy mechanisms to improve transparency and clarity around funding.
- We will continue to review and monitor school rolls and network utilisation to ensure best use is made of the local schooling network.

### Investment in school property

- Planned school property projects provide an opportunity to consider appropriate rebuild rolls for individual schools and kura, as well as the opportunity for future Māori medium provision.

### Strengthening the Māori medium pathway

- We will work alongside Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa (TRN) to consider how best to support ākonga enrolled in an East Coast kura but learning in central Gisborne.



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# Wairoa: Trending Down

## Education Network Plan

## Catchment description

Wairoa is a town located in the Hawke's Bay region on the eastern coast of the North Island. The Wairoa catchment extends from Kotemaori and Mohaka in the south to Māhia in the east, and Mōrere to the north. The catchment contains 14 state and state integrated schools and kura, with five of these located in the Wairoa urban area, and the remainder located in the surrounding rural hinterland.

The Wairoa economy is dominated by agriculture, forestry and horticulture industries, along with support and business services.

The total population of Wairoa is 8,300 as of the 2018 Census data, an increase of about 6% since 2013. Almost 70 percent of the population is of Māori descent. The school-age population increased by a smaller amount (about 3%) between 2013 and 2018.

## What's influencing the education system in this catchment?

### Network management

- Primary schools within the Wairoa township include one state integrated school providing education for students in Years 1-8 and two contributing primary schools. Nine small rural full primary schools service their immediate communities over a large geographical area.
- Frasertown School (8km from Wairoa) is the only school in Wairoa that has an enrolment scheme in place, and has students from the local area and from the Wairoa township on its roll.
- Wairoa College (Years 7-15) is the only secondary school in the catchment. On reaching secondary school age, some students enrol in Hawke's Bay boarding schools for secondary education, or travel through to Gisborne.

### Isolated and rural schools

- Recruitment and retention of experienced school leaders is difficult within the Wairoa catchment. Just under half of the schools are led by first-time principals.
- The cost of maintaining and upgrading school property is increased by isolation and the limited pool of contractors willing to travel to Wairoa from Gisborne or Hawke's Bay
- Additional funding is often required by the Ministry to assist schools and kura to address essential infrastructure issues – generally water supply and sewage.

### Kāhui Ako

- Most schools and some Early Learning Services within the Wairoa catchment are members of Kāhui Ako. Of these, the Kura Kaupapa Māori is part of Kahungunu Kāhui Ako, while the others are members of Mata Nui o Kahungunu Kāhui Ako.

### Māori medium

- There is high demand and numerous pathways for ākonga to learn through Māori medium in this catchment. There are 12 Kōhanga Reo located across the Wairoa catchment. Beyond early learning, more than three-quarters of schools and kura in the Wairoa catchment provide Māori medium education at level four or above for learners.
- Available options for continuing Māori medium pathways in this catchment include one Te Aho Matua affiliated kura, Te Kura Kaupapa Māori o Ngāti Kahungunu o Te Wairoa, a Year 1-15. Two primary schools provide Māori medium education opportunities.
- Wairoa College provides Māori language provision at Levels 2 to 4, and Wairoa Primary offers Level 1.

### Learning Support

- The Wairoa catchment currently has four Learning Support Coordinators appointed, four Resource Teacher: Learning and Behaviour (RTLB) and a Practice Lead Support person.

### Early childhood education

- There are 12 Kōhanga Reo, three Kindergartens, two Playcentres, three Education and Care services and one playgroup service in the Wairoa catchment. One kindergarten is expanding and will increase the number of children under 2 years that can enrol. A Kiwiana early childhood service is planning to expand to allow provision for an additional 12 children. Transport is provided to some services.

### School buses/transport

- The most recent school transport route review was conducted in 2019 (to take effect in 2020) and resulted in a number of school bus routes merging due to declining eligible student numbers.
- All the contributing schools have a number of students not attending their closest school and several schools run their own bus services.

## Here's what is already underway to help us manage education provision in this catchment:

- We are continuing to target support for schools in relation to governance and leadership. Targeted professional learning and development and the Beginning Principals' Leadership Development contract further assists less experienced leaders.
- Targeted governance training and support is provided by the New Zealand School Trustees Association (NZSTA), Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa (TRN) and the Ministry of Education for school boards and kura whānau in the Wairoa catchment.

- Funding for additional classrooms has recently been announced to cater for expected roll growth at Te Kura Kaupapa Māori o Ngāti Kahungunu o Te Wairoa.

- A number of schools are in the Pre-fabricated Modular Classrooms (PMC) project. With most of these schools being small and isolated rural schools, the PMC project will see the entire school replaced.
- We are working with affected schools to develop a plan for the removal and replacement of their PMC's. In most cases these will be replaced with Modular Buildings.

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# Wairoa: Trending Down

## Education Network Plan




The **Wairoa Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **1,400 learners/ākonga** each year over the next decade to 2030. There are 14 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 12 | 1 | 1 | 0 | **14** |
| Total roll | 835 | 136 | 488 | 0 | **1,459** |
| MME Level 1 & 2 | 53 | 136 | 0 | 0 | **189** |
| ORS-funded roll | 12 | 3 | 6 | 0 | **21** |
| Māori roll | 677 | 135 | 436 | 0 | **1,248** |
| Pacific roll | 9 | 0 | 5 | 0 | **14** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Wairoa catchment

### Network management

- We will continue to review and monitor the impact of student roll growth and decline in schools and kura, to ensure education and property needs are prioritised where and when needed.

### School property

- Planned school property projects provide an opportunity to consider appropriate rebuild rolls for individual schools, as well as improve the quality of the physical learning environment.

### Māori medium

- Strengthen existing Māori medium provision pathways.



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# Central Hawke's Bay: Steady and Stable

## Education Network Plan

## Catchment description

The Central Hawke's Bay catchment covers the same area as the Central Hawke's Bay District, covering an area of more than 300,000 hectares. It covers the area from Pukehou in the north to Takapau in the south, and from the western Ruahine ranges to the east coast.

There are two main urban areas in Central Hawke's Bay - Waipukurau and Waipawa. The remainder of the district is mostly rural and served by a number of smaller towns. The largest industries in the catchment are horticulture and agriculture, and the Takapau meatworks is also a significant employer.

The demographic make-up of the catchment has changed as a result of more affordable housing in the area. Changing demographics are also creating more demand for a curriculum including te reo me ngā tikanga Māori learning experiences and opportunities.

The catchment, like many rural catchments across the country, experiences a highly transient population due to the agricultural nature of the rural economy.

Te Aute College is a special character state integrated Māori boarding school. The appeal of the special character is growing "strong Māori males".

## What's influencing the education system in this catchment?

### Whānau are exercising choice

- School utilisation across the catchment means that there is surplus capacity at schools in this catchment. This enables whānau to exercise choice. As a result, some students do not attend their local schools. This is exacerbated by a number of rural schools funding their own buses into towns, thus further enabling students to attend a non-local school. Also, many of the rural schools have transient rolls, due to the nature of workforce transience.

### leadership and governance

- There is a high number of teaching principals in this catchment, reflecting the number of schools with small rolls.

### Māori medium

- Te Kura Kaupapa Māori o Takapau caters for learners up to Year 8. As of July 2021 the roll was 10.
- The Terrace School provides Māori medium education up to Year 8. There is a lack of provision for Māori medium education beyond Year 8 in this catchment. Options to continue Māori medium pathways are either south towards the Dannevirke catchment or northwards to the Napier and Hastings catchments.
- Most primary-aged students transitioning from Māori medium education at Year 8 attend Central Hawke's Bay College which does not offer Māori medium learning. Tamariki and their whānau are therefore unable to continue their Māori medium education journey within this catchment.

### Kāhui Ako

- There are two Kāhui Ako in the Central Hawke's Bay catchment. All schools and many early learning services belong to a Kāhui Ako in the catchment, except for Te Aute College which belongs to the Matariki Kāhui Ako located in the Napier catchment. There is a strong collegial approach in delivering Learning Support across this catchment, with Kāhui Ako working together as a "community of educators" including early childhood learning.

### Learning Support

- The catchment is experiencing a higher proportion of early interventions due to greater awareness of support services available as well as schools identifying issues early.
- Learning Support and ORS needs have increased in catchment. Some high needs students are travelling 30 minutes to attend Kowhai School (in the Hastings catchment) to access support that is not available within the more rural Central Hawke's Bay catchment.

### Early childhood education

- Early childhood education in the catchment is strong, in particular through the number of playgroups, play centres and the extent of the Home-based education network.
- There is strong demand for early learning through Māori immersion, with local Kōhanga Reo at full capacity. Resource teachers at Kōhanga Reo have worked well with mainstream schools to support children's transition to school.

## Here's what is already underway to help us manage education provision in this catchment:

- We are providing support for school leaders, and the New Zealand School Trustees Association (NZSTA) and Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa (TRN) are active with governance support for School and Kura Boards.
- A Commissioner has been supporting Te Aute College from October 2019.

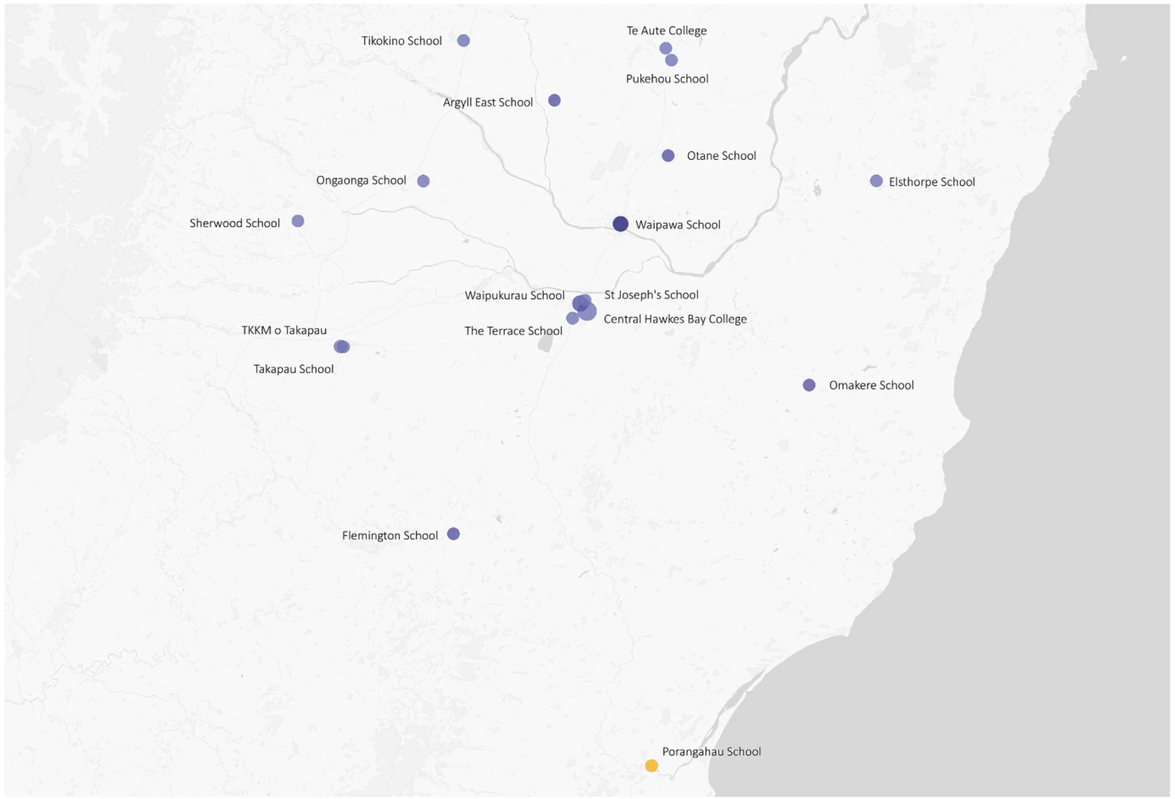
- All school transport routes in the catchment have recently been reviewed. Four bus routes in the catchment have been cancelled or merged as they are no longer necessary.
- In order to provide equitable access to education some school bus routes have changed. We are considering how to improve alignment of transport entitlement zones and enrolment schemes.

- Several schools in the catchment have been identified as requiring some level of investment in Pre-fabricated Modular Classrooms. A number of these schools are expected to be fully redeveloped over the next 10 years. No other major redevelopments are planned for this catchment.
- Two new early learning centres opened in 2020.

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# Central Hawke's Bay: Steady and Stable

## Education Network Plan




The **Central Hawke's Bay Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **2,250 learners/ākonga** each year over the next decade to 2030. There are 18 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 16 | 0 | 2 | 0 | **18** |
| Total funded roll | 1,707 | 0 | 615 | 0 | **2,322** |
| MME Level 1 & 2 | 50 | 0 | 0 | 0 | **50** |
| ORS-funded roll | 7 | 0 | 7 | 0 | **14** |
| Māori roll | 621 | 0 | 266 | 0 | **887** |
| Pacific roll | 34 | 0 | 7 | 0 | **41** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Central Hawke's Bay catchment

### Network management

- We are considering implementing enrolment schemes at Flemington, Pukehou, Waipawa and Waipukurau Schools. We are reviewing enrolment schemes at several other schools.
- Consider scenario modelling to understand the potential outcomes should more students attend their local schools.

### Māori medium

- A regional priority is to work with school boards and in particular English medium secondary schools to provide Māori medium education opportunities for Year 9-13 learners
- Strengthen existing Māori medium provision pathways

### School property

- Consider potential opportunities for investment in improving the learning support space at Central Hawke's Bay College Learning Support which is seeing increasing numbers of students filter through from the primary network.

### Learning support

- Development of a regional Learning Support Strategy will help identify and support opportunities to provide Learning Support across a network of smaller schools, dispersed rurally.

### Early childhood education

- Development of a regional Early Childhood Education Strategic plan will provide a strategic overview of where and when new services are planned for opening and operating.



New Zealand Government

# Tairāwhiti / East Coast: Trending Down

Education Network Plan

## Catchment description

The Tairāwhiti/East Coast catchment stretches northwards along the coast from Gisborne, extending from Whāngārā in the south to Pōtaka in the north beyond the East Cape. The catchment includes 10 state schools and five Te Kura Kaupapa Māori. The area is rural and very isolated with many small settlements, the larger ones being Tolaga Bay, Tokomaru Bay, Ruatōria and Te Araroa.

The Tairāwhiti/East Coast economy is predominantly driven by exporting agriculture and forestry-based products, horticulture and tourism. The catchment has been significantly affected by the economic impact of COVID-19. The region has been identified as a priority for early investment and support through the Provincial Growth Fund, with a recent investment in the wood processing industry as well as additional support to redeploy forestry workers.

Census 2018 data shows a total population of the East Coast area of 3,576 residents, an increase of about 0.5% since 2013. Almost 96% of the population is of Māori descent. The school-age population decreased by a small amount (about 2%) between 2013 and 2018.

## What's influencing the education system in this catchment?

### Network management

- Three schools in the Tairāwhiti/East Coast have enrolment schemes in place to manage overcrowding. Most schools and kura service their local communities. Although the Ruatoria-based wharekura is well supported, student roll numbers have steadily declined at the neighbouring area school (Ngata Memorial College) as local students continue to travel beyond Ruatoria for their education. Whāngārā School, 30km northeast of Gisborne, attracts students from a broad area.
- Students across the Tairāwhiti/East Coast catchment area have good access to education in English and Māori medium settings. Five schools and kura provide a co-educational schooling option for students and ākonga from Years 1-15 and ten schools and kura provide this option from Years 1-8.
- Approximately 60 students enrolled in Te Kura Kaupapa Māori o Kawakawa mai Tawhiti (in Hicks Bay) are educated in a Gisborne-based facility.

### Leadership and governance

- Some schools and kura within the Tairāwhiti/East Coast Catchment area experience difficulty attracting experienced principals or tumuaki.
- One school has a statutory intervention in place to help guide effective governance practice. Targeted governance training and support is provided by the New Zealand School Trustees Association (NZSTA), Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa (TRN), the Ministry of Education and private providers for boards and kura whānau.

### Māori medium education pathways

- Early childhood education is predominantly taught in te reo Māori, with 65% of early learning services across the catchment being Kōhanga Reo.
- Available options for continuing a Māori immersion pathway within this catchment include two Year 1-15 wharekura and three Year 1-8 kura. Tolaga Bay Area School and Whāngārā School also provide Māori language provision at Level 1 (curriculum is taught in Māori between 81-100% of the time). Hiruharama School provides Level 1 and 2 (curriculum is taught in Māori between 51-81% of the time) Māori language provision. Many students travel to the school from Ruatoria.
- Beyond early learning, 80% of the schools and kura in the Tairāwhiti/East Coast catchment provide Māori language provision at Level 4 (curriculum is taught in Māori between 12-30% of the time) or above for learners.

### Kāhui Ako

- There are two Kāhui Ako within the East Coast catchment, including Porou Ariki and Te Kāhui Ako o Ngā Kura Kaupapa Māori o Ngāti Porou. Most schools and kura are members of these Kāhui Ako. Both Kāhui Ako are at the early stages of collaboration. Some Early Learning Services and Te Kōhanga Reo are part of Kāhui Ako.

### Learning Support

- The Tairāwhiti/East Coast catchment has four Learning Support Coordinators.

### Early childhood education

- There are 15 Kōhanga Reo, one Kindergarten, one Education and Care service and six Playgroups in the Tairāwhiti/East Coast catchment. Currently, one Kōhanga Reo is permanently relocating premises.
- Transport is provided to many Kōhanga Reo.
- The dispersed and limited population base across the catchment makes it financially unviable for additional kindergartens and Education and Care services to be established in the catchment.

### School buses/transport

- The most recent bus route review found the number of eligible students in this catchment declining. The majority of students on Ministry of Education buses are from Te Araroa and Ruatoria. Without these learners, the viability of the bus network would be compromised. Some schools/kura receive transport funding and a further four kura support the bus network on the East Coast.

## Here's what is already underway to help us manage education provision in this catchment:

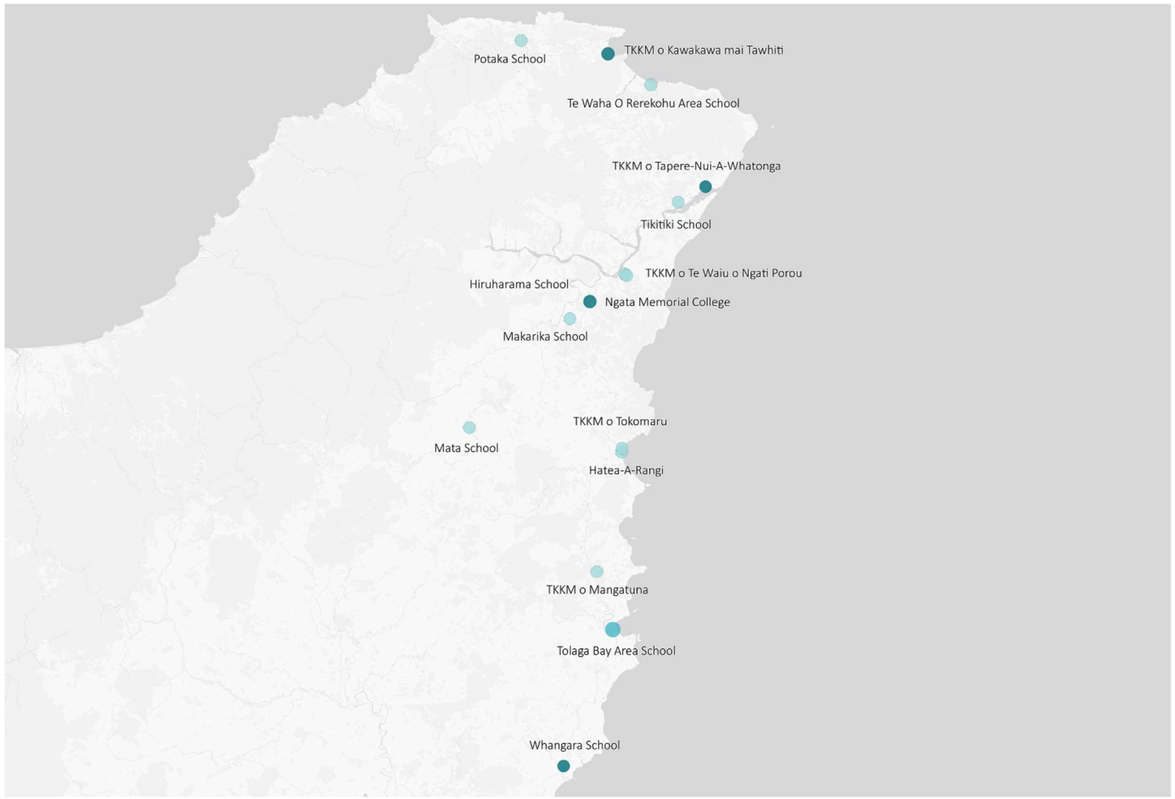
- We are continuing to target support for schools in relation to governance and leadership – particularly in relation to relatively new leaders.
- We have statutory support in place for two schools and will continue to monitor school leadership and governance needs and work with NZSTA to provide ongoing targeted support as required.

- Two schools recently had funding announced for additional teaching spaces to address roll growth pressure. We are working with the schools to deliver these teaching spaces.
- One school has been identified as requiring replacement teaching spaces through the Pre-fabricated Modular Classrooms (PMC) project.
- Tolaga Bay Area School is undergoing a school wide redevelopment of approximately 80% of the buildings to address infrastructure issues and replace and modernise ageing stock.

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# Tairāwhiti / East Coast: Trending Down

## Education Network Plan




The **Tairāwhiti / East Coast Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **1,100 learners/ākonga** each year over the next decade to 2030. There are 15 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 10 | 5 | 0 | 0 | **15** |
| Total roll | 434 | 758 | 0 | 0 | **1,192** |
| MME Level 1 & 2 | 276 | 337 | 0 | 0 | **613** |
| ORS-funded roll | 11 | 8 | 0 | 0 | **19** |
| Māori roll | 407 | 728 | 0 | 0 | **1,135** |
| Pacific roll | 0 | 3 | 0 | 0 | **3** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Tairāwhiti/East Coast catchment

### Network management

- We will continue to review and monitor the impact of student roll growth and decline in schools and kura, to ensure education and property needs are prioritised where and when needed.

### Property

- Planned school property projects provide an opportunity to consider appropriate rebuild rolls for individual schools, as well as improve the quality of the physical learning environment.

### Māori medium

- We will work alongside Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa (TRN) to consider how best to support ākonga enrolled in an East Coast kura but learning in central Gisborne.



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# Napier: Steady and Stable

## Education Network Plan

## Catchment description

Napier is a port city located in the Hawke's Bay region on the eastern coast of the North Island. The Napier catchment extends from the Ngaruroro River south of the city, to encompass the surrounding rural area in the north and west (within the Hastings District). The catchment contains 41 state, state integrated schools and kura mostly located in the Napier urban area with a small number of schools located rurally.

Napier serves the larger rural economy of the Hawke's Bay region with the economy dominated by manufacturing, agriculture, horticulture and viticulture. Traditionally, Napier has also been a thriving tourist destination and the port is the main export point for the products of the region.

The total population of Napier is about 62,800 as of June 2019, an increase of about 8% since 2013. Similarly, the school-age population increased by a similar amount (about 7%) between 2013 and 2018.

## What's influencing the education system in this catchment?

### Network management

- Most urban primary schools in Napier have enrolment schemes in place. There is some overlap between primary enrolment home zones, leaving two parts of the city effectively "unzoned".
- The three intermediate school enrolment scheme boundaries overlap, and not all secondary schools have enrolment schemes in place. This means there is available capacity for Year 7-13 students across the Napier catchment.
- A number of small rural schools in this catchment service a very large geographical area.

### Leadership and governance

- The leadership and governance of schools in the Napier catchment is generally strong. Three schools have recently returned to self-management after a period of statutory management.
- In the more rural areas of the catchment, and like many rural catchments across the country, it can be difficult to attract experienced principals. We have provided targeted support at some schools in the catchment in relation to governance and leadership, and to further support less experienced leaders.

### Māori medium

- While there is no puna reo, there are 14 Kōhanga Reo located across the catchment. Beyond early learning, there are limited options for continuing the Māori immersion pathway in this catchment. There is one wharekura, Te Kura Kaupapa Māori o Te Ara Hou, offering Māori medium education through Years 1-15; and Maraenui Bilingual School provides for Years 1-8.

### Kāhui Ako

- There are a number of Kāhui Ako in the Napier catchment, including Mataruahou, Ōtātara, Matariki, Ahuriri and Whirinaki and these are relatively stable. Some early learning services are a part of Kāhui Ako.

### Learning Support

- There is increasing demand for more Learning Support options across the catchment, with a desire for a mainstream-high needs integrated schooling option, similar to the Riverdale model in Gisborne.
- The location of satellite units at local schools influences whānau choice for schooling.
- Fairhaven Specialist School is located in this catchment and provides for ORS funded students at both the base site and at satellites. Hōhepa School (a private specialist school) also provides both residential and day programmes for children aged 7-21 years. This school currently has an application for integration status underway.

### Early childhood education

- There are 14 Kōhanga Reo and two Purapura (Kohimarama and Whitau) in the Napier catchment. There is ample provision of mainstream early learning centres in the urban area, with some providing transport options for children in order to attract families. There are two Samoan language early learning centres in Napier.
- An increase in home-based care rolls is correlated to declining playgroup rolls, particularly in the rural areas.

### School buses/transport

- As the majority of education provision in the Napier catchment is in an urban setting transport is only provided to rural and integrated schools. Enrolment scheme boundaries in the south of the catchment contribute to transport policy challenges.

## Here's what is already underway to help us manage education provision in this catchment:

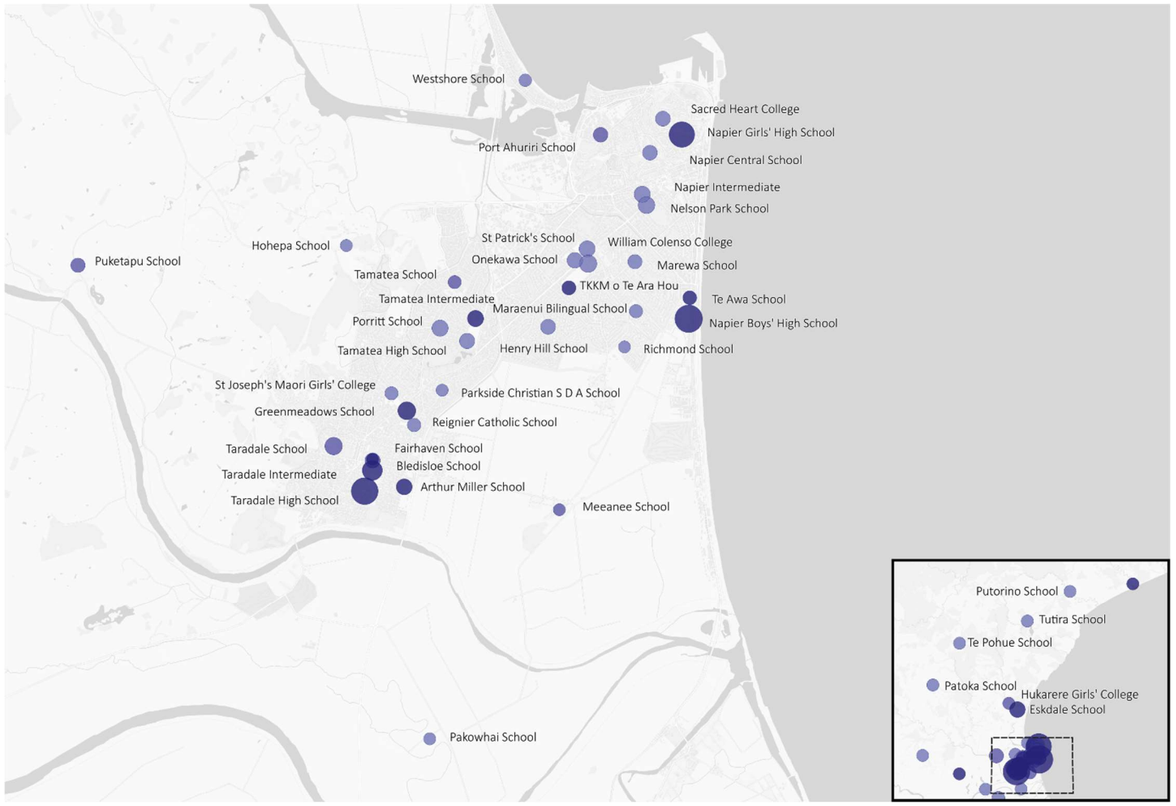
- We are continuing to target support for schools in relation to governance and leadership.
- A commissioner is providing support to one school within the Napier catchment.

- A number of schools have been identified as requiring property improvements and are being prioritised by condition.
- A number of schools in the catchment have been identified as requiring some level of investment through the Pre-fabricated Modular Classrooms program.
- Three schools have recently been provided with additional teaching space as a result of roll growth (Eskdale, Porritt and Greenmeadows Schools).

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# Napier: Steady and Stable

## Education Network Plan




The **Napier Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **12,000 learners/ākonga** each year over the next decade to 2030. There are 41 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 30 | 2 | 8 | 1 | **41** |
| Total roll | 7,274 | 261 | 4,401 | 81 | **12,017** |
| MME Level 1 & 2 | 180 | 217 | 0 | 0 | **397** |
| ORS-funded roll | 28 | 36 | 15 | 81 | **160** |
| Māori roll | 2,618 | 234 | 1,565 | 45 | **4,462** |
| Pacific roll | 262 | 2 | 161 | 1 | **426** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Central Hawkes Bay catchment

### Network management

- We plan to work with primary schools to support better management of enrolment schemes, including comprehensively reviewing scheme boundaries.
- As part of the review of enrolment scheme boundaries, we will consider potential alignment with transport policy mechanism to improve transparency and clarity around funding.
- We will continue to review and monitor rolls at small rural schools in the outlying areas.

### Property

- Planned school property projects provide an opportunity to consider appropriate rebuild rolls for individual schools, as well as the opportunity for future Māori medium education provision.

### Māori medium

- In conjunction with the Hastings catchment, we plan to consider how to support and grow Māori medium education provision for Napier and Hastings schools to enable all tamariki from Kōhanga Reo to have access to a full Māori language education pathway.



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# Hastings: Steady and Stable

## Education Network Plan

## Catchment description

The Hastings catchment is located in Hawke's Bay and encompasses the majority of the Hastings District. It is within the rohe of Ngāti Kahungunu iwi and several Takitimu hapū. The catchment comprises the towns of Hastings and Flaxmere, as well as smaller communities in the surrounding Heretaunga Plains. Hastings is the main service centre for the surrounding horticulture and viticulture industries.

Across the Hastings District, Census 2018 data shows population growth of 10% since 2013, an additional 8,292 residents. Within the Hastings catchment, school rolls grew 5% over the same period. By comparison, between 2006 and 2013, total population growth of 3.3% was recorded. Between 2013 and 2018, the total number of 0-4 year olds decreased, however the number of both Māori and Pacific increased. This trend is evident across the total District population, with the proportion of the population identifying as Māori, Pacific and Asian increasing notably.

## What's influencing the education system in this catchment:

### Parental choice influencing utilisation

- There is sufficient capacity in the primary and secondary networks to accommodate current and future anticipated population. Enrolment schemes are in place at 19 schools in the catchment however the management of enrolment schemes at schools is mixed. The influence of parental choice and perception of schools' achievement and leadership heavily influences roll sizes at schools across Hastings. This impacts on the efficient use of the schooling network and is neither sustainable nor equitable.

### Future housing developments

- Kāinga Ora has plans to redevelop a number of existing sites across Hastings into about 70 new state houses. Te Taiwhenua o Heretaunga, in participation with Council and iwi, is planning to construct Waingākau village for 120 homes near Te Kura o Kimi Ora. Future housing development is also planned near Parkvale School.

### High proportion of Māori and Pacific learners/ākonga

- July 2021 school roll data indicates Māori are the largest ethnic group in the catchment, with 46% of learners/ākonga identifying as Māori. A further 10% identify as Pacific learners. Of the almost 5,000 Māori learners/ākonga in the Hastings catchment, 601 (12.5%) are enrolled in Māori medium education at four schools/kura.

### Māori learners/ākonga

- Flaxmere Primary School (Year 1-8) offers three learning pathways – Rumaki, Rua Reo and English medium, with 38% of ākonga in Rumaki or Rua Reo. Te Kura o Pakipaki (Year 1-8) is a bilingual school with 52 ākonga in Level 2 immersion. Beyond Year 8, there is no provision for continuing dual medium education in Hastings.
- TKKM o Te Wānanga o Whare Tapere o Takitimu offers Māori medium education from kōhanga through to tertiary (Takitimu School of Performing Arts). There are also 2 Kura Kaupapa Māori in the catchment. Pathways towards Kura Kaupapa are through whānau and whakapapa links to Kōhanga Reo. In some cases, there can be transport funding implications when tamariki whakapapa to certain kura, but it is not their closest one.
- Professional learning and development in kura kaupapa continues to support kaiako to extend practices in teaching and learning. Lack of qualified kaiako continues to impact on the Māori medium education offering in the catchment.

### Supporting vulnerable children

- In 2019, there were 560 families in emergency housing across Hawkes' Bay. The location of emergency housing and consequent access to schooling can impact on children's ability to settle into schools, and access learning support they may require.

### Secondary transition

- There are some secondary transitional programmes within schools in this catchment, including a Trades Academy at Flaxmere College. Hastings Girls' High School is looking at establishing a sports academy. Te Aratika Academy provides an alternative pathway for secondary-aged boys.

### Learning Support

- Kōwhai Specialist School is experiencing roll growth pressure and has received funding for two satellite units. The school has satellite units at Raureka School, Flaxmere College, Hastings Central School, and Te Kura o Kimi Ora.
- A Learning Support Coordinator was allocated to Ngā Hau e Wha Kāhui Ako in the first tranche.

### Investment in quality learning environments

- A number of schools in the Portable Modular building program will see replacement of property over a 10 year period. Te Kura o Kimi Ora is undergoing a major rebuild to address significant weathertightness issues, and Hastings Boys' High School and Flaxmere College are both undergoing redevelopment.
- Te Kura Kaupapa Māori (TKKM) o Te Wānanga Whare Tapere o Takitimu is being re-built on a new site.
- Riverslea School was closed in 2019. This site is now the temporary site for TKKM o Te Wānanga Whare Tapere o Takitimu while their permanent site is built.

### Kāhui Ako

- There are five Kāhui Ako in this catchment, all working at different levels of collaboration. A key focus for Ngā Hau e Wha Kāhui Ako has been working collaboratively towards cultural responsiveness through professional development for teachers.

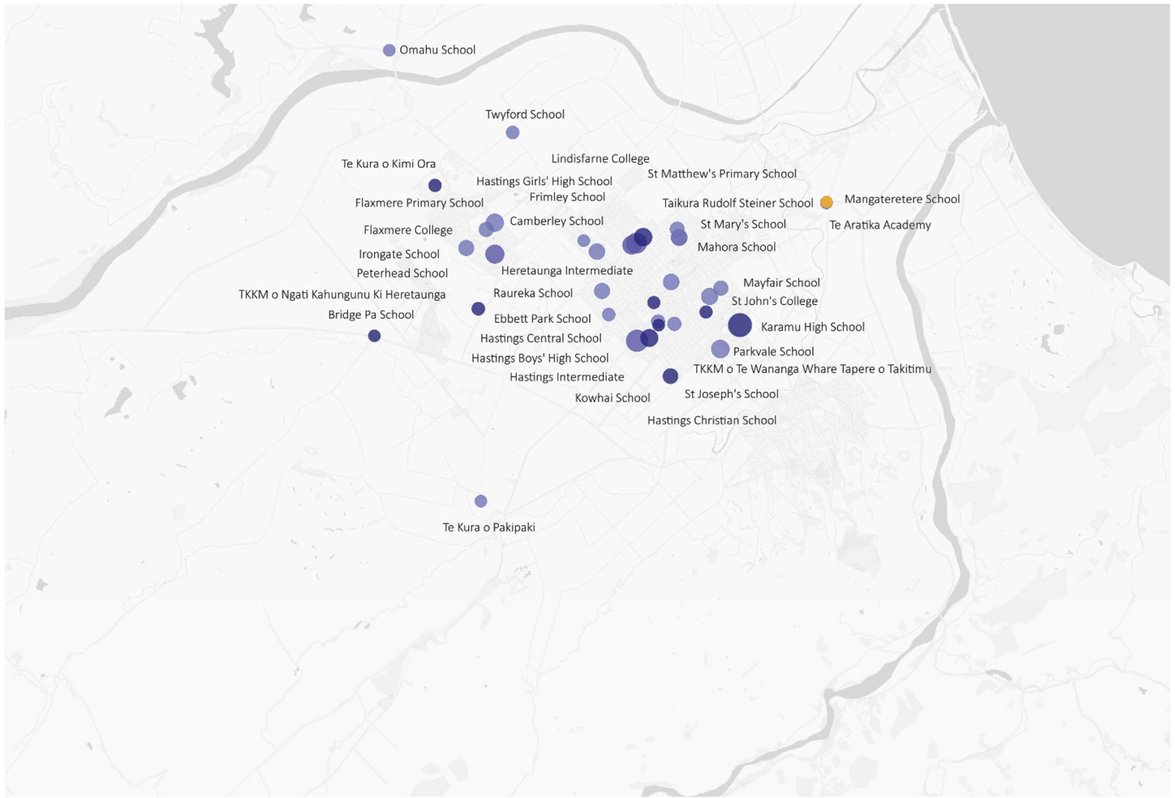
## Here's what is already underway to help us manage education provision in this catchment:

- We are investing over $10 million in redeveloping Te Kura o Kimi Ora = to provide a high-quality learning environment.
- TKKM O Te Wānanga Whare Tapere o Takitimu will relocate to new purpose-built facilities in Waipatu. This kura will provide 300 student places for Māori immersion learning when it opens.
- We are working with Kōwhai Special School to address issues arising from roll pressure, including delivering two additional satellite units.
- We will work with schools to help them manage down out of zone enrolments and encourage families to choose local schools.

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# Hastings: Steady and Stable

## Education Network Plan




The **Hastings Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **11,000 learners/ākonga** each year over the next decade to 2030. There are 39 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 27 | 4 | 7 | 1 | **39** |
| Total funded roll | 6,083 | 981 | 3,355 | 107 | **10,526** |
| MME Level 1 & 2 | 297 | 304 | 0 | 0 | **601** |
| ORS-funded roll | 32 | 7 | 14 | 107 | **160** |
| Māori roll | 2,941 | 405 | 1,412 | 51 | **4,809** |
| Pacific roll | 753 | 17 | 337 | 8 | **1,115** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Hastings catchment:

### Enrolment schemes/zones

- We will continue strengthening our relationship with Hastings District Council. This will enable us to better understand impacts on local school rolls from proposed Kāinga Ora and iwi development, as well as other future developments.
- We will begin a conservation with Hastings schools to comprehensively review enrolment schemes and implement new schemes as required. Ensuring enrolment schemes are effectively managed and school capacity reflects demand means, over time, we can expect this work to deliver a more equitable and sustainable local network of schools.

### Strengthen the Māori medium pathway

- We will work with the sector and whānau to better understand the demand and opportunities for providing additional pathways for dual medium and Māori medium education.
- In conjunction with the Napier catchment, we plan to consider how to support and grow Māori medium education provision for Napier and Hastings schools to enable all tamariki from Kōhanga Reo to have access to a complete Māori language education pathway.
- We are developing a regional plan for Māori medium education provision in the Hawke's Bay. This is part of a wider kōrero across the country about how Māori can succeed as Māori.



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# TARANAKI, WHANGANUI, MANAWATŪ

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TE TĀHUHU O TE MĀTAURANGA

# Taranaki, Manawatū, Whanganui Regional Statement

National Education Network Programme

## Director's message



E ngā mana, e ngā reo, rau rangatira ma, tēnā koutou katoa.

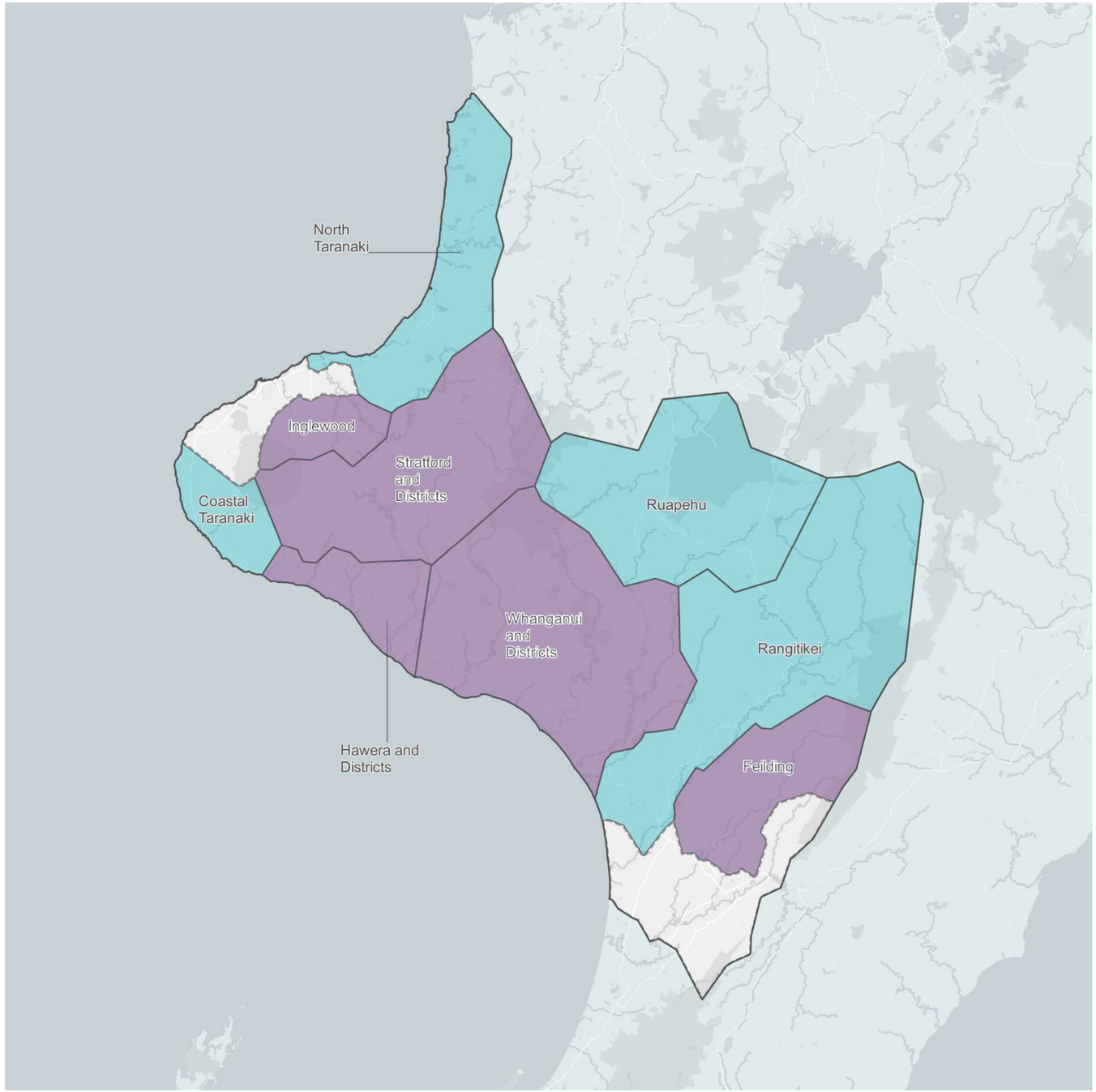
In 2019 we developed and released our National Education Growth plan (NEGP) for two growth areas within our region, New Plymouth and Palmerston North. The plans included information and data that will be used over the next decade to work with iwi and our communities to co-create schooling networks. They will also provide the opportunity to ensure we are planning for schools and kura that are in the right place, have the right kinds of learning environments, and support community aspirations and wellbeing outcomes.

I am now pleased to release our education network plans for the entire Taranaki, Whanganui, Manawatū region. Each area, or catchment, requires a specific and targeted response, looking to 2030 and beyond. We have committed to partner with Iwi, hapū and whānau to co-construct specific Māori medium network plans that will be released as this process progresses.

We are dedicated to ensuring our tamariki and mokopuna have every opportunity to access an equitable education and achieve their aspirations for lifelong learning.

Nāku iti nei

Marlene Clarkson






New Zealand Government

# Taranaki, Manawatū, Whanganui Regional Statement

National Education Network Programme

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## Regional profile

There are 11 catchments within the Taranaki, Manawatū, Whanganui education region. Two of these catchments are high growth areas (New Plymouth and Palmerston North) and are contained in the National Education Growth Plan. The remaining 9 catchments are profiled in this plan. Over the coming months we are co-constructing a Māori medium network plan with iwi.

| Catchment | Population Profile |
|---|---|
| Inglewood | Steady and Stable |
| Stratford and Districts | Steady and Stable |
| Hāwera and Districts | Steady and Stable |
| Whanganui and Districts | Steady and Stable |
| Feilding | Steady and Stable |
| North Taranaki | Trending Down |
| Coastal Taranaki | Trending Down |
| Ruapehu | Trending Down |
| Rangitikei | Trending Down |

The total population of the Taranaki, Manawatū, Whanganui region (excluding the two growth areas of New Plymouth and Palmerston North) increased by 6.3% between 2013 and 2018 to 139,818 residents. Census 2018 data shows 35,115 people identify as Māori. Over a similar period, the student population increased by 5% from 23,212 in July 2014 to 24,283 in July 2021, with 9,062 identifying as Māori.

The 9 catchments are mainly rural in nature with strong agriculture and agribusiness economic drivers. Certain catchments have specific additional economic growth drivers such as oil and gas, transport, manufacturing, health, education and social services.

## Key education themes

- The Taranaki, Whanganui, Manawatū region has an increasing Māori population and an increasing demand for Māori medium instruction, and localised curriculum and pedagogy that ensures Māori are successful as Māori.
- We have been working closely with secondary schools and wharekura to develop employment pathways and training across the catchment to retain and attract a skilled work force.
- The Kāhui Ako across the region have developed strong collaborative ways of working. Many clusters include early learning services, iwi involvement and in some instances tertiary providers. They are all working towards achieving the challenges they have set themselves to raise student achievement and to support student wellbeing. Where appropriate, clusters share professional development and learning. The learning support delivery model is being implemented across the region.
- There is significant property investment planned across the region including pockets of roll growth classrooms, the school investment package, accelerated modernization scheme and the alpine schools project where alpine schools are being upgraded to meet alpine conditions.

## 2021 Early learning Data for Taranaki, Whanganui, Manawatū

| Early Learning (catchments in these plans) | No. of ECE | Licensed ECE roll | % Māori | % Pacific |
|---|---|---|---|---|
| Edu/Care | 60 | 2,819 | 29% | 2% |
| Kindergarten | 36 | 1,447 | 30% | 3% |
| Home-based | 9 | 660 | 15% | <1% |
| Kōhanga Reo | 43 | 1,446 | 58% | 2% |
| Playcentre | 28 | 790 | 8% | <1% |

## 2021 Māori medium data

| Māori medium education (catchments in these plans) | Taranaki, Manawatū, Whanganui |
|---|---|
| No. of schools/kura offering Level 1 & 2 | 24 |
| No. of Level 1 students | 603 |
| No. of Level 2 students | 529 |
| % of ākonga Māori in L1&2 | 12.8% |
| % of all students in L1&2 | 4.6% |

## Future demand

- An analysis of projected school age population and school capacity shows that generally there is sufficient capacity in the Taranaki, Whanganui, Manawatū network to accommodate anticipated demand in our catchments. There are areas where additional capacity is anticipated to be required, however the overall picture is of a stable or slowly growing student population.

| No. of schools in these plans | 2018 roll | 2019 roll | 2020 roll | 2021 roll |
|---|---|---|---|---|
| 181 | 23,806 | 24,139 | 24,193 | 24,283 |

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TE TĀHUHU O TE MĀTAURANGA

# North Taranaki: Trending Down

## Education Network Plan

## Catchment description

Located northeast of New Plymouth and Mount Taranaki, the North Taranaki catchment includes the town of Waitara and stretches north along the coast as far as Whareorino in southern Waikato.

Increasingly, Waitara is benefiting as a satellite town of New Plymouth city, being 10 km from the northern suburb of Bell Block. The remainder of the catchment is predominantly rural, with forestry and agriculture (beef and lamb) being the main economic drivers.

This catchment lies within the New Plymouth District, with the northernmost area within the Waitomo District. The New Plymouth District experienced a growth in Gross Domestic Product (GDP) of 3.5% in 2018, compared to 3.2% for New Zealand.

## What's influencing the education system in this catchment?

### Vocational pathways

- There is a move to develop vocational pathways and training across the catchment, to retain and attract a skilled workforce. We are maintaining close relationships with Iwi, council, tertiary sector, employers, early childhood education providers and other government agencies to align our work.

### Population

- The total population of the catchment increased from 6,483 in the 2013 Census, to 6,918 in the 2018 Census. School rolls indicate a slight increase in the number of school aged children in the past few years, from 1,192 in 2013 to 1,202 in July 2021. The Māori student population makes up 63% of the student population in 2021 (756 students) and increased by around 30 students between 2013 and 2021.

### Māori medium

- July 2021 roll data indicates a continued growth in the Māori student population in the north Taranaki catchment with 756 Māori students. Waitara East School provides Māori immersion education for approximately 50 tauira in Year 1-6.
- There is currently no Māori medium provision beyond Year 6 in this catchment. The closest wharekura is 16km to the south in New Plymouth city.
- Te Reo is offered by Waitara High School either face-to-face or through a Virtual Learning Network (VLN).

### Kāhui Ako

- There is no Kāhui Ako within this catchment area. Across the wider Taranaki network of 44 schools between Ōkato in the west and Whareorino in the northeast, only 6 schools are members of a Kāhui Ako (New Plymouth Central). Collaboration in this Kāhui Ako has been slow in developing however recent meetings have been held to progress the group of schools to a fully functioning Kāhui Ako.
- North Taranaki schools have shown an interest in working collaboratively as a cluster and this collaboration is developing slowly. The schools value interschool collaboration through the Māori Achievement Collaborative (MAC) cluster. Schools are also interested in a collaborative approach to accessing provision for Professional Development and Learning.

### Parental Choice

- Six of the primary schools are small rural schools. Two of these schools have rolls of 10 or less, as at July 2021.
- In this catchment 28% of secondary students choose to attend single sex or Catholic secondary schools within New Plymouth.
- At the primary level, whānau choose to attend schools outside this catchment. Three rural schools to the east and south of Waitara township (included in the New Plymouth catchment) have enrolment schemes in place due to the number of students attending that live in Waitara.

### School buses/transport

- The New Plymouth District Council provides a bus service from the Waitara to New Plymouth city and this is used by students to access educational pathways in New Plymouth.

## Here's what is already underway to help us manage education provision in this catchment:

- Waitara High School, the only secondary school in the catchment, has recently adapted its curriculum to focus on offering education and training which prepares students for post schooling. The curriculum includes options for students to achieve lower level qualifications for the workplace. A café, with barista facilities, is the centrepiece of the future focused vocational pathways. Farming is also an integral component for students in this semi-rural area.
- Students have the opportunity to attend secondary tertiary programmes, the main provider being the Western Institute of Technology in Taranaki (WITT).

- Strength of governance and leadership varies across the catchment. A number of schools in this catchment are being supported to improve their leadership and governance, as well as the quality of teaching and learning, wellbeing and achievement of students.

- We have developed an area strategy to manage the expected growth in the New Plymouth area, including Waitara. We are ensuring the sector is well informed of the expected growth and supported to implement key actions that will position the region to ensure the right provision is in the right place at the right time. Whilst the growth areas are within the New Plymouth catchment, Waitara may continue to experience some growth in student population.

- Schools in the catchment have received approximately $1 million as part of the School Investment Package as one off funding to accelerate planned and discretionary property projects.

- We are working with schools to create a Learning Support delivery model to cater more effectively for the additional needs of students.

- There is an ongoing review of school transport provision to provide more efficient and targeted services to enable children to access their closest school.

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# North Taranaki: Trending Down

## Education Network Plan




The **North Taranaki Catchment Plan** will meet the needs of the students of North Taranaki over the next decade to 2030. The catchment will cater for approximately **1,300 learners/ākonga** per year. There are 11 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 10 | 0 | 1 | 0 | **11** |
| Total roll | 835 | 0 | 366 | 0 | **1,201** |
| MME Level 1 & 2 | 63 | 0 | 0 | 0 | **63** |
| ORS-funded roll | 12 | 0 | 9 | 0 | **21** |
| Māori roll | 518 | 0 | 238 | 0 | **756** |
| Pacific roll | 15 | 0 | 10 | 0 | **25** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the North Taranaki catchment:

### Secondary-tertiary pathways

- Designing fit for purpose secondary-tertiary pathways for the catchment will involve collaboration with vested interest partners. These include: Taranaki Futures, the Western Institute of Technology Limited and employers. Regional employment needs and initiatives are identified in the Taranaki 2050 and Tapuae Roa Reports. We will continue to work with these stakeholders and the sector to develop these vocational pathways.

### Māori medium

- Hui are being planned with local iwi to engage on the draft Taranaki Māori medium network plan to ensure the plan meets iwi aspirations and aligns with their education plans. Opportunities to develop bilingual and immersion pathways for learning through Māori medium will be considered through this process.

### Learning Support

- Opportunities for collaboration and collective development will continue to be nurtured.
- Learners/ākonga with high learning support needs are generally provided for through an inclusive approach across this catchment. Work will continue with schools, external agencies and RTLB to provide a more collaborative approach to meet the learners/ākonga additional needs.

### Network management

- We will continue to work with schools across the wider area that have enrolment schemes in place to manage the risk of overcrowding and support the best use of the schooling network.



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# Coastal Taranaki: Trending Down

## Education Network Plan

## Catchment description

Located southwest of New Plymouth and Mount Taranaki, the Coastal Taranaki catchment is centred around the town of Opunake, stretching south to Auroa, and north to Rahotu. The area is predominantly rural with dairy, agriculture and oil and gas production being the main economic drivers.

The Coastal Taranaki catchment lies within the South Taranaki District. The catchment has had a relatively stable population since 2013, with 2013 Census recording 6,102 residents compared to 2018 Census count of 6,099 residents.

While the total population has remained stable, there has been a decrease in the number of school-aged children over recent years. The Māori student population makes up 38% of the student population at July 2021 (358 students) which is a decrease of 22 students from 2018 (6%).

The catchment itself has 6 schools comprising of three state full primary schools, one state integrated full primary school, one kura kaupapa Māori Year 1 to Year 8, and one secondary school.

## What's influencing the education system in this catchment?

### Vocational pathways

- There is one secondary school in the catchment, Opunake High School. The school has adapted its curriculum to focus on offering education and training which prepares students for post schooling. The school offers 'Dream'. A programme of integrated learning based on a topic of student choice. Life skills, employment skills and work ready skills are embedded in the majority of modules.
- Students have the opportunity to attend secondary tertiary programmes, the main provider being the Western Institute of Technology in Taranaki Limited (WITT Limited).

### Māori medium

- In 2021, 358 students identified as Māori. Te Kura Kaupapa Māori o Tamarongo provides Māori immersion education for approximately 10 tauira through Years 1-8. There is currently no Māori medium language provision in this catchment beyond Year 8. The closest wharekura is 43km to the south in Hāwera.
- Te Reo Māori (as a language) is offered by Opunake High School at NCEA level 1, 2 & 3 with kanohi ki te kanohi teaching and learning across all levels.

### Kāhui Ako

- There is no Kāhui Ako in this catchment area. Opunake High School is a member of the South Taranaki – Hāwera Kāhui Ako. The primary schools chose not to join this initiative.
- Collaboration in this catchment occurs in small clusters of schools. There has been a major focus on Digital Fluency.

## Here's what is already underway to help us manage education provision in this catchment:

- There is a move to develop vocational pathways and training across the catchment, to retain and attract a skilled workforce. We are maintaining close relationships with Iwi, council, tertiary sector, employers, early childhood education providers and other government agencies to align our work.
- Strength of governance and leadership varies across the catchment. A number of schools in this catchment are being supported to improve their leadership and governance, as well as the quality of teaching and learning, wellbeing and achievement of students.
- Schools in the catchment have received $650,000 as part of the School Investment Package to help schools accelerate property projects already planned. Schools are also able to use this funding for discretionary property projects.
- The Ministry of Education Learning Support team is working with the schools to create a Learning Support Delivery Model to cater more effectively for the additional needs of students.
- There is a Learning Support Unit at Opunake High School for students with very high support requirements.
- There is an ongoing review of school transport provision to provide more efficient and targeted services to enable children to access their closest school.



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# Coastal Taranaki: Trending Down

## Education Network Plan




The **Coastal Taranaki Catchment Plan** will meet the needs of New Zealand's changing schooling network over the next decade to 2030. The catchment will cater for approximately **1,000 learners/ākonga** per year. There are 6 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 5 | 0 | 1 | 0 | **6** |
| Total roll | 643 | 0 | 291 | 0 | **934** |
| MME Level 1 & 2 | 12 | 0 | 0 | 0 | **12** |
| ORS-funded roll | 7 | 0 | 4 | 0 | **11** |
| Māori roll | 230 | 0 | 128 | 0 | **358** |
| Pacific roll | 6 | 0 | 4 | 0 | **10** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Coastal Taranaki catchment:

### Secondary transitions

- Designing a fit for purpose secondary - tertiary pathway for the catchment will involve collaboration with vested interest partners. These include South Taranaki District Council, Taranaki Futures, the Western Institute of Technology Limited and employers. Regional employment needs and initiatives are identified in the *Taranaki 2050* and *Tapuae Roa* Reports.

### Māori medium

- Hui are being planned with local iwi to engage on the draft Taranaki Māori medium network plan to ensure the plan meets iwi aspirations and aligns with their educational plans. Opportunities to develop bilingual and immersion pathways for learning through the Māori medium will be considered through this process.

### Kāhui Ako

- The promotion of a collaborative approach to Professional Learning and Development provides the opportunity to secure resources for the cluster, thus making more effective use of any allocation across a collective of schools.



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# Ruapehu: Trending Down

## Education Network Plan

## Catchment description

The Ruapehu catchment lies within one of New Zealand's largest districts by land area but with one of the smallest permanent population counts, made up of many small, diverse, and geographically dispersed rural communities. The Ruapehu catchment encompasses the southern part of the district, including the settlements of Waiouru, Raetihi, Ohakune and National Park, while the Taumarunui catchment lies to the north.

The major contributors to the Gross Domestic Product (GDP) in the Ruapehu District are agriculture (including sheep-cattle and crop farming), forestry, tourism and defence.

Census 2018 data shows the population for the entire Ruapehu District increased by 3.8% between 2013 and 2018 to 12,309 residents. The proportion of the population identifying as Māori increased to more than 5,000 in the same period.

## What's influencing the education system in this catchment?

### Rural Population Dynamics

- The Ruapehu catchment relies on tourism, and the population increases significantly over the winter months as skiers and tourism workers come into the area. School rolls fluctuate at this time and ECE.
- Traditionally, a number of rural families in the area choose to enrol children for secondary education in boarding schools which are located outside the catchment. The catchment retains approximately 63% of Year 8 students into Year 9.

### Remote and isolated schools

- Many of the schools in this catchment are geographically isolated. As a result, it can be more difficult to attract and retain staff, attend professional learning and development, manage maintenance of school property and to access agency support for students. A number of the services are located in Whanganui, 98kms away.

### Māori medium

- July 2021 roll data shows that almost 60% of the total school roll are Māori students. Te Kura Kaupapa Māori o Ngāti Rangi is the only Māori medium option for tamariki in the Ruapehu catchment. This kura provides Māori immersion learning for approximately 20 Year 1-8 tauira.
- Māori medium education is currently limited to the Kura Kaupapa Māori in Ohakune. Te Reo programmes are offered at Ruapehu College. Most schools in the district affiliate to Ngāti Rangi, Uenuku, Tamahaki or Tamakana Iwi.

### Kāhui Ako

- Seven schools and three early learning services make up the Kāhui Ako that spans an area from National Park School in the north across to Waiouru School in the southeast of the catchment. Distances between schools and early learning services makes collaboration difficult however efforts are made to ensure this is not a barrier. There are two Learning Support Coordinators allocated to the Kāhui Ako in this catchment.

### Property

- Most schools in this catchment were established in the 1950s or earlier. School buildings across the catchment are mostly ageing and require upgrading to meet quality learning environment standards. The local alpine environment means the schools have additional infrastructure requirements.
- Most schools in the catchment have school housing for staff, but not in sufficient numbers to meet local demand.

## Here's what is already underway to help us manage education provision in this catchment:

- There is a move to develop vocational pathways and training across the catchment, to retain and attract a skilled workforce. The main employment focus in the catchment is in the tourism, agriculture and forestry industries.
- There is one secondary school in this catchment. Ruapehu College offers agricultural pathways and has strong relationships with UCOL Manawatū who offer Trades Academy programmes in graphic design and technology through Te Pae Tata (the Ruapehu Community Learning & Tech Hub).

- The Ngāti Rangi Treaty of Waitangi claim has been recently settled. The iwi are implementing the Ruapehu Whānau Transformation Plan focused on five areas; education, employment and enterprise, housing, health, and social.
- Treaty negotiations for the other three iwi under the Te Korowai o Wainuiārua claim is currently underway.
- We have drafted a Māori medium network strategy for the Whanganui area, which includes this catchment, and have begun engaging with local iwi.

- The Kāhui Ako includes all schools in the district. The Kāhui Ako is working on developing a shared vision, cultural responsiveness and networking. The Kāhui Ako has developed positive partnerships with two iwi within the catchment.

- The learning support delivery model (LSDM) is currently being implemented in the district with the appointment of two learning support coordinators underway.

- Strength of governance and leadership varies across the catchment. A number of schools in this catchment are being supported to improve their leadership and governance, as well as the quality of teaching and learning, wellbeing and achievement of students.

- Schools in the catchment have received approximately $650,000 as part of the Schools Investment Package as one-off funding, to accelerate property projects already planned.
- We are making improvements at a number of alpine schools in the catchment to provide insulation, double-glazing of windows, and sustainable heating options.

- There is an ongoing review of school transport provision to provide more efficient and targeted services to enable children to access their closest school.



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# Ruapehu: Trending Down

## Education Network Plan




The **Ruapehu Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **800 learners/ākonga** each year over the next decade to 2030. There are 7 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 6 | 0 | 1 | 0 | **7** |
| Total roll | 675 | 0 | 191 | 0 | **866** |
| MME Level 1 & 2 | 21 | 0 | 0 | 0 | **21** |
| ORS-funded roll | 7 | 0 | 1 | 0 | **8** |
| Māori roll | 391 | 0 | 117 | 0 | **508** |
| Pacific roll | 17 | 0 | 5 | 0 | **22** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Ruapehu catchment:

### Wider network review

- We will work towards initiating a long-term conversation with the Ruapehu Kāhui Ako around what education delivery might look like in Ruapehu in the future, with the aim of developing a co-constructed secondary/tertiary pathway plan for the catchment. As part of this conversation, we will engage with the community to consider options for trades and vocational training at Ruapehu College.
- The Manawatū-Whanganui Skills & Talent Advisory Group was established as part of Accelerate 25, the regional growth strategy. They have made a number of applications to enhance employment training and to develop pathways to employment for school leavers in the Ruapehu district.

### Māori medium

- Hui are being planned with local iwi to share the draft Whanganui Māori medium network plan to ensure the plan meets iwi aspirations and aligns with their educational plans. Opportunities and choice for bilingual and immersion pathways for learning through Māori medium will be considered through this process.

### Learning Support

- Learners/ākonga with high learning support needs are generally provided for through an inclusive approach across this catchment, however there is an opportunity to strengthen learning support through the new roles of the Learning Support Co-ordinators within the Kāhui Ako structure.



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# Inglewood: Steady and Stable

## Education Network Plan

## Catchment description

The Inglewood catchment is located south of New Plymouth and northeast of Mount Taranaki, including the township of Inglewood and a number of small rural communities. Inglewood is one of the satellite towns of New Plymouth city and services the surrounding dairy farming region.

The catchment lies wholly within the New Plymouth district. The district experienced a growth in Gross Domestic Product (GDP) of 3.5% in 2018, compared to 3.2% for New Zealand. The largest proportion of GDP was attributed to the oil and gas sector followed by the manufacturing, agriculture and forestry sectors.

The total population of the Inglewood catchment increased by 396 residents (6.25%) between 2013 (5,931) and 2018 (6,327). This has corresponded with an increase in the number of school-aged children over the past three years (an increase of 136 students between July 2018 and July 2021). Of this increase, 43% or 58 students, were Māori. Looking forward, Statistics NZ population projections show a relatively stable population.

The catchment has eight schools comprising of six state full primary schools, one state integrated full primary school and one secondary school (Inglewood High School).

## What's influencing the education system in this catchment?

### Vocational Pathways

- There is a move to develop vocational pathways and training across the catchment, to retain and attract a skilled workforce. We are maintaining close relationships with Iwi, council, tertiary sector, employers, early childhood education providers and other government agencies to align our work.

### Māori medium

- In 2021, 302 students across this catchment identified as Māori. There is currently no Māori medium immersion language provision in this catchment. The closest wharekura is 22km to the north in New Plymouth city.
- Te Reo as a subject is offered by Inglewood High School either face-to-face or through a Virtual Learning Network (VLN). It is compulsory at Year 9.
- Te Kōhanga Reo o te Rangiora is a member of Kāhui Ako o te Kōhanga Moa. Most students from this kōhanga transition to Inglewood Primary School. This school has high levels of culturally sustainable practice with Te Reo present in every classroom however not at Māori medium Language (MML) instructional level.

### Kāhui Ako

- Kāhui Ako o te Kōhanga Moa covers the eight schools and five early learning services in this catchment. This is a high functioning Kāhui Ako where collaboration is the norm.
- Their Professional Learning and Development programmes have made a considerable contribution towards the deeper understanding of collaboration.
- The Kāhui Ako has links to two Iwi: Te Ātiawa and Ngāti Maru. They also have a close connection to the Te Kōhanga Moa marae in Inglewood.

## Here's what is already underway to help us manage education provision in this catchment:

- There is one secondary school in the catchment, Inglewood High School. The school has recently adapted its curriculum to focus on offering education and training which prepares students for post schooling. The newly modified curriculum is based on modules deliberately organised to fit with the new NCEA which commences in 2022.
- Students have the opportunity to attend secondary tertiary programmes, the main provider being the Western Institute of Technology in Taranaki Limited (WITT Limited).

- The Kāhui Ako uses their centrally funded Professional Development and Learning provision in a collaborative manner to ensure it is effectively used for the benefit of staff and students. Their focus areas have been and still remain as:
  - Raising the capability of teachers, including leadership ability
  - Developing and strengthening culturally sustainable practice including fostering partnerships with whānau and iwi
  - Strengthening the transition within and between the educational settings
  - Supporting students with additional learning needs

- We have developed an area strategy to manage the expected growth in the wider New Plymouth area. We are ensuring the sector is well informed of the expected growth and is supported to implement key actions that will position the region to ensure the right provision is provided in the right place at the right time. Whilst the growth areas are within the New Plymouth catchment, Inglewood may continue to experience some growth in student population.
- There are three rural schools surrounding Inglewood township that have enrolment schemes in place. We will continue to work with these schools to manage the risk of overcrowding and support the best use of the schooling network.

- Schools in this catchment are modernising their teaching spaces to turn them into quality learning environments. Inglewood School is re-building four teaching spaces and adding four roll growth teaching spaces in response to increased demand. Inglewood, Kaimata and Norfolk Schools have received non-teaching space funding and will add multi-purpose spaces. Learning support accessible bathrooms are being provided at Norfolk and Waitoriki Schools.
- Schools in the catchment have received almost $900,000 in total as part of the School Investment Package as one-off funding, to help schools accelerate and bring forward property projects already planned. Schools are also able to use this funding for discretionary property projects.

- Children with high learning support needs are generally provided for through an inclusive approach across this catchment. Two Learning Support Coordinators have been allocated to the schools in Kāhui Ako o te Kōhanga Moa. They will work within the Kāhui Ako structure to effectively support student with additional learning needs. One major focus will be supporting students as they transition into early childhood education and then through the schooling system to high school and beyond.

- There is an ongoing review of school transport provision to provide more efficient and targeted services to enable children to access their closest school.



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# Inglewood: Steady and Stable

## Education Network Plan




The **Inglewood Catchment Plan** will meet the needs of the students of Inglewood over the next decade to 2030. The catchment will cater for approximately **1,600 learners/ākonga** per year. There are 8 schools/kura in the catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 7 | 0 | 1 | 0 | **8** |
| Total roll | 954 | 0 | 452 | 0 | **1,406** |
| MME Level 1 & 2 | 1 | 0 | 0 | 0 | **1** |
| ORS-funded roll | 15 | 0 | 16 | 0 | **31** |
| Māori roll | 220 | 0 | 82 | 0 | **302** |
| Pacific roll | 17 | 0 | 4 | 0 | **21** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Inglewood catchment:

### Secondary-tertiary pathways

- Designing a fit for purpose secondary - tertiary pathway for the catchment will involve collaboration with vested interest partners. These include: Taranaki Futures, the Western Institute of Technology Limited and employers. Regional employment needs and initiatives are identified in the regional economic development reports, *Taranaki 2050* and *Tapuae Roa*.

### Māori medium

- Hui with whānau, kōhanga reo, and kura are planned to inform the Māori medium plan that is being prepared for the Taranaki rohe. Opportunities and choice for bilingual and immersion pathways for learning through Māori medium will be considered through this process.

### Learning Support

- Learners/ākonga with high learning support needs are generally provided for through an inclusive approach across this catchment, however there is an opportunity to strengthen learning support through the new roles of the Learning Support Co-ordinators within the Kāhui Ako structure. They are developing a collaborative approach to learning support across schools to enhance the service offered to children with additional learning needs.



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# Stratford: Steady and Stable

## Education Network Plan

## Catchment description

The Stratford catchment is located south of Inglewood and east of Mount Taranaki. The catchment encompasses the township of Stratford and the smaller communities of Eltham, Midhirst and Kaponga. It straddles both the Stratford and South Taranaki Districts.

The Taranaki region is a rural-based economy that relies heavily on the agriculture industry. Stratford's largest employers are in the agriculture sector and associated servicing industries. Alongside agriculture, the region's other main economic driver is oil and gas production.

The wider Taranaki region experienced growth in Gross Domestic Product (GDP) of 0.7% in 2018, compared to a national growth rate of 3.2%.

The total population of the Stratford catchment increased by 5% between 2013 and 2018, from 9,072 residents to 9,540 residents. Statistics NZ population projections show relatively stable population growth in the short and medium term. There has been an increasing number of school-aged children in the past two years (an increase of 112 students or 5%), as well as growth in the number of children that identify as Māori.

The majority of schools in this catchment are primary schools, as well as one state co-ed secondary school (Stratford High School), a teen parent unit, one state integrated secondary school (Taranaki Diocesan School for Girls) and one kura kaupapa Māori (Te Kura o Ngā Ruahine Rangi).

Up to 25% of Year 8 students transition to 4 of the 5 secondary schools in New Plymouth, 35km away, to attend large Catholic or single sex schools. Many of the rural students choose to attend the boarding options in each of these 4 secondary schools.

## What's influencing the education system in this catchment?

### Secondary-tertiary pathways

- There is a move to develop vocational pathways and training across the catchment, to retain and attract a skilled workforce. We are maintaining close relationships with Iwi, council, tertiary sector, employers, early childhood education providers and other government agencies to align our work.

### Māori medium

- July 2021 roll data shows there are 633 students in this catchment that identify as Māori (27% of the total student population). There is one Māori medium language kura that provides education for Years 1-10, situated 6km west of Eltham and affiliated to the local iwi, Ngāruahine. There is a full wharekura in the adjacent Hāwera catchment (30km to the south) for Y1-Y13+ ākonga, affiliated to Ngāti Ruanui.
- Te Reo is offered by both secondary schools in this catchment either face-to-face or through a Virtual Learning Network (VLN). Both secondary schools have strong Kapa Haka groups as do many of the primary schools. Te Reo is also evident in the primary schools but not at an instructional level (Māori medium Level 1 or 2).

### Kāhui Ako

- Te Kāhui Ako Taranaki Mohoao is made up of 15 schools and 8 early learning centres across the wider Stratford District. Their collaboration over the past 3 years has been driven by strong professional learning and development programmes. Consideration of the sole charge schools in this Kāhui Ako is always a high priority.
- One school is a member of the South Taranaki Hāwera Kāhui Ako and the kura is a member of the Taranaki Kura cluster.

### Secondary transitions

- Up to 25% of Year 8 students transition to 4 of the 5 secondary schools in New Plymouth, 35km away, to attend large Catholic or single sex schools. Many of the rural students choose to attend the boarding options in these secondary schools.

## Here's what is already underway to help us manage education provision in this catchment:

- Both secondary schools have adapted curriculum and school systems to focus on offering education and training which prepares students for post schooling.
- Stratford High School has invested in promoting vocational careers by creating a careers hub with dedicated staff to help students develop individual pathway programmes. Taranaki Diocesan has a flexible curriculum which allows students the freedom to explore education and training of their choice.
- Students from both schools have the opportunity to attend secondary/tertiary programmes, the main provider being the Western Institute of Technology in Taranaki Limited.

- The Kāhui Ako has a major focus on strengthening their culturally responsive practice across all schools. This will lead to a well-developed localised curriculum. Transition through the network of schools is always a high priority to ensure the wellbeing of children is at the forefront.

- Three enrolment schemes have been implemented in recent years. There are currently four enrolment schemes in the area surrounding and including Stratford township. There is another in the implementation process. We will continue to work with these schools to manage the risk of overcrowding and support the best use of the schooling network.

- Schools in this catchment are undergoing a modernisation process, with more Learning Support space being constructed. Stratford School is re-building a five teaching space block. The catchment has a large and growing number of high needs students requiring property modifications. Pembroke School has received non-teaching space funding and will build a multi-purpose area, which will include an accessible toilet.
- Schools in the catchment have received $1.5 million as part of the Schools Investment Package to help accelerate property projects already planned.

- Children with high learning support needs are generally provided for through an inclusive approach across this catchment. There are currently four Learning Support Coordinators allocated to the schools who are members of Te Kāhui Ako Taranaki Mohoao. They are developing a collaborative approach to Learning Support across the schools to improve the service offered to children with additional learning needs.
- There is a Learning Support Unit at Stratford High School for students with very high learning support requirements.

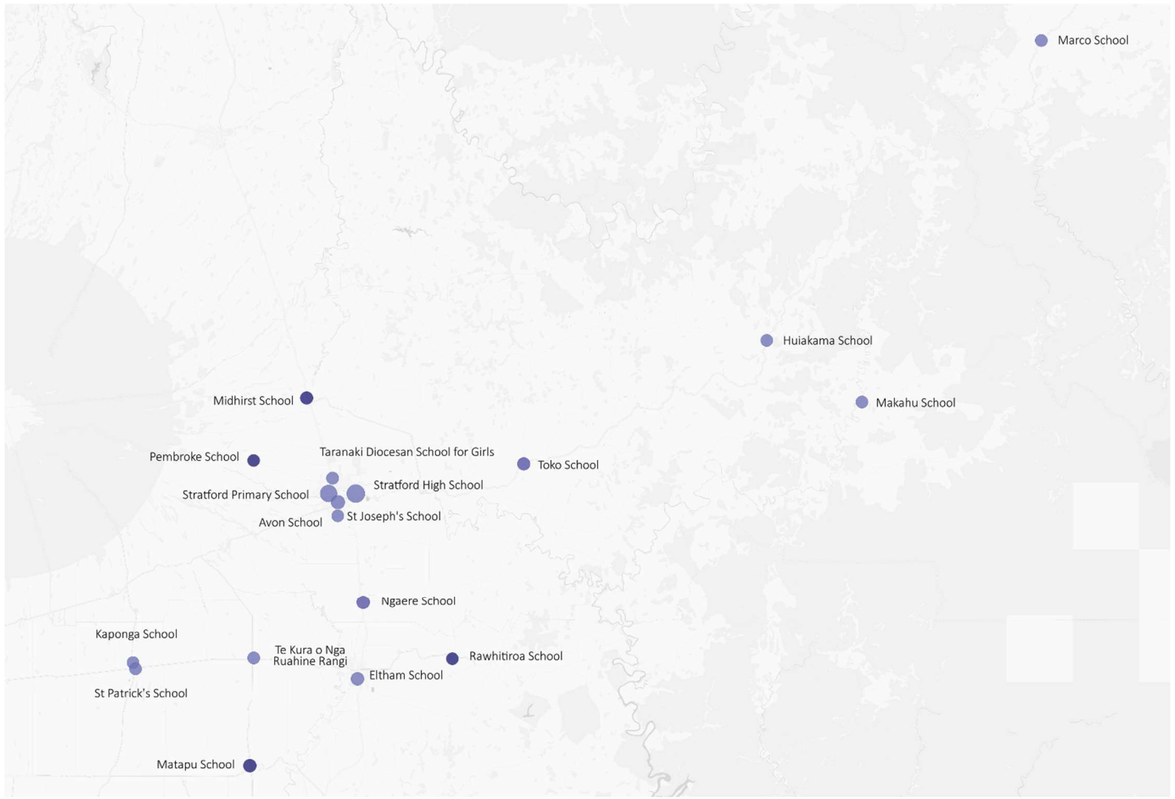


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# Stratford: Steady and Stable

## Education Network Plan




The **Stratford Catchment Plan** will meet the needs of the students of Stratford over the next decade to 2030. The catchment will cater for approximately **2,400 learners/ākonga** each year. There are 18 schools/kura in the catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 15 | 1 | 2 | 0 | **18** |
| Total roll | 1,685 | 45 | 585 | 0 | **2,315** |
| MME Level 1 & 2 | 0 | 45 | 0 | 0 | **45** |
| ORS-funded roll | 32 | 0 | 18 | 0 | **50** |
| Māori roll | 434 | 45 | 154 | 0 | **633** |
| Pacific roll | 25 | 0 | 9 | 0 | **34** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Stratford catchment:

### Secondary-tertiary pathways

- Designing a fit-for-purpose secondary tertiary pathway for the catchment will involve collaboration with vested interest partners. These include Taranaki Futures, the Western Institute of Technology Limited and employers. Regional employment needs and initiatives are identified in the Taranaki 2050 and Tapuae Roa reports.

### Māori medium

- Hui with whānau, kōhanga reo, and kura are planned to inform the Māori medium plan that is being prepared for the Taranaki rohe. Opportunities for development and choice for bilingual and immersion pathways for learning through Māori medium will be considered through this process.

### Learning Support

- Learners/ākonga with high learning support needs are generally provided for through an inclusive approach across this catchment, however there is an opportunity to strengthen learning support through the new roles of the Learning Support Co-ordinators within the Kāhui Ako structure. They are developing a collaborative approach to learning support across schools to enhance the service offered to children with additional learning needs.



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# Hāwera and Districts: Steady and Stable

## Education Network Plan

## Catchment description

Hāwera is a largely rural catchment in south Taranaki located midway between New Plymouth and Whanganui. It comprises the township of Hāwera, the settlements of Patea and Manaia, and the surrounding rural hinterland. Dairy, and oil and gas production and processing are the two key economic drivers in the South Taranaki district.

Population growth in the South Taranaki district has been relatively stable with 3% growth between 2013 and 2018. Census 2018 data shows an increase in the proportion of the school-aged population identifying as Māori. In 2018, almost half (47%) of all children in Hāwera aged between 0-14 years identified as Māori. This has increased from 30% in 2006.

There are 16 schools within the catchment, eight of which are located in the township of Hāwera, including five primary schools, a wharekura, an intermediate and a high school. One of the primary schools provides a bilingual education option and the wharekura provides Māori immersion.

## What's influencing the education system in this catchment?

### Vocational Pathways

- There is a move to develop vocational pathways and training across the catchment with a key focus on developing and retaining a skilled workforce to support local industry. There is currently a traditional schooling pathway and limited tertiary and industry training opportunities across the region.

### Māori medium

- Census 2018 data indicates an increasing Māori population in the Hāwera catchment. Bilingual Māori medium language education is available up to Year 6. Kura kaupapa immersion learning is provided for all years of compulsory schooling through the recent change of class at Te Kura Kaupapa Māori o Ngāti Ruanui. Local Iwi are engaging with local government, employers and education providers to ensure Iwi goals and aspirations are realised.

### Leadership and Governance

- Twelve of the sixteen schools are members of the South Taranaki – Hāwera Kāhui Ako. The kura is not a member, however they are part of the Taranaki kura cluster. These schools have collaborated together and developed common educational goals to work towards.
- In recent years, there has been significant turnover in school leadership across the Hāwera catchment. Recruitment and retention of staff and accessing relief teachers can be challenging in this catchment.

### Investment

- Property condition of Hāwera Intermediate and Hāwera High School, the rationalisation of infrastructure, and fire damage at the Intermediate are the key drivers for what is anticipated to be a significant investment in education provision in Hāwera. The redevelopment of the intermediate and high school provides an opportunity to ensure a 21st century, fit for purpose educational infrastructure is designed for Hāwera.

### Learning Support

- Children with high learning support needs are generally provided for through an inclusive approach across this catchment. However, there are a number of secondary learners/ākonga with higher needs that travel significant distances to access learning support in New Plymouth. There is an opportunity to provide better learning support for secondary learners/ākonga through the proposed redevelopment of the high school.

## Here's what is already underway to help us manage education provision in this catchment:

- We are working with Hawera Intermediate to strengthen leadership and governance with the appointment of a Limited Statutory Manager.
- Considerable professional learning and development resourcing has been committed to deliver a Relationship Based Learning programme to enhance the opportunities for Māori to succeed as Māori across the Kāhui Ako. Further PLD is being used for the development of a localised curriculum and a common form of assessment for learning using the progress and consistency tool (PaCT).

- Te Kura Kaupapa Māori o Ngāti Ruanui has recently been approved as a wharekura, with a change in class from Year 1-8 to Year 1-13 from April 2020. Funding for additional teaching space was recently approved to accommodate future roll increases at the wharekura.

- A review of school transport provision has recently been completed with minor changes made to provide more efficient and targeted services to enable children to access their closest school.

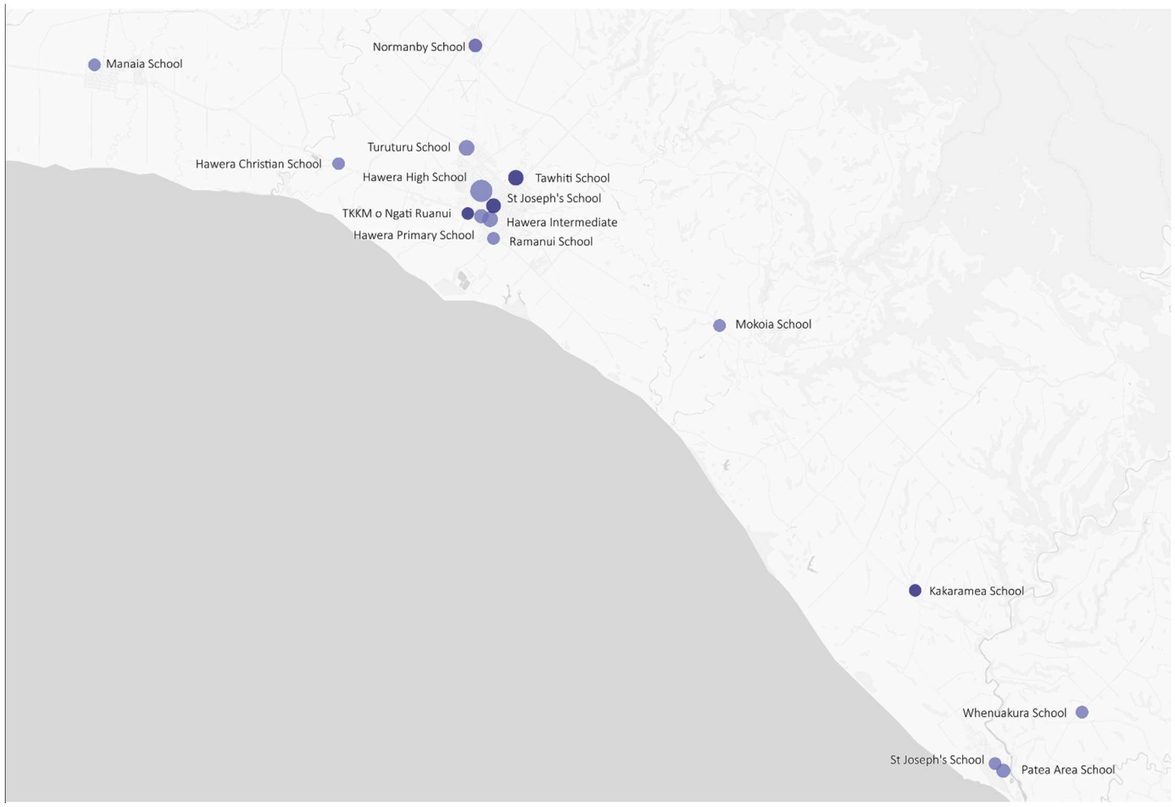
- Schools in the catchment have received $1.7 million as part of the Schools Investment Package as funding to help schools accelerate planned property projects. Schools are also able to use this funding for discretionary property projects.
- We have begun discussions with both Hawera Intermediate and Hāwera High School to work on the schooling redevelopment programme.

- We are maintaining close relationships with Iwi, council, tertiary sector, employers, early childhood education providers and other government agencies to align our work.

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# Hāwera and Districts: Steady and Stable

## Education Network Plan




The **Hāwera Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **2,800 learners/ākonga** each year over the next decade to 2030. There are 16 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 13 | 2 | 1 | 0 | **16** |
| Total roll | 1,837 | 278 | 712 | 0 | **2,827** |
| MME Level 1 & 2 | 0 | 92 | 0 | 0 | **92** |
| ORS-funded roll | 20 | 6 | 8 | 0 | **34** |
| Māori roll | 774 | 234 | 250 | 0 | **1,258** |
| Pacific roll | 23 | 4 | 11 | 0 | **38** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Hāwera and Districts catchment:

### Learning Support

- Learners/ākonga with high learning support needs are generally provided for through an inclusive approach across this catchment, however there is an opportunity to strengthen support through the new roles of the Learning Support Co-ordinators within the Kāhui Ako structure. They are developing a collaborative approach to learning support across schools to children with additional learning needs. The redevelopment of the intermediate and high school provides further opportunities to enhance learning support practice.

### Māori medium

- Hui with whānau, kōhanga reo, and kura are planned to inform the Māori medium plan that is being prepared for the Taranaki rohe. Opportunities and choice for bilingual and immersion pathways for learning through the Māori medium will be considered through this process.

### Education conversations

- Engagement and kōrero with whānau and the community is essential to the success of the proposed investment in Hāwera schooling. These conversations will look at education pathways across the town, including demand for options to learn through Māori medium. This is the opportunity to look at something different for Hāwera that is responsive to the needs of learners.

### Network structure

- Engage with the community in relation to investment in Hāwera Intermediate and High Schools, including consideration of the primary school network and the role each school can play in providing quality future-focused learning environments.

### Secondary-tertiary pathways

- To design a fit for purpose secondary-tertiary pathway with our sector partners. We will work towards initiating a long-term conversation with the two Kāhui Ako around what education delivery might look like in Hāwera district in the future, with the aim of developing a co-constructed secondary/tertiary pathway plan for the catchment. As part of this conversation, we will engage with the community to consider options for trades and vocational training at Hāwera High School.



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# Rangitikei: Trending Down

## Education Network Plan

## Catchment description

The Rangitikei catchment lies within the Rangitikei district and follows the Rangitikei River, including the towns of Taihape in the north, Mangaweka, Hunterville, Marton and Bulls to the south. The population of the entire district increased by 591 (3.95%) between 2013 (14,373), and 2018 (14,964).

The Gross Domestic Product (GDP) of the entire Rangitikei District increased 1.6% in 2018, with agriculture and agribusiness (including sheep, beef cattle, dairy and grain farming) being the primary contributors. Tourism and food production are the highest growth areas. The district experienced a 2.1% growth in employment in 2018.

The school age population of the district decreased in the years between 2013 (2,679) and 2018 (2,619), a difference of 60 students. This was preceded by a 23% decrease from the previous 2006 census. Statistics NZ population projections indicate that school age population is expected to remain relatively stable with longer-term decline. In the short-term, the relocation of No 5 Squadron RNZAF to nearby Ōhakea is expected to increase the student population from 2022.

## What's influencing the education system in this catchment?

### Vocational pathways

- There is a move to develop vocational pathways and training across the catchment, to retain and attract a skilled workforce. The main employment focus in the catchment is in the agriculture and forestry industries. Rangitikei is the heart of the Horizons Regional Afforestation Initiative, with a forestry aim to establish and plant 27,000 hectares in the Horizons Region, creating up to 300 new jobs.
- Rangitikei College and Taihape Area School offer agricultural pathways and have strong relationships with UCOL Manawatū. Nga Tawa Diocesan School for Girls is the other secondary school with a strong focus on Agriculture studies, Outdoor Education, and has an Equestrian Academy.

### Māori medium

- Census 2018 data indicates a stable Māori student population in the Rangitikei catchment, with 730 Māori students in 2021. The recent Taihape Treaty of Waitangi inquiry heard the request from local iwi for improved te reo (including local dialect) instruction and localised curriculum in the Taihape schools.
- There is a strong focus on localised curriculum in the South Rangitikei schools who work closely with their local Iwi, Ngā Wairiki Ngāti Apa.
- Marton Junction School provides Māori medium language Level 1 provision and Moawhango School offers Māori medium language Level 2.

### Kāhui Ako

- There are two Kāhui Ako across the Rangitikei catchment area: South Rangitikei and Taihape.
- The Taihape Kāhui Ako remains in the early stages of developing an achievement challenge.
- The South Rangitikei Kāhui Ako has a membership of 10 schools and 8 early learning centres. It does not include Nga Tawa Diocesan School (who is a member of the Takitini Kāhui Ako) or Huntley School which is a private school. The South Rangitikei Kāhui Ako has a strong culture of collaboration.

### School Property

- Most schools in this catchment were established in the late 1800s/early 1900s. School buildings across the catchment are mostly aging and require upgrading to meet quality learning environment standards. Schools are using their 5 Year Agreement and Accelerated Modernisation funding to upgrade the teaching environments.

### Primary school provision with small school rolls

- There are a number of small rural schools in the catchment that serve isolated communities. Two of these schools have rolls of less than 10 students.

### Changing population profile

- The NZ Defence Force plans to relocate the No 5 Squadron RNZAF from Whenuapai to Ōhakea Airforce base near Bulls in the Manawatū District (southern edge of the Rangitikei catchment). This has the potential to impact on school rolls in the south of the catchment as Sanson, Bulls and Marton are all within a 30min radius of the base. The squadron is expecting around 270 personnel will be redeployed to Ōhakea Base, with the potential for 24 secondary school students, 44 primary and intermediate students and 24 pre-schoolers. The initial redeployment will occur in the second half of 2022 and the remainder at the start of 2023.

### Learning support

- Learners/ākonga with high learning support needs are generally provided for through an inclusive approach across this catchment. Work will continue with schools, external agencies and RTLB to provide a more collaborative approach to meet the learners/ākonga additional needs.

## Here's what is already underway to help us manage education provision in this catchment:

- We have one school with an enrolment scheme and two more in the consultation phase of implementation. The risk of overcrowding is specific to individual schools in the lower Rangitikei area.

- We have contracted Ngā Wairiki Ngāti Apa to partner with the South Rangitikei Kāhui Ako to embed identity, language, and culture in the local curriculum, and to support whānau engagement.
- We are working with schools and iwi in the Taihape area to strengthen relationships and develop collaborative localised curriculum in response to the recent Treaty of Waitangi inquiry.

- We have begun discussions with Taihape Area School to develop improved property provision.
- Schools in the catchment have received $1.6 million in total as part of the Schools Investment Package as one-off funding to help them accelerate property projects already planned. Schools are also able to use this funding for discretionary property projects.



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# Rangitikei: Trending Down

## Education Network Plan




The **Rangitikei Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **2,200 learners/ākonga** each year over the next decade to 2030. There are 20 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 17 | 1 | 2 | 0 | **20** |
| Total roll | 1,544 | 283 | 421 | 0 | **2,248** |
| MME Level 1 & 2 | 36 | 0 | 0 | 0 | **36** |
| ORS-funded roll | 18 | 2 | 5 | 0 | **25** |
| Māori roll | 435 | 176 | 119 | 0 | **730** |
| Pacific roll | 108 | 6 | 20 | 0 | **134** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Rangitikei catchment:

### Secondary-tertiary opportunities

- We will continue to work on designing a fit for purpose secondary - tertiary pathway with our sector partners.

### Māori medium

- Pathways for students wishing to learn in a Māori medium language setting are currently restricted to schools in Marton and Moawhango. We are working with schools and iwi throughout the catchment to develop localised curriculum and strengthen identity, language and culture in educational settings.
- We will hui with whānau, kōhanga reo, and kura to inform the Māori medium network plan that is being prepared for the Rangitikei rohe. Further opportunities for bilingual and immersion pathways for learning through the Māori medium will be considered through this process.



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# Whanganui and Districts: Steady and Stable

## Education Network Plan

## Catchment description

The Whanganui catchment is located around the lower Whanganui River including Whanganui city and surrounding rural settlements.

Whanganui's economy is quite diverse with manufacturing the largest sector with 11.9% of gross domestic product (GDP). Whanganui's largest contributors to economic growth include health care and social assistance, agriculture and agribusinesses and the retail trade.

Between 2013 and 2018, the total population of the catchment increased by 7.9%, to 45,750 residents. The school-age population has been relatively stable for the last three years following a period of increasing rolls. The Māori student population has also remained stable over this time.

The city of Whanganui provides a diverse hub for education, drawing students from a wide rural catchment. There are forty five schools comprising of eleven contributing schools, two intermediates, fifteen full primary, four state integrated full primary (3 Catholic), two state co-ed secondary schools, one state girls' secondary school, two co-ed state integrated secondary schools (1 Catholic and 1 Anglican), one Year 1-8 kura kaupapa Māori, one kura kaupapa Māori wharekura, one Year 1-8 kura-a-iwi, one Y1-13+ kura-a-iwi wharekura, two private Year 1-8 schools, one private Year 9-13+ secondary school and one special school (Arahunga School).

## What's influencing the education system in this catchment:

### Secondary transitions

- There are seven schools offering secondary school education in the catchment area. All schools offer curriculum that focuses on education and training that prepares students for post schooling. Individual schools have developed their own systems and processes for developing curriculum and advising on pathways options for their students.
- Students also have the opportunity to attend secondary tertiary programmes, the main provider being the Universal College of Learning Limited (UCOL Limited).

### Māori medium

- There are more than 3,000 students in this catchment that identify as Māori. There are a number of Māori medium pathways available to Year 8 and two wharekura options to Year 13+. Māori medium education is available in state full primary schools at Te Wainui-a-Rua, in the middle reaches of the Whanganui river, at Castlecliff School in Whanganui city, and at Whanganui Intermediate School. Two Kura-a-iwi, (including Mōrehu and an urban wharekura) and two kura kaupapa Māori (one of which is a wharekura) also provide Māori medium education.
- The state and state integrated secondary schools all offer Te Reo as subject areas. Many schools in Whanganui have strong relationships with local iwi and a range of programmes in place to strengthen language, identity and culture in their schools for Māori students.

### Kāhui Ako

- Thirty two schools and 27 early learning centres have collaborated to establish three Takitini Hauora Kāhui Ako. Whanganui Iwi has partnered with Takitini very closely to develop a strong action plan with a focus on the transition of students through the schooling sector. Five schools and a number of early learning centres have not yet joined the Kāhui Ako. The progress made in Whanganui is significant as schools have moved through their journey from not wishing to be members of a Kāhui Ako to a point where they now believe collaboration is in the best interest of their students.
- Five kura in the region have joined the Kura Kāhui Ako with a kura in Ohakune and a kura in Palmerston North. This Kāhui Ako also has a major focus on the transition of their students from kōhanga reo to beyond secondary. There have been many leadership changes across this group of kura, which has at times affected their progress. Digital Fluency across the kura is seen as a high priority as it is believed that this will contribute significantly to raising the achievement levels of their tamariki.

### Enrolment schemes/zones

- The majority of primary schools on the outer borders of Whanganui city have enrolment schemes in place. There are no enrolment schemes in the secondary community.

### Learning Support

- Children with learning, communication and behaviour needs are well supported through the one referral pathway which provides access to support from Resource Teachers of Learning and Behaviour (RTLB) and learning support practitioners. This support is provided through an inclusive tiered response of individual targeted and universal support. Learning support practitioners work alongside the school teams to provide inclusive support to meet the needs of children identified on the Ongoing Resourcing Scheme (ORS).
- Arahunga School is a specialist school based in Whanganui and has satellite units in a number of schools across the primary, intermediate and secondary pathway within this catchment. Arahunga School has a team of specialists providing professional support and guidance to their enrolled students and families. They also have a significant outreach service which extends beyond the Whanganui catchment.

## Here's what is already underway to help us manage education provision in this catchment:

- There is a move to develop vocational pathways and training across the catchment, to retain and attract a skilled workforce. We are maintaining close relationships with Iwi, council, tertiary sector, employers, early childhood education providers and other government agencies to align our work.

- The three Takitini Kāhui Ako have a clear action plan for their schools that includes teachers, students, whānau and the wider community. Wellbeing is of the highest priority as the student's transition through the sector from Early Childhood Education to primary and secondary education and beyond. Their plan is focused on the attendance and engagement of students as well as lifting the success levels of Māori.
- Kura Kāhui Ako will focus on the best use of Professional Development and Learning to raise the achievement levels of their students. Kura Kāhui Ako is in the early stages of developing their Achievement Challenge and actions plans.

- Schools in the catchment have received $4.4 million as part of the School Investment Package as one-off funding, to help bring forward property projects already planned. Schools are also able to use this funding for discretionary property projects.

- We are working with Takitini Hauora and Te Hononga Kāhui Kura to progress the Learning Support Delivery Model. A community initiative involving multiple agencies, schools and early learning services, WIN1000 initiative has a close alignment with the Takitini Hauora achievement challenges. This has provided opportunities for WIN1000 and both Kāhui Ako to collaborate and progress a community response to meeting the needs of children and young people in the Whanganui catchment.

- There is an ongoing review of school transport provision to provide more efficient and targeted services to enable children to access their closest school.

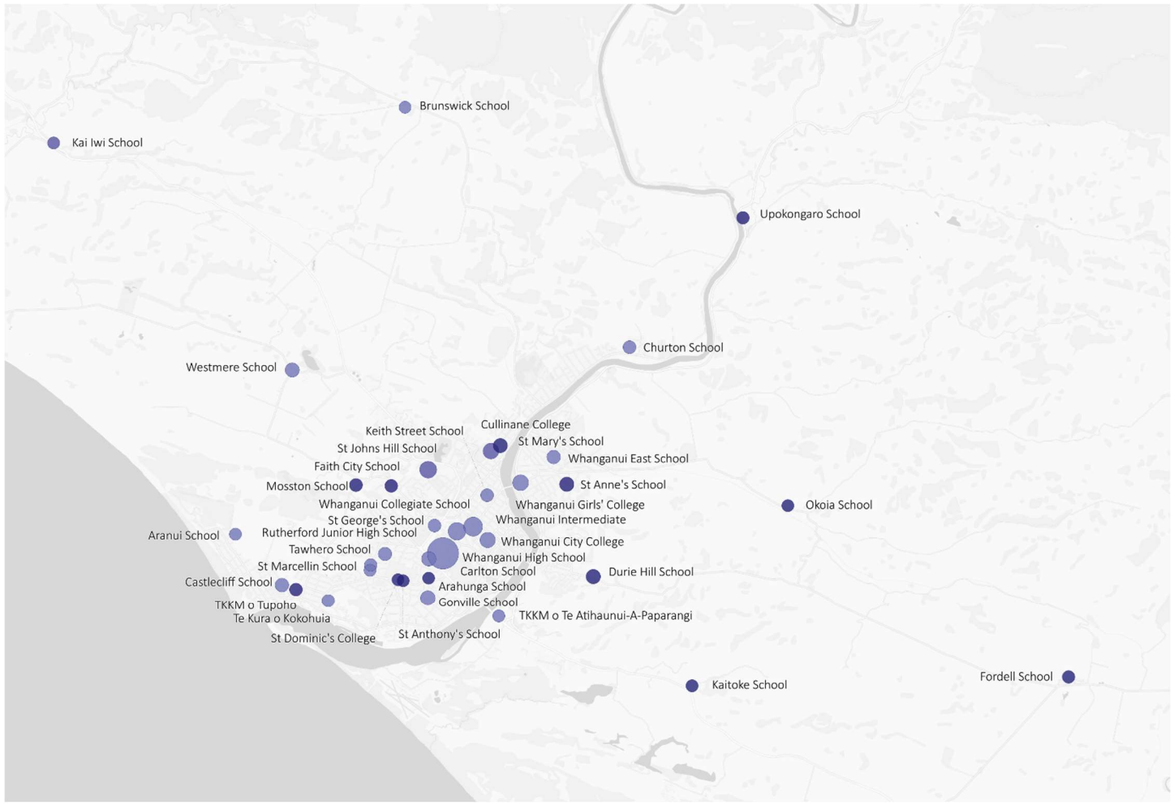


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# Whanganui and Districts: Steady and Stable

## Education Network Plan




The **Whanganui and Districts Catchment Plan** will meet the needs of the students of Whanganui over the next decade to 2030. The catchment will cater for approximately **8,000 learners/ākonga** each year. There are 45 schools/kura in the catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 36 | 2 | 6 | 1 | **45** |
| Total roll | 5,039 | 285 | 2,756 | 45 | **8,125** |
| MME Level 1 & 2 | 354 | 284 | 0 | 0 | **638** |
| ORS-funded roll | 69 | 2 | 22 | 41 | **134** |
| Māori roll | 1,957 | 283 | 1,004 | 20 | **3,264** |
| Pacific roll | 161 | 1 | 82 | 1 | **245** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Whanganui catchment:

### Secondary tertiary pathways

- Designing fit for purpose secondary - tertiary pathways for the catchment will involve collaboration with vested interest partners. These partners include Whanganui & Partners, 100% SWEET, the Universal College of Learning Limited (UCOL Limited), government agencies such as the Ministry of Social Development's Employment Broker for Schools initiative and employers. Regional employment needs and initiatives are identified in the *Accelerate 25 Regional Plan*.

### Māori medium

- Hui with whānau, kōhanga reo, and kura are planned to inform the Māori medium plan that is being prepared for the Whanganui rohe. Opportunities for further development and choice for bilingual and immersion pathways for learning through Māori medium will be considered through this process.

### Learning support

- Learners/ākonga with high learning support needs are generally provided for through an inclusive approach across this catchment. There are opportunities to strengthen this further through the community initiatives that are in place and the Kāhui Ako structure.
- There is a specialist school situated in this catchment.

### Investment in school property

- Plans are in place to re locate the Arahunga School base to the Rutherford Junior High School site, and to relocate and modernise the Whanganui City College technology block to the main school campus.



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# Feilding: Steady and Stable

## Education Network Plan

## Catchment description

The Feilding catchment is predominately rural and lies within the Manawatū district. The largest urban area is Feilding township, located 20 kilometres north of Palmerston North. The rural settlements of Kimbolton, Cheltenham, Waituna West, Āpiti, Bunnythorpe and Halcombe are within the catchment.

Agriculture and agribusiness are the key economic drivers in this area, contributing 18.8% of the Gross Domestic Product (GDP) of the Manawatū district. The government has invested in a number of initiatives through the Provincial Growth Fund (PGF) aligned to the Accelerate 25 regional economic development plan, in sectors such as transport, food and beverage, tourism, plastic recycling, processing and re-use industries.

Census 2018 data shows the overall population for the Feilding district has increased by 10.2% since 2013 to 30,200. Of the total population, 16.5% (4,986) identified as Māori, up 2% on the 2013 population.

Within the catchment, there are 17 schools, comprising of 12 full primary schools, two contributing primary schools, one intermediate, and two secondary schools.

## What's influencing the education system in this catchment?

### Vocational pathways

- There is a move to develop employment pathways and training across the catchment to retain and attract a skilled work force. An example is Feilding High School who own and manage two farms, Ngakaunui and Manawanui, providing practical agricultural learning.

### Māori medium

- July 2021 roll data indicates a relatively stable Māori student population in the Feilding catchment, with 1,253 Māori students. Te Kura ā Iwi o Whakatupuranga Rua Mano, based in Ōtaki, has established an offsite classroom in this catchment which provides Year 1-13 Level 1 Māori immersion provision based on Ngā Kaitiaki o Ngāti Kauwhata tikanga.
- Two schools, North Street School and Hato Pāora College, provide Level Two Māori medium language education.

### School property

- Most schools in this catchment were established in the 1950s or earlier, with many of the school buildings across the catchment aging and requiring upgrading to meet quality learning environment standards.

### Learning support

- Learners/ākonga with high learning support needs are generally provided for through an inclusive approach across this catchment. The new roles of the Learning Support Coordinators within the Kāhui Ako structure will be used to strengthen support to students. They are developing a collaborative approach to learning support across schools. We are working with them to enhance the service offered to children with additional learning needs.

### Kāhui Ako

- Fourteen schools and eighteen early learning centres are members of the Feilding Kāhui Ako. They have developed a strong plan to collaborate, and their partnership with Ngā Kaitiaki o Ngāti Kauwhata forms part of the development of a localised curriculum with a focus on improving Māori student achievement. The two Catholic schools in this catchment are members of the Palmerston North Catholic Kāhui Ako. There are good connections between the schools and many of the local early learning providers.
- There is a collaborative mind-set within the Kāhui Ako developing a shared Learning Support model with the employment of eight Learning Support Coordinators.
- Principals, other school leaders, teachers, support staff, parents and other agencies are open to partnerships that meet the needs of children and young people.

### Parental choice

- Approximately 33% of Year 9-13 students within the catchment attend secondary schools in Palmerston North as they choose single sex, faith based or different vocational pathway options. Around 7% attend secondary schools outside the Manawatū and Palmerston North districts. Conversely a significant number of students from outside the catchment attend high school in Feilding (approximately 32%) choosing the co-ed, Māori medium or agriculture options available.
- There are two boarding options within this catchment. Hato Pāora College is a state integrated Year 9-13 Catholic Māori Boys' school with 140 boarding spaces. Feilding High School is a large co-ed state secondary school with facilities for 180 boarding spaces.

### Wider network review

- KiwiRail's proposed regional Freight Hub may bring with it an increase in the number of families residing in the catchment over the next 10 years. KiwiRail is currently consulting with the community about this proposal.
- Council has invested significantly in water, roading and storm water infrastructure in Feilding growth areas. Consultation on changes to land use zoning in Colyton, Halcombe, and Hiwinui is also underway, which may change population demographics in these areas.
- No 5 Squadron RNZAF is transferring from Whenuapai to Ōhakea Airforce base near Bulls in the neighbouring Rangitikei District. The initial redeployment is expected to occur in the second half of 2022 and the remainder at the start of 2023. The squadron is expecting around 270 personnel will be redeployed to Ōhakea base (with approximately 100 children). The expectation is that most of the staff will live in the Feilding and Palmerston North area because of the requirement for the workforce to be on a 30 minute standby.

## Here's what is already underway to help us manage education provision in this catchment:

- The government has allocated $2.86 million through the Provincial Growth Fund towards the National Driver Training Centre at Manfeild. Further investment has been made in forestry research, manufacturing and roading. Education providers, including tertiary organisations and secondary schools, have developed pathways and training across the catchment to retain and attract a skilled workforce.
- We have developed an area strategy to manage the expected growth in the wider Palmerston North/Manawatū area. We are currently working to ensure the sector is well informed of the expected growth and are supporting schools to implement key actions to deliver the right provision in the right place, at the right time. We have six schools with enrolment schemes in place with another pending. We will work with these schools to manage the risk of overcrowding and support the best use of the schooling network.
- We have contracted Ngā Kaitiaki o Ngāti Kauwhata to partner with the Kāhui Ako to embed identity, language, and culture in the local curriculum, and to support whānau engagement.
- School leadership and governance is reasonably stable across this catchment; however, we are working with several schools to support enhanced educational delivery in the catchment.
- We have provided regional mentoring to Feilding High School with a focus on achievement and attendance to support students to achieve NCEA L2.
- Schools in the catchment have received approximately $2.2 million as part of the Schools Investment Package as one-off funding, to accelerate and bring forward property projects already planned. Schools are also able to use this funding for discretionary property projects.
- We are rebuilding two classrooms and the Learning Support Centre at Feilding High School.



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# Feilding: Steady and Stable

## Education Network Plan




The **Feilding Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **4,300 learners/ākonga** each year over the next decade to 2030. There are 17 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 15 | 0 | 2 | 0 | **17** |
| Total roll | 2,716 | 0 | 1,645 | 0 | **4,361** |
| MME Level 1 & 2 | 96 | 0 | 99 | 0 | **195** |
| ORS-funded roll | 32 | 0 | 18 | 0 | **50** |
| Māori roll | 720 | 0 | 533 | 0 | **1,253** |
| Pacific roll | 70 | 0 | 43 | 0 | **113** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Feilding catchment:

### Secondary-tertiary opportunities

- We will support the design of a fit for purpose secondary - tertiary pathway with our sector partners.

### Māori medium

- Hui are planned with local iwi to share our Māori medium planning work to ensure it meets iwi aspirations and aligns with their educational plans.
- Opportunities and choice for bilingual and immersion pathways for learning through Māori medium will be considered through this process.

### Network Changes and Enrolment Schemes

- Conversations with principals and boards will continue to look at educational pathways across the town. This will include consideration of the demand for options to learn through Māori medium and review the need for localised network solutions such as new enrolment schemes and adjustments where required. We will actively support schools to manage their enrolment schemes effectively.



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# WELLINGTON

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

# Wellington Regional Statement

National Education Network Programme

## Director's message



Tēnā koutou katoa,

The Wellington region is growing. People are moving to all parts of our region, attracted to the great lifestyle Wellington provides.

Across all of our catchments, populations are steady and stable, with some catchments growing faster than others. In the past five years, Wellington has seen a significant increase in the number of people aged 24-35 years and we're projecting that an increase in this age group will correlate to an increase in school-aged children over the next ten years as these people settle down.

Over the next ten years with the opening of Transmission Gully and the expressway to Ōtaki, we're anticipating population growth along this corridor too.

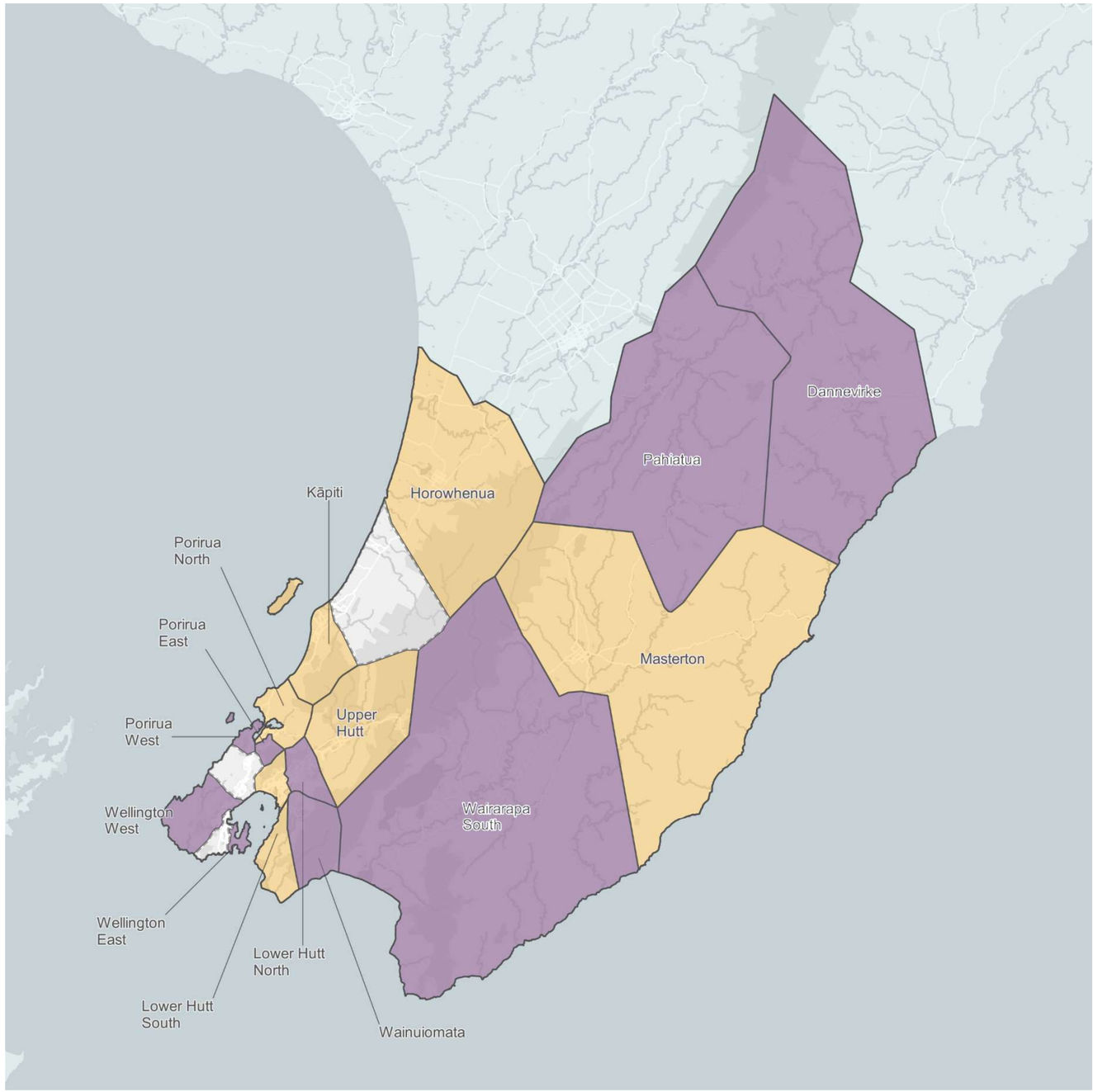
We know that we do not currently have enough choice and provision for our ākonga Māori in the Greater Wellington region. To improve this, we will continue to collaborate with whānau, iwi, hapū, kura, the sector organisations and kura auraki (English medium schools) to see where and how to grow additional educational pathways. Where possible we want local tamariki to attend local kura, rather than travelling significant distances to access Te Reo Māori.

We know how important education and schools are to a community. We are working with other government agencies to achieve positive outcomes for all our tamariki and rangatahi.

Some of our highest growth catchments have already been the subject of catchment plans in the National Education Growth Plan. Our plans for the remaining catchments in the Wellington region are captured here in these Education Network Plans. It is a great pleasure to share these plans with you now.

Ngā mihi

Roy Sye






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# Wellington Regional Statement

National Education Network Programme

## Wellington region summary

- Between Censuses 2013 and 2018, the Wellington Region has seen an increase in the total population of around 8%. This is double the rate of growth experienced during the 2006-2013 Census period. Since 2015, school rolls have increased by about 2.5%, to around 90,000 students in 2021.
- The Wellington education region comprises 17 catchments; 15 of which are profiled in this plan, and two higher growth catchments which are summarised in the National Education Growth Plan.
- Of the 15 catchments in this plan, most (9) are profiled as stable.

| Catchments | Population Profile |
|---|---|
| Horowhenua, Kāpiti, Porirua North, Upper Hutt, Lower Hutt South, Masterton (6) | Steady Growing |
| Porirua East, Porirua West, Wellington West, Wellington East, Lower Hutt North, Wainuiomata, Dannevirke, Pahiatua, Wairarapa South (9) | Steady and Stable |

- An analysis of projected school age population and school capacity shows that generally there is steady growth across Wellington, and we will need to provide additional capacity in some higher growth areas to accommodate roll growth in the long term.

| No. of schools in these plans | 2019 roll | 2020 roll | 2021 roll |
|---|---|---|---|
| 230 | 66,757 | 66,705 | 67,590 |

## Regional priorities

- Our key priorities across the Wellington region are twofold: to have all schools providing equitable outcomes for all students; and to improve pathways across the region to accommodate Māori medium learning.

## Planning for population change

- We work closely with all our local councils to understand their long-term plans for growth. Since 2019, we have implemented or amended 38 enrolment schemes to help accommodate increasing roll growth across schools. We've also funded 241 roll growth classrooms across 35 schools in the last three years.
- In the short term, we will continue to implement and review enrolment schemes to help distribute growth across the Wellington Region while making sure there is sufficient space for students at their local schools. We're also looking at where further investment in roll growth teaching spaces will be required and are investigating the acquisition of several sites for new schools and kura. We will continue to be a key stake holder in discussions around long term plans across the region.
- Over the next decade, we are anticipating establishing several new schools and kura across the region. We'll also look to acquire land in areas of longer term planned growth to ensure we can provide new schools in the right location at the right time.. We will continue to work with schools to effectively manage enrolment schemes, and if additional classrooms are still required, we will provide these as a response to genuine (in-zone) roll growth. We will continue working with schools and local stakeholders to plan for and manage our changing population.
- Our long-term planning for the region involves our work with the Wellington Regional Growth Framework to identify what the overall growth of the Wellington Region might look like over the next 100 years. This work will inform our planning and our decision making beyond 2030.

## Early learning

- The proportion of new entrants that have attended ECE prior to starting school or kura is 98%.

| ECE | Licensed Services | Licensed places |
|---|---|---|
| Education & Care | 267 | 12,241 |
| Home-based | 35 | 2,610 |
| Kindergarten | 107 | 4,449 |
| Kōhanga Reo | 43 | 1,362 |
| Playcentre | 39 | 1,105 |
| Licence-exempt playcentre | 1 | N/A |
| Ngā Puna Kōhungahunga | 3 | N/A |
| Pacific Island Early Childhood groups | 14 | N/A |
| Playgroups-general | 139 | N/A |

## Learning Support provision

- There has been demand in Wellington Region to provide satellite classrooms and complete the regional network of our two specialist schools. Through Budgets 19/20, the Wellington region was allocated funding to provide 12 satellite units across the Wellington Region. We are working with schools now to plan for how these will contribute to our learning support network.

| Specialist Schools | Satellite | ORS funded |
|---|---|---|
| 3 | 17 | 9% |

## Māori medium education

- We know that we do not currently have enough choice and provision for our Māori ākonga in the Wellington region. There are 21,010 ākonga that identify as Māori, that is 23.2% of the total student population of 90,271. In 2021, out of these 21,000 only 8% were learning at Levels 1 and 2. We have seven kura in our region and five of these are operating at over 80% utilisation with plenty of further demand from whānau. We want to grow this provision and ensure that regardless of where ākonga live in the Wellington region, they can have equitable access to Te Reo Māori.

| Māori medium education | |
|---|---|
| No. of schools/kura offering Level 1 & 2 | 19 |
| No. of Level 1 students | 1,506 |
| No. of Level 2 students | 198 |
| % of ākonga Māori in L1 & 2 | 8.1% |
| % of all students in L1 & 2 | 2% |



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# Dannevirke: Steady and Stable

## Education Network Plan

## Catchment description

The Dannevirke catchment includes the main rural service township of Dannevirke and smaller surrounding communities in the northern Tararua District. It is the largest community in the district, with dairy, beef cattle and sheep farming the predominant industries.

The population of this catchment increased 6% between the 2013 and 2018 Census. This is in contrast to a population decline of 6% between 2006 and 2013. Over the past decade the catchment has seen steady numbers of students enrolled, going from 1,691 students in 2012 to 1,604 students in 2021.

## What's influencing the education system in this catchment?

### Changing population dynamics

- Historically, the majority of schools have had stable rolls, with one or two schools having significant growth or decline. Census 2018 data shows that there were around 180 more people living in Dannevirke aged between 20 and 39 than there were in 2013. Whilst there has not been growth in the school-aged population, a slight increase in the future is anticipated due to a rise in the number of younger people moving into the area, many of whom may start families.
- Further population change is anticipated with the opening of a rebuilt State Highway 3 linking Woodville to Palmerston North, driven by affordable property and easier commuting to Palmerston North.

### Enrolment schemes/zones

- All schools in this catchment have some capacity, with four of the ten schools approaching capacity. One of these schools (Ruahine School) has an enrolment scheme in place.

### State integrated schooling options

- There are two state-integrated school in this catchment. St Joseph's School (Y1-8) has a maximum roll of 155 students, and Totara College (Y1-15) has a maximum roll of 75 students.
- There is no secondary Catholic pathway in this catchment, meaning approximately 60-70% of St Joseph's School students choosing to attend Dannevirke High School, with some students travelling to other catchments to access Catholic secondary education pathways.

### Investment

- Most schools in the catchment were established in the early 1900s with successive waves of newer schools and building renewals in the 1950s, late 1960s and early 2000s. The average age of buildings across the catchment is more than 60 years. Therefore, school buildings across the catchment are mostly ageing and require further upgrading to meet quality learning environment standards. Most of the smaller schools have undertaken modernisation works but this work has been largely limited to addressing heating, lighting, acoustics and ventilation.

### Māori learners/ākonga

- Almost 43% of 0-17 years olds in this catchment identify as Māori. The majority of students who identify as Māori are enrolled at English medium state schools.
- There is one kura in this catchment – Te Kura Kaupapa Māori o Tamaki Nui A Rua, which provides a complete Māori immersion pathway for ākonga. Over the last decade, the roll of the kura has remained consistent at about 70-80 ākonga.
- There are 2 Kōhanga Reo in this catchment with approximately 40-50 tamariki enrolled.

### Kāhui Ako

- Eight of the ten Dannevirke Schools are part of the Dannevirke Kāhui Ako. The exceptions are Totara College and Te Kura Kaupapa Māori o Tamaki Nui A Rua. The Kāhui Ako has strong links to early childhood services in the catchment. Representatives from both local Iwi attend Kāhui Ako management meetings.

### Leadership and governance

- Recruitment and retention of teaching staff is an ongoing challenge for Boards and school leaders, as is the availability of relief staff. Some students from this catchment attend schooling in Palmerston North due to parental perception of schools.
- Like all catchments with limited populations, the availability of governance can be challenging.

### Secondary-tertiary pathways

- There are no tertiary opportunities based in this catchment. There is demand from schools, school leavers and the wider community for vocational education provision but not enough from any one group or any particular pathway to attract tertiary providers to the area.
- As there is only one state secondary school in this catchment and one state integrated secondary option, if a student is excluded from the High School there can be significant barriers to attending another school, such as transport.

### Pacific languages

- There are no established Pacific pathways in either early learning or schooling in this catchment. There is very little demand for this pathway as fewer than 1% of students identify as Pacific.

## Here's what is already underway to help us manage education provision in this catchment:

- We are monitoring the school rolls in this catchment.

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# Dannevirke: Steady and Stable

## Education Network Plan




The **Dannevirke Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **1,600 learners/ākonga** each year over the next decade to 2030. There are 10 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 7 | 2 | 1 | 0 | **10** |
| Total funded roll | 1,053 | 141 | 410 | 0 | **1,604** |
| MME Level 1 & 2 | 0 | 74 | 0 | 0 | **74** |
| ORS-funded roll | 10 | 3 | 12 | 0 | **25** |
| Māori roll | 451 | 96 | 162 | 0 | **709** |
| Pacific roll | 19 | 1 | 3 | 0 | **23** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Dannevirke catchment:

### Enrolment scheme implementation

- We are monitoring the school rolls in this catchment.



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# Pahiatua: Steady and Stable

## Education Network Plan

## Catchment description

The Pahiatua catchment lies southeast of Palmerston North on the eastern side of the Tararua Ranges. The catchment extends from Eketāhuna in the south to Woodville in the north. These towns are rural service for the Tararua District. The predominant industries in this catchment are dairy, beef cattle and sheep farming.

This catchment has had a relatively stable school age population historically, however school rolls have increased by 158 students since 2012. According to Tararua District Council, there are no significant housing developments planned within this catchment, therefore any growth is as a result of people moving into existing dwellings.

This catchment is made up of smaller, rural schools, apart from Pahiatua School which is the biggest school in the catchment with a July 2021 roll of 381 students. The majority of other schools are rural schools, some with only two or three teaching spaces.

## What's influencing the education system in this catchment?

### Changing population dynamics

- Population growth has increased across Pahiatua between 2013 and 2018, with Census 2018 data showing growth of 7.2% compared to a decrease of 2.5% between 2006 and 2013.

### Parental choice

- Student movement between schools is high in this catchment, with some families attending a school of their choice rather than their local school.

### State integrated schooling options

- St Anthony's School (Y1-8) is a state integrated (Catholic) school in this catchment, with a maximum roll of 145 students.
- There is no pathway through to Catholic secondary education within this catchment.

### Transitional partnerships

- Tararua College has a working farm attached to the school which provides training opportunities for students interested in transitioning into the Primary Industries sector. Its students have access to USkills Secondary Tertiary Programmes via UCOL. This requires travel to Masterton or Palmerston North, as does access to tertiary learning in general for rangatahi of this catchment.
- Tararua District Council has been active in Provincial Growth Fund applications to improve employment outcomes for youth and has had discussions regarding training partnerships with local employers that could lead to continued employment.

### Māori learners/ākonga

- Almost 35% of students in the total school roll of this catchment identify as Māori.
- No school in this catchment offers Māori medium education, however there is a kōhanga reo.

### Kāhui Ako

- There is one Kāhui Ako in this catchment with a dual leadership model.

### Leadership and governance

- Recruitment and retention of teaching staff is an ongoing challenge for Boards and school leaders, as is the availability of relief staff to enable professional learning and development for teachers.

### Learning support

- There is no dedicated learning support provision in this catchment.

### Early childhood education

- There are two early learning providers in this area that are part of the Ruahine Kindergarten Association – Holyoake Kindergarten and Pahiatua Early Learning. There is one Kōhanga Reo and one home-based provider.

## Here's what is already underway to help us manage education provision in this catchment:

- Pahiatua School has had two additional classrooms to address roll pressure at the school.
- Mangatainoka School has been allocated two short term roll growth teaching spaces to alleviate pressure on the roll while the enrolment scheme is embedded.

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# Pahiatua: Steady and Stable

## Education Network Plan




The **Pahiatua Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **1,200 learners/ākonga** each year over the next decade to 2030. There are 11 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 10 | 0 | 1 | 0 | **11** |
| Total funded roll | 903 | 0 | 395 | 0 | **1,298** |
| MME Level 1 & 2 | 0 | 0 | 0 | 0 | **0** |
| ORS-funded roll | 5 | 0 | 12 | 0 | **17** |
| Māori roll | 284 | 0 | 137 | 0 | **421** |
| Pacific roll | 21 | 0 | 11 | 0 | **32** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Pahiatua catchment:

### Investment in school property

- We will continue to invest in improving the quality of learning environments at schools across the catchment through schools' property plans, the school investment package and other sources of funding.

### Network management

- We will continue to monitor school rolls and student movement in this catchment and work with individual schools to ensure a balanced network.



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# Horowhenua: Steady Growing

## Education Network Plan

## Catchment description

This catchment comprises Levin and the surrounding rural areas, extending along the coast from Manakau in the south to Foxton in the north. Traditionally this has not been a high growth catchment, however recent roading improvements along with affordable housing has resulted in more people, including young families, moving to this catchment.

This catchment is bordered to the south by the Northern Kāpiti catchment (an area of high growth indicated in the NEGP). Horowhenua is anticipated to be increasingly affected by the growth occurring in that catchment as the rural/urban boundary shifts further north.

## What's influencing the education system in this catchment?

### Changing population profiles

- There are several areas of proposed new housing developments in this catchment. The largest of these is Tara-Ika, a development in the initial stages of planning that may result in up to 3,500 new dwellings in the greenfield area east of Levin. There are also developments underway across Levin, including Fairfield Road and Hinemoa Street.
- To the north, there has been some development at Foxton and Waitārere Beaches along with a trend of people choosing to permanently reside in coastal areas, rather than solely as holiday homes. At this stage, our projections indicate there is sufficient capacity at existing schools to accommodate potential growth in these areas.
- We are aware that a new highway is being planned from Ōtaki to north of Levin. It is likely that this would present further opportunities for development, which we are monitoring.

### Network management

- We are investigating the impacts of the planned housing developments in Levin on the local schooling network, including the potential for additional primary provision to accommodate anticipated population growth.
- Currently six of the 19 schools in this catchment have an enrolment scheme.

### State integrated schooling options

- There are two Catholic full primary schools in this catchment – St Mary's School in Foxton and St Joseph's in Levin. There is currently no Catholic secondary pathway for these students within this catchment.

### Māori learners/ākonga

- Foxton School provides education through Māori immersion, and has 20 students enrolled in immersion, and a further 45 students in a bilingual setting.
- No other schools provide Māori medium education. We are working with iwi in Levin to establish a kura in this catchment.

### Kāhui Ako

- There are two Kāhui Ako that work in partnership across the Horowhenua network; the Taitoko and Kerekere Kāhui Ako. Although they have appointed their own Principal Leads the collaborative relationship that works across the two Kāhui Ako is quite special to this group and the two Kāhui Ako have effectively worked as one large Kāhui Ako since their development four years ago. The Kāhui Ako focuses on the educational pathways that exist across the Horowhenua region, and there are strong ties to both iwi within the region. The Taitoko Kāhui Ako includes some early childhood education providers. Both Kāhui Ako have Learning Support Coordinators that work across the whole network.

### Leadership and governance

- There is strong leadership and governance across the schools in this catchment.

### Transitional partnerships

- The Horowhenua Learning Centre provides foundation to sub-degree programmes at tertiary level. They have good engagement with schools regarding transitional opportunities, including for early leaving exemptions. UCoL (Universal College of Learning) has a small campus in Levin but there is no other significant tertiary provider, meaning students travel to Palmerston North or Porirua for the next nearest providers.
- The Horowhenua Learning Centre also sponsors a 'community' driver licence programme that the three secondary schools engage with.
- GETGO is an initiative to improve wellbeing of the community by connecting youth to work and training in the Horowhenua district. They recently gained Provincial Growth Funding to support these efforts over the next three years.
- The three secondary schools work well together in the careers and transitions space, running collaborative vocationally focussed events and providing connections to local employers. Manawatū College and Waiopehu College both have quite innovative curricula and timetables with some student led options and opportunities. Horowhenua College is more traditional in their approach but do have innovative add-ons to their programme such as an on-site automotive programme delivered by UCoL. UCoL also offers a Certificate in Construction Trade Skills Level 3 to secondary students in this region.

### Early childhood education

- There are 23 early childhood education providers in this catchment and 3 playcentres.

## Here's what is already underway to help us manage education provision in this catchment:

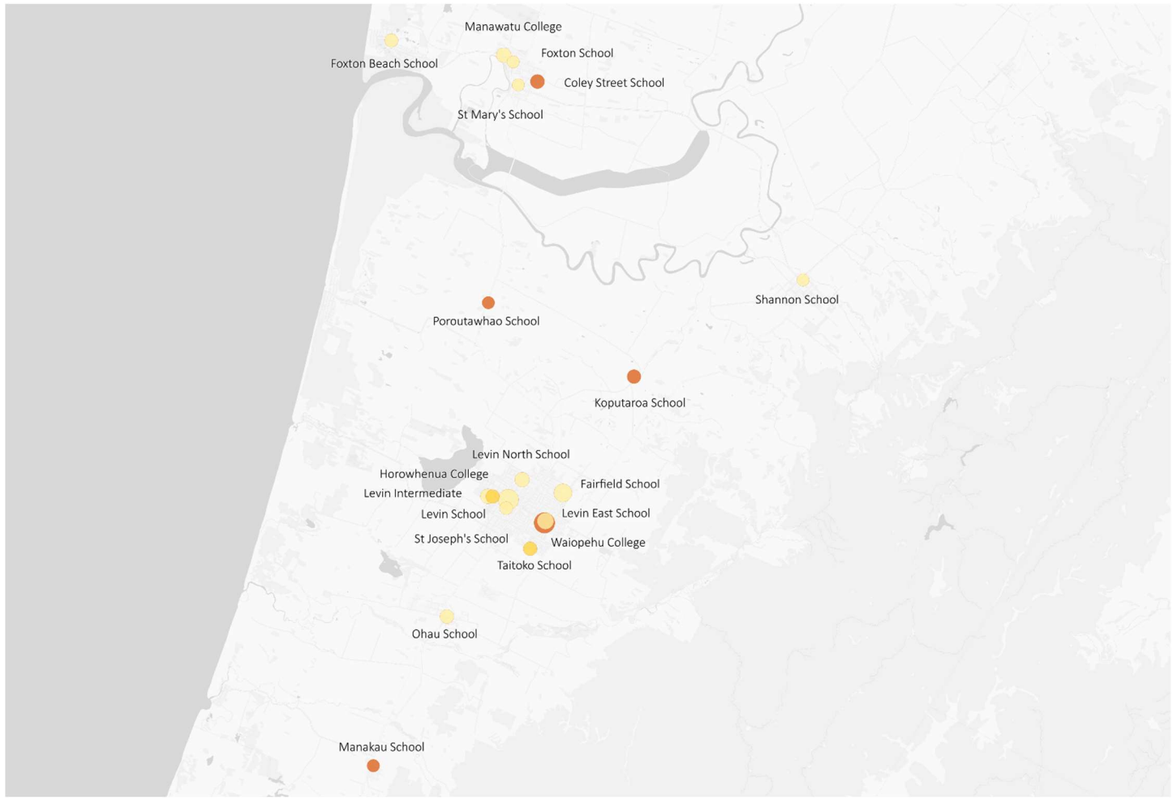
- We are working closely with schools on upgrading existing property stock. A significant redevelopment project is being planned for Waiopehu College. We have rationalized surplus property at Horowhenua College and are investing in weather-tightness remediation at Foxton School.
- Fairfield School has recently amended its enrolment scheme and we have allocated two additional teaching spaces to help accommodate the growth within their zone.

- We maintain regular contact with Horowhenua District Council to ensure we are aware of growth aspirations and plans for the district, including what their most up to date population projections are and how many new homes are planned for where and when.
- We are working with iwi and local and central government agencies to develop the Wellington Regional Growth Framework. The Framework is looking at challenges and opportunities to accommodate population growth in the overall Wellington region over the next 30 years.

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# Horowhenua: Steady Growing

## Education Network Plan




The **Horowhenua Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **5,000 learners/ākonga** each year over the next decade to 2030. There are 19 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 16 | 0 | 3 | 0 | **19** |
| Total funded roll | 3,093 | 0 | 1,538 | 0 | **4,631** |
| MME Level 1 & 2 | 53 | 0 | 0 | 0 | **53** |
| ORS-funded roll | 31 | 0 | 36 | 0 | **67** |
| Māori roll | 1,359 | 0 | 652 | 0 | **2,011** |
| Pacific roll | 294 | 0 | 161 | 0 | **455** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Horowhenua catchment:

### Investment in school property

- We will continue to invest in providing additional teaching spaces to address roll growth pressures, where necessary.

### Strengthen the Māori medium pathway

- We are working with iwi in Levin to progress a kura in this catchment.

### Enrolment schemes/zones

- As rolls grow, we will work with schools to implement new enrolment schemes to ensure the network is balanced, and schools are not at risk of overcrowding.

### Population

- We will continue to engage with Horowhenua District Council about planned developments and timing of future growth, as well as understanding Council's population projections and how they compare to our own.
- We will undertake further analysis and investigations to determine whether a new primary school may be required as a result of the housing development in Tara-Ika.



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# Kāpiti: Steady Growing

## Education Network Plan

## Catchment description

This catchment extends northward from Paekākāriki to Paraparaumu, encompassing the southern end of the Kāpiti Coast. This catchment includes nine full primary schools and two colleges. It covers schools in Paekākāriki, Paraparaumu, Kāpiti and Raumati. The neighbouring Northern Kāpiti catchment is identified as a high growth catchment under the National Education Growth Plan.

Population growth has increased across this catchment between 2013 and 2018, with Census 2018 data showing growth of 7% compared to an increase of 6% between 2006 and 2013. The population has been impacted by the opening of the new Expressway and Transmission Gully providing an easier commute to Wellington, coupled with improved train services to the city. As a result, Kāpiti is an increasingly popular place for families to live.

School rolls have also been increasing in this catchment, with growth of around 480 students between 2008 and 2021.

## What's influencing the education system in this catchment?

### Changing population profiles

- Census 2018 data shows that the age group experiencing the largest population growth in Kāpiti is the 25-29 year age group which grew by an additional 400 people since 2013. We anticipate that this increase will result in an increase in the school aged population in the future as young families have children.

### Network management

- Five primary schools have enrolment schemes in place, namely Paraparaumu, Paraparaumu Beach, Raumati Beach, Raumati South and Our Lady of Kāpiti Schools. Although these schools have out of zone students (about 11% across the rolls), very few are from outside the Kāpiti catchment.
- At the secondary level, both colleges operate enrolment schemes. Kāpiti College has traditionally enrolled high numbers of out of zone students (almost 31% in 2022). The majority of these students are from outside the catchment.
- We are aware that technology provision is an issue in this catchment. There is a technology centre at Raumati Beach School, providing the technology curriculum for the primary schools in the catchment. We are aware that some of these buildings are nearing the end of their life.

### State integrated schooling options

- There are two state-integrated schools in this catchment, Te Ra School (Rudolf Steiner) and Our Lady of Kāpiti (Catholic). Both are full primary schools. Our Lady of Kāpiti relocated to a new site in 2017 and changed its name. The roll has been steadily increasing since then.

### Investment in school property

- Most of the schools here were built in the 1960s and 1970s and so are over 50 years old. Major investment is required to address infrastructure issues. As part of the Ten Year Property Plan process, a number of schools are receiving additional funding to address infrastructure issues, such as roofing and drainage.
- A number of learning support modifications have been completed or are underway in this catchment.

### Māori learners/ākonga

- In 2021, 19% of students (1,127) identified as Māori. There is 1 kōhanga reo in this catchment, however there is currently no kura. Enrolments at the kōhanga reo numbered 14 tamariki in 2020.
- Students seeking Māori immersion learning are currently travelling to Māori medium options in nearby Ōtaki, or Porirua. As transport links improve, these options may continue to become more desirable.
- Paraparaumu School has 50 students in Māori medium level 3 (as at July 2021). This is operating as a special program within their enrolment scheme.

### Kāhui Ako

- There is a long-established collaborative network across the Kāpiti principals. This principal group continue to build on the work that they have done around innovative practice and systems.
- There are two Kāhui Ako; Kāpiti North and Kāpiti South that are in the establishment stage.

### Leadership and governance

- Overall, there is strong, highly functioning leadership and governance across the schools in this catchment. There are no statutory interventions in place in any schools in Kāpiti.

### Transitional partnerships

- Kāpiti College has particularly strong results for Māori students, including very detailed individual plans for students. Kāpiti College has some of the best equity results nationally. Leadership expects high performance from staff, particularly around student support.
- Paraparaumu College also has relatively high achievement in comparison with other secondary schools. Both high schools offer a "work ready passport", which was specifically developed in this catchment and is being rolled out in other areas. The programme is designed to ensure students are ready for employment and has NCEA credits attached to it.
- Work Ready Kāpiti is a charitable trust helping rangatahi to become work ready. They are well connected to local businesses and offer a work place programme called Work Ready Passport to schools (also in Te Reo).
- There is currently very little tertiary provision in this catchment with students having to travel south to Porirua or north to either Levin or Palmerston North for vocational training. Demand for vocational training will continue to grow, particularly as the population is expected to continue increasing.

### Early childhood education

- There are 35 early childhood services in the Kāpiti Coast catchment, including 1 kōhanga reo. These services range from Playcentre to privately owned, to community-based and homebased providers.

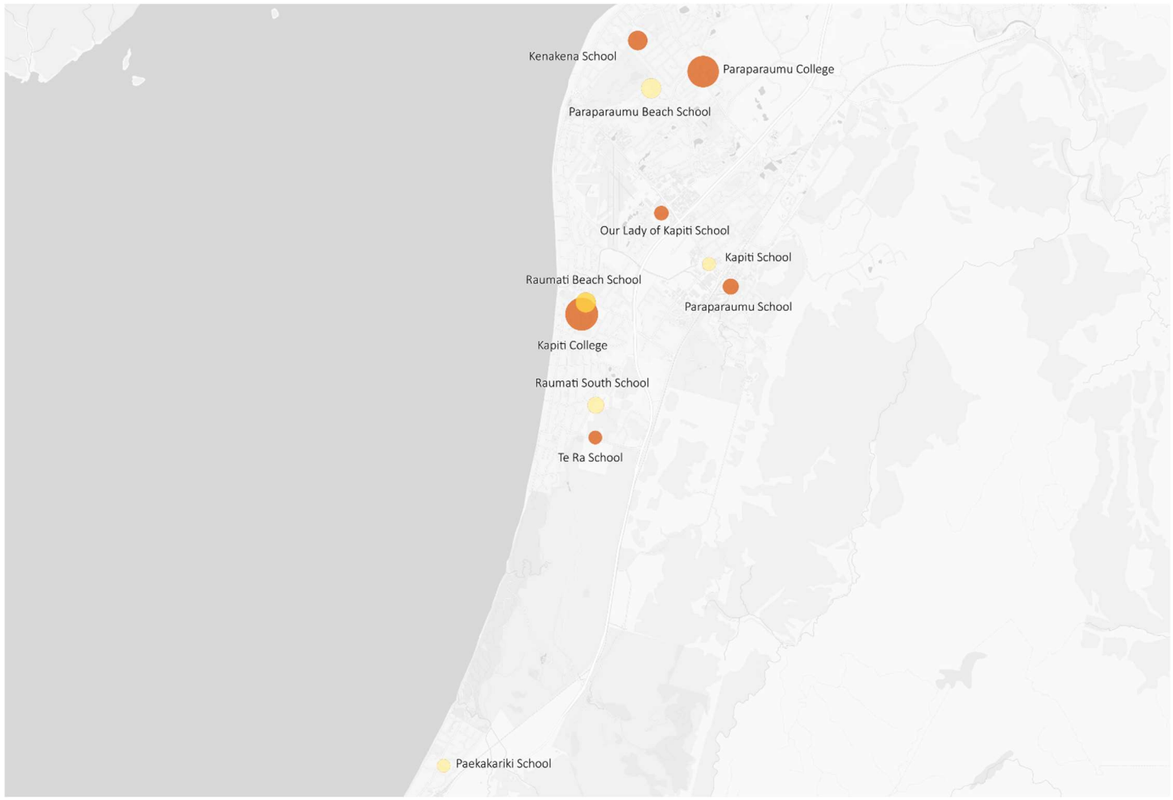
## Here's what is already underway to help us manage education provision in this catchment:

- We are working with Paraparaumu College who we allocated ten additional teaching spaces to accommodate growing rolls.
- Kāpiti and Kenakena Schools currently do not operate enrolment schemes and we will work with these schools to implement new enrolment schemes to help manage and distribute growth. We will also work with schools with schemes in place to ensure they are still fit for purpose.
- We have allocated one additional teaching space to the Raumati Beach Technology Centre.
- We are working with both Mahinawa Specialist School and Kāpiti College to establish a new purpose-built learning support satellite in this catchment. Kāpiti School also hosts a satellite unit.
- We would like to look at the technology provision within this catchment.
- We are working with iwi and local and central government agencies to develop the Wellington Regional Growth Framework. The Framework is looking at challenges and opportunities to accommodate population growth in the overall Wellington region over the next 30 years.

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# Kāpiti: Steady Growing

## Education Network Plan




The **Kāpiti Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **6,600 learners/ākonga** each year over the next decade to 2030. There are 11 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 9 | 0 | 2 | 0 | **11** |
| Total funded roll | 3,214 | 0 | 2,742 | 0 | **5,956** |
| MME Level 1 & 2 | 0 | 0 | 0 | 0 | **0** |
| ORS-funded roll | 24 | 0 | 29 | 0 | **53** |
| Māori roll | 638 | 0 | 489 | 0 | **1,127** |
| Pacific roll | 109 | 0 | 68 | 0 | **177** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Kāpiti catchment:

### Secondary-tertiary opportunities

- We will work with the sector towards building secondary-tertiary pathways for students in this catchment.

### Investment in school property

- We will continue to invest in providing additional teaching spaces to address roll growth pressures, where necessary.
- We will investigate options for how best to provide technology education at intermediate level across the catchment.

### Kāhui Ako

- We will continue to support collaboration across the Kāhui Ako.

### Enrolment schemes/zones

- We are planning to implement new enrolment schemes at primary schools without a scheme, as required.
- We will continue to work with Kāpiti College to reduce out of zone enrolments in preparation for future growth.

### Population

- We will continue to engage with Kāpiti Coast District Council about planned developments and timing of future growth, as well as understanding Council's population projections and how they compare to our own.



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# Masterton: Steady Growing

## Education Network Plan

## Catchment description

Masterton is the largest town in the Wairarapa, located approximately 90 minutes northeast of Wellington City. The Masterton catchment encompasses the town and the wider rural area extending east towards the coast. The town services a number of rural industries, particularly agriculture and forestry.

## What's influencing the education system in this catchment?

### Changing population profiles

- Population growth between 2013 and 2018 was most evident in the 25-29 year old age bracket. This aligns with anecdotal evidence that there are more young couples and families moving to this catchment, as a result of good transport links, developments, and more affordable housing.
- Collectively, the five primary schools in the urban area are currently operating near capacity and rolls are expected to continue growing.

### Enrolment schemes/zones

- Historically, schools in this catchment have had surplus capacity available. This has enabled those schools that have enrolment schemes in place to enrol out of zone students.

### Network structure

- The Masterton schooling network was reviewed in 2003 to take into account a changing demographic and declining rolls and population. This review resulted in several schools merging or closing. Within the urban area, there are now four contributing schools, one full primary, an intermediate and three state secondary schools (including one kura). The surrounding areas are served by smaller primary schools. The catchment has several state and state integrated secondary schools (six in total).
- Masterton has four state-integrated secondary schools, including single sex options for both sexes. There are also two state integrated primary schools.

### Investment

- This catchment has a large component of ageing building stock. There is a significant redevelopment underway for Wairarapa College and we are working with Makoura College on replacing older buildings and removing surplus classrooms. Douglas Park School has recently converted an old building into new quality learning spaces.

### Māori learners/ākonga

- There is one kura in this catchment (TKKM o Wairarapa) which enrols about 90 ākonga in Level 1 Māori immersion education.

### Kāhui Ako

- There is strong Kāhui Ako dual leadership in this catchment. While the Kāhui Ako is relatively young, it has moved into implementation quickly. The pathway from early learning to tertiary education is very strong.

### Leadership and governance

- There has been a change in leadership in this catchment with new principals starting at Solway College and Mauriceville School in 2019. There have also been recent leadership changes at Makoura College and Wairarapa College.

### Early childhood education

- There are 24 early learning providers in this catchment, 16 of them belonging to the Kāhui Ako.

### Learning Support

- This community was allocated 10 Learning Support Co-ordinators (LSC) and has developed a Learning Support register that has helped them identify the learning support needs across Masterton.
- There is some demand from families seeking the establishment of a dedicated learning support provision in this catchment.

### Transitional partnerships

- Wairarapa Rural Education Activities Programme (REAP) has a strong presence in this catchment operating the at-risk youth programme Ngā Pūmanawa Tūpuna. Youth to Work Wairarapa (Y2WW), a Mayor's Taskforce for Jobs initiative, provides transitional support for school leavers into local employment opportunities. There are limited local tertiary options via UCol and Te Wānanga o Aotearoa satellite campuses. The closing of Taratahi Agricultural Training Centre in late 2018 was a disappointing loss to the educational landscape of this catchment but work is underway to reopen the campus under new ownership.
- There is solid Trades Academy and Gateway engagement across the secondary schools. Makoura College has recently implemented Project Based Learning into its curriculum which has enhanced its relationships with the local community. University-bound students have to commute significant distances or leave the catchment to continue their study.

## Here's what is already underway to help us manage education provision in this catchment:

- We are working with some schools in Masterton to implement enrolment schemes.
- We have continued to encourage schools in this catchment to restrict the number of out of zone enrolments in preparation for future roll growth.

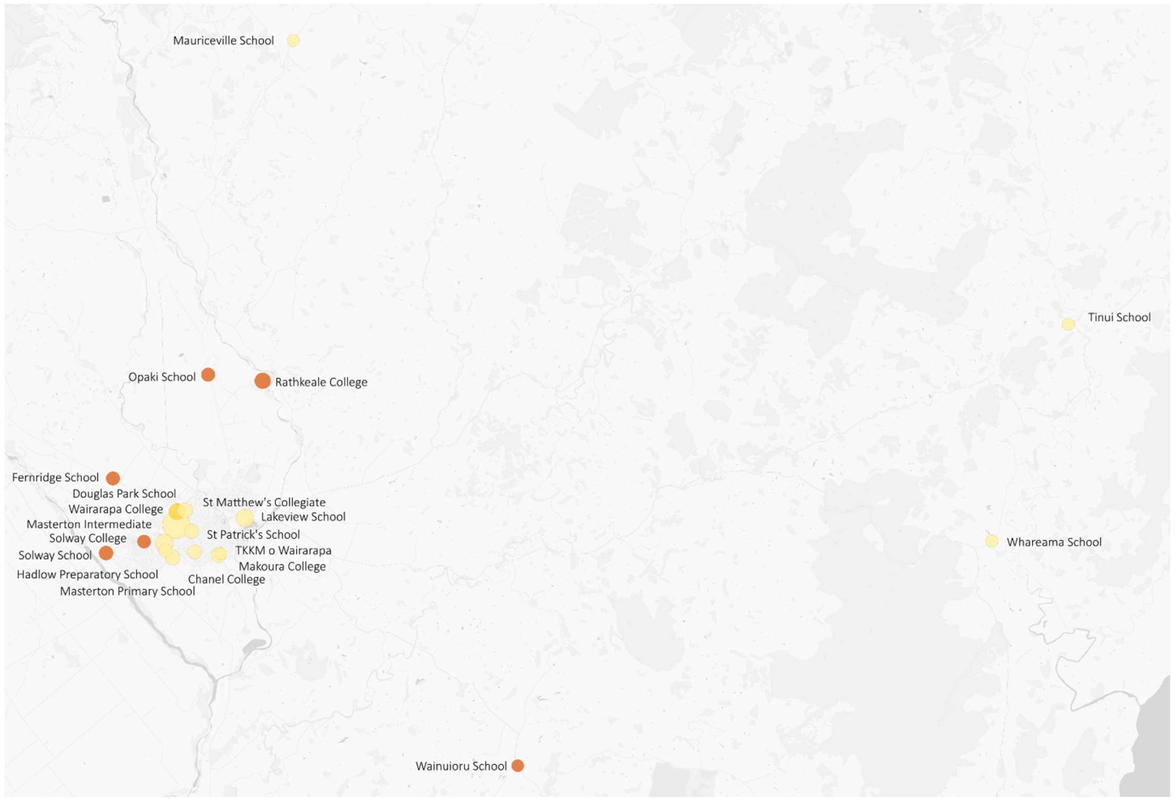
- We are in the initial planning stages of establishing a specialist school satellite class in this catchment.
- We delivered two additional teaching spaces for Solway School.
- We have allocated additional teaching spaces for TKKM o Wairarapa.

- We are working with iwi and local and central government agencies to develop the Wellington Regional Growth Framework. The Framework is looking at challenges and opportunities to accommodate population growth in the overall Wellington region over the next 30 years.

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# Masterton: Steady Growing

## Education Network Plan




The **Masterton Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **5,400 learners/ākonga** each year over the next decade to 2030. There are 20 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 13 | 1 | 6 | 0 | **20** |
| Total funded roll | 2,762 | 93 | 2,359 | 0 | **5,214** |
| MME Level 1 & 2 | 0 | 90 | 0 | 0 | **90** |
| ORS-funded roll | 37 | 0 | 36 | 0 | **73** |
| Māori roll | 955 | 92 | 591 | 0 | **1,638** |
| Pacific roll | 112 | 1 | 92 | 0 | **205** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Masterton catchment:

### Rural and isolated schools

- There are diverse challenges for the operation of remote rural schools such as Whareama, Tinui, Wainuioru and Mauriceville. We are looking at how we can further support these schools.

### Enrolment schemes/zones

- We will continue to work with schools that have an enrolment scheme to ensure it is still fit for purpose and enables them to manage future growth. We will work with the Masterton urban primary schools to collaboratively review their enrolment schemes.
- We will work with some schools to implement new enrolment schemes, as required.
- We plan to work with Masterton Intermediate and Wairarapa College to continue discussions around implementing an enrolment scheme to ensure a balanced secondary network across the Masterton and South Wairarapa catchments.

### Learning Support

- We will develop a plan to identify the Learning Support pathways in the Masterton catchment, and investigate options for a potential learning support satellite.



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# Wairarapa South: Steady and Stable

## Education Network Plan

## Catchment description

The Wairarapa South catchment, in the Wellington Region, covers the area from the Remutaka Hill to north Carterton. It is bounded by the Tararua ranges to the west. While it is predominantly rural, the catchment includes the towns of Featherston, Greytown, Carterton and Martinborough. These towns serve the wider rural community where sheep and beef farming and viticulture are the main industries.

Growth is anticipated across the Wairarapa South catchment.

## What's influencing the education system in this catchment:

### Changing population profile

- Historically, the towns in this catchment have had a high proportion of holiday homes used for weekend living. There has been a shift in recent years as more people are choosing to permanently reside in these areas. Affordable housing options, weather and lifestyle are the main contributors to this. Consequently, school rolls here have increased, with almost 400 additional students enrolled across the catchment between 2008 and 2021. The majority of this growth occurred between 2017 and 2021 (250 students). The highest growth has been in Greytown and Featherston.
- Census 2018 data confirms the anecdotal evidence of an increasing number of 20-39 year olds in the catchment as young couples and families move here, attracted by lower house prices and transport connections to Wellington.

### Network management

- Tuturumuri School, located in the rural western part of the catchment, closed on 28 February 2020. This followed consultation on the future of the school in 2019, as it had no students and no known future enrolments.
- Six of the primary schools in this catchment operate enrolment schemes.

### Parental choice

- Historically, many students have travelled to attend secondary schools in Masterton. Kuranui College has been experiencing significant roll growth in recent years as it is attracting an increasing share of local students.

### State integrated schooling options

- There are three state-integrated schools in this catchment, two Catholic primary schools and one composite Christian School. The Catholic primary schools (St Mary's School Carterton, and St Teresa's School Featherston) have the same Proprietor and have maximum rolls of 138 and 150 respectively. Ponatahi School is a composite Christian school with a maximum roll of 160 students.

### Investment in school property

- Most state schools are in a good condition. The gym at Kuranui College has significant weather-tightness issues and we are working with the board on options to address this.

### Remote and isolated schools

- Principals of rural schools face challenges in addressing and coordinating property management issues, such as drainage and waste management, and daily monitoring of water quality in swimming pools and water pumps.

### Māori learners/ākonga

- In 2021, 24% of students identified as Māori. Education through the Māori medium is available at Carterton School, which operates a Level 3 bilingual unit, and Featherston School, which has a new Level 3 bilingual unit. There is no other Māori medium provision in the catchment.
- There are no Kōhanga reo services within this catchment.

### Kāhui Ako

- There is one Kāhui Ako in this catchment, currently led by the Principal of Kuranui College. This Kāhui Ako is focussed on each school supporting local schools for local students, with another focus on improving relationships between local iwi.

### Transitional partnerships

- Students have to travel significant distances to access tertiary education as there is no tertiary provision in this catchment.
- Kuranui College, the only state secondary school in the catchment, has developed individualised pathway plans for every student, including working with their families. They have developed strong partnerships with local employers as well as tertiary providers in Masterton, Palmerston North and the Hutt Valley to enable students to access Gateway and Trades Academy provision. Students also access drivers licence training, at risk students support and other post-school opportunities via Wairarapa wide support agencies.
- Seasonal employment opportunities in the farming and food production sectors do impact senior student attendance and engagement at Kuranui College.

### Early childhood education

- Early learning services are stable in this catchment. There are 17 providers, and there is capacity for additional students within the existing centres. Whilst the early learning centres are geographically widespread, there is strong communication between them.

### Learning support

- There is currently no specialist learning support provision in this catchment.

## Here's what is already underway to help us manage education provision in this catchment:

- We are investing in a redevelopment of Greytown School to improve building quality, as well as building four roll growth teaching spaces to accommodate roll growth pressures.
- We have allocated six additional teaching spaces for Kuranui College to alleviate the immediate roll growth pressure.

- We are working with Kimi Ora Specialist School to determine the location for two funded specialist learning support satellite units. There is potential that one may be in South Wairarapa or the students in this catchment will have access to specialist support in a neighbouring catchment.

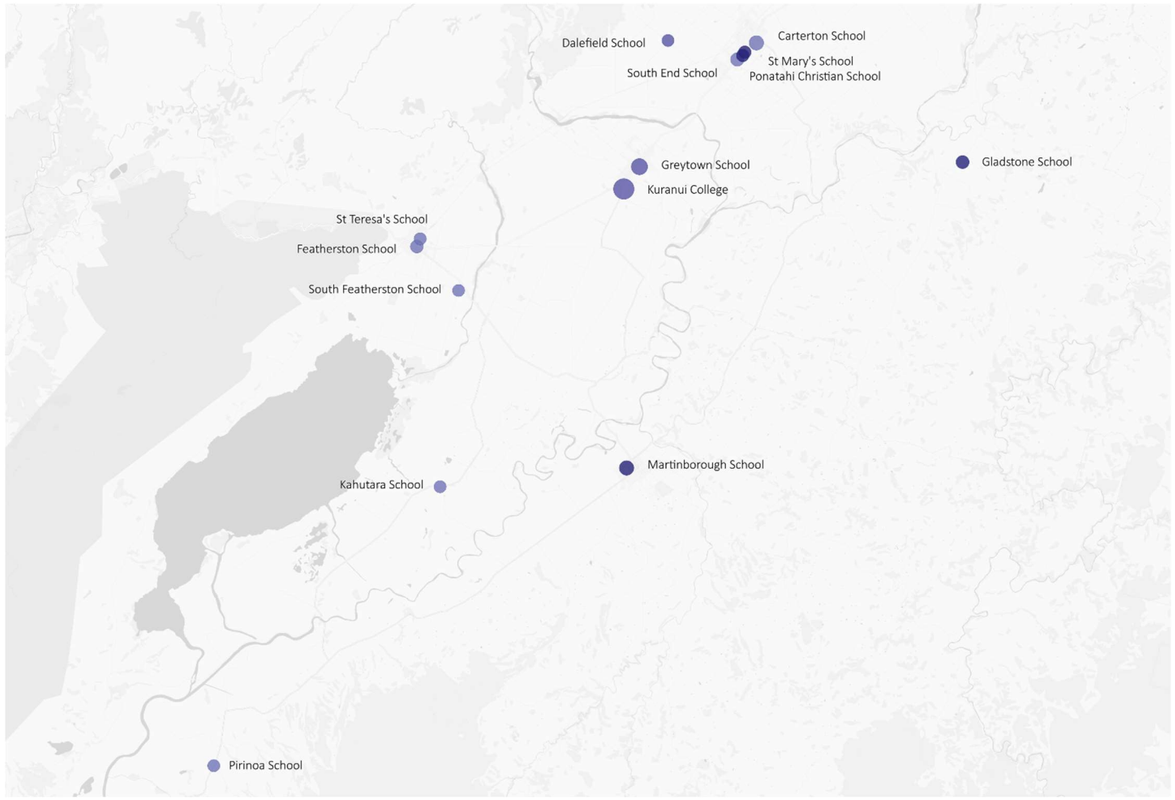
- We have been proactively working with the schools to discuss the schooling network, including implementing new enrolment schemes.

- We are working with iwi and local and central government agencies to develop the Wellington Regional Growth Framework. The Framework is looking at challenges and opportunities to accommodate population growth in the overall Wellington region over the next 30 years.

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# Wairarapa South: Steady and Stable

## Education Network Plan




The **Wairarapa South Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **2,400 learners/ākonga** each year over the next decade to 2030. There are 14 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 12 | 1 | 1 | 0 | **14** |
| Total funded roll | 1,890 | 135 | 653 | 0 | **2,678** |
| MME Level 1 & 2 | 1 | 0 | 0 | 0 | **1** |
| ORS-funded roll | 18 | 2 | 10 | 0 | **30** |
| Māori roll | 454 | 3 | 191 | 0 | **648** |
| Pacific roll | 43 | 0 | 17 | 0 | **60** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Wairarapa South catchment:

### Secondary-tertiary pathways

- We will support Kuranui College to continue to strengthen strong links to tertiary provision for local students.

### Investment in school property

- We will continue to monitor school rolls and provide additional teaching space where required to address roll growth.

### Māori medium

- We will work with iwi, schools and whānau to understand aspirations and establish a pathway for Māori medium education in the catchment.



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# Upper Hutt: Steady Growing

## Education Network Plan

## Catchment description

Upper Hutt lies on State Highway 2 north of Wellington. The catchment extends from Silverstream in the south to Te Mārua in the north at the base of the Remutaka hill. The majority of the urban area is located on the floodplains of the Hutt River, with several smaller rural settlements in the hills and valleys to the east. The catchment is encompassed by the Upper Hutt City Council.

Census 2018 data for Upper Hutt City shows a population of almost 44,000, an increase of 9% since 2013. The suburbs with the highest growth rates between 2013 and 2018 were Riverstone Terraces and Trentham South.

## What's influencing the education system in this catchment?

### Changing population profiles

- Historically, there has not been large population growth in this catchment. As a consequence, not many schools operated enrolment schemes in this catchment and so students have historically been able to attend schools of their choice across Upper Hutt, regardless of where they lived.
- Since 2012, the student population within this catchment has grown by almost 300 students. The 2018 Census showed that between 2013 and 2018 the biggest growth was in the 25-34 year old cohort, which grew by more than 2,800 people, while the 5-9 year old cohort grew by 408 children.
- The are several large developments underway or planned in Upper Hutt. The furthest along is Wallaceville, with about 700 new dwellings. We anticipate that this will result in more than 300 additional school-age children in this catchment.
- We understand that there will be more developments across Upper Hutt. These, coupled with young families moving into existing homes, will continue to impact on school rolls. Whilst there is currently capacity across some schools in this catchment, we are planning now to ensure that we have capacity in the right locations to cater for this growth.

### Enrolment schemes/zones

- In anticipation of future growth, we have been working with schools to implement and amend enrolment schemes. Currently, 11 of the schools in this catchment have enrolment schemes in place. Hutt International Boys' School does not operate an enrolment scheme but has demonstrated that it does meet the criteria to implement a new scheme.

### Network structure

- There are four state integrated schools in this catchment. Two are co-educational full primary schools (Y1-8), being St Joseph's School and St Brendan's School. The other two state integrated schools are single sex secondary schools (both for boys). These are St Patrick's College (Y9-15) and Hutt International Boys' School (Y7-15). There are no state integrated secondary pathways for girls in this catchment.

### Investment in school property

- Many of the schools in this region have significant building plans to address ageing infrastructure, weather tightness issues, classroom upgrades, and roofing replacements.

### Māori learners/ākonga

- Almost 23% of students enrolled in schools within this catchment identify as Māori.
- There is no Māori medium provision in the Upper Hutt catchment. Some students travel south to Te Kura Kaupapa Māori o Te Ara Whānui based in Petone, which is the only kura in the Hutt Valley.

### Kāhui Ako

- Although not an established Kāhui Ako, 19 of the Upper Hutt schools meet regularly together as a cluster, namely the 'Upper Hutt Education Network'. This cluster received 16 Learning Support Coordinator positions in the first tranche.

### Leadership and governance

- There are no leadership issues in this catchment with many principals in place for several years.

### Transitional partnerships

- There are a number of initiatives in place through education to employment programmes including initiatives for students from Year 8 through to Year 13.
- Ōrongomai Marae offers a driver licence programme which helps teach road rules and also help with costs of the tests.
- VIBE one-stop shop for Youth Health & Support Services have a location in Upper Hutt which offers free confidential health and support services as well as job seeker support for youth aged 10-24 years.
- There is no tertiary provider beyond the foundation level in Upper Hutt and many would like to see this change.
- MOE/MSD funded Education to Employment brokers work with local schools to support work integrated opportunities for students.

### Early childhood education

- There are 36 early learning providers in this catchment.

### Learning support

- There is currently no dedicated learning support provision in this catchment.

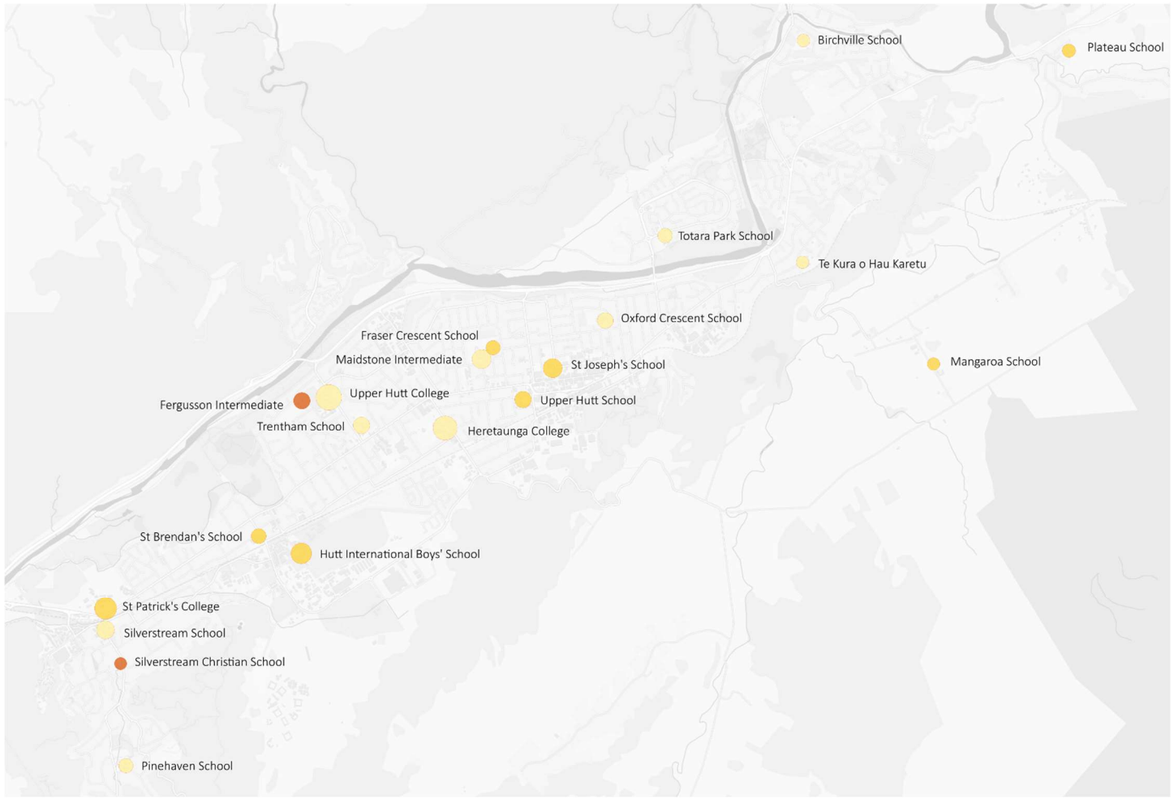
## Here's what is already underway to help us manage education provision in this catchment:

- We are working with three schools in this catchment to implement enrolment schemes. We are also monitoring rolls at all schools to determine whether (or when) an enrolment scheme may be necessary to manage growth.
- We have allocated additional teaching spaces to Trentham School and Heretaunga College.
- We are working with Kimi Ora Specialist School and local schools to deliver a satellite of Kimi Ora in this catchment.
- We are working with iwi and local and central government agencies to develop the Wellington Regional Growth Framework. The Framework is looking at challenges and opportunities to accommodate population growth in the overall Wellington region over the next 30 years.

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# Upper Hutt: Steady Growing

## Education Network Plan




The **Upper Hutt Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **8,400 learners/ākonga** each year over the next decade to 2030. There are 20 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 15 | 1 | 4 | 0 | **20** |
| Total funded roll | 4,537 | 32 | 3,206 | 0 | **7,775** |
| MME Level 1 & 2 | 0 | 0 | 0 | 0 | **0** |
| ORS-funded roll | 42 | 0 | 30 | 0 | **72** |
| Māori roll | 1,070 | 0 | 689 | 0 | **1,759** |
| Pacific roll | 264 | 0 | 223 | 0 | **487** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Upper Hutt catchment:

### Enrolment schemes/zones

- We will continue to work with all schools in the catchment to manage down the number of out of zone students enrolled as part of our planning to accommodate future growth.

### Māori medium

- We recognize that there is a gap with Māori medium provision in this catchment.



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# Lower Hutt North: Steady and Stable

## Education Network Plan

## Catchment description

The Lower Hutt North catchment is an urban catchment and comprises the northern area of Lower Hutt City. It straddles the Hutt River and is bordered to the north by Upper Hutt City. The catchment comprises the suburbs of Kelson, Belmont, Epuni, Avalon, Naenae, Taita, Manor Park and Stokes Valley.

Population growth has increased across Lower Hutt City between 2013 and 2018, with Census 2018 data showing growth of 6%, compared to very low growth of 0.5% between 2006 and 2013. Across Lower Hutt City, the growth has been largely in ages 15 years and over, with the number of 0-4 and 10-14 year olds declining since 2013. Notwithstanding, between 2016 and 2019 the total school rolls in this catchment grew by 130 students. Census 2018 indicates the biggest growth in Lower Hutt was within the 25-34 year old age group, which grew by almost 3,000 people across the city.

Within the catchment there are several suburbs that are popular with first-home buyers and young couples and families. There is a housing development underway in Kelson of 240 homes, with Hutt City Council accepting submissions on a private plan change for a similar sized development in the same area. Hutt City Council is also planning intensification south of Epuni and around the CBD. Kāinga Ora is currently developing vacant land in Epuni into 153 new state and affordable homes.

## What's influencing the education system in this catchment:

### Changing population profile

- Historical rolls indicate a previously declining school population, however since 2015 rolls have begun to increase. Whilst there are several schools operating near capacity, there is sufficient capacity at other schools in the catchment to accommodate some growth.
- Both secondary schools have some surplus capacity, but this is exacerbated by the current trend for students to attend secondary schooling outside the catchment. It is anticipated that as adjacent catchments experience increasing school rolls, out of zone enrolments in those catchments will reduce, meaning students would return to their local catchments.

### Network management

- In 2016, discussions between Avalon Intermediate, Naenae Intermediate, Taita College and Naenae College explored the possibility of becoming one school on one site. While this proposal did not progress further, there was some support for this.
- Enrolment schemes are in place at 4 primary and intermediate schools, however neither secondary school has an enrolment scheme.
- Parental choice is influencing the utilisation of a number of local schools in the catchment as some families choose non-local schools for both primary and secondary.

### State integrated schooling options

- The only state-integrated Montessori school in the country is in this catchment, Wa Ora Montessori School.
- There are two Catholic full primary schools within this catchment, both affiliated to one parish (Te Awakairangi) as a result of recent changes to parish boundaries. Both schools have steady rolls.

### Māori learners/ākonga

- Census 2018 data shows that almost 30% of 0-14 years olds identify as Māori. Level 1 and 2 Māori immersion learning is provided at Koraunui School (up to Year 6) and Naenae School (up to Year 8 for those in the bilingual unit). Both schools are dual medium. Beyond this, there is no dual medium pathway for ākonga within this catchment. This has been identified as a gap.
- There are four kōhanga reo within this catchment. These tamariki tend to travel south to Te Kura Kaupapa Māori o Te Ara Whanui rather than attend a local mainstream school. TKKM o Te Ara Whanui is a wharekura in the Lower Hutt South catchment and provides transport for tamariki to attend the wharekura from across the Hutt Valley.

### Kāhui Ako

- There are two Kāhui Ako in this catchment. Taita/Stokes Valley and Naenae Kāhui Ako. Naenae have a strong focus on cross agency involvement so there is more wraparound support for whanau. Taita/Stokes Valley have a strong cultural lens across their schools.

### Pacific languages

- There is a shortage of quality Pacific early learning centres, and lack of Pacific pathway through compulsory schooling.

### Leadership and governance

- Pathways are limited in the catchment as there are only two state secondary options and an area school across a large geographic area. It can be challenging for schools in the catchment to manage exclusions, and barriers to enrolment are evident.

### Transitional partnerships

- Good transport connections enable learners/ākonga from the catchment to attend alternative education offerings in Petone. Naenae College offers an alternative education setting through Lyriks Sports Academy. Taita College has strong relationships with local industries and the school approaches industries to provide pathways for students based on their skills and interest. The Learning Connexion School of Creativity and Art and is located adjacent to Taita College. The two have a relationship that enables students to gain NCEA credits through this institution.
- MOE/MSD funded Education to Employment brokers work with local schools to support work integrated opportunities for students.

### Investment in school property

- Most schools in the catchment were established in the 1950s or earlier. Therefore, school buildings across the catchment are mostly ageing and require upgrading to meet quality learning environment standards.
- Both Taita College and Naenae College have been identified as schools requiring significant investment in redevelopment of school property. Building quality, weathertightness and rationalisation are the key drivers for investment in these areas.

### Learning Support

- Kimi Ora School is a specialist school based in Naenae. Kimi Ora also operates 2 satellite classes at Pomare School in this catchment. Additional learning support is also provided through inclusive practice at a number of schools. Naenae College has a Learning Support unit with 35 ORS funded students. Naenae Intermediate has indicated it expects growth of up to 20 ORS funded learners/ākonga. Some learning support service hubs are based at the intermediate, including RTLB and a local office of the Central Regional Health School.

## Here's what is already underway to help us manage education provision in this catchment:

- Funding was recently approved for eight new satellite teaching spaces for Kimi Ora Specialist School. We are working with the school to determine the exact locations of these across the Wellington region. It is anticipated that this will include a new secondary satellite unit in the Hutt Valley.
- We are working with iwi and local and central government agencies to develop the Wellington Regional Growth Framework. The Framework is looking at challenges and opportunities to accommodate population growth in the overall Wellington region over the next 30 years.

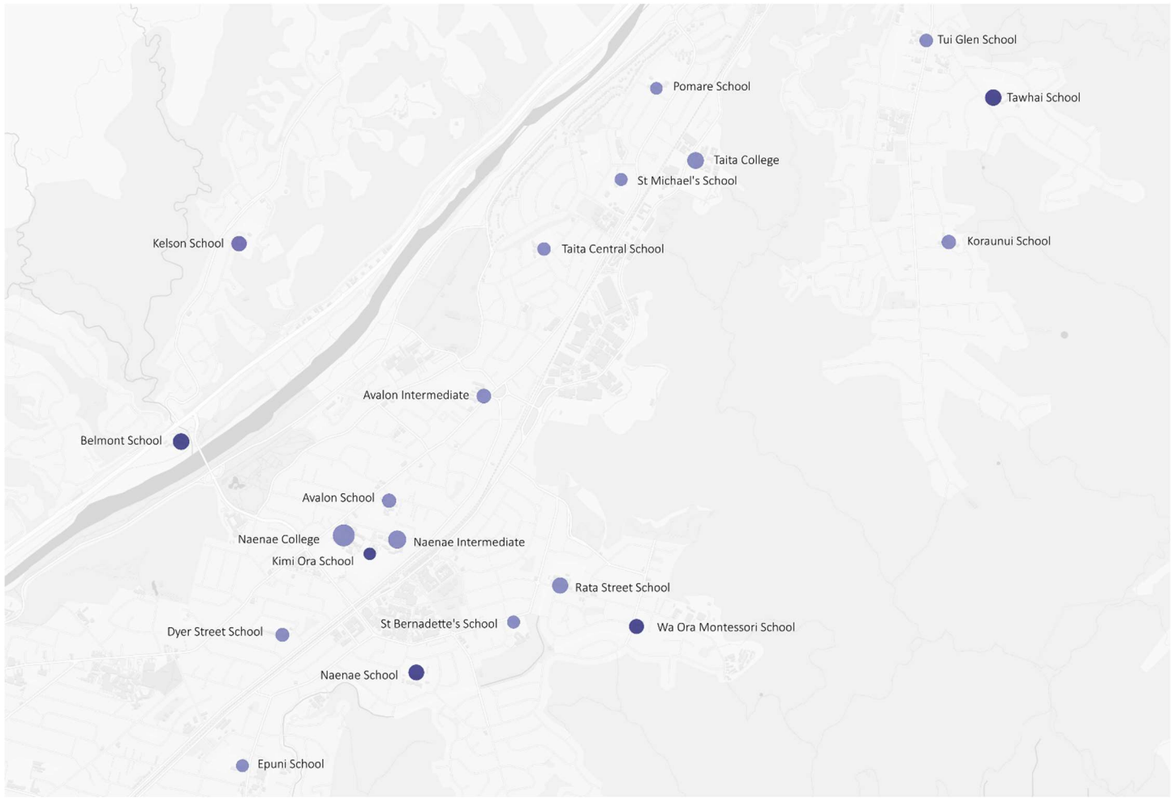


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# Lower Hutt North: Steady and Stable

## Education Network Plan




The **Lower Hutt North Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **5,000 learners/ākonga** each year over the next decade to 2030. There are 20 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 16 | 1 | 2 | 1 | **20** |
| Total funded roll | 3,658 | 258 | 1,060 | 75 | **5,051** |
| MME Level 1 & 2 | 191 | 0 | 0 | 0 | **191** |
| ORS-funded roll | 91 | 1 | 41 | 75 | **208** |
| Māori roll | 1,244 | 45 | 408 | 13 | **1,710** |
| Pacific roll | 809 | 6 | 271 | 6 | **1,092** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Lower Hutt North catchment:

### Education conversations

- We will work with the schools and communities in this catchment to better understand the demand and opportunities for Māori and Pacific language provision

### Network structure

- We will continue to monitor growth due to infill housing for the catchment and the implications for existing schools.



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# Lower Hutt South: Steady Growing

## Education Network Plan

## Catchment description

The Lower Hutt South catchment straddles the Hutt River and encompasses the area north of Wellington harbour from Petone to Epuni, as well as Eastbourne.

Historically, the population in this catchment has been relatively stable, however in the five years between 2013 and 2018, the population grew steadily across the city. Population growth between 2013 and 2018 was 7%, compared to 2% growth between 2006 and 2013. Housing in this catchment is seen as more affordable comparable to the rest of the region.

Hutt City Council plans to revitalise the Lower Hutt CBD, including high density apartment living. The Council has also recently approved a plan change to permit medium density residential housing in suburban areas.

## What's influencing the education system in this catchment?

### Changing population profiles

- More families are moving to the Hutt Valley for affordable house prices and close proximity to Wellington City. This is evident by the almost 3,000 people aged 25 to 34 years that have moved to Lower Hutt between 2013 and 2018. This accounted for almost half of the overall population growth across Lower Hutt and was the biggest percentage growth in this age group across the Wellington region.

### Network management

- Rolls in primary schools in the Western Hills of Lower Hutt have been significantly growing in the past five years. The rolls of schools in this catchment have grown by 521 students between 2012 and 2021.
- Most of the schools in this catchment operate enrolment schemes, however many have large out of zone numbers enrolled.

### Parental choice

- Across the catchment, 8% of the total number of students are out of zone students. The majority of these out of zone students are from the neighbouring Lower Hutt North and Wainuiomata catchments. Parental perception plays a big part in whānau decisions about schooling in this catchment, with many parents bypassing their local schools.

### State integrated schooling options

- Out of the 24 schools in this catchment, nine are state-integrated. Most of these schools are either at or close to their maximum rolls.

### Māori learners/ākonga

- In 2021, almost 2,000 students identified as Māori, about 19% of the total school roll in this catchment.
- TKKM o Te Ara Whānui is the only kura in the Hutt Valley. It is a composite Year 1-13 kura. Wilford School also offers Māori medium education at Level 1. There are 5 kōhanga reo in this catchment.

### Kāhui Ako

- While not an official Kāhui Ako, the Lower Hutt schools, intermediate and college have formed as a cluster of schools. This cluster builds on existing collaborative networks across the Lower Hutt schools and in particular, the Lower Hutt Primary Principals' Association.
- This group is led by two experienced primary principals who have been proactive around working together towards a common goal. A steering group was more recently formed that includes representation from the primary, intermediate and secondary schools. Conversations with the local early learning providers are ongoing with the intention of having representation on the steering group as well.
- A core focus is the identification of learning support needs for all learners in the Lower Hutt basin; with the intention of working together to help support the educational pathways of this group of learners.

### Transitional partnerships

- This catchment has been served well with a number of transitional education providers serving the wider community. Reduced student numbers have put pressure on some of these providers, leading to cancellation of courses and complete closure in some cases. The Wellington Institute of Technology (WelTec) is the most significant tertiary provider in this catchment. WelTec offer Trades Academy programmes for school aged students and provide free transport options to enable attendance at programmes outside of the catchment area (in Porirua and Wellington City).
- MOE/MSD funded Education to Employment brokers work with local schools to support work integrated opportunities for students.

### Early childhood education

- There are currently 51 early learning services in this catchment, including kindergarten, playcentres, education and care services, and kōhanga reo.
- This is a growing area, with new services applying for licenses recently.

### Learning support

- This catchment did not receive any Learning Support Coordinators but have been working on drafting a learning support register. The catchment does not have any specialist school satellite provision.

## Here's what is already underway to help us manage education provision in this catchment:

- We have allocated funding to Te Kura Kaupapa Māori o Te Ara Whānui for eight additional teaching spaces to address roll growth pressures and to help prepare for future growth. We are working closely with the kura on other infrastructure issues.
- We are delivering additional teaching spaces to Maungaraki and Korokoro Schools to address roll growth pressures.
- We are also working with Hutt Intermediate and Hutt Valley High School on planning for remediation of major infrastructure issues at both schools.

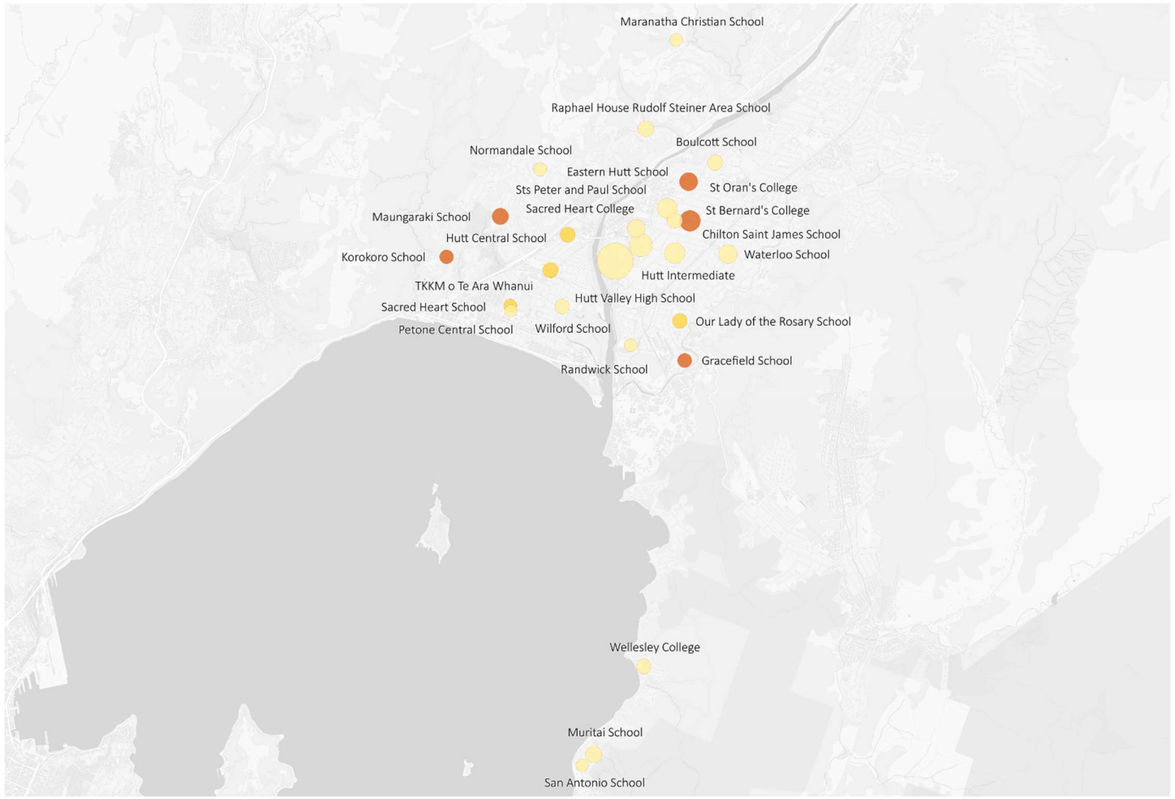
- We are advising all schools in the catchment to strictly manage out of zone enrolments in preparation for accommodating future growth.

- We are working with iwi and local and central government agencies to develop the Wellington Regional Growth Framework. The Framework is looking at challenges and opportunities to accommodate population growth in the overall Wellington region over the next 30 years.

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# Lower Hutt South: Steady Growing

## Education Network Plan




The **Lower Hutt South Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **10,000 learners/ākonga** each year over the next decade to 2030. There are 26 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 19 | 3 | 4 | 0 | **26** |
| Total funded roll | 5,571 | 944 | 3,619 | 0 | **10,134** |
| MME Level 1 & 2 | 16 | 295 | 0 | 0 | **311** |
| ORS-funded roll | 46 | 2 | 33 | 0 | **81** |
| Māori roll | 919 | 364 | 672 | 0 | **1,955** |
| Pacific roll | 376 | 11 | 354 | 0 | **741** |

**Map key:**
% roll change over 10-year period

- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across this catchment:

### Enrolment schemes/zones

- We will continue to work with all schools to manage down their out of zone numbers in preparation for accommodating long term growth as well as looking at amending schemes where needed.

### Investment in school property

- We will continue to work on improving the quality of school property in this catchment.

### Relationships with external agencies

- We will continue working together with local authorities and government agencies to address urban growth and development issues in the wider Wellington region.



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# Wainuiomata: Steady and Stable

## Education Network Plan

## Catchment description

The Wainuiomata catchment covers the suburb of Wainuiomata in Lower Hutt. Hills surround the town on three sides, with only one major road into and out of the town. Wainuiomata has a total population of about 17,900.

A significant network review in 2002 resulted in the closure and merger of a number of schools in this catchment. Wainuiomata North has been identified as a potential future development area and is set out in the Hutt City Council Urban Growth Strategy and the Wellington Regional Growth Framework. The area comprises 130 hectares of greenfield land, the bulk of which is still in the early stages of planning.

## What's influencing the education system in this catchment?

### Changing demographic profile

- The total population across Wainuiomata has increased by 7.2% between 2013 and 2018, compared to growth of 0.4% between 2006 and 2013. Census 2018 data shows an increase since 2013 of 850 people aged between 20-39 years residing in this catchment. This is significant population growth in younger age groups.
- Wainuiomata is a popular suburb for young families with its affordable housing and close links to the Hutt Valley and Wellington. This catchment traditionally sees the most house sales of any suburb in Lower Hutt, however parental perception often sees families seeking education for their children elsewhere. We anticipate that as growth continues across the wider Hutt Valley area, a larger proportion of Wainuiomata students will attend local schools in this catchment due to schools outside the catchment having increasingly higher proportions of their own local students, thereby limiting places for out of zone enrolments.

### Parental choice influencing utilisation

- Despite population growth, most of the school rolls are dropping in the catchment with students choosing to leave the catchment to access other schooling options, particularly in the secondary age group. Between 2008 and 2021, school rolls dropped in this catchment by 818 students, though this decline has slowed since 2015.
- In 2011, 69% of the secondary student population attended a local school in this catchment, with 23% accessing secondary education in other schools in Lower Hutt. By 2021, only 50% of secondary students were enrolled in local Wainuiomata schools.

### Network management

- One school in the catchment operates an enrolment scheme, Fernlea School. We are not in discussion with any other schools in the catchment to implement enrolment schemes at this stage.
- There are currently two development projects underway in Wainuiomata, Parkway Rise and Wise Street.

### State integrated schooling options

- There is one state-integrated Catholic primary school in this catchment, St Claudine Thevenet School. Whilst the roll has remained steady, there has been an increase in the number of students choosing Our Lady of the Rosary School on the Lower Hutt side of the Wainuiomata Hill. Our Lady of the Rosary shares the same special character as St Claudine Thevenet.

### Investment in school property

- Some of the primary schools in this catchment have ageing infrastructure.
- Wainuiomata High School was established in 2002 as the result of a merger following a network review which also saw the merger of a number of primary schools. Wainuiomata High School has ageing infrastructure with many of the school's buildings in poor condition. In 2018, a significant redevelopment of the High School was announced. The redevelopment will remediate weathertightness issues, modernise existing teaching spaces and build flexible learning spaces. It is anticipated that this redevelopment will attract more secondary students to remain within the catchment.

### Māori learners/ākonga

- In 2021, almost half (43%) of ākonga enrolled in Wainuiomata schools identify as Māori.
- Pukeatua Primary School, Wainuiomata Intermediate and the High School all offer Māori medium education at Levels 1, 2 and 1 respectively. In July 2021, 106 ākonga were enrolled in Māori medium learning. In addition, TKKM o Te Ara Whanui (Year 1-13) in Alicetown has approximately 115 ākonga enrolled from the Wainuiomata catchment.

### Kāhui Ako

- There is a history of collaboration across the local schools. The Wainuiomata Kāhui Ako is still in the establishment stage. Currently, two experienced and long-standing primary school principals are acting in a shared leadership role.
- St Claudine Thevenet School does not belong to the Wainuiomata Kāhui Ako. The principal of this school leads a faith based Kāhui Ako known as 'Te Kāhui Waiako'.
- The Kāhui Ako were given Learning Support Coordinator allocation across their Kāhui Ako but these positions are yet to be filled, despite ongoing efforts by the two acting lead principals.

### Leadership and governance

- Recruitment and retention of staff is challenging in this catchment. This catchment has a number of wider social issues that can mean school staff are involved in social support, separate to education. There are a number of passionate staff and leaders in this catchment who believe additional coordinated support is required to address the challenges that families in this catchment face.
- The schools tend to have stable governance. There are no current statutory interventions in place.

### Secondary-tertiary pathways

- Students from this catchment predominantly transition to WelTec/Whitireia. Wainuiomata High School has excellent engagement with Trades Academy and Gateway programmes. The High School has recently redeveloped its junior school curriculum which it plans to expand into the senior school.
- MOE/MSD funded Education to Employment brokers work with local schools to support work integrated opportunities for students.

### Early childhood education

- There are 12 early learning services and 4 kōhanga reo in this catchment, all are community based.

### Learning support

- There is no dedicated learning support provision in this catchment.

## Here's what is already underway to help us manage education provision in this catchment:

- There have been some discussions with a potential applicant to establish a kura in this catchment.
- We are investing in a significant redevelopment of Wainuiomata High School and work to address weathertightness issues at Wainuiomata Primary School. We will continue to invest in school property in this catchment.
- We are working with iwi and local and central government agencies to develop the Wellington Regional Growth Framework. The Framework is looking at challenges and opportunities to accommodate population growth in the overall Wellington region over the next 30 years.

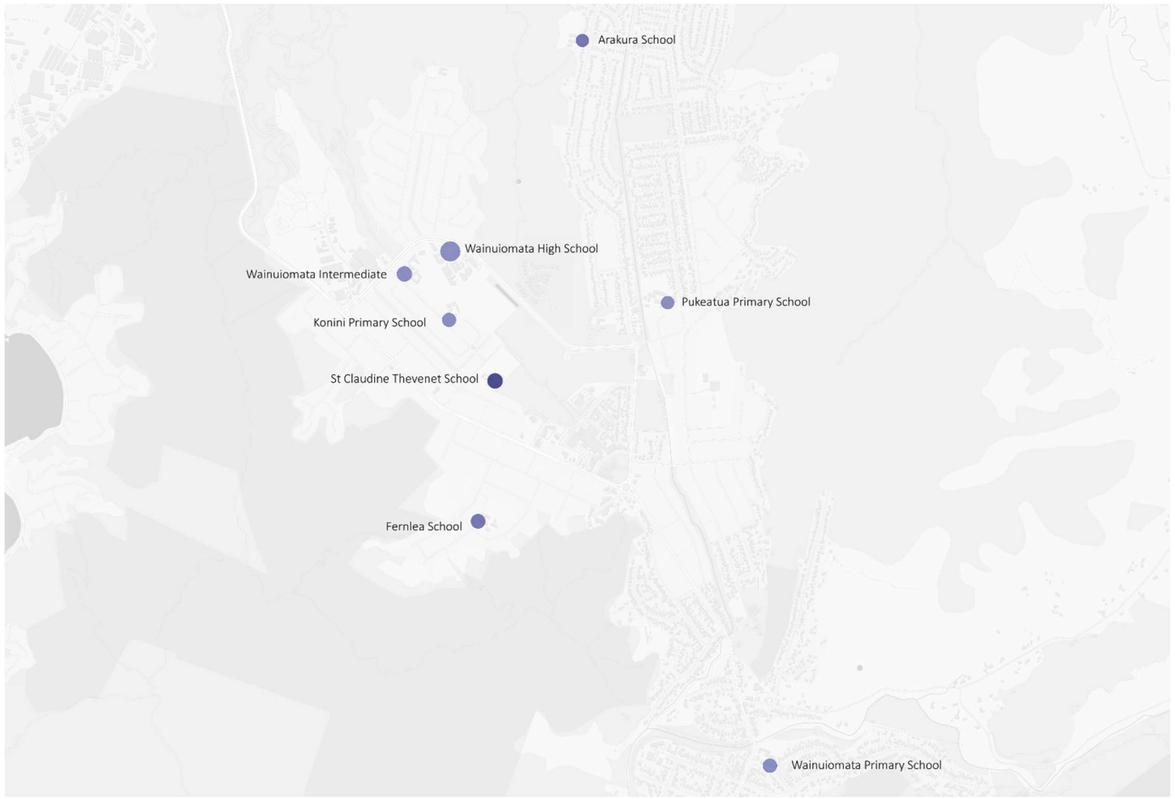


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# Wainuiomata: Steady and Stable

## Education Network Plan




The **Wainuiomata Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **2,100 learners/ākonga** each year over the next decade to 2030. There are 8 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 7 | 0 | 1 | 0 | **8** |
| Total funded roll | 1,496 | 0 | 559 | 0 | **2,055** |
| MME Level 1 & 2 | 76 | 0 | 30 | 0 | **106** |
| ORS-funded roll | 20 | 0 | 11 | 0 | **31** |
| Māori roll | 618 | 0 | 274 | 0 | **892** |
| Pacific roll | 247 | 0 | 69 | 0 | **316** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Wainuiomata catchment:

### Wider network review

- We will continue to liaise with Hutt City Council on growth plans in Wainuiomata, including further analysis of whether a new school is required to accommodate roll growth in the long term. Should larger developments proceed in this catchment, we would work with schools and the community to plan for and respond to growth.



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# Porirua North: Steady Growing

## Education Network Plan

## Catchment description

The Porirua North catchment includes the suburbs of Pāuatahanui, Plimmerton, Paremata, Whitby, Pukerua Bay and Aotea. The catchment borders Kāpiti to the north and surrounds the Pāuatahanui Inlet including a large hinterland. It lies within Porirua City and is one of four cities making up the Wellington metropolitan area.

Census 2018 data shows a city-wide population of more than 56,000, an increase of 9.4% since 2013. Within the Porirua North catchment, there has been significant population growth centred around Aotea, Endeavour and Postgate.

## What's influencing the education system in this catchment?

### Changing population profiles

- Large-scale subdivision and development within Aotea has impacted on the rolls of schools in this catchment, particularly Papakōwhai School and Aotea College which have seen significant growth over the last 5 years.
- Porirua City Council predict that there is potential to build between 9,000 and 10,500 additional homes across Porirua City by 2048. This includes the Plimmerton Farm development of approximately 2,500 new homes.

### Parental choice influencing utilisation

- Traditionally, there has been high student movement in this catchment with many schools having large numbers of out of zone students enrolled. All but one of the primary schools in this catchment operate enrolment schemes. Many of the schools' enrolment schemes are outdated and no longer fit for purpose.

### Network structure

- There is one state-integrated school in this catchment. St Theresa's School is a Catholic Y1-6 primary school in Plimmerton. While there is no Catholic secondary provision in this catchment, Bishop Viard College (a co-educational Y7-13 secondary) is located in the neighbouring Porirua West catchment.

### Investment in school property

- The condition of property in Porirua North varies across the portfolio. A lot of the building stock was built in the 1970's. We are providing additional funding at a number of these schools to address infrastructure issues.
- The technology hub used by schools in this catchment is located at Plimmerton School. The building is made up of several relocatable buildings which are in a poor condition. We plan to review technology provision in this catchment as part of a review of technology provision in the wider Porirua area.

### Māori learners/ākonga

- There is one Kōhanga Reo in this catchment with 20 ākonga enrolled as at July 2020.
- There is no provision for Māori medium education at Level 1 or 2 in this catchment. Students from Porirua North seeking an education through the Māori medium must travel to attend Te Kura Kaupapa Māori o Porirua in the Porirua East catchment.

### Kāhui Ako

- The schools in this catchment are part of the Porirua North Kāhui Ako.
- This Kāhui Ako is focused on Hauora/Wellbeing, Ara Tika pathways and Auaha innovation.

### Leadership and governance

- There is strong and highly functioning leadership at schools across this catchment.

### Transitional partnerships

- Aotea College is very active in the secondary transitions space with large numbers of students enrolled in Trades Academies and Gateway programmes. Aotea College is also very active in seeking partnerships with local employers and tertiary organisations. The college uses Secondary Tertiary Alignment Resourcing funded courses as a way for students to trial pathway options for following years.
- Although not directly impacted by the Porirua Regeneration project, the opportunities that arise will benefit the students within this catchment through work placement and other potential engagement with the project including a potential jobs and skills hub to service all of Porirua.

### Early childhood education

- There are 17 early childhood services in this catchment. These services range from Playcentre to privately owned and community-based learning.

### Learning Support

- There is no dedicated learning support provision in Northern Porirua.

## Here's what is already underway to help us manage education provision in this catchment:

- We are investigating the requirement for additional primary provision in this catchment as a response to proposed development, as well as exploring whether additional secondary provision may also be required in the future.

- We are working with schools to effectively manage enrolment schemes including managing down out of zone enrolments.
- Pukerua Bay School has implemented a new enrolment scheme.

- We are working closely with schools in this catchment to upgrade existing property stock. We have allocated additional teaching spaces to Aotea College to accommodate the growing roll.
- We have also invested in additional classrooms at Papakōwhai, Adventure and Discovery Schools to accommodate growing primary rolls.

- We are working with iwi and local and central government agencies to develop the Wellington Regional Growth Framework. The Framework is looking at challenges and opportunities to accommodate population growth in the overall Wellington region over the next 30 years.

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# Porirua North: Steady Growing

## Education Network Plan




The **Porirua North Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **5,400 learners/ākonga** each year over the next decade to 2030. There are 12 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 10 | 0 | 2 | 0 | **12** |
| Total funded roll | 3,690 | 0 | 1,316 | 0 | **5,006** |
| MME Level 1 & 2 | 0 | 0 | 0 | 0 | **0** |
| ORS-funded roll | 34 | 0 | 2 | 0 | **36** |
| Māori roll | 707 | 0 | 318 | 0 | **1,025** |
| Pacific roll | 443 | 0 | 199 | 0 | **642** |

**Map key:**
% roll change over 10-year period

- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Porirua North catchment:

### Enrolment schemes/zones

- We will work collaboratively with primary schools in this catchment to review enrolment schemes to ensure that they are fit for purpose.

### Network management

- We will investigate future Year 7-8 technology provision in the Porirua catchments to determine how best to provide for this, including assessing the need for a dedicated technology hub.

### Investment in school property

- We will continue to invest in providing additional classrooms to schools where necessary to accommodate growing school rolls.



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# Porirua East: Steady and Stable

## Education Network Plan

## Catchment description

The Porirua East catchment encompasses the suburbs of Cannons Creek and Waitangirua, Ranui Heights and Porirua East.

Historically, the area grew through the state housing program of the 1950s and 1960s to meet increased demand for affordable housing in the Wellington region. Consequently, the area has one of the highest concentrations of public housing in the country.

Porirua City Council identifies the potential for between 9,000 and 10,500 additional homes across Porirua by 2048. This includes the regeneration project, the Kenepuru development of 600 homes and greenfield developments in Northern Porirua (Plimmerton Farm of 2,000 new homes). The Council also has plans for intensification across the city. There will also be improved transport links, with the Transmission Gully on/off ramp to the east.

Schools in the eastern Porirua area generally have stable rolls and enrolment patterns, surplus capacity, and most are in fair condition. Many of the primary schools in the area are small.

In eastern Porirua, about 60% of the population identifies as Pacific descent, with around 20% Māori, 20% Pākehā and a relatively small number of people of Asian, Middle Eastern and African descent.

## What's influencing the education system in this catchment?

### Relationships with external agencies

- In November 2018, a $1.5b investment to regenerate Porirua East was announced. The regeneration project is a partnership between central government, Ngāti Toa and Porirua City Council.
- The regeneration provides the community with an opportunity to think and give feedback about future education needs, and creation of jobs within the local economy.
- We are working with Kāinga Ora as they progress this project.

### Parental choice

- Historically, this catchment has a tradition of the majority of secondary students choosing to access education in other catchments, such as Wellington Central. The roll of Porirua College has been increasing since 2016, largely due to the school retaining more of its local students.
- Two of the 13 schools in this catchment operate enrolment schemes (Corinna School and Porirua College).

### State integrated schooling options

- There is one state-integrated (Catholic) primary School in this catchment – Holy Family School.
- There is no pathway through to Catholic secondary education within this catchment, but Bishop Viard in Kenepuru does service this catchment.

### Māori learners/ākonga

- Around 43% of students enrolled in schools within this catchment identify as Māori.
- This catchment has one kura, Te Kura Māori O Porirua (Year 1-13) and is operating at 80% utilisation. Through our initial engagement with the community during 2019, language, identity and culture emerged as strong themes.

### Kāhui Ako

- The schools and early childhood education centres are part of a Kāhui Ako. It is a thriving Kāhui Ako, one of the first to be established and the first to apply for dual leadership. This Kāhui Ako takes a strong whānau based approach to student engagement and achievement priorities.

### Pacific languages

- Almost 48% of students enrolled in schools within this catchment identify as Pacific. The opportunity for cohesive language pathways has been identified as a key theme from recent community engagement in this catchment. This would provide students of various cultural backgrounds to transition effectively through their educational journeys ensuring that culture and language are provided for.

## Here's what is already underway to help us manage education provision in this catchment:

- We have provided some replacement buildings at Glenview School and Cannons Creek School.
- Additional funding has been provided to other schools in this catchment to address infrastructure issues
- In 2019, we started an engagement process with the community to gather ideas about what is required and wanted for future schooling in Porirua East to ensure that future schooling in the area will meet this community's needs and aspirations.
- We have recently completed an assessment of Ministry-owned land in Porirua East. This work will inform the next stage of our planning for long-term education provision in Porirua East.

- We are working with iwi and local and central government agencies to develop the Wellington Regional Growth Framework. The Framework is looking at challenges and opportunities to accommodate population growth in the overall Wellington region over the next 30 years.

- We are delivering a learning support satellite unit of Mahinawa Specialist School at Porirua College.



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# Porirua East: Steady and Stable

## Education Network Plan




The **Porirua East Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **3,000 learners/ākonga** each year over the next decade to 2030. There are 13 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 11 | 1 | 1 | 0 | **13** |
| Total funded roll | 1,813 | 282 | 583 | 0 | **2,678** |
| MME Level 1 & 2 | 0 | 277 | 0 | 0 | **277** |
| ORS-funded roll | 39 | 1 | 6 | 0 | **46** |
| Māori roll | 703 | 282 | 193 | 0 | **1,178** |
| Pacific roll | 919 | 0 | 352 | 0 | **1,271** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Porirua East catchment:

### Investing in school property

- We will continue to invest in quality learning environments at schools across the catchment even as we move through the regeneration project.

### Wider network review

- We will continue to engage with schools and the community as we work on the long-term plan for education provision in Porirua East.



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# Porirua West: Steady and Stable

## Education Network Plan

## Catchment description

Porirua City is bisected by State Highway 1, north of Wellington. The Porirua West catchment stretches from Kenepuru in the south, to Tītahi Bay in the north and is bounded by Porirua Harbour and SH 1 to the west.

Population growth has increased across this catchment between 2013 and 2018, with Census 2018 data showing growth of 6% compared with an increase of 3% between 2006 and 2013. Across greater Porirua City, population growth increased by 9% between 2013 and 2018.

## What's influencing the education system in this catchment?

### Changing population profiles

- The majority of schools' rolls in this catchment have remained relatively stable over the past ten years with the exception of Mana College. Mana College is the only state secondary school in this catchment and its roll has grown from 382 in 2018 to 485 in 2021. This is largely due to more local students choosing to remain within this catchment for secondary education, rather than population growth in the catchment.
- Kenepuru Landing is a new residential development underway consisting of approximately 600 homes at the Kenepuru Hospital site. This development is projected to be completed by 2026 and could result in more than 300 additional school-age children within this catchment.

### Enrolment schemes/zones

- Two schools within this catchment have enrolment schemes in place, being Tītahi Bay School and Mana College.

### State integrated schooling options

- This catchment has three state-integrated schools, being St Pius X School (Y1-6), Wellington Seventh Day Adventist (Y1-8) and Bishop Viard College (Y7-13) which attracts students from across Porirua.

### Transitional partnerships

- Significant investment in Porirua generally will provide many opportunities for Porirua West students as they transition from education to employment. Ngāti Toa housing developments and Harbour regeneration along with the Porirua East Regeneration will benefit the students within this catchment through work placement and other potential engagement with the projects, including a potential jobs and skills hub to service all of Porirua.
- Mana College has a well established  on-site construction programme involving year 11-13 students to build houses with Ngāti Toa iwi based support.

### Māori learners/ākonga

- More than 49% of students enrolled in schools within this catchment identify as Māori.
- There is one Kōhanga Reo in the Porirua West catchment with 28 ākonga enrolled as at July 2020.
- Māori medium education is available through Tītahi Bay North School (with 51 ākonga currently enrolled in Level 1 learning), and Mana College (with 23 ākonga enrolled in Level 2 and 14 ākonga in Level 3).

### Kāhui Ako

- The Porirua West Kāhui Ako is known as Te Puna Mātauranga.

### Investing in school property

- The existing building stock at the primary and intermediate schools in this catchment is in an ageing condition and additional funding will be required to address infrastructure issues such as roofing, drainage, heating and asbestos removal. A number of schools in this catchment are also prone to flooding, and we have been working with Wellington Water to address this.

### Learning support

- The base site of Mahinawa Specialist School and Resource Centre is located within this catchment. The school also has existing primary satellites in the Porirua West catchment at Porirua School, Ngāti Toa School and Tītahi Bay Intermediate.

### Early childhood education

- There are 12 early childhood services in this catchment. These services range from Playcentre to privately owned and community-based learning.

## Here's what is already underway to help us manage education provision in this catchment:

- We are working with iwi and local and central government agencies to develop the Wellington Regional Growth Framework. The Framework is looking at challenges and opportunities to accommodate population growth in the overall Wellington region over the next 30 years.

- We are working closely with schools in this catchment to upgrade existing property stock, including a redevelopment of Mana College which is underway.
- Funding was recently allocated to Mahinawa Specialist School for additional specialist satellite teaching spaces. We are currently in the planning stage of delivering these satellite units across the Wellington region.

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# Porirua West: Steady and Stable

## Education Network Plan




The **Porirua West Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **2,000 learners/ākonga** each year over the next decade to 2030. There are 10 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 7 | 0 | 2 | 1 | **10** |
| Total funded roll | 1,134 | 0 | 747 | 103 | **1,984** |
| MME Level 1 & 2 | 49 | 0 | 0 | 0 | **49** |
| ORS-funded roll | 10 | 0 | 30 | 102 | **142** |
| Māori roll | 574 | 0 | 364 | 39 | **977** |
| Pacific roll | 225 | 0 | 247 | 23 | **495** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Porirua West catchment:

### Wider network review

- We will investigate future Year 7-8 technology provision in the Porirua catchments to determine how best to provide for this, including assessing the need for a dedicated technology hub.

### Enrolment schemes/zones

- We will work with schools to implement new enrolment schemes as required.



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# Wellington East: Steady and Stable

## Education Network Plan

## Catchment description

The Wellington East catchment covers the suburbs in the east of Wellington City, including Hataitai, Kilbirnie, Lyall Bay, and the Miramar peninsula. The catchment consists of 14 primary schools, one intermediate and four secondary schools.

## What's influencing the education system in this catchment?

### Changing population profile

- Wellington City Council's latest population projections forecast minor population decline for this catchment. The rolls at most schools in this catchment are relatively steady.
- There are a number of developments in initial planning stages that have the potential to impact on local school rolls if they were to proceed, including development of the old prison site on the Miramar Peninsula which could be turned into 300 new homes, and development at Shelley Bay. We are closely monitoring the progress of both projects and continue to liaise with Council on future growth plans.
- There has been some regeneration of Kāinga Ora houses. This resulted in 12 new homes. It is likely that more of this type of regeneration will occur in the older Kāinga Ora building stock in the catchment.

### Parental choice

- Historically, this catchment has been characterised by student movement between schools, meaning many students attend schools that are not their local school. Kahurangi School has seen its roll increase over recent years as more students from within its enrolment scheme boundary are choosing to enrol.

### Network management

- All of the state schools in this catchment have enrolment schemes in place, except for Miramar Central School and Rongotai College. Rongotai College has a growing roll and is approaching capacity.

### Network structure

- There is primary and single sex secondary provision in this catchment. Families seeking co-educational secondary schooling are in zone for Wellington High School in the neighbouring catchment.
- There are 6 state integrated schools (five Catholic and one Christian school) in this catchment. Four are Y1-8 primary schools, and two are Y9-15 secondary schools (both of Catholic special character).

### Investment in school property

- There are weathertightness issues across the catchment which are being addressed through ten year property plans.

### Māori learners/ākonga

- In 2021, 15% of ākonga enrolled in Wellington East schools identify as Māori.
- Te Kura Kaupapa Māori o Ngā Mokopuna in Seatoun is the only Y1-13 Māori medium provision in Wellington City, as well as the only secondary provision in the city. It has a July 2021 roll of 89 ākonga.
- There is one kōhanga reo in this catchment.

### Kāhui Ako

- The Kāhui Ako is working together well with strong leadership.

### Early childhood education

- There are 24 early learning providers in this catchment, with 15 being part of the Kāhui Ako.

### Learning support

- Evans Bay Intermediate hosts a satellite class for Kimi Ora School, located in Naenae. Lyall Bay School is experiencing an increasing number of students needing additional support. The progression of ORS funded students in this catchment is becoming a concern due to the high numbers of high and complex needs.

## Here's what is already underway to help us manage education provision in this catchment:

- We are working with Wellington East Girls' College on a significant redevelopment of the school.
- Redevelopment options are currently being considered for Te Kura Kaupapa Māori o Ngā Mokopuna, incorporating additional teaching space to accommodate a growing roll.
- Weathertightness and modernisation projects across other schools in the catchment are being carried out as part of schools' 10 year property plans.

- We are working with iwi and local and central government agencies to develop the Wellington Regional Growth Framework. The Framework is looking at challenges and opportunities to accommodate population growth in the overall Wellington region over the next 30 years.

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# Wellington East: Steady and Stable

## Education Network Plan




The **Wellington East Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **6,200 learners/ākonga** each year over the next decade to 2030. There are 21 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 15 | 2 | 4 | 0 | **21** |
| Total funded roll | 3,261 | 979 | 2,670 | 0 | **6,910** |
| MME Level 1 & 2 | 0 | 87 | 0 | 0 | **87** |
| ORS-funded roll | 30 | 2 | 31 | 0 | **63** |
| Māori roll | 450 | 145 | 467 | 0 | **1,062** |
| Pacific roll | 271 | 42 | 429 | 0 | **742** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Wellington East catchment:

### Wider network review

- We will continue to monitor localised growth at some schools and we will work with schools to best determine how this growth should be accommodated across the wider catchment.
- We plan to work with schools across Wellington City to plan for how best to deliver future technology provision.



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# Wellington West: Steady and Stable

## Education Network Plan

## Catchment description

The Wellington West catchment covers the suburbs of Karori, Wadestown, Kelburn, Makara, Northland, Otari, Crofton Downs, Ngaio and Khandallah. These are well established areas of Wellington and there is little opportunity for significant greenfield growth in this catchment.

## What's influencing the education system in this catchment?

### Changing population profile

- Wellington City Council's latest population projections show minor population decline for the west of the city. We have a number of both large and smaller schools in this catchment with some on challenging sites. The development of a retirement village on the former Karori Teachers College site could result in some turnover in the demographic profile of this catchment as homes of the retirees are bought by younger families. Wellington City Countil has indicated in its Spatial Plan that Karori would be a key growth area, but underlying infrastructure issues would need to be remediated prior.

### Network management

- All of the state schools in this catchment have enrolment schemes. The schemes are well placed with no significant overlaps.

### Network structure

- There is no state secondary provision in this catchment, and students predominantly enrol at Wellington Girls' College, Wellington College and Wellington High School in the adjacent Wellington Central catchment.
- There are two state integrated schools in this catchment, both full primary (Y1-8). Cardinal McKeefry School in Wilton and St Teresa's School in Karori both have the same Proprietor, and both have significant available capacity due to their small rolls.

### Investment in school property

- This catchment has some of our more challenging school sites due to site constraints and limitations on access.

### Māori learners/ākonga

- In 2021, about 8% of ākonga enrolled in Wellington West schools identify as Māori.
- Otari School is a dual medium school and had 71 ākonga enrolled in Level 1 immersion at July 2021.

### Kāhui Ako

- This catchment has two high functioning Kāhui Ako. One includes Karori, Northland, Thorndon, Wadestown, Makara, Brooklyn with dual leadership. The second includes Crofton Downs, Ngaio, Khandallah and Johnsonville with tri-leadership.

### Leadership and governance

- There is a pattern of experienced, capable and supportive leadership across the catchment.

### Early childhood education

- There are 21 early learning services in this catchment.

### Learning support

- There is no dedicated learning support provision in this catchment. These students are accommodated in mainstream schools.

## Here's what is already underway to help us manage education provision in this catchment:

- We are currently working to understand the demand for Māori medium education in this catchment and whether the current provision is sufficient.

- We have just completed construction of the roll growth teaching spaces at Karori West Normal School.
- There is also planning underway to address weather-tightness failure/condition at Karori Normal School.
- A replacement building at Northland School has recently been completed and roll growth teaching spaces are under construction at Crofton Downs.

- We are working with iwi and local and central government agencies to develop the Wellington Regional Growth Framework. The Framework is looking at challenges and opportunities to accommodate population growth in the overall Wellington region over the next 30 years.

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# Wellington West: Steady and Stable

## Education Network Plan




The **Wellington West Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **4,500 learners/ākonga** each year over the next decade to 2030. There are 15 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 14 | 1 | 0 | 0 | **15** |
| Total funded roll | 4,165 | 451 | 0 | 0 | **4,616** |
| MME Level 1 & 2 | 71 | 0 | 0 | 0 | **71** |
| ORS-funded roll | 27 | 1 | 0 | 0 | **28** |
| Māori roll | 354 | 11 | 0 | 0 | **365** |
| Pacific roll | 118 | 9 | 0 | 0 | **127** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Wellington West catchment:

### Technology provision

- We plan to work with schools across Wellington City to plan for how best to deliver future technology provision.

### Wider network review

- We will continue to work with the schools in this catchment to plan for potential growth in localised areas and impact on the wider catchment.



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# NELSON, MARLBOROUGH, WEST COAST

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# Nelson Marlborough West Coast Regional Statement

National Education Network Programme

## Director's message



The Nelson Marlborough West Coast Region is a diverse, geographically spread area. We have a disproportionately high number of small schools given our rurality. There are 23 schools with rolls under 50 (19%) and 45 schools with rolls under 100 (36%). The challenges involved include attracting quality staff and relief staff to small isolated rural schools and Ministry staff travelling long distances in their work supporting schools.

The region is economically diverse. While the Nelson, Tasman and Marlborough regions have strong economies based on primary industries, the West Coast and Kaikōura are largely reliant on tourism, which provides challenges in the current economic climate. The West Coast has experienced a downturn over time in their traditional industries such as coalmining which has been offset to some extent by tourism.

Our growth is mostly stable with one catchment, Buller, in decline. This means that we need to work to balance the network equitably and ensure the viability of existing schools.

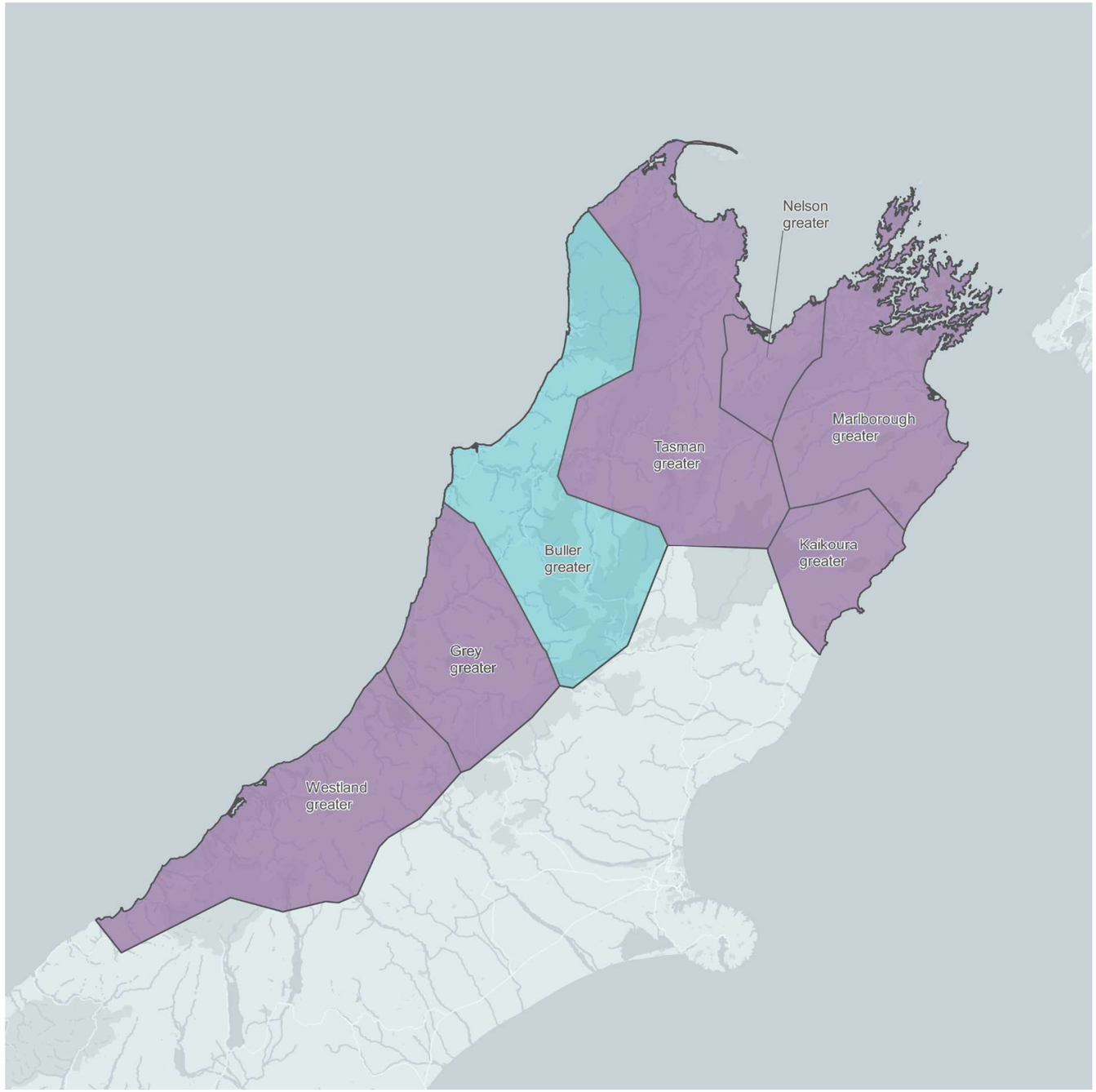
There are catchments expecting growth and we continue to predict and monitor this and plan accordingly. The Nelson Tasman Future Development Strategy identifies land for development up to 2050 allowing us to plan well ahead in these catchments.

We need to continue to be prepared for unexpected events such as the Covid 19 pandemic and natural disasters. We are also planning for responses to natural hazards such as coastal inundation in several catchments in our region.

We are expecting the demand for Māori medium education to increase, and we will continue to work with schools and kura to provide for this.

I am pleased to present our plans for the Nelson Marlborough West Coast region to 2030.

Andrea Williams






New Zealand Government

# Nelson Marlborough West Coast Regional Statement

National Education Network Programme

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### Key education themes

A key education theme for the Nelson Marlborough West Coast region is to work closely with schools and Kāhui Ako to support the vision of Ka Hikitia so that Māori achieve success as Māori. Alongside this, via our Māori medium network work, we are focusing on new provision so that many students in the region can choose this type of schooling.

Key local issues which will impact on schooling in the future include the recent turndown of tourism affecting employment opportunities especially on the West Coast and in Kaikōura. Continuing secondary tertiary partnerships in these areas is of particular significance. There are also issues of future coastal inundation in several areas which IAS are keeping in mind for future planning of school property.

There are community issues around access to single sex and co-education secondary schools in both Nelson and Blenheim. The recently implemented enrolment scheme at Nayland College means that students living in Nelson City and the Nelson North area have largely lost access to co-educational secondary schooling. There are no easy solutions for this situation.

We will continue to support our small, rurally isolated schools across the region to ensure that students in these schools continue to receive high quality education and that transport issues are not a barrier to access.

The co-location of secondary schools in Blenheim is in the planning stage. Ministry staff are fully involved in this planning around both property and pedagogy. Local iwi are fully involved.

Disruption caused by the Covid-19 pandemic was significant. We continue to focus on providing timely and useful responses to schools when required and working with schools on preparedness, planning and resilience in case of future similar situations. This is particularly regarding the provision of distance education.

### Regional Profile

The seven catchments in our region have mainly stable growth with one area trending down. It is a large diverse geographical region with many small, rurally isolated schools. This can bring staffing issues which are particularly apparent on the West Coast.

| Catchment | Population Profile |
|---|---|
| Marlborough greater | Steady and Stable |
| Nelson greater | Steady and Stable |
| Tasman greater | Steady and Stable |
| Grey greater | Steady and Stable |
| Kaikōura greater | Steady and Stable |
| Westland greater | Steady and Stable |
| Buller greater | Trending Down |

The major growth area is in the Waimea catchment. A recently developed subdivision is projected to be full by the end of 2023. We are also expecting longer term growth to the south of Richmond. There is some steady growth in and around Nelson city but a shortage of available land to develop.

The region has a growing former refugee population in Nelson from three main ethnicities. We are expecting a number to arrive in Blenheim once borders re-open. In Nelson, the majority attend one primary school where half of the school population are new New Zealanders.

Kaikōura is in our region but closer to Canterbury in distance and so is serviced by some government departments and NGOs from Christchurch. The largest of these is the Canterbury District Health Board. This means that Ministry staff working in Kaikōura need to develop relationships with these agencies as well as our regional agencies.

| No. of schools in these plans | 2018 roll | 2019 roll | 2020 roll | 2021 roll |
|---|---|---|---|---|
| 125 | 28,402 | 28,587 | 28,737 | 28,759 |

### Future Demand

Analysis of projected school rolls based on population projections tells us that the highest growth is centred in and around Richmond. We are considering options to manage this growth, projected over the next thirty years. These options include a new primary school, roll growth teaching spaces and recapitation of some Year 1-6 schools.

### Māori medium

We have developed network information about the provision of Māori medium schooling across the region. We are focusing on areas with no current provision and developing secondary pathways. We are working with iwi on this with a goal to ensure that Māori are achieving success as Māori.

There is a possibility of partnering with iwi to place Māori medium provision on a local marae as has been done already with a satellite of Renwick school on Omaka Marae.

| Māori medium education | NMWC |
|---|---|
| No. of schools/kura offering Level 1 & 2 | 10 (see below) |
| No. of Level 1 students | 83 |
| No. of Level 2 students | 340 |
| % of ākonga who identified as Māori | 18.1% |
| % of ākonga Māori at MME Level 1 & 2 | 6.5% |
| % of all students at MME Level 1 & 2 | 1.2% |

**Māori medium Level 1 & 2 schools by level**

| Level 1 | Level 2 |
|---|---|
| TKKM o Tuia te Matangi | Hāpuku School |
| Victory Primary School | Hokitika School |
| | Nelson Central School |
| | Nelson Intermediate |
| | Parklands School (Motueka) |
| | Renwick School |
| | Tākaka Primary School |
| | Westland High School |

# Nelson Marlborough West Coast Regional Statement

National Education Network Programme

**Early Learning**

Our major challenge is the small, isolated areas in our region where staffing is difficult and services sometimes close due to lack of qualified staff.

Two participation projects are occurring on the West Coast, supporting playgroup development in areas that lack licensed ECE provision. We plan to provide something similar in the Kaikoura area in the future. We are also looking to support the provision of licensed Pacific ECE services and increase our Māori Medium services within our region.

| Licensed Early Learning | No. of ECE | Licensed ECE roll | % Māori | % Pacific |
|---|---|---|---|---|
| Education & Care | 81 | 3,572 | 18.9% | 2.0% |
| Home-based | 12 | 660 | 17.4% | 2.0% |
| Kindergarten | 33 | 1,404 | 20.4% | 2.4% |
| Kōhanga Reo | 5 | 142 | 92.8% | 3.6% |
| Playcentre | 23 | 659 | 8.7% | 0.96% |

**Learning Support**

Our learning support network has the challenge of providing specialist day school provision across a widely spread-out area. We are planning a relocation of the Maitai Specialist Day school to a base on the Salisbury school site with two new satellites to ensure children have less travel to day school provision.

The satellites include a new secondary satellite and a centrally located transition to work hub for 18-21 year-old students.

Other work underway is the consideration of day school provision in Blenheim and the use of itinerant specialist teachers to support mainstream schools.

Salisbury School is being redeveloped to make the site suitable for their purposes.

| Specialist Schools | Satellites | July 2021 roll ORS funded |
|---|---|---|
| Maitai School | 3 | 39 |
| Salisbury School | | 3 |

**What have we done so far?**

Between 2018 and 2021 we have implemented six enrolment schemes in areas of growth and provided teaching spaces both temporary and permanent where required.

We have acquired a new school site in Richmond West as part of the planning to manage growth in the Waimea catchment. We have engaged with the community in Waimea West including school boards regarding options to manage projected school roll growth.

The Motueka Steiner School has now become an integrated school which provides a diverse educational setting to match community needs.

Accurate design and master plan numbers have been provided to our property people for the planning of the co-location of the two Blenheim secondary schools.

We have been engaged in the development of the Māori medium network information and the specialist school network planning.

We have begun to plan over whole catchments rather than school by school beginning with the Motueka and Blenheim catchments.

**What are we planning in the short term (3yrs)?**

We will continue to liaise closely with Tasman District Council, Nelson City Council and Marlborough District Council to obtain population growth forecasts to inform planning.

Overall, we will manage new growth by firstly implementing new enrolment schemes where needed, adding roll growth teaching spaces if required and we will work with our property group to streamline the provision of new teaching spaces in a timely fashion.

We will continue to plan over whole catchments where possible. In the Blenheim catchment we will monitor population growth and responses may include amendments to existing enrolment schemes and provision of new teaching spaces.

We will finalise and begin to implement an approved plan to manage the growth in the Waimea catchment, including a new school site.

We will continue working collaboratively with schools, councils, government departments, industry, and other educational institutions to establish transition pathways for the successful movement from school to adult life.

The aims of this collaboration are to keep young people engaged in employment, training or education and thereby helping to grow the economic base of the region.

**What are we planning in the medium term (3-10yrs)?**

We will accommodate growth as it happens with new teaching spaces and possibly another new school in the Waimea catchment.

Managing existing enrolment schemes and the development of new schemes will assist us in accommodating growth without needing property solutions in many cases.

**What are we planning beyond 2030?**

The Nelson and Tasman Future Development Strategy indicates continuing growth from 2030-2050 in some areas. We will be ensuring we are ready to respond to this by making sure our network is spatially in the right place. We will identify needs for any new school sites.

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# Marlborough: Steady and Stable

## Education Network Plan

## Catchment description

The greater Marlborough catchment is at the north-eastern tip of the South Island. It comprises the townships of Blenheim and Picton, smaller settlements in the surrounding rural area, and the Marlborough Sounds.

Blenheim is the main service centre for the surrounding horticulture and viticulture industries, as well as a strong tourism industry. The NZ Defence Force operates an air force base at Woodbourne airport, west of Blenheim.

There are 3 distinct schooling networks within this catchment: Blenheim, Picton and Rai Valley. The combined roll of students enrolled in schools in this catchment was 6,897 in 2021, with 23% identifying as Māori.

## What's influencing the education system

### Changing population profile

- Current Statistics NZ population projections forecast long-term population decline for the Marlborough District out to 2043, with fewer school-aged children in the Marlborough catchment by this time. Our roll projections out to 2030 indicate minor growth in some areas of Blenheim. There is some evidence of transience across several Blenheim schools. There are issues of homelessness across Blenheim city.

### Ethnic diversity

- The community is becoming increasingly multicultural, influenced by the settlement of RSE workers employed in the viticulture and aquaculture industries, and Blenheim being identified as a former refugee resettlement location. As a result, schools are considering the nature and extent of additional education support mechanisms that may be required to support these students and their whānau.

### Network structure

- There is sufficient capacity in the primary and secondary networks to accommodate current population. Most primary schools in Blenheim have enrolment schemes in place. Enrolment schemes are being planned for Marlborough Girls' and Boys' Colleges and Queen Charlotte College.
- The only option for secondary education in Blenheim is single sex.

### Investment in school property

- Building age and condition are the key drivers for the planned co-location of Marlborough Boys' and Girls' College and the relocation of Bohally Intermediate. Since 2014, there has been significant engagement with the community and government has committed to a significant capital investment to deliver this project.

### Māori learners/ākonga

- Census 2018 data shows an increasing proportion of 0–14-year olds identify as Māori, up from 20% in 2013 to 25% in 2018. There is one kōhanga reo in the catchment, with another having closed. In January 2019, Te Pā Wānanga opened a marae-based bilingual unit as a satellite to Renwick School, with the roll steadily growing. There is one level 2 Māori medium education at Bohally Intermediate, started in 2022. There are no other bilingual or immersion options at primary level in this region. There is no pathway beyond Year 8 for bilingual or immersion students.

### Kāhui Ako

- There are two Kāhui Ako in the greater Marlborough catchment. Most schools belong to one of the Kāhui Ako, and some early childhood education providers also belong. All Picton early childhood education providers belong to a Kāhui Ako. Recent leadership changes to the Kāhui Ako provide an opportunity to strengthen the model.
- The Pelorus group of schools choose to operate as a cluster outside the Kāhui Ako.

### Leadership and governance

- School leadership and governance is reasonably stable across this catchment with several new principals being appointed recently. There is a desire to increase representation and build capability of iwi/whānau on Boards.

### Secondary-tertiary pathways

- Pathways are limited in the catchment as there are only three state secondary options and an area school across a large geographic area. It can be challenging for schools in the catchment to manage exclusions, and barriers to enrolment are evident.

### Learning support

- Southern Health School is located at Blenheim School. The size of the specialist provision on this site is considered insufficient to meet anticipated future demand for the Marlborough catchment, so increased provision is being designed for the area. The number of high health needs students in Marlborough is higher than the national average. The Marlborough community feel they have limited options for specialist learning support provision.

### Early childhood education

- There is some growth in early learning numbers with new services being opened in the area.

## Here's what is already underway to help us manage education provision in this catchment:

- We're planning the delivery of additional teaching spaces at Seddon School and new teaching spaces have recently been opened at the Renwick School satellite - Te Pā Wānanga.
- Partial redevelopment of Queen Charlotte College is currently in master planning stage. No change to school capacity is planned as part of this redevelopment.
- The re-build of Bohally Intermediate, Marlborough Girls' and Boys' Colleges will include additional capacity to accommodate the projected growth in secondary age students resulting from the actual population growth evident between 2013 and 2018. Local Iwi are well engaged and contributing positively to the project.

- Southern Health School provision is currently being considered at a regional level across the South Island to ensure the right amount of specialist provision is provided in the right place, at the right time.

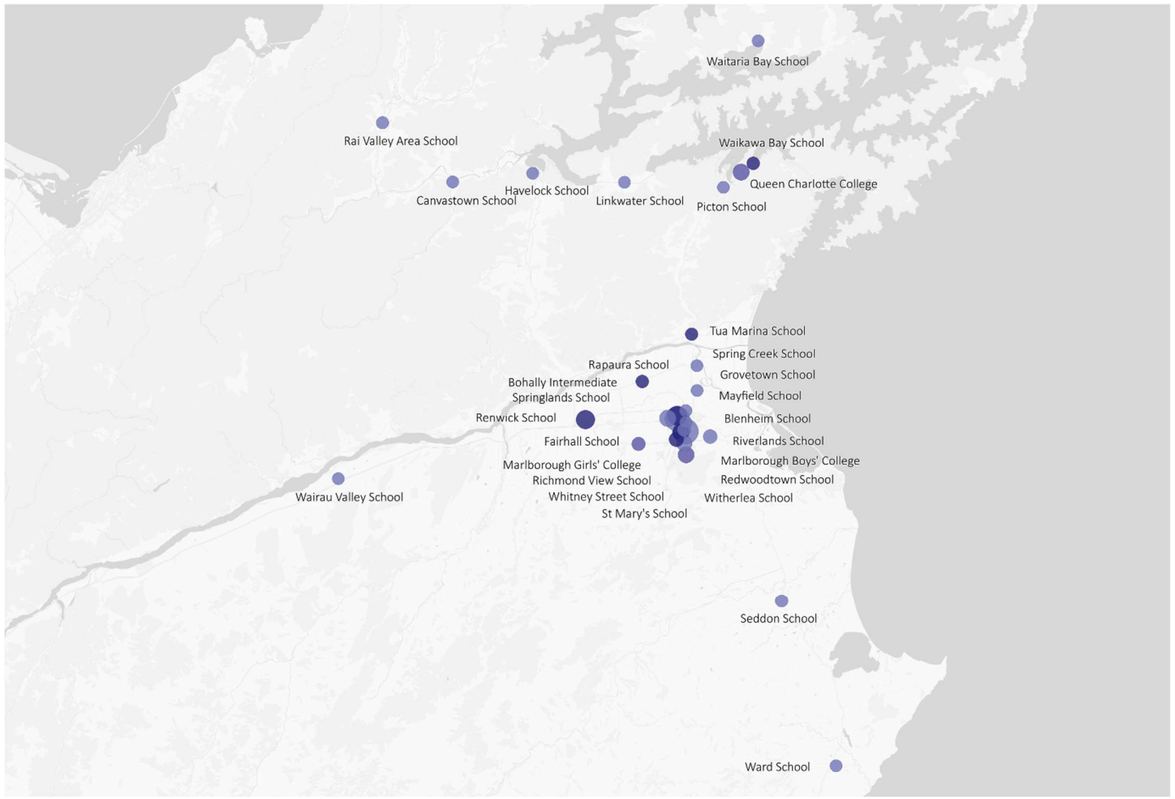
- A review of the Blenheim primary school enrolment zones is under way.

- There is a growing need for Pacific early learning provision in the Blenheim area that is currently being explored.

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# Marlborough: Steady and Stable

## Education Network Plan




The **Marlborough Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting almost **7,000 learners/ākonga** each year over the next decade to 2030. There are 29 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 24 | 2 | 3 | 0 | **29** |
| Total funded roll | 4,325 | 375 | 2,197 | 0 | **6,897** |
| MME Level 1 & 2 | 46 | 0 | 0 | 0 | **46** |
| ORS-funded roll | 32 | 3 | 26 | 0 | **61** |
| Māori roll | 1,060 | 53 | 499 | 0 | **1,612** |
| Pacific roll | 217 | 7 | 121 | 0 | **345** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Marlborough catchment:

### Co-location of schools

- The planned investment in Marlborough Girls' and Marlborough Boys' Colleges and Bohally Intermediate provides an opportunity for broad future-focussed discussion with the community and education sector, ensuring equitable access to education for all learners/ākonga in Marlborough.
- We will consider how the provision of learning support space can best be provided for within the rebuild project. As the design of the rebuild project gets underway, we will consider what opportunities exist to establish the Māori medium pathway in greater Marlborough.

### Network management

- Prior to the rebuild of Marlborough Boys' and Girls' Colleges, we will implement an enrolment scheme at Queen Charlotte College to address the potential for increased rolls at this school during the five-year construction period.
- We will implement enrolment schemes for Marlborough Boys' and Girls' Colleges as part of the rebuild process.
- We are working collaboratively with the Piritahi Kāhui Ako to consider issues around enrolment schemes and possible amendments and simplification.

### School buses/transport

- School transport contracts will be reviewed before completion of the Marlborough Boys' and Girls' rebuild, and we expect to combine engagement with the community on school transport with the enrolment scheme process to provide comprehensive and consistent messaging to the community.

### Strengthening the Māori medium pathway

- We are developing a regional plan for Māori medium education provision in the Nelson and Marlborough area. This is part of a wider kōrero around how Māori can succeed as Māori.
- Opportunity for greater provision of Māori medium education and Te Pā Wānanga are actively exploring a temporary arrangement at the secondary level until the re-build project is complete.
- Prioritise engagement with iwi, schools, whānau and the community to understand the potential demand for Māori medium education across the catchment, particularly considering the planned investment at Marlborough Boys' and Girls' Colleges and Bohally Intermediate.

### Early childhood education

- The Strengthening Early Learning Opportunities PLD programme has been utilised to support services identified as needing targeted assistance to meet quality indicators.

### Engagement and collaboration

- We will look to strengthen our relationship with Marlborough District Council to understand longer term land use changes being considered south of Blenheim, including timing of development and the potential implications for school planning.
- We will engage with the sector and whānau to better understand the specialist learning support needs of the community and develop options for provision, including consideration of a day specialist option and specialist outreach services in learning support.



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# Nelson: Steady and Stable

## Education Network Plan

## Catchment description

The Nelson catchment is situated in the northwest of the South Island. The main towns in the catchment are Nelson, Stoke and Richmond. The catchment is covered by the Nelson City Council and the Tasman District Council.

Settlement of Nelson began about 700 years ago by Māori. There is evidence the earliest settlements in New Zealand are around the Nelson-Marlborough regions. The earliest recorded iwi in the Nelson district are the Ngāti Kuia, Ngāti Tūmatakōkiri, Ngāti Apa ki te Rā Tō and Rangitāne tribes.

Nelson is a major fishing port, other industries in the catchment include seafood, horticulture, forestry, farming and tourism.

The catchment stretches northeast to Hira School, in the middle of the catchment are Nelson and Stoke schools and, in the south, lie Hope, Ranzau, Brightwater and Wakefield schools. The combined roll of schools in the Nelson catchment is 13,496 in July 2021, with 15% of ākonga identifying as Māori.

## What's influencing the education system in this catchment?

### Population

- Nelson City Council and Tasman District Council have established a joint Future Development Strategy showing expected growth areas for the next 30 years. There are plans for future growth and development in the wider Richmond area, particularly Richmond West. There are new subdivisions underway in Richmond and in Nelson. There are pockets of growth planned in Richmond South and in outlying areas such as Wakefield, Brightwater and Māpua.

### Enrolment schemes/zones

- Enrolment schemes are generally working well across the catchment, supporting space at local schools.
- The Nayland College enrolment scheme has been controversial and has highlighted a community desire for co-educational secondary provision to be available across all of Nelson city.

### Leadership and governance

- There is one intervention in place in this catchment. This is for employment and finance at Victory School. This work is progressing well.

### Māori medium education

- There is significant demand for Māori medium education including from non-Māori.
- Māori medium education is offered at Nelson Central School, Nelson Intermediate, Victory Primary School, and full immersion at TKKM o Tuia Te Matangi. The programme at Nelson Intermediate is at capacity. There is now secondary provision, Te Rumaki Whakatū, at Nelson College and Nelson College for Girls.
- There is no provision yet in Stoke or Richmond.
- There are three licensed Kōhanga Reo in the Nelson area; Te Kōhanga Reo o Kōpūāwai located at Whakatū Marae; Te Kōhanga Reo o Kia Tau te Rangimārie in Stoke which is currently in Voluntary Temporary Closure; and Te Kōhanga Reo o Waimeha located at Victory Primary School.
- There is one certificated puna kōhungahunga (Māori medium playgroup) located on the site of TKKM o Tuia te Matangi.

### Kāhui Ako

- There are three Kāhui Ako in this catchment: Stoke, Whakatū, Waimea. All three are well-established, with good leadership. Nelson has a new Principal leader in 2022. The Stoke Kāhui Ako also has a new leader in the Principal from Nayland College.
- Three schools in the catchment are in the Motueka Kāhui Ako.

### Learning support

- Maitai Specialist Day School has approval for a new base site located at Salisbury School with new satellites at Nayland College and Tāhunanui School. Waimea College, as a fundholder, is part of the network with a specialist unit for ORS funded students. There is an underrepresentation of ORS funded students in the single-sex secondary schools.
- There is a substantial redevelopment underway on the Salisbury School site with the school being repurposed to suit its status. Other services will be located on the site such as the RTLB service. While the current roll is small, this is anticipated to grow over time to 20 ākonga.

### Secondary-tertiary pathways

- The Nelson catchment is well served by ITOs offering apprenticeships. The Nelson Marlborough Institute of Technology offers a significant pathway for vocational training, and the Nelson Training Centre and Nelson Training Institute both offer NCEA level courses and a range of vocational courses.
- However, there remains a perception of a lack of local tertiary opportunities which manifests in the movement of young people out of the area after secondary school.

### Early childhood education

- Most of the regions early learning provision is in the main urban area of the Nelson catchment, including education and care, kindergartens, Te Kōhanga Reo, playcentres, playgroups and home-based care.

## Here's what is already underway to help us manage education provision in this catchment:

- An engagement process with the Waimea Kāhui Ako and the wider community is underway to consider options to address roll growth in the greater Richmond area. Decisions are expected by the end of 2021.
- An enrolment scheme was implemented in 2021 at Nayland College due to rapid roll growth. Temporary teaching spaces have been provided to accommodate short term roll growth.

- Plans are underway to expand the network of specialist day school places under the Maitai umbrella. This will bring the provision of specialist day school spaces for ORS funded students to around 80.
- Learning Support Coordinator positions have been allocated to the Nelson City Kāhui Ako.

- TKKM o Tuia Te Matangi has been reviewed by ERO with several recommendations in key areas of the school. We will support the kura.
- We are helping to broker a new lease for Te Kōhanga Reo o Waimeha on the Victory School site and exploring potential alternative sites. We continue to work with Te Kōhanga Reo Trust to support the re-establishment of Te Kōhanga Reo o Kia Tau te Rangimārie.

- We continue to support the provision of early learning within the catchment through providing TAP funding to services in low socioeconomic or isolated areas, ensuring that they can meet community needs. We continue to work collaboratively with services to improve outcomes for students and provide SELO support where need is identified.
- Some early interest has been shown from private owners looking to establish new services within the Richmond area.

- Significant redevelopment/rebuilding work planned for Auckland Point School is on hold due to the site ownership. The early childhood centre will remain onsite; however, the Teen Parent Unit will relocate to Nelson College for Girls. We will continue to work with the landowners (Wakatū Incorporation) to manage this.
- Roll growth classrooms are currently being delivered at Waimea College, Māpua School, Nelson Central School and Waimea Intermediate.
- Waimea College is undergoing a 5-stage redevelopment. This will ultimately result in the replacement of 45% of the site over the next 25 years.
- A site for a potential new primary school has been purchased in the Richmond West subdivision.

- Councils are consulting within the region on public transport development, which may have a future impact on school transport. We have completed bus route reviews in the Waimea area. Nelson routes are also being reviewed.



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# Nelson: Steady and Stable

## Education Network Plan




The **Nelson Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting around **13,000 learners/ākonga** each year over the next decade to 2030. There are 37 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 29 | 1 | 5 | 2 | **37** |
| Total funded roll | 8,280 | 64 | 5,110 | 42 | **13,496** |
| MME Level 1 & 2 | 203 | 64 | 0 | 0 | **267** |
| ORS-funded roll | 64 | 0 | 63 | 40 | **167** |
| Māori roll | 1,242 | 61 | 768 | 10 | **2,081** |
| Pacific roll | 226 | 3 | 112 | 1 | **342** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Nelson catchment

### Network management

- We will continue working to ensure roll growth classrooms are in place when needed to cater for steady growth in a few schools.
- We will complete the community and sector engagement with the Waimea schools and community about responding and planning for future growth in the area. Decisions are expected at the end of 2021.
- We will continue to work with the local councils to refine our population projections to respond to any changes.

### Learning support

- Work towards shaping the network of Specialist Day School provision through Maitai School which will include a transition class for 18-21-year olds.
- The itinerant support by Maitai specialist teachers may be expanded.

### Māori medium

- We will work with iwi, schools, and the community to co-create the future of Māori medium provision in the area. The regional Māori medium plan informs the direction and priorities of this work.
- Supporting the further development of Te Rumaki Whakatū at Nelson College and Nelson College for Girls.
- Prioritising secondary pathways across the catchment and primary provision in Stoke and Richmond.
- There is new Māori medium early childhood provision proposed for Richmond.

### Secondary-tertiary pathways

- Development of a collaborative hui linking iwi, whānau, schools, employers and training providers to highlight and expand opportunities for young people to remain in regional career pathways.



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# Tasman: Steady and Stable

## Education Network Plan

## Catchment description

The Tasman catchment is located on the northwest tip of the South Island, extending from west of Nelson to Golden Bay, and south to the Nelson Lakes.

The northwest extent of the catchment is Collingwood Area School, to the south is Murchison Area School and east to Rotoiti School. The catchment largely follows the contours of the Tasman District. The main towns in the catchment are Murchison, Motueka, Tākaka and Collingwood.

While Māpua, Mahana and Upper Moutere Schools sit inside the Nelson Catchment they are part of a Kāhui Ako with the Motueka schools.

Tourism and agriculture/horticulture are the main economic drivers in the catchment, with the primary sectors underpinning the region's economic recovery post-COVID.

The combined roll of schools in the Tasman catchment is 3,287 in July 2021, with 20% identifying as Māori.

## What's influencing the education system in this catchment?

### Changing population profile

- Tasman is a diverse largely rural catchment, with a concentration of alternative lifestyle families in Golden Bay and the Motueka hinterland.
- Rising house prices in Nelson are seeing more people moving further out of Nelson city and commuting. The catchment is experiencing some population growth outside of Motueka in the coastal communities, and there is some unexpected growth in Murchison. Golden Bay and Motueka Valley also have high rates of home schooling.

### Investment in school property

- Coastal inundation is an increasing issue for coastal schools in Tasman Bay.

### Leadership and governance

- The two Golden Bay high schools work well together.
- There is governance support being provided in some rural and isolated areas due to repercussions from vaccine mandates.

### Māori medium

- Parklands School bilingual unit provides Māori medium education for Year 1-8 students in Motueka. While there is a high proportion of Māori learners, in Motueka, there is currently no secondary pathway for Māori medium learning.
- In Nelson, TKKM o Tuia te Matangi offers immersion learning for Year 1-15 students.
- Tākaka Primary School offers Māori medium education.
- There are no kōhanga reo in this catchment.

### Kāhui Ako

- There are three Kāhui Ako in the Tasman greater catchment – Golden Bay, Motueka. The Motueka Kāhui Ako has had a recent change of leadership with the lead Principal standing down. A new lead has recently been appointed.

### Learning Support

- The Motueka Kāhui Ako has five Learning Support Coordinators and Golden Bay has two. These Kāhui Ako have engaged with the Learning Support Model.

### Early childhood education

- There is a full range of early learning providers in both Motueka and Golden Bay, however, as noted there is no Māori medium early learning provision in the catchment. TAP funding was utilised to support new early learning provision in Tapawera, on the Tapawera School site. One service closed in Golden Bay due to the pressures of COVID-19, which has affected provision numbers in Golden Bay.
- Murchison Kindergarten continues to experience challenges in attracting staff.

### Secondary-tertiary pathways

- The Nelson Marlborough Institute of Technology (NMIT) is the major pathway for vocational training in the catchment. There are several institutes offering NCEA Level 1 and 2 courses. The Golden Bay area is more isolated and therefore has fewer opportunities for work and training. There is entry-level seasonal and temporary work in the horticulture industry.

## Here's what is already underway to help us manage education provision in this catchment:

- An enrolment scheme was implemented at Lower Moutere School in January 2021.
- We have recently undertaken an analysis of the Motueka schooling network. Work has been completed to determine design and master plan roll numbers for all schools in this part of the catchment.
- Motueka Steiner School has recently become a state integrated school, and occupied their new premises in Term 2, 2021.
- An enrolment scheme for Motueka High School has been approved and was implemented in Term 1 2022.

- Education briefs for school redevelopment projects in Golden Bay have been well supported by iwi.
- Relationships are strengthening between Motueka High School and local Iwi, and Collingwood Area School and local iwi.

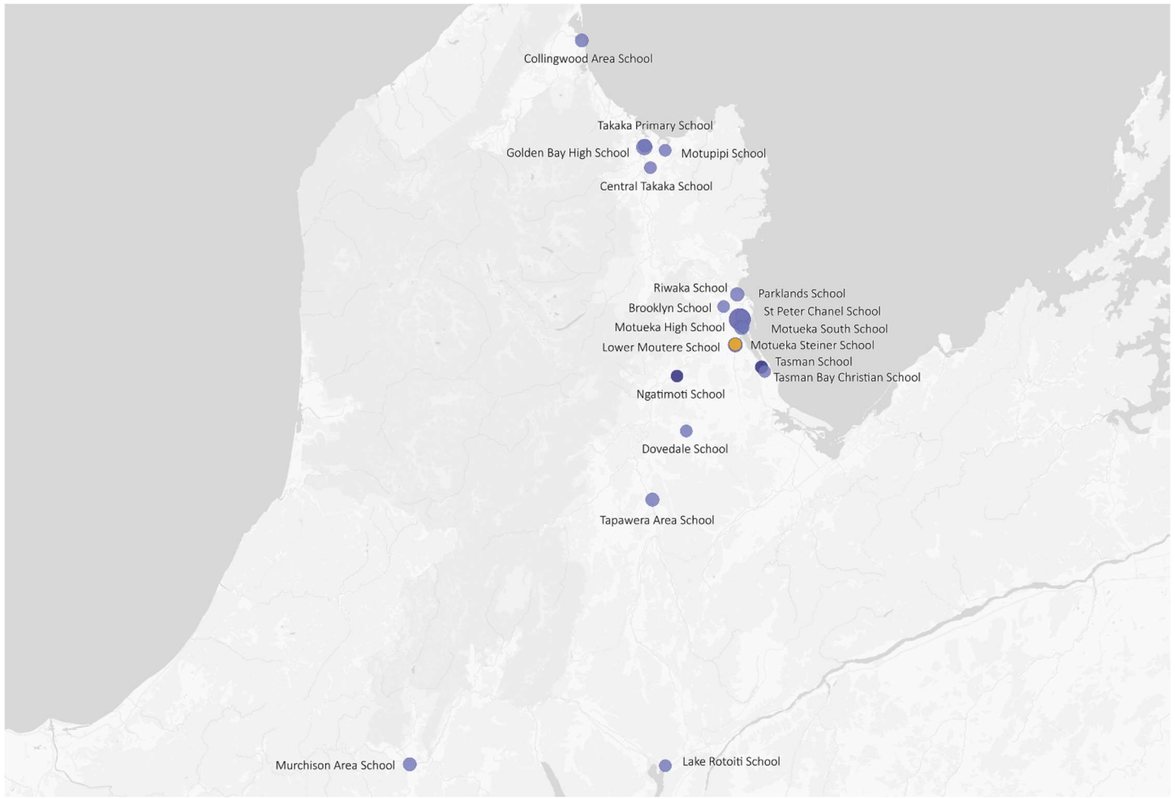
- Significant redevelopment projects are underway at Golden Bay and Collingwood High Schools.
- Motueka High School and Tasman School have been funded for additional classrooms to accommodate growing rolls.
- Motueka High School is undergoing a 5-stage redevelopment. This will ultimately result in the replacement of 45% of the site over the next 25 years.

- We have recently reviewed school transport routes for Murchison Area School.

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# Tasman: Steady and Stable

## Education Network Plan




The **Tasman Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting around **3,000 learners/ākonga** each year over the next decade to 2030. There are 20 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 15 | 3 | 2 | 0 | **20** |
| Total funded roll | 1,716 | 530 | 1,041 | 0 | **3,287** |
| MME Level 1 & 2 | 103 | 0 | 0 | 0 | **103** |
| ORS-funded roll | 9 | 7 | 9 | 0 | **25** |
| Māori roll | 354 | 120 | 171 | 0 | **645** |
| Pacific roll | 66 | 8 | 18 | 0 | **92** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Tasman catchment

### Network management

- We will monitor the projected population growth in the Moutere and Māpua area which may have future implications for schooling provision.

### Māori medium

- We are working with iwi, schools and the community to co-create the future of Māori medium provision in the area. The regional Māori medium plan currently under development will inform the direction and priorities of this work.

### Early childhood education

- We will support stronger involvement of early learning providers in the Kāhui Ako clusters.
- We will support stronger involvement of early learning providers in the Kāhui Ako clusters. We are continuing to monitor the ECE provision in isolated areas that are struggling to find and maintain staff.
- We are supporting potential new provision in Golden Bay.

### Learning support

- We are currently supporting schools with the implementation of the Learning Support Co-ordinator model.

### Investment in school property

- We will continue to monitor and support schools with property issues to ensure quality educational outcomes for learners are not compromised.
- We will continue to work with Wakatū Incorporation regarding their ownership of the Motueka High School site.



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# Buller: Trending Down

## Education Network Plan

## Catchment description

The Buller catchment is in the North of the West Coast of the South Island, within the Buller District. Stretching from Punakaiki in the south to Karamea in the north, and inland to Springs Junction and Maruia, Buller is home to a population of just over 10,000. The main town in the Buller catchment is Westport, with other smaller towns further east of Reefton and Īnangahua Junction and Granity and Karamea to the north.

Gold was discovered in the Buller River in the late 1850's, starting a gold rush and the establishment of Westport. Gold eventually gave way to coal, and mining remains a dominant industry today. Recently the economic focus has shifted toward agriculture, horticulture, and tourism. However, the Covid-19 pandemic has had a detrimental effect on tourism numbers.

Changes in employment are leading to population decline across the catchment. The overall student roll of the catchment is currently around 1,300 and this is forecast to be trending down over the next decade to around 1,100 students. This downward trend in population is due to changes in land use, particularly in the Karamea area, and closures in the mining and cement industries. Granity is also being impacted by rising sea levels and coastal erosion.

The network includes two area schools, four urban schools and three small rural schools.

## What's influencing the education system in this catchment?

### Whānau are exercising choice

- All schools in the catchment have surplus capacity, with the overall catchment operating at around 70% utilisation. Most students are attending their local school or are being transported to one of the two area schools at Murchison and Reefton. There is some degree of choice being exercised at primary schools in Westport. The effectiveness of the enrolment scheme at one school is being considered.
- Currently there are no changes planned for schooling provision, as schools tend to be small but are essential in ensuring students have access to education across a distant and geographically challenging catchment. The last school to close in the catchment was Īnangahua Junction School in 2018.

### Leadership and governance

- Like many, largely rural catchments across New Zealand, there is some difficulty attracting staff to the areas, particularly at sole teacher schools.
- Karamea Area School has an acting principal, following the resignation of the principal and deputy, and a current LSM to assist with governance and recruitment. There are also challenges in getting enough members on boards in many smaller schools.

### Māori medium

- Westport North School has three dedicated classrooms for Māori medium Education.
- There is no secondary pathway available in this catchment.

### Kāhui Ako

- There are two Kāhui Ako represented in the Buller catchment – Buller and Top of the South Island (TOSI). The Buller Kāhui Ako has taken time to get up and running well. The TOSI Kāhui Ako has had issues in relation to leadership as well as challenges associated with long travel distances and times.

### Learning support

- We have experienced a number of issues around challenging behaviour in the Buller schools. Referrals are also coming from early childhood education. To support the response to these issues two Learning Support Coordinator positions are available for the area schools.
- There are no Learning Support Coordinator (LSC) positions except in the TOSI schools.
- We have seen an improvement around inclusivity and want to build on these strengths to support future improvements. There are some challenges around placing excluded students.

### Early childhood education

- There are a variety of early learning services available in Westport, including one Kindergarten, two teacher-led private early childhood education services, and one Playcentre. There are also two home-based providers in the region. There is now only a playgroup at Karamea and one forming at Granity.
- Many parents work in Westport and choose to take their children to early learning services and school in the town. There is a gap in early learning provision in Granity, with no early childhood education available in the town.
- There is a private teacher-led full day early learning service in Reefton adjacent to Reefton Area School.
- Recruiting staff is an ongoing issue in the smaller areas.

### Secondary-tertiary pathways

- Buller High School offers a successful school-based trades academy. There are good connections between the high school and local employers. In other parts of the catchment, there are difficulties retaining students post school, particularly with a scarcity of employment opportunities.

## Here's what is already underway to help us manage education provision in this catchment:

- There is governance support being provided in some rural and isolated areas due to repercussions from vaccine mandates.

- We see an opportunity to work with iwi, schools, and the community to co-create the future of Māori medium provision in the area. The regional Māori medium plan currently under development will inform the direction and priorities of this work.

- We are working with schools around better pathways and support for excluded students.
- There is some transience in Westport, and Reefton. UBRS training is underway in Westport.

- Karamea Area School is undergoing a major redevelopment of 90% of the school. Board owned houses will remain as other accommodation for staff is scarce.
- Redevelopment and relocation of the school buildings for Granity School is being designed as a result of coastal inundation on the school site.

- Routes were reviewed in 2021.

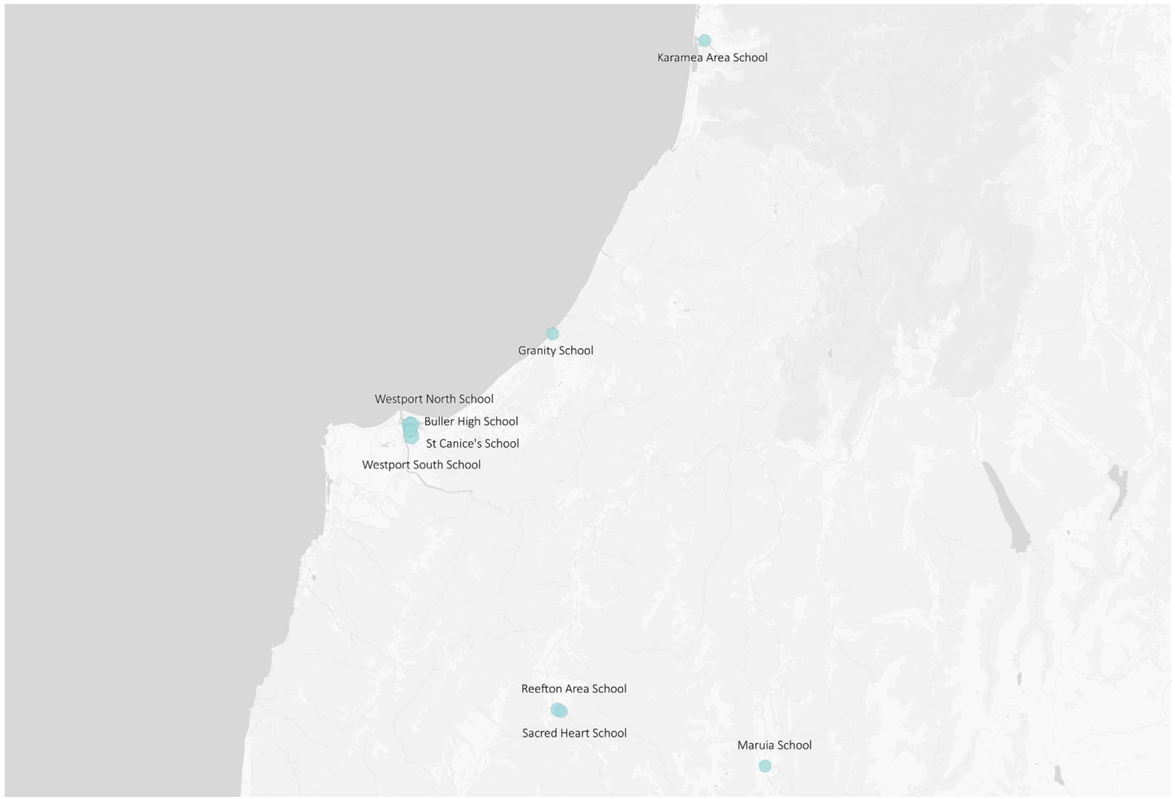


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# Buller: Trending Down

## Education Network Plan




The **Buller Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting between **1,100 – 1,200 learners/ākonga** each year over the next decade to 2030. There are 9 schools/kura in the catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 6 | 2 | 1 | 0 | **9** |
| Total roll | 723 | 246 | 314 | 0 | **1,283** |
| MME Level 1 & 2 | 0 | 0 | 0 | 0 | **0** |
| ORS-funded roll | 8 | 2 | 3 | 0 | **13** |
| Māori roll | 142 | 48 | 76 | 0 | **266** |
| Pacific roll | 11 | 10 | 8 | 0 | **29** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Buller catchment

### Network management

- We intend to look more closely at the Buller catchment and the network of schools within it over the next few years while tracking population statistics.
- We will consider options for managing the oversupply of teaching spaces for Westport North and Westport South schools, including a review of the enrolment scheme at Westport South.

### Māori medium

- There are no secondary Māori medium pathways available to students in the Buller catchment; and more generally, there is a lack of Māori medium provision in the catchment. This is clearly noted in our regional Māori medium plan and we will continue to work with schools and iwi on further provision.

### Early childhood education

- Westport Kindergarten Association is looking to provide a teacher-led service in conjunction with Granity School to provide additional provision in the northern part of the catchment.

### Learning support

- We will continue to work with schools without a Learning Support Co-ordinator around the support needed to meet the growing Learning Support needs of tamariki in the catchment.



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# Grey: Steady and Stable

## Education Network Plan

## Catchment description

The Grey catchment is within the Grey District on the West Coast of the South Island. The main town on the western edge of the catchment is Greymouth, with schooling stretching as far north as Barrytown, as far south as Kumara and as far east as Lake Brunner as well as the Grey River Valley.

The area of the Grey District is 3,513 square kilometres.

The district is rich in history and character. Key industries are tourism, mining, agriculture, fishing, manufacturing and services industries. The main hospital for the West Coast is in Greymouth.

## What's influencing the education system in this catchment?

### Changing population profile

- We have seen an increase of migration to the West Coast due to the affordability of housing. However, along with this uptake in internal migration we are also seeing the closure of industries such as coal mining and a general downturn in business. This is coupled with climatically vulnerable communities such as Barrytown which are vulnerable to issues such as coastal erosion.
- There is a current push from national and local government to make the West Coast a premier tourist destination for New Zealanders through shovel ready projects given the impact of the Covid-19 situation on tourism numbers.

### Network management

- We are forecasting a small population bulge in the catchment; however, we have sufficient capacity in our schools in the catchment to meet this bulge. We will need to ensure that any rationalisation and modernisation efforts consider this future population increase.
- However, we do not forecast significant changes to schooling in the catchment as a large rationalisation programme was undertaken only 10 years ago.
- There are no additional student places required in the catchment in the near to medium term. There is also significant over-capacity across primary schools, with the overall catchment operating at around 70% utilisation.
- Currently there are no changes planned for schooling provision, as schools tend to be small but are essential in ensuring students have access to education across a geographically broad catchment.

### Leadership and governance

- There are several beginning principals in this area. Many small schools mean that new principals are often recruited.
- Principal and staff retention is currently an issue in the Grey area, as is the on-going challenge of accessing a relief teacher pool.

### Māori medium

- Māori medium provision in the catchment is limited. There is one primary school with provision at Level 2 (Greymouth Main School) and there is now a secondary pathway for tamariki to continue their education in te reo in the catchment.
- Greymouth High School has had a Māori Kaupapa class for the last three years for Years 9-11, and have appointed a Kaiako Māori.

### Kāhui Ako

- There is one Kāhui Ako operating in the catchment, which is working well, with a leadership variation in place.

### Learning support

- Four Learning Support Coordinators have been appointed for the Kāhui Ako. There has been progress in this area and exclusions have reduced. ORS funded students are mainstreamed with no specialist day school option.

### Early childhood education

- A variety of teacher lead and parent lead services in the area including licensed services including Playcentre and Kindergarten, Home-Based, and certificated Playgroups.
- WestREAP has a contract to provide early learning participation services to Grey, Buller and the rest of the West Coast.

### Secondary-tertiary pathways

- The Trades Academy managed out of Greymouth High School covers the West Coast. Tai Poutini Polytechnic is well connected to secondary schools. Coast Connect also provides an online service networking for students and employment. WestREAP are actively involved in engaging young people with ongoing education and training.

### Investment in school property

- Greymouth High School property is under review to evaluate the most appropriate investment in the asset.
- We continue to monitor coastal erosion on all schools in this catchment.

## Here's what is already underway to help us manage education provision in this catchment:

- We are working with schools on individual leadership and governance issues through regular monitoring and school visits.
- We are working with schools to support the Learning Support Coordinator model and prevention of suspensions and exclusions.
- All bus routes will be reviewed after the new contract commences in 2022.



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# Grey: Steady and Stable

## Education Network Plan




The **Grey Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting around **2,000 learners/ākonga** each year over the next decade to 2030. There are 15 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 12 | 1 | 2 | 0 | **15** |
| Total funded roll | 1,335 | 207 | 729 | 0 | **2,271** |
| MME Level 1 & 2 | 0 | 0 | 0 | 0 | **0** |
| ORS-funded roll | 13 | 1 | 11 | 0 | **25** |
| Māori roll | 277 | 0 | 122 | 0 | **399** |
| Pacific roll | 29 | 0 | 28 | 0 | **57** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Grey catchment

### Leadership and governance

- We will continue to develop our beginning principal support networks.
- We will continue working on principal recruitment and staff retention.

### Māori medium

- To work with iwi, schools and the community to co-create the future of Māori medium provision in the area. The regional Māori medium plan currently under development will inform the direction and priorities of this work.

### Investment in school property

- Some schools would benefit from rationalisation of property. The gap between property being underutilised but not qualifying for rationalisation can be detrimental to schools as they are required to maintain their unused property.

### Learning support

- We are looking to work with schools to develop a better system for placing excluded students.

### School buses/transport

- A review of school bus routes is planned for 2022.



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# Kaikōura: Steady and Stable

## Education Network Plan

## Catchment description

The Kaikōura catchment is located on the east coast of the South Island, nestled halfway between Christchurch and Blenheim. The major industries in the Kaikōura district are tourism and agriculture, and as a result of the Covid-19 pandemic, employment opportunities in the district have been seriously affected.

In 2016, the catchment was struck by a large earthquake, heavily damaging infrastructure and impacting the lives of the residents. There have been several post-earthquake population fluctuations and movements. The catchment has also experienced accommodation shortages due to the influx of a temporary workforce to support the rebuild of the area.

Kaikōura is serviced by government departments from different regions. The most important example of this is that health services are provided by the Canterbury District Health Board. This requires an effective level of networking.

The 2021 combined roll of schools within this catchment was 481 students, of which 35% identified as Māori. This is slightly lower than the 2019 combined roll of 501 students.

## What's influencing the education system in this catchment?

### Earthquake impact

- Anecdotal reports from teaching staff have stated higher levels of anxiety within the student and teacher population post-earthquake as compared with the pre-earthquake period.
- Some schools and early learning centres have experienced even greater challenges finding quality staff which has been exacerbated by the accommodation shortage.
- The population has been fluctuating as post-earthquake infrastructure repairs have been ongoing. Once the infrastructure and building repairs are complete the population is expected to stabilise.
- Post-earthquake support in the form of additional staffing has been provided in each school for 2021.
- Pathway/transition opportunities for young secondary school leavers have become much diminished as a result of the Covid-19 pandemic. Tourism has been hit hard and major infrastructure projects (providing employment opportunities) are coming to an end.

### Network management

- There are several students who have not settled at Kaikōura High School which is the only secondary option in the catchment. Most are now enrolled with Te Kura, with some students enrolled at Te Kura needing careful monitoring.
- The current principal has significantly improved links with the community and the perception of the school.

### Leadership and governance

- There are new principals at most state primary schools, one of which is a recent first-time principal.
- Kaikōura High School has had a high turnover of staff; however, this is becoming more stable.

### Māori medium

- In 2021, of the 162 Māori students across the catchment, only 4 ākonga were enrolled in Māori immersion learning. The only provision for Māori medium education is at Hāpuku School. There are no Kōhanga Reo in the area. We are working with the local rūnanga and the NTR Trust to explore possible sites.
- Kaikōura High School has very high Māori student achievement despite having no Māori medium provision.

### Kāhui Ako

- The Kāhui Ako is collaborative and is working to involve early learning providers in the group.

### Early childhood education

- Currently there are four licensed early learning services in Kaikōura. There is a new service proposed for the area that will be Māori medium.

### Investment in school property

- All the schools will renew their 5 Year Agreement this year.
- Kaikōura High School was renovated after the earthquake. However further property improvements are required. Similarly, Hāpuku School has property condition issues and any investment in either school needs to be balanced against the future network structure in the town.
- The new Māori medium early learning service will be located at Hāpuku School.

### Enrolment schemes/zones

- An enrolment scheme has been implemented at Kaikōura Primary School due to roll growth.

## Here's what is already underway to help us manage education provision in this catchment:

- We have begun a conversation with the community regarding possible future options for consolidating the Kaikōura school network. This is in the very early stages of discussion.
- There is governance support being provided in some rural and isolated areas due to repercussions from the vaccine mandate.
- We are working with schools to broaden iwi links to include Ngāi Tahu.
- We are engaging with whānau who have expressed an interest in establishing a Māori medium early learning centre in Kaikōura.
- Schools have access to a Mana Ake (mental health) worker who has been allocated by the Canterbury DHB to support school students. This is a collaboration between Education and Health.
- A Learning Support Coordinator (LSC) was allocated to the Kaikōura Kāhui Ako, based at Kaikōura High School, to provide a service to all schools at the beginning of 2020. This LSC resigned at the end of 2020, and a new LSC was then appointed.
- School Transport routes will be reviewed after the new contracts commence in 2022.

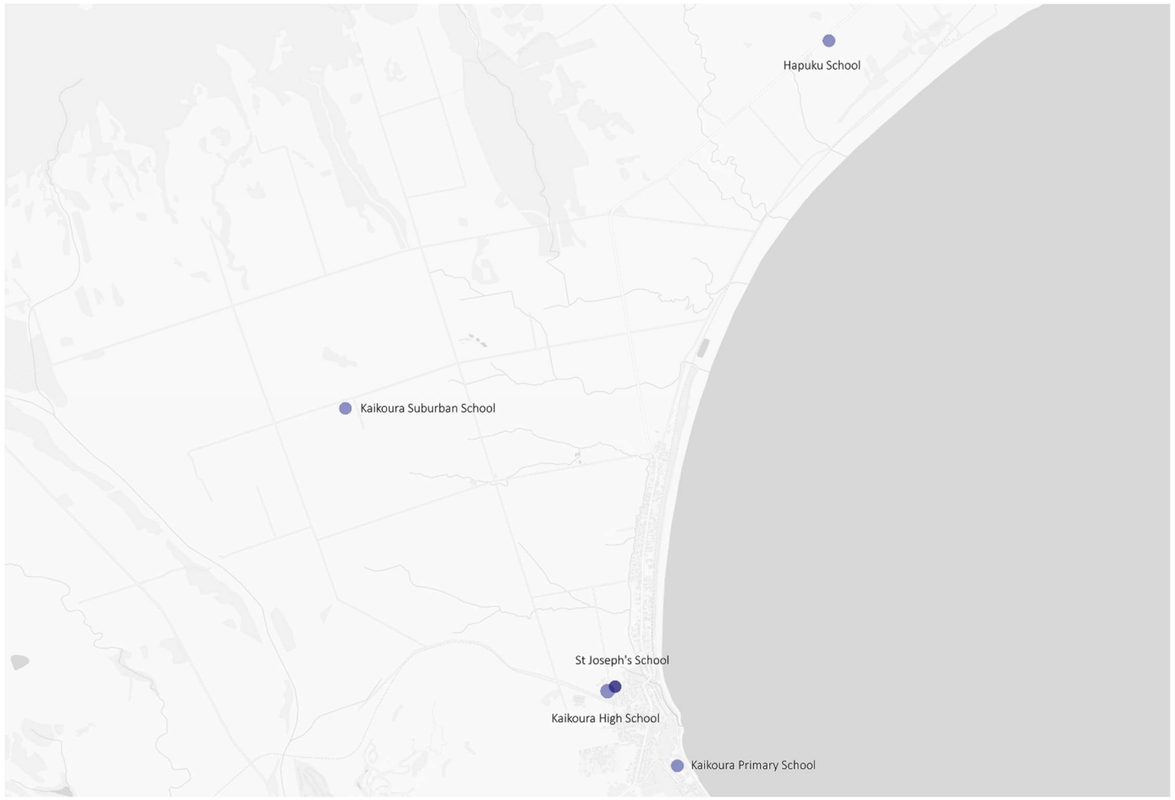


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# Kaikōura: Steady and Stable

## Education Network Plan




The **Kaikōura Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting around **500 learners/ākonga** each year over the next decade to 2030. There are 5 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 4 | 0 | 1 | 0 | **5** |
| Total funded roll | 264 | 0 | 217 | 0 | **481** |
| MME Level 1 & 2 | 4 | 0 | 0 | 0 | **4** |
| ORS-funded roll | 1 | 0 | 2 | 0 | **3** |
| Māori roll | 81 | 0 | 86 | 0 | **167** |
| Pacific roll | 1 | 0 | 3 | 0 | **4** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Kaikōura catchment

### Network management

- We plan to continue further discussions, where appropriate, to understand the community aspirations for the schooling network in Kaikōura.
- We will continue to look for opportunities to promote increased collaborations at a governance and operational level across the catchment.

### Māori medium

- Kaikōura High School has an alternative constitution that's been in place since the early 2000s. This will be reviewed during this term of the board.
- We will continue to work with iwi, schools and the community to co-create the future of Māori medium provision in the area. The regional Māori medium plan currently under development will inform the direction and priorities of this work.
- We will support the establishment of the new Māori medium ECE service on the Hāpuku School site through TAP funding.

### Leadership and governance

- We will continue to support the strengthening and development of leadership and governance in this catchment as required.

### Learning support

- We will continue to support the implementation of the Learning Support Coordinator role.

### Secondary transitions

- Kaikōura is reliant on the tourism market with, until recently, many seasonal job opportunities. There is an opportunity to develop further training pathways for young people outside the school system and further growth in industry/school partnerships to support training and career progression.



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# Westland: Steady and Stable

## Education Network Plan

## Catchment description

The Westland Greater catchment covers the southern part of the West Coast of the South Island, bordering the Grey catchment to the north. Apart from Hokitika schools, schools in the catchment are rural, isolated and vulnerable to climate change. The catchment stretches from Westland High School in the north to Haast School in the south. The main town in the catchment is Hokitika, with smaller settlements at Ross, Franz Josef, Fox, Whataroa, Hari Hari and Haast.

The main economic drivers in the catchment are tourism and farming, in particular dairy.

The combined roll of schools in this catchment was 1,044 students in 2021, a very slight increase from 2020. Across the catchment, 26% of the students enrolled in schools in this catchment identify as Māori.

## What's influencing the education system in this catchment?

### Changing population profile

- There is growing tourism and a stable dairy industry in the Westland greater catchment. The tourism industry leads to some transience due to the nature of this work.
- Westland has the largest percentage of Māori students across the West Coast, and a vibrant and growing Filipino population due to the dairy industry.
- Covid-19 has had a detrimental impact on the local tourism industry and therefore impacted greatly on employment leading to a decline in population. This is likely to impact future school rolls.

### Remote and isolated schools

- The catchment is geographically vulnerable due to distance, proximity to the Alpine fault and a vulnerability to severe weather events.
- Schools in the catchment experience difficulty in recruiting and retaining staff particularly in the isolated schools.

### Enrolment schemes/zones

- We are working to introduce an enrolment scheme at Hokitika Primary School.

### Investment in school property

- There is enough capacity in the primary and secondary networks to accommodate the current and forecast school age population.
- All schools in Westland are part of the small and isolated schools programme and will benefit from this.

### Māori medium

- Current pathways include a primary school immersion unit at Hokitika Primary and Year 7-8 provision at Westland High School.
- There are no secondary pathways across the catchment, and there is currently no Māori medium early learning provision in Westland.

### Kāhui Ako

- The Kāhui Ako is working collaboratively and several ECE services have joined in the past year.
- South Westland Area School belongs to the Area School Kāhui Ako (TOSI).
- There is an opportunity to improve cohesion between schools through the Westland Kāhui Ako, the South Westland schools cluster schools and the area school as part of the Area School Kāhui Ako.

### Learning Support

- The large distances and geographic isolation of many Westland schools provide a challenge for learning support services. There have been particular challenges to the roll out of Learning Support Coordinators (LSC) in the Top of the South Island (Area Schools) Kāhui Ako given the distances between the schools. Due to the uniqueness of the situation, this Kāhui Ako were allocated a second LSC.
- Smaller isolated schools tend to be more inclusive, resilient and can be quite creative in their solutions in supporting students.

### Early childhood education

- A feature of the catchment is a lack of early childhood education services beyond playgroups due to numbers, distances and finding qualified staff. The loss of kindergarten service at Franz Josef in 2019 has left the area with only a playgroup.
- Playgroups are an important type of early learning provision in South Westland and are supported through a contract with WestREAP. Playgroups can be vulnerable to changes in key personnel.

### Vocational pathways

- Pathways to tertiary training are limited in this catchment.
- Many traditional employment/training pathways were related to industries which have now largely disappeared from the West Coast.
- The Trades Academy managed out of Greymouth High School covers the West Coast. Tai Poutini Polytechnic is well connected to secondary schools. Coast Connect provides an online service to facilitate networking for students and employment.

## Here's what is already underway to help us manage education provision in this catchment:

- Westland High School has seen improvements in leadership following a period of statutory intervention. We are working to support Fox Glacier School regularly.
- We are working with an external provider to facilitate a professional learning group with four South Westland principals.
- South Westland have now appointed a new principal.
- Governance support is being provided in some rural and isolated areas due to repercussions from the vaccine mandates.

- A participation project for Playgroups across this area has been established to support the lack of licensed ECE provision in the interim.

- We have been involved in the establishment of Learning Support Co-ordinators (LSC). We are being proactive with schools who don't have an LSC to ensure we are able to provide schools and students with equitable support they know they're receiving all the same support. Other collaborations exist with other agencies such as WestREAP, a disability resource centre, to provide broad support to schools and families.

- We are working with iwi, schools and the community to co-create the future of Māori medium provision in the area. The regional Māori medium plan currently under development will inform the direction and priorities of this work. We are supporting Te Kōhanga Reo Trust as it explores options for establishing a Kōhanga Reo in Hokitika.
- We are in discussion with Hokitika Primary School who have a group within the community who wish to establish a Māori-medium satellite provision at Arahura Marae.

- An additional teaching space is being delivered to Franz Josef School.
- South Westland Area School property is under review to evaluate the most appropriate investment in the asset.
- All schools in this catchment are currently writing their 10 Year Property Plan.

- All bus routes have recently been reviewed within the catchment.

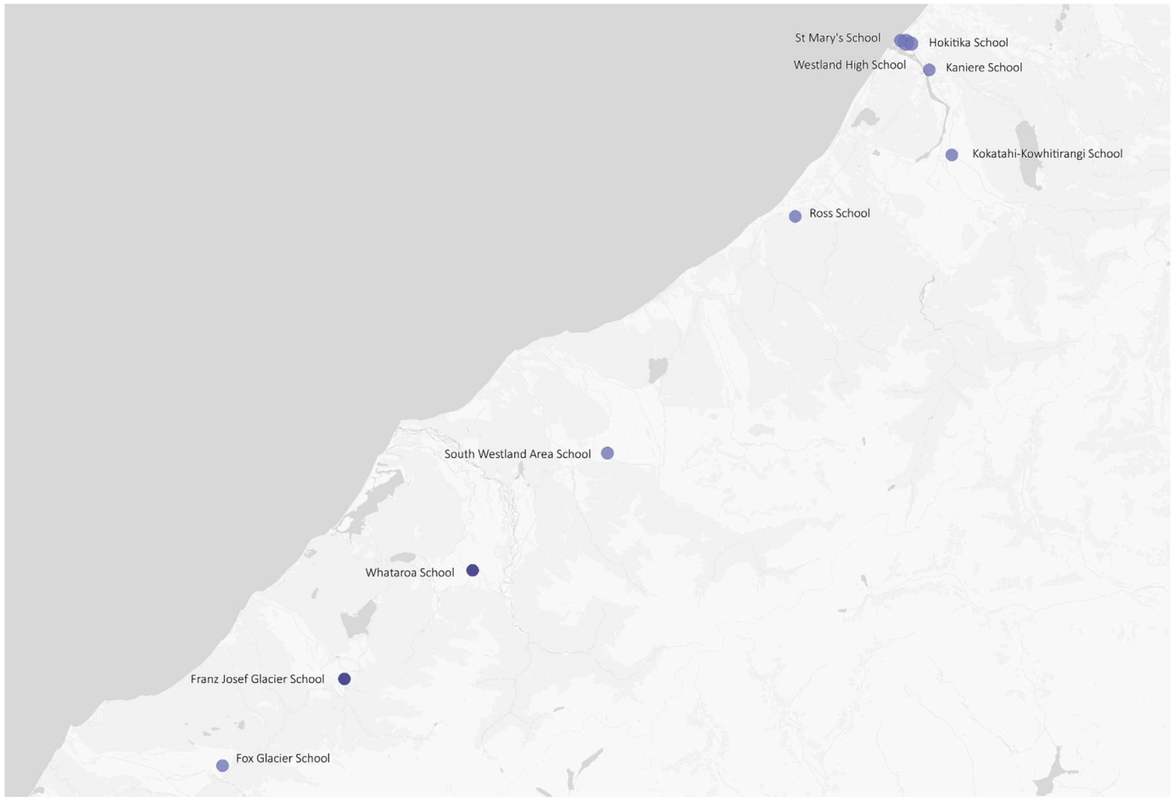


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# Westland: Steady and Stable

## Education Network Plan




The **Westland Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting around **1,000 learners/ākonga** each year over the next decade to 2030. There are 10 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 8 | 1 | 1 | 0 | **10** |
| Total funded roll | 564 | 118 | 362 | 0 | **1,044** |
| MME Level 1 & 2 | 25 | 0 | 4 | 0 | **29** |
| ORS-funded roll | 4 | 1 | 5 | 0 | **10** |
| Māori roll | 143 | 32 | 92 | 0 | **267** |
| Pacific roll | 7 | 0 | 5 | 0 | **12** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Westland catchment

### Network management

- We will develop a plan to support a response to the geographic and weather vulnerabilities associated with the Westland greater catchment to ensure communication with schools in an event.

### Māori medium

- The Te Kōhanga Reo Trust is exploring options for establishing a Kōhanga Reo in Hokitika.

### Early childhood education

- After the closure of the kindergarten in Franz Josef in 2019, providers interested in setting up services in the mid to lower Westland area have not been able to secure staffing despite the TAP funding support available. We will continue to actively support interest in this area. We are currently working with Te Kōhanga Reo towards a potential new service in Hokitika.

### Learning support

- Learning Support Coordinators have been placed in Kaniere School, Westland High School and South Westland Area School. However, there remains a challenge in attracting specialist teaching and support staff across the catchment.

### Secondary-tertiary pathways

- There is a drive in this catchment from schools, councils and NGOs to improve transition pathways. We will look to support this mahi.



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# CANTERBURY AND CHATHAM ISLANDS

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

# Canterbury, Chatham Islands Regional Statement

National Education Network Programme

## Director's message



I am delighted to present this plan outlining how we are managing the Canterbury and Chatham Islands education network.

For me it's really important that we are all working together for equity in education. Our partnerships with the education sector in Canterbury and Chatham Islands and the commitment to fairness and inclusion includes strengthening a schooling network that can provide the best quality of education to all students. When managing our network, we recognise the importance of the relationship between communities and their local schools and the need to balance our community's expectations alongside the education network as a whole.

Following the 2010 and 2011 Christchurch earthquakes, we, along with many others, embarked on one of the most far-reaching changes to education seen in our region. Our collective focus on people, pedagogy and property is rich with opportunities. Our community did not want to just replace what they had prior to the earthquakes, they wanted to take the opportunity to socially rebuild as well as the physical build that was taking place. Through our Christchurch Schools' Rebuild Programme, we have had the opportunity to work with the greater Christchurch community to reshape the education network.

The Education and Training Act 2020 made some changes to the way enrolment schemes are developed and operated. These changes came in effect from 1 January 2021 and implemented a range of changes that are intended to strengthen school governance and refocus schools on what matters most for learners and their whānau, as well as to encourage the more active involvement of students, parents, families and whānau in education decisions affecting them.

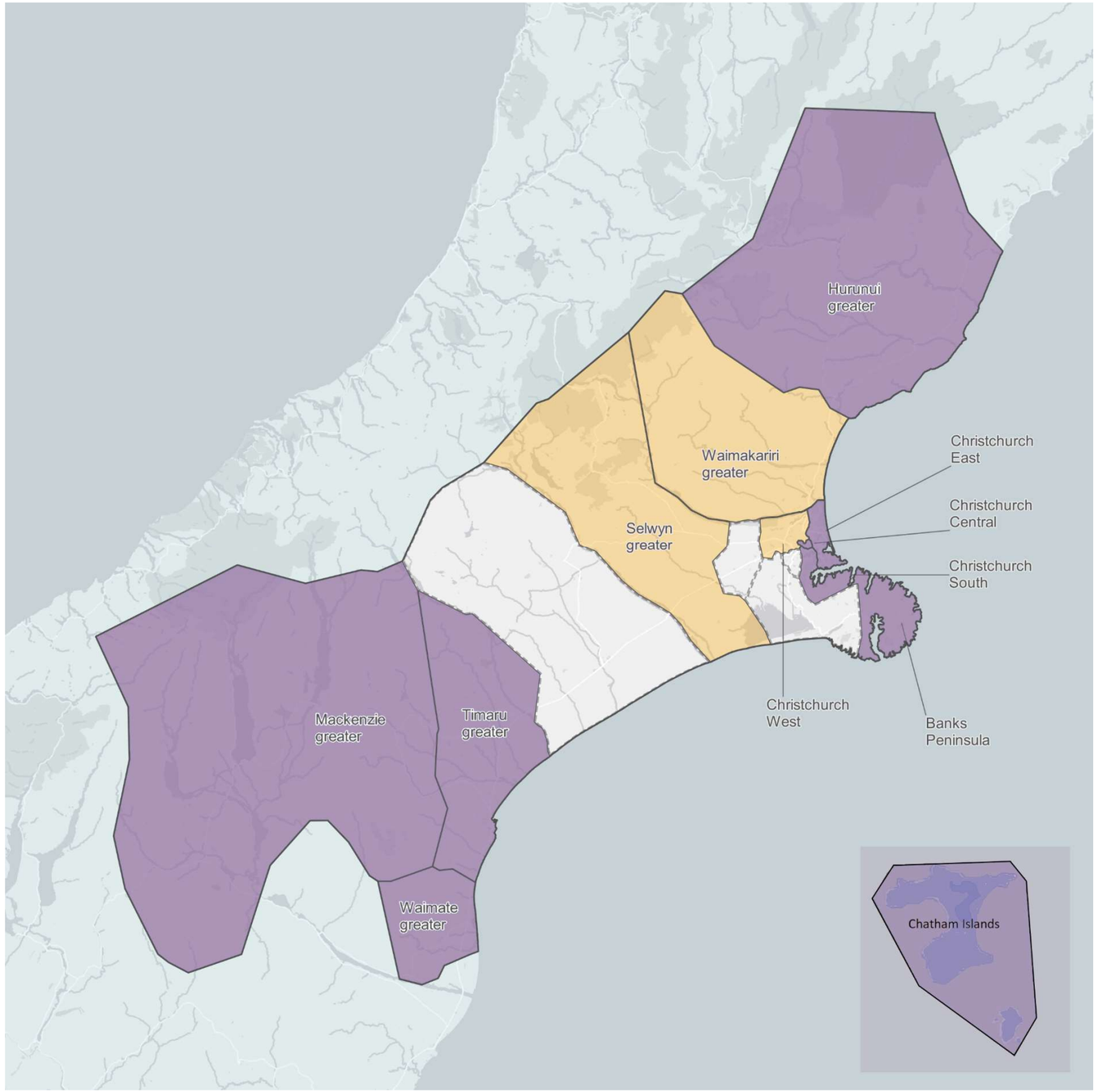
Our experience with COVID-19 showed us that, while the vision and objectives for education were enduring, a sharper focus on the actions that would support learners to achieve these objectives is required. The Government's vision for education reflects the overwhelming aspirations of New Zealanders for a more inclusive, equitable, connected and future-focused New Zealand learning system.

Looking ahead, we are focused on equity and wellbeing, working alongside education professionals so together we support students' voices and wellbeing, equitable access and support for all learners, which includes partnering with Māori and iwi to give effect to Te Tiriti | the Treaty.

The Early Learning Action Plan introduced an increased network management role for the Government. More active management of the network will help to ensure all children have access to high quality early learning settings and prevent unintended consequences of over-supply. We will continue to focus on bringing together knowledge, expertise and resources into an inclusive and comprehensive focus on curriculum so that every learner, with their whānau, engages in, progresses and achieves in learning that is relevant to their needs, identity, language and culture.

As always, the tremendous support from our early learning services and schools in Canterbury and Chatham Islands is greatly appreciated.

Ngā mihi nui, Coralanne






New Zealand Government

# Canterbury, Chatham Islands Regional Statement

National Education Network Programme

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**Key Education Priorities**

The Government's vision for education reflects the overwhelming aspirations of New Zealanders for a more inclusive, equitable, connected and future-focused New Zealand learning system. The five overarching objectives for the education system, from early learning through schooling to tertiary and lifelong learning include learners at the centre, barrier-free access, quality teaching and leadership, future of learning and work and a world class inclusive public education.

The Covid-19 pandemic has exposed and exacerbated known inequities. Our experience in Canterbury and Chatham Islands showed us that, while the vision and objectives for education were enduring, a sharper focus on the actions that support learners to achieve these objectives is required.

The New Zealand education system does not deliver equitable outcomes for all ākonga | learners, particularly for our Māori and Pacific students and disabled people. We are especially concerned about student attendance since it is so closely linked to achievement. The equity gaps in participation and achievement between Māori and non-Māori are persistent and significant, and persistent inequities in the system mean that Pasifika will continue to be disproportionality represented in the tail end, impacting their ability to achieve social, cultural, economic and individual wellbeing.

Demand is increasing in Canterbury for learning support, and education sector groups and parents regularly raise concerns about their school's ability to manage challenging student behaviour.

In Canterbury, particularly greater Christchurch, we have invested heavily in wellbeing initiatives for the sector workforce since the earthquakes of 2010/11. Given the many events that have tested the resilience of Cantabrians over the last decade, many of these wellbeing initiatives are still in place.

We know, from research on Greater Christchurch digital access during lockdown, that around 10% of learners do not have access to a digital device for learning and/or the internet at home. Despite efforts across schools and the government to distribute devices and internet connections, a small percentage of students will continue to lack these tools and are therefore unable to access online learning. Māori, Pacific, and other ethnic minorities are disproportionately represented in this group, and education achievement could be raised in targeted segments if digital access inequities are addressed centrally.

As a result, looking ahead, we are focused on:

- equity and wellbeing – working alongside education professionals so together we support students' voices and wellbeing, equitable access and support for all learners, which includes partnering with Māori and iwi to give effect to Te Tiriti | the Treaty.
- early learning and schooling curriculum – bringing together knowledge, expertise and resources into an inclusive and comprehensive focus on curriculum so that every learner, with their whānau, engages in, progresses and achieves in learning that is relevant to their needs, identity, language and culture.
- connecting education and employment – aligning our mahi with the labour market and the careers system for school leavers, as well as for adults who need to shift their employment, while using infrastructure spending to stabilise the construction market.

**Regional Profile**

599,694 people usually live in Canterbury Region. This is an increase of 60,261 people since the 2013 census, an 11% growth over the five year period. The Māori population in the Canterbury region has increased by 34% since 2013. 663 people live on the Chatham Islands, and 66% of the population on the Chatham Islands identifies as Māori.

This education region consists of 16 catchments; 12 of which are profiled in this plan and 4 high growth catchments in the National Education Growth Plan.

Most of the catchments in our region will remain stable to 2030.

| Catchment | Population Profile |
|---|---|
| Hurunui Greater | Steady and Stable |
| Christchurch East | Steady and Stable |
| Christchurch Central | Steady and Stable |
| Christchurch South | Steady and Stable |
| Banks Peninsula | Steady and Stable |
| Mackenzie Greater | Steady and Stable |
| Timaru Greater | Steady and Stable |
| Waimate Greater | Steady and Stable |
| Chatham Islands | Steady and Stable |
| Waimakariri Greater | Steady Growing |
| Christchurch West | Steady Growing |
| Selwyn Greater | Steady Growing |

| No. of schools in these plans | 2018 roll | 2019 roll | 2020 roll | 2021 roll |
|---|---|---|---|---|
| 232 | 78,268 | 78,628 | 78,866 | 79,511 |

**Māori Medium**

Within Waitaha, 14,597 ākonga identify as Māori. In 2020, 990 of these ākonga were learning at Level 1 or 2 (6.8% of ākonga Māori). The Iwi/Rūnanga in the Region are Ngāi Tahu Papatipu Rūnanga, Ngāti Mūtunga and Moriori.

We are working to strengthen Māori medium education in our region. There are three main issues we aim to focus on. These are to:

- provide access to immersion te reo education to meet the growing demand from whānau Māori.
- strengthen the rumaki pathway from primary to secondary.
- strengthen the pathway from ECE provision into rumaki or kura.

| Māori Medium education | Canterbury |
|---|---|
| No. of schools/kura offering Level 1 & 2 | 13 |
| No. of Level 1 students | 450 |
| No. of Level 2 students | 610 |
| % of Māori students | 7% |
| % of all students | 1% |

Our regional focus for Māori medium is to:

- grow participation and support provision of Level 1 and 2 Te Reo Māori, culture and identity.
- support the development of complete Māori medium pathways from early learning to Year 13.
- grow the number of kaiako and support kaiako / tumuaki in their role.

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# Canterbury, Chatham Islands Regional Statement

National Education Network Programme

## Early Learning

The proportion of New Entrants that have attended an early learning centre prior to starting school or kura is 99%. The Early Learning Action Plan 2019-2029 sets out objectives and actions intended to work together to raise quality, improve equity and enable choice of service type including the development of a network management function for Government.

| Early Learning | No. of ECE | Licensed ECE roll | % Māori | % Pacific |
|---|---|---|---|---|
| Education & Care | 327 | 17,957 | 15% | 4% |
| Home-based | 27 | 1,100 | 11% | 2% |
| Kindergarten | 78 | 2,963 | 18% | 7% |
| Kōhanga Reo | 7 | 147 | 92% | 6% |
| Playcentre | 51 | 1,039 | 9% | 1% |

## Learning Support

Our learning support team helps schools, kura and early childhood services support the wellbeing of children and young people in their learning environments and communities.

The Learning Support Delivery Model brings local early learning services, kōhanga reo, schools and kura together to identify local needs and resources, and work with the Ministry of Education, other agencies and providers to plan support based on what they know works for children, young people, families and whānau.

Support is more flexible, joined-up and tailored around the needs of all ākonga. The contribution of whānau is valued and learning support reflects their identity, language and culture.

| Specialist Schools | Satellites | 2021 Roll |
|---|---|---|
| Pītau-Allenvale School | 3 | 144 |
| Ferndale Te Ahu | 6 | 127 |
| Waitaha School | 3 | 111 |
| Halswell Residential College | | 8 |
| Kingslea School | | 101 |
| Southern Health School | | 11 |
| Ko Taku Reo Deaf Education NZ | | 32 |

## What have we done so far?

Since the beginning of 2018, we have approved more than 30 new enrolment schemes to ensure every ākonga has a space at their local school and to ensure growth is evenly distributed across the network.

16 secondary schools signed the “Greater Christchurch State Secondary Schools Enrolment Memorandum of Understanding” in 2018. This was a collective commitment to support the sustainability of all Christchurch secondary schools and optimise the current secondary network to support the achievement of desirable education outcomes for all. This agreement involved implementing enrolment schemes for all secondary schools in Greater Christchurch and establishing an advisory group to oversee the management of out of zone enrolments at each school.

## What are we planning in the short term (3yrs)?

We will continue to monitor school rolls across the network to identify any trends in roll numbers and work with schools to ensure a balanced use of the schooling network. We will continue to work with the local councils to understand the location and timing of future residential developments and the impact on future schooling options. A key piece of this work will focus on the Greater Christchurch Spatial Plan.

Regional Network Plans such as network growth plans, Māori Medium network plans, planning for Learning Support in the network, future early learning network planning and planning for the future of Year 7 and 8 Technology | Hangarau education will contribute to our focus areas, as expressed in our region’s business plan – Tō Tātou Ara. We aim to address inequity, support schools and early learning services to meet the needs of all learners, improve skills, knowledges, competencies and strengthen pathways, and ensure education provision is in the right place. Regional Network plans are intended to contribute to improved outcomes in regional Focus Areas by 2023 as outlined in Tō Tātou Ara. Focus Area outcomes most directly linked to Network include more learners and their whānau experiencing quality education:

- that values, sustains and connects to learners’ identity, language, and culture (Tuakiritanga – Identity, Language, & Culture).
- that is inclusive and culturally competent where learners are present and regularly attend (Kā Piki He Mau - Presence).
- with seamless transitions and relevant pathways where learners fully engage (Whai Wāhi - Engagement).

## What are we planning in the medium term (3-10yrs)?

Over the next decade, we will work with rūnanga and Kāhui Ako to plan a Level 1 and 2 pathway from ECE to tertiary and grow Māori medium, particularly at secondary schools, in the region so that we can complete education pathways in North, Mid and South Canterbury catchments. We also plan to grow the number of students in Māori medium in the region across all levels of provision with 30% of Māori students learning at Level 1 or 2, 60% learning at Level 3 or 4, 10% learning at Level 5 or 6 and no ākonga Māori at ‘no level’. When working with kaiako, we intend to identify actions that will grow work force supply and support the Ka Poupou Reo o Tahu programme in our region while also working with Ngāi Tahu papatipu rūnanga and Ngāti Mutunga and Moriori to increase the number of kaiako fluent in te reo Māori and the number of current te reo kaiako Māori teaching at Level 1 and 2. We want to increase capability and confidence to engage with and understand whānau Māori needs and expectations while embedding and giving effect to Ka Hikitia Ka Hāpaitia and Tau Mai Te Reo and Te Aho Matua.

Our regional Network Plans are aligned with the national strategic direction as set out in the NZ Government’s 30 year vision for the Future of Education’s Objectives and Actions, and our regional three year business plan - Tō Tātou Ara. All related regional plans are part of our ongoing and iterative planning and review processes. Our Regional Network Plans also contribute to 10 year actions to progress 30 year objectives, including – actions to address equity and better meet the needs of all learners, to progress barrier free access, actions to improve skills, knowledges and competencies and strengthen pathways including Māori Medium, to progress future of learning and work, and actions so education provision is in the right place to progress world-class, inclusive public education.

## What are we planning beyond 2030?

Beyond 2030, we will continue to work alongside iwi and hapū to strengthen Māori medium provision across the region and we will continue to work with education providers, iwi and communities around growth and decline to provide the best programmes and facilities for our ākonga.

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# Hurunui: Steady and Stable

## Education Network Plan

## Catchment description

The Hurunui catchment is a large, predominantly rural area in north Canterbury. It extends from Waipara in the south to Hanmer Springs in the northwest and the coast to the east. It comprises the townships of Cheviot and Culverden, with a number of small rural settlements. The catchment is within the rohe of Ngāi Tahu.

The main industry in Hurunui is agriculture. Tourism is also important, particularly in Hanmer Springs and the Waipara wine region.

School rolls in the catchment are relatively stable, and in 2021 roll data shows that 19% of ākonga identify as Māori.

## What's influencing the education system in this catchment?

### School buses/transport

- There are many Ministry funded bus routes bringing students to school from across this large district, particularly for secondary schooling.

### Enrolment schemes/zones

- Two schools have recently implemented enrolment schemes as students were travelling long distances to attend them.
- Secondary level provision is available at three schools, in Hawarden, Culverden and Cheviot. Some students in this catchment also choose to travel to Christchurch for schooling.

### Kāhui Ako

- There is one Kāhui Ako operating in this catchment, which all the schools in Hurunui belong to. There are no early learning providers within this Kāhui Ako.

### Māori medium

- There is no immersion or bilingual provision available in this catchment. There is a small amount of Level 4-6 provision in primary schools, but very little in secondary.
- Around 200 learners identify as Māori across primary and secondary levels, and retention rates for these students could be improved.
- Attracting and retaining trained kaiako, when numbers are low across the country, is even more difficult in small, rural communities.

### Secondary transitions

- Amuri Area School offers a number of secondary tertiary programmes which help students transition into tertiary study.

## Here's what is already underway to help us manage education provision in this catchment:

- New enrolment schemes at Amuri Area School and Omihi School to manage capacity and steer students towards more local provision.
- We are redeveloping the Amuri Area School site and providing roll growth classrooms.

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# Hurunui: Steady and Stable

## Education Network Plan




The **Hurunui Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **1,200 learners/ākonga** each year over the next decade to 2030. There are 10 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 7 | 3 | 0 | 0 | **10** |
| Total funded roll | 319 | 784 | 0 | 0 | **1,103** |
| MME Level 1 & 2 | 0 | 0 | 0 | 0 | **0** |
| ORS-funded roll | 3 | 6 | 0 | 0 | **9** |
| Māori roll | 74 | 132 | 0 | 0 | **206** |
| Pacific roll | 1 | 8 | 0 | 0 | **9** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Hurunui catchment:

### Wider network review

- We will support the existing Kāhui Ako to improve its collaboration and ways of working across schools. This will assist with its capability to support student pathways and achievement.
- There is opportunity for the Kāhui Ako to build better links with early learning centres in this catchment.
- Tertiary and secondary partnerships and pathways need to be further developed, including STPs and courses that encourage tertiary participation.

### Network management

- We will continue to monitor school rolls to identify any trends in roll numbers.

### Learning support

- We will work with boards and Kāhui Ako to help them provide appropriate supports for students with additional learning needs. We will explore with them the best way to allocate and use the learning support co-ordinators attached to the Kāhui Ako.

### Strenghtening the Māori medium pathway

- We will work with the Hurunui schools, rūnanga and whānau to better understand the demand and opportunities for providing Māori medium pathways within the catchment.
- We will encourage the Kāhui Ako and boards to build their relationships with rūnanga.
- We will discuss how schools can work collaboratively together, for example whether development of a hub for Māori medium would be a viable option.
- A regional plan for the future of Māori medium education provision in Canterbury has been developed and will be used to engage and discuss ways to grow and strengthen Māori medium education with sector groups, kura, whānau and others.



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# Waimakariri: Steady Growing

## Education Network Plan

## Catchment description

The Waimakariri catchment is a large area to the north of Christchurch and north of the Waimakariri River. It encompasses Rangiora, Kaiapoi, and Oxford, and stretches north as far as Amberley. The catchment is in the rohe of Ngāi Tahu.

The catchment is a mix of large and small towns, and rural areas, with an associated mixture of schooling. Key industries are agriculture (particularly dairy) and manufacturing.

Since the Christchurch earthquakes, north Canterbury has seen residential growth due to more affordable housing and easy access to Christchurch via State Highway 1. Access is likely to further improve as NZTA are making safety upgrades to SH1 around Woodend and their long-term plans include a bypass to the east of Woodend. Further residential development is expected by the Waimakariri District Council, particularly in Rangiora, where Council has developed a town centre plan with residential development around the Rangiora High School site and extending out into the northeast of the town.

The Waimakariri district has grown rapidly and continues to do so, with 19% population growth between the 2013 and 2018 Census period. In 2018, the population was 59,500 with Statistics NZ estimates indicating a current population of about 64,500. In 2018, 93% of the district's population identified as European, with 8% identifying as Māori.

## What's influencing the education system in this catchment?

### Kāhui Ako

- While there is some movement at secondary level into Christchurch to access other options, such as single-sex education, most students in this catchment follow their local schooling pathway.
- The Kāhui Ako in this area work well together and have a focus on pathways beginning at early childhood level.

### New school opening

- Te Matauru Primary, a new primary school in Rangiora, opened in 2020 with capacity for 350 students.

### Enrolment schemes/zones

- Many schools have enrolment schemes, ensuring they have capacity to meet local demand.

### Learning support

- More than half of high and very high ORS funded students attend their local primary school in this catchment. All the Kāhui Ako have learning support co-ordinators attached, and these have been allocated so that nearly every school has a learning support co-ordinator.
- There are no specialist schools located in North Canterbury although Ashgrove Primary hosts a satellite of Pītau-Allenvale Specialist School. Increasingly, many students in the Ashgrove satellite enrol at Rangiora High School when they go into Year 9. Rangiora High School provides inclusive learning support through their Lighthouse programme.

### Strengthening the Māori medium pathway

- In 2021, 15% of students enrolled in Waimakariri district schools identified as Māori.
- Two primary schools in this catchment provide immersion or dual medium education to some students. There is no secondary provision, and students must travel to Christchurch if they want to access immersion education at the secondary level.
- There is opportunity for further bilingual provision to be provided in this catchment, and schools have indicated they would be willing to provide it, however lack of qualified kaiako is an issue.

## Here's what is already underway to help us manage education provision in this catchment:

- Swannanoa School has amended its enrolment zone to manage growth in the surrounding local area.
- Rangiora High School operates a special programme for ORS funded students (The Lighthouse Programme) and has added this to their enrolment scheme.

- We will be working with schools on their 5- and 10-year property plans, identifying what upgrades are needed, subject to approval and funding.
- A new primary school in Rangiora (Te Matauru Primary) opened in 2020. A new technology block has also been constructed as part of Te Matauru Primary.
- We are currently working on a new technology block for the Kaiapoi cluster of schools.
- We are delivering additional classrooms at Swannanoa School to address roll growth pressure.
- Kaiapoi High School has been redeveloped as part of the Canterbury Schools Rebuild programme
- Oxford Area School is being redeveloped and we are working with the school to master plan the site.

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# Waimakariri: Steady Growing

## Education Network Plan




The **Waimakariri Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **10,000 learners/ākonga** each year over the next decade to 2030. There are 29 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 25 | 2 | 2 | 0 | **29** |
| Total funded roll | 6,029 | 970 | 2,500 | 0 | **9,499** |
| MME Level 1 & 2 | 96 | 0 | 0 | 0 | **96** |
| ORS-funded roll | 33 | 5 | 30 | 0 | **68** |
| Māori roll | 957 | 100 | 412 | 0 | **1,469** |
| Pacific roll | 169 | 14 | 58 | 0 | **241** |

**Map key:**
% roll change over 10-year period

- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Waimakariri catchment:

### Enrolment schemes/zones

- As most schools already have enrolment schemes in place, these will be a key part of managing and balancing growth in the network. We will monitor the in-zone roll growth and numbers of out of zone students, and work with schools to amend schemes as required.
- Careful management of enrolment schemes will help us plan for where roll growth classrooms are likely to be needed, so we can provide them in time to meet growth. We will continue to monitor school rolls to identify any trends in roll numbers.

### Investment in school property

- We will monitor roll growth at Te Matauru Primary and surrounding schools to inform our decision making around the timing for any further build stages at the school.

### Learning support

- We will continue to work with the Kāhui Ako to support inclusive education within local schools.
- We will explore options for supporting older secondary students with ORS to strengthen transitions and community opportunities.

### Strengthening the Māori medium pathway

- We will work with the Waimakariri schools, rūnanga and whānau to better understand the demand and opportunities for providing Māori medium pathways within the catchment, particularly at secondary level. There is an opportunity to work with kōhanga reo providers to see where their students travel to and better understand whether ākonga access immersion education beyond early learning.
- A regional plan for the future of Māori medium education provision in Canterbury has been developed and will be used to engage and discuss ways to grow and strengthen Māori medium education with sector groups, kura, whānau and others.



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# Selwyn: Steady Growing

## Education Network Plan

## Catchment description

The Selwyn catchment, within the wider Selwyn District, is a predominantly rural area on the Canterbury plains. It lies to the west and southwest of Christchurch, and neighbours the two high growth catchments of Lincoln and Rolleston. The catchment is bordered by the Rakaia River to the south and the Waimakariri River to the north. The catchment is within the rohe of Ngāi Tahu.

The main industry in Selwyn is agriculture, predominantly sheep, cattle and dairy farming, as well as processing. Sharemilkers moving in and out of the area with their families have had a large influence on school rolls in the past, but, in the last few years, the demographics have changed with fewer families and more single, migrant workers.

Selwyn District's economy has recovered strongly from the effects of the COVID-19 pandemic and recession. Economic activity and consumer spending are both strong, and the agricultural and processing sectors are a key source of strength, particularly dairy farming.

While the district-wide population saw significant growth between the 2013 and 2018 Censuses of more than 35%, the combined roll of schools in this catchment has been relatively stable.

## What's influencing the education system in this catchment?

### Students attending their local schools

- Students in this catchment tend to move from early childhood education to their local primary school, and on to their closest secondary school. These stable student pathways make it easier to monitor and project student rolls.
- Most of the primary schools have capacity for roll growth.
- The two secondary schools in this catchment are well-utilised.
- Some students travel into Christchurch to access secondary education.

### Kāhui Ako

- There are four Kāhui Ako operating within this catchment and its neighbouring catchments. They are operating well, and most have a focus on student transitions as part of their achievement challenges.
- Two of the Kāhui Ako have recently changed leadership and we will be supporting them. The Across School Lead for one Kāhui Ako has also recently changed.
- There are 10 learning support coordinators attached to two Kāhui Ako, and they are working collaboratively and sharing resources.

### Leadership and governance

- One of the schools in this catchment is being supported with its leadership and governance. Two schools have recently changed their principals.

### Learning support

- Waitaha School has been relocated and rebuilt on the Lemonwood Grove site in Rolleston. Relocating this specialist school to Rolleston has ensured improved access for ORS funded students living in Selwyn.
- Some schools have special programmes for learners who require additional support.

### Ethnic Diversity

- The increase in immigration, particularly migrant workers in the agriculture industry has had an impact on the number of students needing ESOL support in this catchment.

### Strengthening the Māori medium pathway

- There is no immersion or dual medium provision available for students in this catchment. There is demand for this provision and schools have shown themselves willing to offer Māori medium education. However, there are limited Māori medium teaching staff, and no local resources available to upskill current staff.

### School buses/transport

- A review of school transport provision has recently been completed which is expected to result in some changes to transport routes in this catchment.

## Here's what is already underway to help us manage education provision in this catchment:

- The rebuild of Springfield School has recently been completed.
- Ellesmere College is being rebuilt and planned to be complete by 2025.
- A transport review of Ellesmere College has been completed and changes implemented.

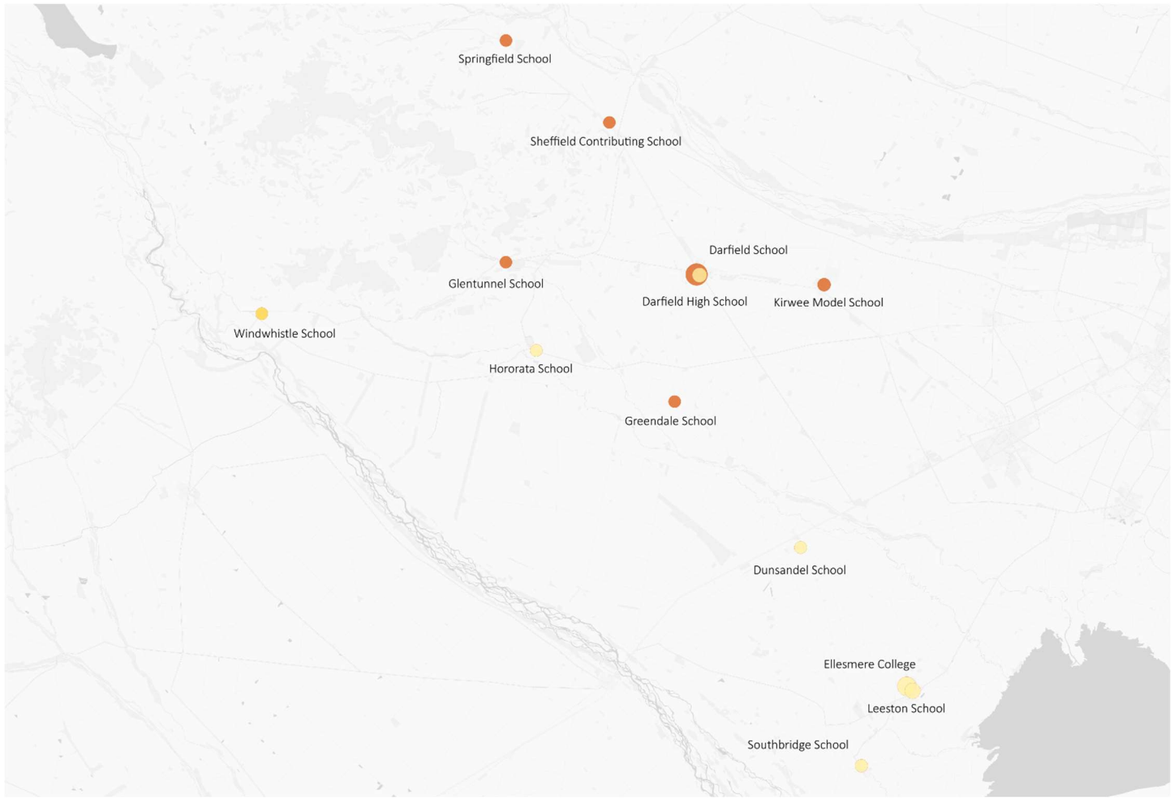


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# Selwyn: Steady Growing

## Education Network Plan




The **Selwyn Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **3,000 learners/ākonga** each year over the next decade to 2030. There are 13 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 11 | 0 | 2 | 0 | **13** |
| Total funded roll | 1,363 | 0 | 1,251 | 0 | **2,614** |
| MME Level 1 & 2 | 0 | 0 | 0 | 0 | **0** |
| ORS-funded roll | 12 | 0 | 11 | 0 | **23** |
| Māori roll | 197 | 0 | 148 | 0 | **345** |
| Pacific roll | 37 | 0 | 28 | 0 | **65** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Selwyn catchment:

### Kāhui Ako

- We will work with Kāhui Ako, schools and learning support coordinators to ensure schools are able to provide the appropriate support for all students.
- We will support those schools who are highly capable in this area to share their expertise with other schools.

### School rolls

- We will continue to monitor school rolls to identify any changes in roll number trends.
- We will work with schools to effectively manage existing enrolment schemes.

### Strengthening the Māori medium pathway

- We will work with the Selwyn schools, rūnanga and whānau to better understand the demand and opportunities for providing Māori medium pathways within the catchment.
- There is opportunity to support teachers to learn from teachers from other areas, such as Christchurch, to increase their capacity and capability.
- A regional plan for the future of Māori medium education provision in Canterbury has been developed and will be used to engage and discuss ways to grow and strengthen Māori medium education with sector groups, kura, whānau and others.



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# Christchurch Central: Steady and Stable

## Education Network Plan

## Catchment description

The Christchurch Central catchment includes the central city area, centred around Hagley Park. It encompasses the part of the inner city within the four avenues, extending west towards Riccarton and Fendalton. The catchment is within the rohe of Ngāi Tahu.

Key industries in Christchurch Central are health and social services, business, retail and tourism sectors.

Christchurch City Council is working with landowners, developers and residents to implement a city centre programme aiming to increase the population within the central city.

## What's influencing the education system in this catchment?

### Diversity

- Most of the schools in this catchment offer secondary schooling. There are only two state primary schools. The secondary or composite schools draw students from outside of this catchment, as they provide diverse options such as state integrated (religious), single sex and designated character schools. There are also three private schools in this catchment with religious affiliations. Marian College (a state integrated Catholic school) is relocating to the Papanui area (Christchurch West).
- The two single sex state secondary schools in this catchment have enrolment schemes that overlap with Burnside High School and Riccarton High School enrolment zones. Te Aratai College's enrolment zone also extends into the central city. This gives students residing within these zones a choice between co-educational and single sex education.

### Refugee and migrant students

- Hagley College has a refugee unit, though it is mostly for adults. There are high numbers of migrant students particularly at the Catholic schools.
- These students may not be in the catchment for long, as they often move to other areas of the country. We will continue to ensure these students are adequately supported with ESOL or other Learning Support services as required.

### Early childhood education

- There are 14 early learning centres in the catchment which includes an increase in numbers attending services as well. Some services are underutilised.

### Learning support

- There are a high number of boys with learning support needs in this catchment. Hagley College operates a Supported Learning Unit that caters for learners with ORS-verified needs and specific learning disabilities, that students can be in for four years. Hagley College also has a satellite unit of Ko Taku Reo, the national school for learners who are Deaf or Hard of Hearing.

### Earthquake impact

- The longer-term effects of the 2011 earthquakes are still being realised across the Christchurch school network. Significant investment is still occurring in major school rebuild projects and relocations. A comprehensive enrolment scheme review has recently been completed across the wider secondary network.

### Kāhui Ako

- Te Taura Here o Ōtautahi Kāhui Ako is a relatively new Kāhui Ako, with 4 schools and 14 early learning centres. The schools collaborate well together and have been working with Mana Ake in promoting wellbeing for primary school students.

### Māori medium

- There is a lack of Māori medium education options at Level 1 and 2 in this catchment. The nearest kura is Te Kura Kaupapa Māori o Waitaha in Waltham. The nearest mainstream option is St Albans School (Y1-6) to the north.
- There is no defined pathway for students in central Christchurch to continue their education in Māori medium beyond Year 7, and through to secondary school.
- Te Reo is offered as a language option at several secondary schools in the catchment.

## Here's what is already underway to help us manage education provision in this catchment:

- Four of the schools in this catchment are in the Christchurch Schools Rebuild programme.
- In 2019, Ao Tāwhiti Unlimited Discovery School moved back into the central city and has experienced roll growth.

- An enrolment scheme was implemented at Christchurch East School in 2020.

- Te Taura Here o Ōtautahi Kāhui Ako is working with Ara and the University of Canterbury as well as trade academies, Whenua Kura and Tai Aranui to provide tertiary pathways for students.

- We are working closely with schools in this catchment on their learning support needs.

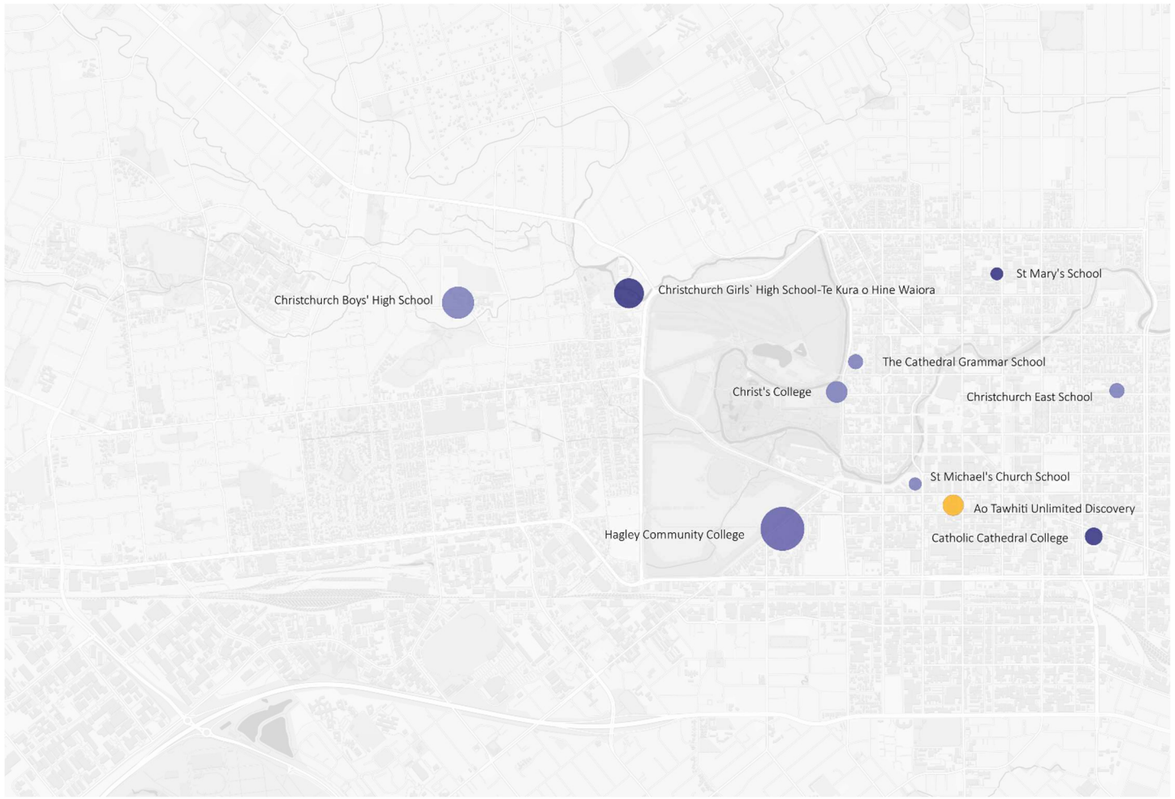


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# Christchurch Central: Steady and Stable

## Education Network Plan




The **Christchurch Central Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **6,000 learners/ākonga** each year over the next decade to 2030. There are 10 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 4 | 1 | 5 | 0 | **10** |
| Total funded roll | 762 | 660 | 5,814 | 0 | **7,236** |
| MME Level 1 & 2 | 0 | 0 | 0 | 0 | **0** |
| ORS-funded roll | 6 | 1 | 7 | 0 | **14** |
| Māori roll | 62 | 109 | 621 | 0 | **792** |
| Pacific roll | 54 | 8 | 194 | 0 | **256** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Christchurch Central catchment:

### Kāhui Ako

- Te Taura Here o Ōtautahi is a Kāhui Ako with four schools. We will support this Kāhui Ako to grow and strengthen its connections.
- Christchurch Boys' and Girls' High Schools are not in a Kāhui Ako. We will continue to explore collaboration options for these schools.

### Network management

- We will work with schools in this catchment to ensure that enrolment schemes are meeting the needs of the schooling network and make changes where necessary.

### Relationships with external agencies

- We will support Hagley Community College to work with other agencies to ensure all students have appropriate transition pathways planned.

### Strengthening the Māori medium pathway

- We will work with the Christchurch Central schools and whānau to better understand the demand and opportunities for providing dual medium pathways within the catchment.
- A regional plan for the future of Māori medium education provision in Canterbury has been developed and will be used to engage and discuss ways to grow and strengthen Māori medium education with sector groups, kura, whānau and others.



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# Christchurch East: Steady and Stable

## Education Network Plan

## Catchment description

The Christchurch East catchment is a large suburban area extending east from the central city to the coast. It stretches from Marshland in the north to Lyttelton in the south. The catchment is within the rohe of Ngāi Tahu.

The eastern suburbs were greatly affected by the 2011 earthquakes, with many houses demolished and land unable to be rebuilt on (residential red zones). Regeneration work is ongoing and we are working with the Christchurch City Council to understand where more intensive development will occur within the city.

As a result of the 2011 earthquakes, the population in Christchurch East dropped as many whānau left this area and relocated to other parts of the city, or further afield. After a number of years of lower school rolls, the school rolls within this catchment have now increased to a level higher than pre-earthquakes and are projected to remain reasonably stable over the next decade. There is a higher degree of transience of whānau in this catchment.

The 2021 combined school roll of all schools in this catchment is 13,683 ākonga, which is very similar to the 2020 and 2019 rolls.

## What's influencing the education system in this catchment?

### Earthquake impact

- There are clear pathways for students within the catchment from early learning through to secondary level. Haeata Community Campus (Y1-13) in Aranui is an example of this, opening in 2016 in response to the post-quake merger of three primary schools and one secondary school to create a single campus.
- Most of the state schools have enrolment schemes in place, providing clear pathways for students. This can lead to issues if a student is excluded from the only school they are in zone for. We will continue to seek solutions for these situation as they occur Avonside Girls' High School and Shirley Boys' High School - Ngā Tama o Ōruapaeroa currently have two enrolment zones in place (permanent and transitional zones) for the relocated campus.
- Most of the schools are well utilised in this catchment. There is slightly more capacity than demand meaning schools are well placed to accommodate local enrolments. We will continue to monitor school rolls to identify any trends in roll numbers.

### Kāhui Ako

- There are six Kāhui Ako in this catchment (Ōtākaro, Tamai, Katote, Aupaki, Te Taura Here o Ōtautahi Kāhui Ako and the Christchurch Catholic Community of Learning). Another group of schools, while not in a Kāhui Ako, are working collaboratively as a cluster to share professional knowledge and develop meaningful relationships between schools that students transition to or from. These close ties strengthen student pathways and learning.
- Some of these Kāhui Ako have a strong focus on improving the transition to tertiary, working with vocational training institute Ara and the University of Canterbury.

### Leadership and governance

- Four of the schools have relatively new principals, however board turnover is low and new board chairs are mostly from within the existing board providing stability.

### Pacific languages

- Te Waka Unua School offers a Samoan Enrichment Programme which is integrated throughout the school with support from Pacific staff members.
- Te Aratai College and Shirley Boys' High School - Ngā Tama o Ōruapaeroa offer Samoan language NCEA Levels 1-3.
- Avonside Girls' High School (as well as Hillmorton High School, Christchurch Boys' High School, Villa Maria College, Middleton Grange School and Riccarton High School) have piloted or continue to run a Pacific studies subject over the last academic year. These courses, which differ at each school, offer a range of NCEA credits (both achievement and unit standards) that cover Pacific history, culture, language and social studies.

### Learning support

- There has been a lot of upheaval for families in this catchment since the earthquakes, and students have felt the effects. This catchment has a higher exclusion rate than other areas of the city. Attendance continues to be an issue for secondary learners.
- There are two specialist schools in this catchment (Ferndale Te Ahu and Ko Taku Reo, (National School for learners who are Deaf or Hard of Hearing). Ferndale Te Ahu has satellite classes at Haeata, on the co-located Avonside Girls' and Shirley Boys', Marshland School, and Linwood Avenue School. Ferndale Te Ahu also has a post-secondary transition programme in New Brighton.
- Ko Taku Reo is currently based in this catchment with an administration centre in Sumner. All students enrolled at Ko Taku Reo attend satellite classes in other parts of the city although the residential facilities are also located in Sumner.
- Mairehau High School operates a special programme ("Supported Learning Centre") for students with ORS and caters for up to 20 learners.
- Three of the Kāhui Ako have received funding for 20 learning support co-ordinator roles.

### Māori medium

- There is one kura in this catchment (Te Pā o Rākaihautū), providing bilingual learning for Y1-15 ākonga. Four other schools have bilingual units at primary level, and two more primary schools are working to shift from offering Māori medium Levels 3-4 to offering Levels 1-2 Māori medium education.
- As is the case nationally, a shortage of qualified kaiako is a significant impediment to developing further opportunities for Māori medium learning.

## Here's what is already underway to help us manage education provision in this catchment:

- Most of the state schools have implemented enrolment schemes
- We are working with the Christchurch City Council to look at spatial plans that will influence where more intensive development will occur within the city.

- All of the state schools in this catchment are part of the Christchurch Schools Rebuild investment programme. Avonside Girls' High School and Shirley Boys' High School - Ngā Tama o Ōruapaeroa moved into their new co-located campus in 2019. Te Raekura Redcliffs School rebuild has recently been completed. Other schools in this catchment are at differing stage of the design and construction process, with some schools requiring total rebuild, and other refurbishments.

- As part of the rebuild of Te Aratai College, supported learning facilities have been designed (for up to 16 ORS learners) to support inclusive pathways from the local primary schools into secondary education.

- The Ministry is working closely with other agencies and the community in this catchment to support students and whānau. Kā Au Kahuraki is an innovative, co-designed, community-based programme of projects led by the Joint Venture (JV), Mana Whenua, Ngāi Tūāhūriri, Te Tāhuhu o te Mātauranga, the Ministry of Education, and Nga Pirihimana o Aotearoa, New Zealand Police (NZ Police).

  Kā Au Kahuraki aims to build safe, equitable, better connected and thriving communities for whānau and tamariki aged 0-5 years' old in Ōtautahi ki te Rāwhiti, East Christchurch where tamariki know who they are and where they belong. The programme takes a mana enhancing, evidence-based, prevention-first approach to the complex challenges facing our communities

- We are providing funding and resourcing support to children with additional learning and behaviour support needs. A number of early learning centres have participated in the Oral Language and Literacy Initiative over the last few years. Other programmes focus on quality participation, transitions to schooling for 0-5 year olds, and support literacy and learning success.

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# Christchurch East: Steady and Stable

## Education Network Plan




The **Christchurch East Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **13,500 learners/ākonga** each year over the next decade to 2030. There are 38 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 30 | 2 | 4 | 2 | **38** |
| Total funded roll | 9,299 | 819 | 3,350 | 215 | **13,683** |
| MME Level 1 & 2 | 217 | 125 | 0 | 0 | **342** |
| ORS-funded roll | 69 | 13 | 26 | 89 | **197** |
| Māori roll | 2,189 | 542 | 856 | 102 | **3,689** |
| Pacific roll | 692 | 98 | 253 | 37 | **1,080** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Christchurch East catchment:

### Learning support

- We will continue to work with organisations such as Oranga Tamariki, Mana Ake and others to help provide support for, and strengthen relationships with vulnerable students and their families.
- We will work with Ferndale Te Ahu as it explores the option of relocating the base school into this catchment, so they are more central to their satellites.
- There is an opportunity to continue to work across the wider catchment so that ORS resourcing is well utilised.

### Engagement and collaboration

- New leadership in some of the Kāhui Ako provides an opportunity for the schools in this catchment to continue strengthening their connections and support for one another.
- We will continue to encourage increased collaboration to strengthen the transitions between primary and secondary schooling, as well as tertiary transitions, particularly for schools not part of a Kāhui Ako.

### Strengthening the Māori medium pathway

- We will work with the Christchurch East schools, rūnanga and whānau to better understand the demand and opportunities for providing dual medium pathways within the catchment, particularly at secondary level.
- A regional plan for the future of Māori medium education provision in Canterbury has been developed and will be used to engage and discuss ways to grow and strengthen Māori medium education with sector groups, kura, whānau and others.



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# Christchurch West: Steady Growing

## Education Network Plan

## Catchment description

The Christchurch West catchment covers a large geographical area consisting of schools to the west and north of the central city. The land is a mixture of suburban, light industrial and semi-rural. The catchment is within the rohe of Ngāi Tahu.

This catchment sits adjacent to the high growth catchment areas of Halswell and Rolleston. While not as fast growing as these catchments, this part of the city has been influenced by the significant population growth to the west of Christchurch resulting from the Canterbury earthquakes. Most of the schools in this catchment have been involved in the Christchurch Schools Rebuild (CSR) programme.

The Christchurch West catchment is one of the largest education catchments in the country, with 59 schools included. The 2021 combined roll of schools in this catchment is nearly 28,000 students, with 4.9% identifying as Pacific, and 13% identifying as Māori.

## What's influencing the education system in this catchment?

### Network management

- All the state secondary. primary and intermediate schools have enrolment schemes. Enrolment zone implementation ensures a transparent pathway for mainstream education into intermediate and secondary.
- Many of the primary schools in particular are taking high numbers of out of zone students, which is leading to capacity issues. We are working with these schools to reduce the out of zone numbers and will continue to monitor school rolls to identify any changing trends in roll numbers.

### Learning support

- There are over 200 ORS funded students living in this catchment (primary and secondary). Successful access and enrolment into local schools is variable and limited. Students with complex needs are often encouraged to enrol at a specialist school or school with a specialist programme. A lack of inclusive education provision within local schools across the catchment is increasing roll pressure on specialist spaces.
- There are two specialist schools in this catchment, and four schools with specialist facilities, including one for deaf and hard of hearing students.
- Two of the six Kāhui Ako in this catchment have Learning Support Co-ordinators attached. Specialist provision at secondary level is supported through programmes at Papanui High School and Riccarton High School.
- Pītau-Allenvale School has a satellite provision designed into the new build on the shared Burnside Primary / Cobham Intermediate site. While this is being constructed the satellite is being hosted temporarily at Wairakei school.
- Wharenui School has strong pastoral care systems and also has a satellite hub for primary students who are deaf and hard of hearing enrolled with Ko Taku Reo Deaf Education NZ.

### Kāhui Ako

- There are six Kāhui Ako operating in this catchment, and a cluster of primary schools who work closely together in the northwest. Achievement challenges amongst the Kāhui Ako vary, though most acknowledge the diversity of the learners in terms of cultural responsiveness, raising achievement for Māori and Pacific male learners, and supporting ESOL students. Others focus on pathways and transitions, including from early learning to primary.

### Māori medium

- Three state schools offer immersion provision in bilingual units. In 2021, 3,622 students identified as Māori. The pathway for bilingual provision at secondary level is insufficient.
- There is increasing demand for Māori medium education and two additional schools have indicated interest in hosting bilingual units.
- Availability of Māori medium teachers and resources is a significant challenge in this catchment.

### Pacific languages

- St Thomas of Canterbury College and Villa Maria College offer Samoan language NCEA Levels 1-3.
- Christchurch Boys' High School, Villa Maria College, Middleton Grange School and Riccarton High School (as well as Avonside Girls' High School and Hillmorton High School) have piloted or continue to run a Pacific studies subject over the last academic year. These courses, which differ at each school, offer a range of NCEA credits (both achievement and unit standards) that cover Pacific history, culture, language and social studies.

## Here's what is already underway to help us manage education provision in this catchment:

- We are working with schools to amend enrolment zones to reduce overlaps and address overcrowding as necessary. A significant review of secondary enrolment schemes across the city has been completed and implemented.
- We are also working with state integrated schools to ensure their maximum rolls are appropriate.

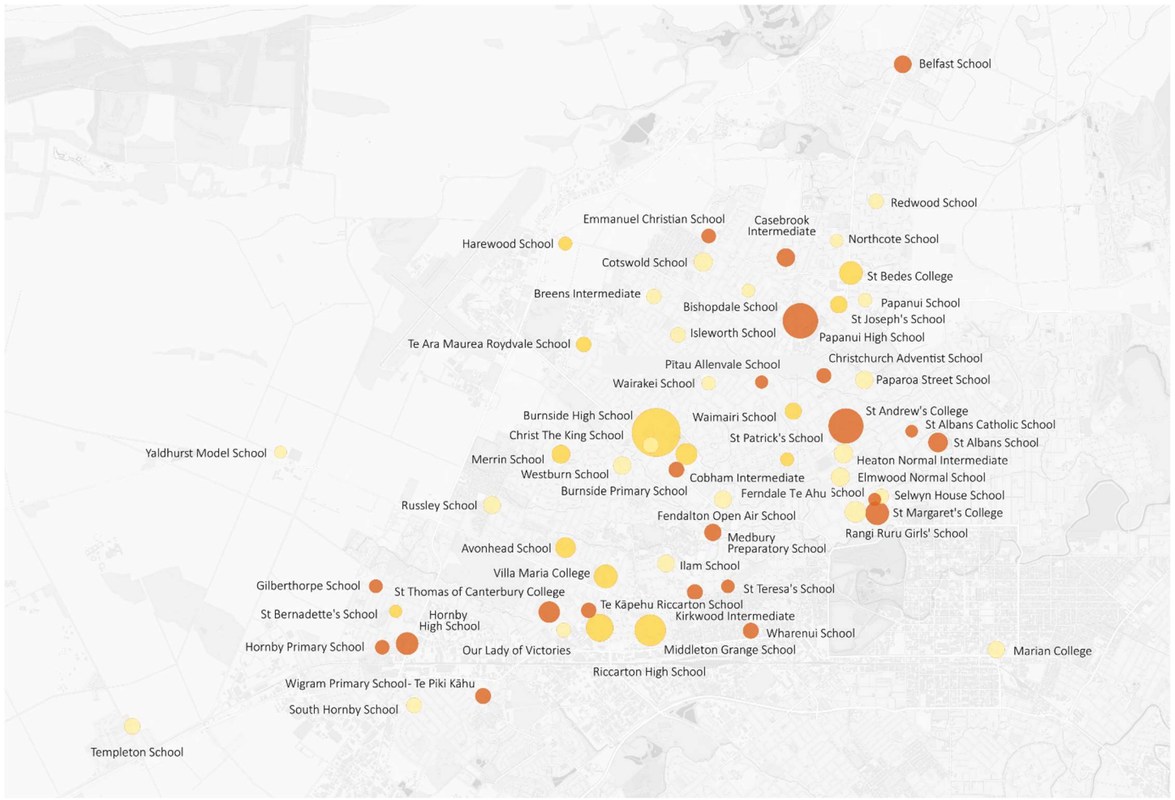
- Templeton School is in the design phase of its rebuild as part of the CSR. Harewood School's rebuild has been completed. Papanui High School is under construction as part of its redevelopment.
- Pītau Allenvale, a specialist school, is moving to be co-located with the new satellite campus of Belfast School.
- Additional classrooms have been delivered at St Albans School and Wigram Primary School - Te Piki Kāhu. Additional classrooms are currently being designed for South Hornby School.

- We are working with local schools and the specialist schools to support inclusive practice and increase opportunities for learners to enrol and be well supported at their local schools.

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# Christchurch West: Steady Growing

## Education Network Plan




The **Christchurch West Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **28,000 learners/ākonga** each year over the next decade to 2030. There are 59 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 43 | 5 | 9 | 2 | **59** |
| Total funded roll | 14,389 | 4,158 | 9,070 | 271 | **27,888** |
| MME Level 1 & 2 | 84 | 0 | 45 | 0 | **129** |
| ORS-funded roll | 82 | 17 | 88 | 271 | **458** |
| Māori roll | 1,987 | 289 | 1,267 | 59 | **3,602** |
| Pacific roll | 713 | 154 | 501 | 14 | **1,382** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Christchurch West catchment:

### Kāhui Ako

- We will continue to support the existing Kāhui Ako and school clusters to work together to improve student pathways and achievement. Schools who are not formally involved in a cluster or Kāhui Ako will be encouraged to continue to network with other schools.
- There is an opportunity for those Kāhui Ako who are in a developmental stage to learn from those who are functioning well.

### Monitoring

- We will continue to monitor rolls to identify any changing trends in rolls numbers.

### Learning support

- We will work with boards and Kāhui Ako to support them in providing appropriate supports for students with additional learning needs to enrol at their schools.
- We will support schools with existing learning support programmes to strengthen their connections with other schools so that pathways and opportunities for learners are increased.

### Strengthening the Māori medium pathway

- We will work with the Christchurch West schools and whānau to better understand the demand and opportunities for providing Māori medium pathways within the catchment.
- We will investigate how we can better support our current skilled kaiako in this catchment, so that they are retained and can share their knowledge and experience.
- We will work with schools, rūnanga and whānau to support the development of a local curriculum.
- A regional plan for the future of Māori medium education provision in Canterbury has been developed and will be used to engage and discuss ways to grow and strengthen Māori medium education with sector groups, kura, whānau and others.



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# Christchurch South: Steady and Stable

## Education Network Plan

## Catchment description

The Christchurch South catchment encompasses the urban area of Christchurch south of the city centre, including the suburbs of Addington, Cashmere and the southern hill suburbs extending through to Diamond Harbour and Governors Bay. The catchment borders the higher growth catchment of Halswell to the west. The catchment is within the rohe of Ngāi Tahu.

Schools in this catchment were damaged in the 2011 earthquakes, and repair and rebuild projects are still underway as part of the Christchurch Schools Rebuild programme of work. School rolls were less affected by the earthquakes than other Christchurch catchments.

The catchment is an existing developed residential area and the forecast population is anticipated to remain relatively stable over the next decade. The combined roll of schools in this catchment has not changed significantly between 2019 and 2021.

## What's influencing the education system in this catchment?

### Diversity

- As well as the state schools in this catchment, there are a number of state integrated schools offering Christian-based education and also teaching based on the Steiner philosophy. There is also a composite private school and two kura kaupapa Māori providing Māori immersion learning.

### Network management

- There is a desire from school proprietors to strengthen pathways through state integrated schools.
- Some schools in this catchment are operating at or near capacity. We will continue to monitor school rolls to identify any changing trends in roll numbers.

### Kāhui Ako

- There are four Kāhui Ako in this catchment. Additionally, a cluster of primary schools in the south (Kahu Kura) is running well, and functioning in a similar way to a Kāhui Ako. Many ECEs in the area have no pathway to Kāhui Ako.

### Learning support

- This catchment sits across both the Waitaha School and Ferndale Te Ahu catchment areas with a satellite of Ferndale at Beckenham Te Kura o Pūroto. Hillmorton High School has a satellite of Ko Taku Reo Deaf Education NZ. Across the catchment there is variable capability to support learners with complex needs in an inclusive learning environment.
- Beckenham Te Kura o Pūroto is working closely with Ferndale Te Ahu to support and strengthen inclusive education for all learners on site.
- Hillmorton High School operates a special programme for ORS learners and has become a magnet school for learners with complex needs. The home zone implemented in 2020 will gradually reduce access to their special programme and bring admissions in line with their capacity for 35 learners.
- Cashmere High School – Te Iringa o Kahukura also operates a special programme called Te Pukenga. The programme has been provided with a new facility as part of the CSR build programme and caters for up to 16 learners. The Te Pukenga programme is a Conductive Education pathway from the Addington Primary Conductive Education programme. Learners who have been enrolled in the conductive education programme at Addington have prioritised right of entry into Te Pukenga even if they are out of zone for Cashmere.
- Cashmere High School – Te Iringa o Kahukura is the manager of Alternative Education for Christchurch schools.

### Māori medium

- In 2021, 16% of ākonga enrolled in schools in this catchment identified as Māori.
- There are two composite kura kaupapa Māori in this catchment (Te Kura Kaupapa Māori o Te Whānau Tahi and Te Kura Kaupapa Māori o Waitaha), providing education for around 300 ākonga. Currently only 23% of Māori students in this catchment are in Māori medium education and these numbers reduce as ākonga transition from primary to secondary. Lack of kaiako is a significant challenge.

### Pacific languages

- Te Kōmanawa Rowley School currently provides 4 hours per week of Samoan language across the whole school.
- Riccarton High School hosts the Lea Faka Tonga and Kuki Airani language programmes. This is open to all Canterbury secondary school students who wish to sit NCEA level 1-3 Tongan or Cook Islands Māori.
- Hillmorton High School (as well as Avonside Girls' High School, Christchurch Boys' High School, Villa Maria College, Middleton Grange School and Riccarton High School) have piloted or continue to run a Pacific studies subject over the last academic year. These courses, which differ at each school, offer a range of NCEA credits (both achievement and unit standards) that cover Pacific history, culture, language and social studies.

## Here's what is already underway to help us manage education provision in this catchment:

- Three primary schools have amended their enrolment scheme boundaries in order to manage roll growth pressure across their catchments.
- Cashmere High School - Te Iringa o Kahukura has reduced its enrolment catchment twice in the last few years in response to increasing local demand.

- Cashmere High School – Te Iringa o Kahukura is undergoing a significant redevelopment and has also had temporary classrooms added to accommodate the growing school roll during the build project.
- Te Ara Koropiko West Spreydon School redevelopment has been completed.
- We have provided additional classrooms at Beckenham Te Kura o Pūroto and construction is underway for additional classrooms at St Martins School to address growing school rolls.

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# Christchurch South: Steady and Stable

## Education Network Plan




The **Christchurch South Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **8,100 learners/ākonga** each year over the next decade to 2030. There are 22 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 16 | 4 | 2 | 0 | **22** |
| Total funded roll | 4,811 | 1,198 | 2,055 | 0 | **8,064** |
| MME Level 1 & 2 | 0 | 304 | 0 | 0 | **304** |
| ORS-funded roll | 39 | 5 | 19 | 0 | **63** |
| Māori roll | 658 | 445 | 230 | 0 | **1,333** |
| Pacific roll | 183 | 52 | 44 | 0 | **279** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Christchurch South catchment:

### Enrolment schemes/zones

- Changes to some enrolment schemes may shift what have been historical pathways to a new secondary school which will be a change for the community.
- Christchurch Catholic Kāhui Ako are aiming to strengthen the pathway for catholic students and grow the number of catholic primary students going to a Catholic secondary school.

### Learning support

- Across the catchment there is variable capability to support learners with complex needs in an inclusive learning environment. We will work with schools and Kāhui Ako to improve the availability and connectivity of support for students with additional needs.

### Strengthening the Māori medium pathway

- We will work with the Christchurch South schools and whānau to better understand the demand and opportunities for providing dual medium pathways within the catchment, particularly at secondary level.
- A regional plan for the future of Māori medium education provision in Canterbury has been developed and will be used to engage and discuss ways to grow and strengthen Māori medium education with sector groups, kura, whānau and others.

### Pacific languages

- Explore how Pacific language education and pathway opportunities can be developed in this catchment.

### Kāhui Ako

- We will support strengthened leadership and cooperation in neighbouring schools, for example, experienced principals mentoring new leaders.
- We will continue to support existing Kāhui Ako and other communities, particularly in growing the pathways from early learning to primary.
- Changes to enrolment schemes will lead to changes in Kāhui Ako membership, due to shifting pathways. We will support these communities.



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# Banks Peninsula: Steady and Stable

## Education Network Plan

## Catchment description

The Banks Peninsula catchment is a geographically large but sparsely populated catchment on the east coast of the South Island. It is about 80 minutes' drive from Christchurch and includes the settlements of Akaroa and Duvauchelle. While there are distinct settlements, there are links between the communities (such as people living in Duvauchelle with businesses in Akaroa).

The catchment is within the rohe of Ngāi Tahu and has areas of historical importance to Ngāi Tahu, particularly five traditional areas of settlement at Rāpaki, Wairewa (Little River), and Ōpukutahi (Tikao Bay). In addition to its strong Māori history, there are also strong links to the 19th century French settlers of Akaroa.

Banks Peninsula is the largest area of productive rural land within Christchurch City. Key industries in this catchment include farming and tourism.

Census 2018 data shows that the total population is fairly stable overall, with incremental growth since 2013. However, there were fewer 5–17 year olds in the Akaroa area in 2018 compared to 2013, while the northern and eastern parts of the peninsula saw a slight increase.

## What's influencing the education system in this catchment?

### Remote and isolated schools

- There are three schools in this catchment, each with a small roll. Each school is geographically distant from the others and services the local community. Akaroa Area School provides secondary education, however most older students attend secondary schools outside the catchment from Year 7 or 9.
- While the population is small and there is capacity at all three schools currently, the capacity of each school is also small, and unlikely to be sufficient to accommodate any potential roll growth. Notwithstanding, there is also the potential for growth areas such as Rolleston, Lincoln and Halswell to attract families away from the peninsula, therefore impacting school rolls in this catchment. We will continue to monitor school rolls to identify any trends in roll numbers.
- Most students travel into Christchurch for secondary education. Christchurch schools offer boarding options, while some students travel in with commuting parents. Christchurch also offers long-established single sex and private options for families.

### Māori medium

- About 20% of the total school rolls in the catchment are Māori students. There are currently no immersion or dual medium education opportunities for these tamariki. Teacher resourcing is a significant key challenge in this catchment.

### Early childhood education

- There is one early childhood centre operating in Duvauchelle. Plunket is in talks with the community about options for the future.

## Here's what is already underway to help us manage education provision in this catchment:

- An enrolment scheme was implemented at Duvauchelle School in early 2019 to address overcrowding.
- Discussions have been completed between Little River School (in the neighbouring catchment) and Akaroa Area School to align their bus timetables to meet at the Hilltop. This will enable high school students "over the hill" to access the school transport funded bus.
- Several buildings are being replaced at Akaroa Area School.
- Akaroa Area School runs pathway projects for secondary students with businesses and trades including Ara.

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# Banks Peninsula: Steady and Stable

## Education Network Plan




The **Banks Peninsula Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **150 learners/ākonga** each year over the next decade to 2030. There are 3 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 2 | 1 | 0 | 0 | **3** |
| Total funded roll | 58 | 110 | 0 | 0 | **168** |
| MME Level 1 & 2 | 0 | 0 | 0 | 0 | **0** |
| ORS-funded roll | 1 | 0 | 0 | 0 | **1** |
| Māori roll | 10 | 28 | 0 | 0 | **38** |
| Pacific roll | 1 | 2 | 0 | 0 | **3** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Banks Peninsula catchment:

### Engagement and collaboration

- The three schools are not in a Kāhui Ako together. Akaroa Area School is in a Kāhui Ako that covers rural north Canterbury. The three schools, as well as Little River School (on the peninsula but in the neighbouring Lincoln catchment), continue to work in a collaborative cluster for sporting, cultural and teaching PLD opportunities.
- This could assist with strengthening the secondary pathway to Akaroa Area School at both Year 7 and Year 9.

### Leadership and governance

- New leadership and governance at Akaroa Area School and Duvauchelle School provides an opportunity for the boards of the three schools (and Little River School) to strengthen their connection and learn from and support each other.

### Māori medium

- We will work with the Banks Peninsula schools and whānau to better understand the demand and opportunities for providing dual medium pathways within the catchment.
- There is an opportunity to strengthen connections with local iwi and marae as Banks Peninsula is an area with much historical importance for Ngāi Tahu. Ōnuku Marae in Akaroa is close to Akaroa Area School and Duvauchelle School. Okains Bay School has potential for connections with Tūtehuarewa marae at Koukourārata. We will encourage boards to build relationships with local rūnanga.
- A regional plan for the future of Māori medium education provision in Canterbury has been developed and will be used to engage and discuss ways to grow and strengthen Māori medium education with sector groups, kura, whānau and others.



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# Mackenzie: Steady and Stable

## Education Network Plan

## Catchment description

The Mackenzie catchment is a geographically large but sparsely populated catchment in the Mackenzie Basin, in the central South Island. The main urban areas include Fairlie, Twizel and Tekapo, with a number of small rural settlements. The catchment is within the rohe of Ngāi Tahu.

The main industries in Mackenzie are farming, tourism and hydro-electric development. Prior to the COVID-19 pandemic, the Mackenzie District Council was planning for growth in tourist numbers, and major pieces of future council work include upgrading and extend the roading network, and ensuring that amenities are available for visitors, while maintaining and improving community facilities. Council is currently developing 30-year spatial plans for the three main urban areas. The economic impact of the pandemic is evident particularly in the loss of revenue from international tourists, however this has been offset to some degree by an increase in domestic tourism. The impact of this on local school rolls is negligible.

There is a high proportion of holiday homes in some areas. Census 2018 data shows a district-wide population of 4,800, an increase of 17% since 2013.

## What's influencing the education system in this catchment?

### Remote and isolated schools

- The geographic spread of the schools makes face to face communication and collaboration between principals and teachers of schools more difficult. Rolls at most schools are low, which affects the number of staff and resources that are available.
- Many students are travelling on Ministry bus routes to get to school. Other transport options are limited.

### School rolls

- Nearly all the primary schools have surplus capacity.
- There are only two schools offering secondary education in the Mackenzie catchment – Mackenzie College (Year 7-15) and Twizel Area School (Year 1-15). Both have capacity for roll growth.

### Whānau are exercising choice

- More than in other parts of the country, families are choosing to home school their children or send them out of the catchment to board in Timaru or Christchurch. The numbers travelling out of catchment are higher at secondary level. This could be due to wanting more curriculum options or the perception of local schools.

### Leadership and governance

- The isolation and geographic spread in this area can lead to difficulties getting board members for school boards.

### Learning support

- There are low numbers of ORS funded students in this catchment, all of whom are at their local schools.
- There are no learning support co-ordinators assigned to Kāhui Ako in this catchment. For students with additional needs, the geographic spread of the schools in this catchment can make appropriate supports such as trained teacher aids or specialists difficult to access. The schools work hard to ensure students are supported.

### Kāhui Ako

- There are 3 Kāhui Ako in this catchment. However, of the three only Te Kāhui Ako ō Te Manahuna has all of its member schools within this catchment.
- Key focus areas for the Te Kāhui Ako ō Te Manahuna are wellbeing, transitions and digital fluency.

### Māori medium

- In 2021, 14% of students identified as Māori across primary and secondary levels. There are no immersion or dual medium opportunities available in this catchment for these students.

## Here's what is already underway to help us manage education provision in this catchment:

- We are working with kaiako Māori across the network to support and strengthen Māori medium pathways.
- Fairlie School has recently implemented an enrolment scheme.

- We have provided new buildings at Lake Tekapo School.
- We are working with Aoraki Mount Cook School to rebuild the school.
- We are working with Twizel Area School on a complete rebuild of the school. Design work has begun.



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# Mackenzie: Steady and Stable

## Education Network Plan




The **Mackenzie Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **700 learners/ākonga** each year over the next decade to 2030. There are 9 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 7 | 1 | 1 | 0 | **9** |
| Total funded roll | 287 | 235 | 179 | 0 | **701** |
| MME Level 1 & 2 | 0 | 0 | 0 | 0 | **0** |
| ORS-funded roll | 3 | 5 | 1 | 0 | **9** |
| Māori roll | 31 | 46 | 22 | 0 | **99** |
| Pacific roll | 12 | 6 | 1 | 0 | **19** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Mackenzie catchment:

### Kāhui Ako

- As all schools are in existing Kāhui Ako, there is the opportunity for them to work together to support and learn from each other.
- We will support the schools and Kāhui Ako to work with their community to develop a local and innovative curriculum with a focus on sustainability.
- Further collaboration and local curriculum development could also assist with strengthening the secondary pathway to local schools.

### School rolls

- We will continue to monitor school rolls to identify any trends in roll numbers.

### Learning support

- We will continue to work with schools to consider how we can better support students with additional learning needs.

### Strengthening the Māori medium pathway

- We will work with the Mackenzie schools, rūnanga and whānau to better understand the demand and opportunities for providing dual medium pathways within the catchment.
- A more co-ordinated approach is desirable, working with the Kāhui Ako instead of single schools to reach out and build relationships with rūnanga.
- A regional plan for the future of Māori medium education provision in Canterbury has been developed and will be used to engage and discuss ways to grow and strengthen Māori medium education with sector groups, kura, whānau and others.



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# Timaru: Steady and Stable

## Education Network Plan

## Catchment description

The Timaru catchment is a large area on the east coast of the South Island. It incorporates the city of Timaru and stretches north to Geraldine and the Rangitata River, and south towards the Otaio River and the town of St Andrews. The catchment is predominantly rural, with three larger towns and a number of smaller rural settlements. This catchment is in the rohe of Ngāi Tahu.

The main industries are agriculture and associated light manufacturing. The port in Timaru is key for fishing and also import and export in the South Island.

Census 2018 data shows a district-wide population of 46,000 with growth of 5.4% since the 2013 Census. The combined roll of schools in this catchment is 7,875 ākonga, an increase of about 200 since 2019, mostly in the secondary rolls.

Timaru District's economy has recovered strongly from the effects of the COVID-19 pandemic and recession. Economic activity and consumer spending are both strong, and the agricultural and food processing sectors are a key source of strength, particularly dairy farming.

## What's influencing the education system in this catchment?

### Students attending their local schools

- A large proportion of students in this catchment attend a local school, rather than travelling out of catchment. School attendance is, however, dependent on available transport options. The Ministry directly resources a number of transport routes in this catchment.
- Most schools have significant capacity for roll growth. The few schools that have experienced roll pressure have implemented or are implementing enrolment schemes.

### Diversity

- There are a number of different schooling options in this catchment. There are several state integrated Christian schools, as well as single sex and co-educational state schools. There is also a Māori medium primary school near Temuka, with a long history in the area.
- While this diversity offers choice to families, some schools that draw students from similar areas are seeing an imbalance in roll numbers as one school becomes a 'school of choice'.
- As a result of the 2005 network review of schooling in Timaru, the Timaru Technology Centre (T-Tech) was established. This centre provides technology classes for 800 Y7 and 8 students per week for all schools in the local network.

### Leadership and governance

- Eight schools in this catchment have had a change of principal in the last few years. New school leaders will need time to settle in before beginning to work collaboratively with other schools.
- Two of the four Kāhui Ako in this catchment have had recent leadership changes.

### Learning support

- Three schools offer specialist learning support programmes. Highfield School provides a programme for ORS funded learners. This is a programme established after the closure of Maru Special School. The programme operates out of a purpose-built building and the school enrols students from across the wider catchment. The school has recently included the special programme as part of their enrolment scheme.
- Mountainview High School enrols a high number of ORS funded students into their learning support programme (Whare Ako). The programme operates out of a purpose-built facility but is not included as part of their enrolment scheme.
- Geraldine High School also operates a learning support programme but this is not included within their enrolment scheme.
- The Refugee Resettlement Programme is currently on hold due to Covid-19. There is no current timeline as to when this will recommence. When it does, small numbers of families will come into the catchment and these students will require support.
- A support network has been set up for people who settle in this area after leaving the Gloriavale compound. This may impact roll growth at state integrated schools with a Christian focus.

### Māori medium

- There is one immersion early learning centre in Timaru which is very successful. Arowhenua Māori School (Year 1-8) is the only school in this catchment to offer bilingual education. There is no provision for Māori medium education at secondary level. More than 1,000 students across primary and secondary levels identify as Māori, but only 45 are able to access bilingual provision.
- There is demand to grow provision in this area. However, the main barrier is teacher supply.

## Here's what is already underway to help us manage education provision in this catchment:

- Geraldine High School has recently implemented an enrolment scheme.
- Several primary schools in the Timaru area have recently implemented enrolment schemes.

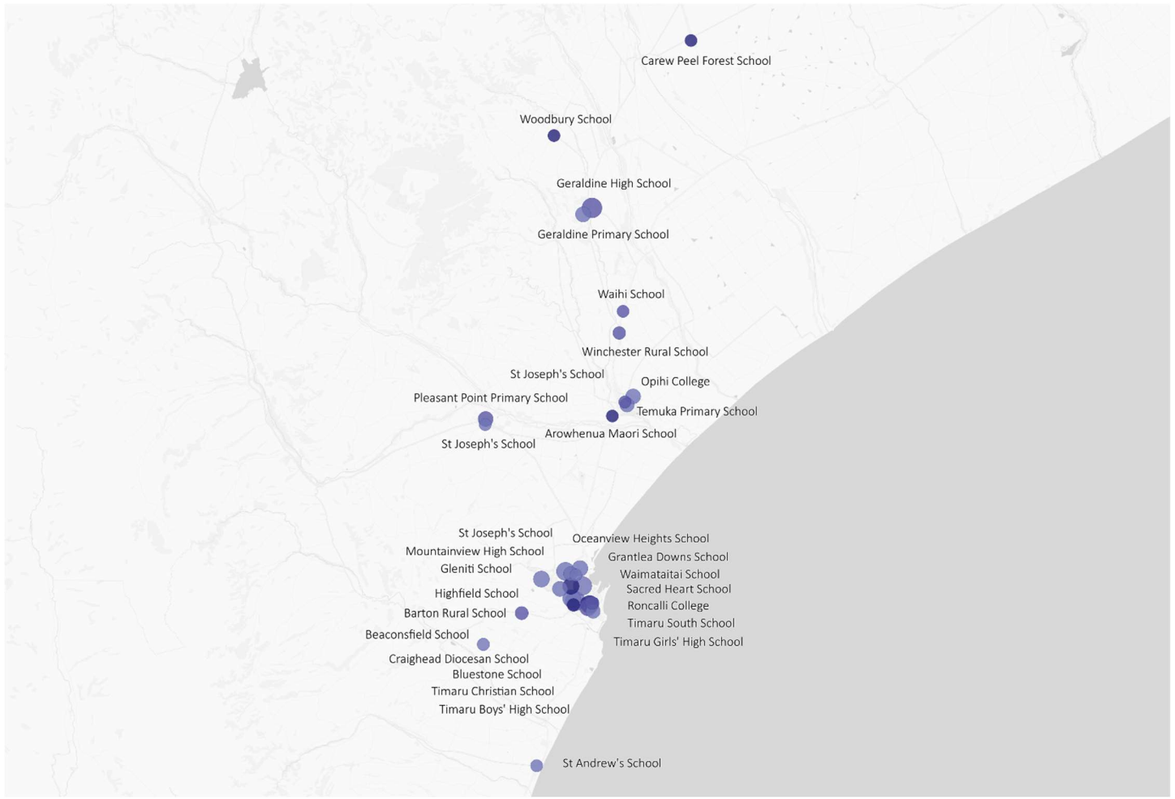
- The *Thrive Aoraki* behavioural programme has been run in this catchment.

- Arowhenua Māori School has been redeveloped, including additional capacity to allow for future roll growth.
- The library and main teaching block at Oceanview Heights School have been upgraded.

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# Timaru: Steady and Stable

## Education Network Plan




The **Timaru Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **8,000 learners/ākonga** each year over the next decade to 2030. There are 30 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 22 | 1 | 7 | 0 | **30** |
| Total funded roll | 4,517 | 139 | 3,227 | 0 | **7,883** |
| MME Level 1 & 2 | 39 | 0 | 0 | 0 | **39** |
| ORS-funded roll | 40 | 2 | 39 | 0 | **81** |
| Māori roll | 712 | 29 | 447 | 0 | **1,188** |
| Pacific roll | 198 | 16 | 89 | 0 | **303** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Timaru catchment:

### Enrolment schemes/zones

- We will continue to work with schools who may need enrolment schemes or amendments to ensure a balanced and best use of the schooling network.
- We will continue to monitor school rolls to identify any trends in roll numbers.

### Kāhui Ako

- We will continue to work with the new and existing leadership and Kāhui Ako to develop their relationships and work collaboratively.

### Learning support

- We will work with schools and providers to ensure that appropriate support is available for students, including any refugee students in future.
- We will work with the Timaru District Council to be aware of and align with any social programmes that may have an impact on students and whānau.

### School buses/transport

- We will continue to review our transport provision in this area to ensure decisions are transparent and equitable.

### Strengthening the Māori medium pathway

- We will work with the Timaru schools, rūnanga and whānau to better understand the demand and opportunities for providing Māori medium pathways within the catchment.
- A regional plan for the future of Māori medium education provision in Canterbury has been developed and will be used to engage and discuss ways to grow and strengthen Māori medium education with sector groups, kura, whānau and others.



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# Waimate: Steady and Stable

## Education Network Plan

## Catchment description

The Waimate catchment is located in south Canterbury, within the Waimate District, and the rohe of Ngāi Tahu iwi. The catchment comprises the township of Waimate and smaller communities in the surrounding rural area. Waimate is the main service centre for the surrounding agriculture and horticulture industries. The Waitaki River in the south of the catchment borders the Otago Southland education region and education and health services are provided that cover both regions.

Waimate's population growth has been relatively steady. Across the Waimate District, Census 2018 data shows population growth of 3.6% since 2013, an additional 279 residents. This is similar to the growth that occurred between 2006 and 2013, where total population growth of 4.3% (327 residents) was recorded. Within the school age population, while the number of children aged 0-9 fell by 7% (60 children) between 2013 and 2018, the number of 10-14 year olds grew by 15% (72 children). Roll data for schools in the Waimate catchment indicates that between 2013 and 2018 Y1-6 enrolments increased by 24 learners/ākonga, while Y7-15 enrolments decreased by 59 learners/ākonga over the same period.

## What's influencing the education system in this catchment:

### Network structure

- There is sufficient capacity in the primary and secondary networks to accommodate current and future anticipated population. Parental choice is influencing utilisation at some local primary schools, which is in part driven by families' attraction to a particular characteristic or philosophy provided by a school. Only one school in the catchment has an enrolment scheme in place. Glenavy School (located in the Waimate District but relates to the neighbouring Waitaki catchment) is approaching capacity however draws its roll from a large area, much of which lies within the Waimate catchment. An enrolment scheme was approved and commenced in early 2021.

### Whānau are exercising choice

- Pathways are limited in the catchment as there is only one secondary school across a large geographic area. Some whānau choose non-local schools for Year 7 and 8 education in the town. There is a strong family tradition for secondary schooling outside the catchment where this is an option for whānau. While there is state integrated provision at the primary level, a Catholic secondary pathway is not available within this catchment. There is secondary provision in adjacent catchments that provides a continuous pathway for Catholic education.

### Investment in school property

- There are no major redevelopment projects planned for schools in this catchment. School buildings across the catchment are mostly ageing and require significant upgrades to meet quality learning environment standards. There are no schools that have been identified as being in poor condition.

### Māori learners/ākonga

- Census 2018 data shows an increasing proportion of 0-14 years olds identify as Māori, up from 12% in 2013 to 14% in 2018. July 2021 roll data shows 12% of primary and secondary students identify as Māori. There are no kōhanga reo in the catchment, nor any Māori medium provision at primary or secondary level. Schools within the Kāhui Ako have identified a desire for provision of MME and it is recognised that this requires a commitment from Boards to facilitate provision of te reo. The nationwide shortage of qualified kaiako is also an issue for this catchment.

### Leadership and governance

- School leadership and governance is reasonably stable across this catchment with several new principals being appointed recently. There is a desire to increase representation and build capability of iwi/whānau on Boards.

### Kāhui Ako

- All schools and early childhood centres belong to the Kāhui Ako. The strength of this Kāhui Ako is collaboration between school leadership, particularly regarding students' needs and demand for support services. The schools have developed common educational goals. The Kāhui Ako is part of the 'Thrive Aoraki' programme which aims to support the sector to deliver quality teaching and learning. Improving the connection with iwi/rūnanga has been identified as an area of improvement by principals.

### Learning Support

- Children with additional learning needs are well supported through an inclusive approach across this catchment. There is no specialist school provision within south Canterbury. The Social Workers in Schools initiative has been well received and provides additional support to learners/ākonga prior to arrival at secondary school.
- Learning Support services and Health Services are managed through separate regional offices.

## Here's what is already underway to help us manage education provision in this catchment:

- Glenavy School (outside the catchment) has recently implemented an enrolment scheme.
- Two Learning Support Co-ordinators have been allocated to this catchment.

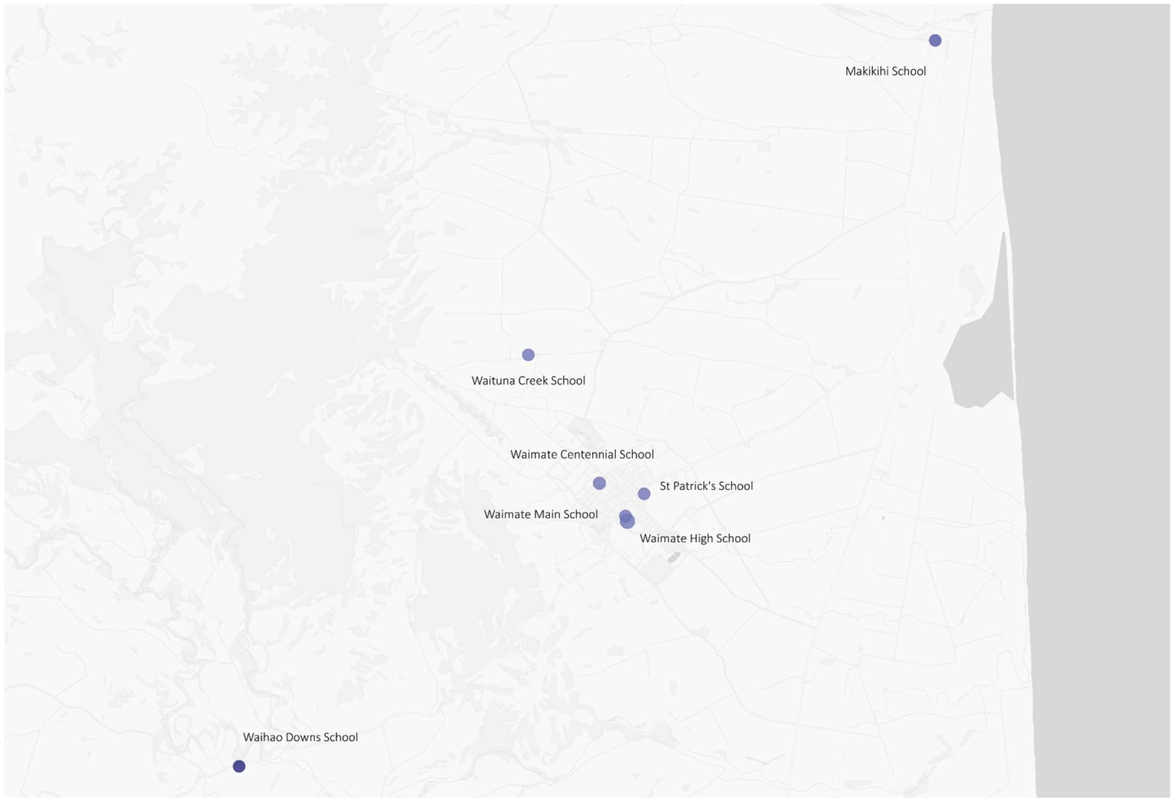


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# Waimate: Steady and Stable

## Education Network Plan




The **Waimate Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **800 learners/ākonga** each year over the next decade to 2030. There are 7 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 6 | 0 | 1 | 0 | **7** |
| Total funded roll | 402 | 0 | 274 | 0 | **676** |
| MME Level 1 & 2 | 0 | 0 | 0 | 0 | **0** |
| ORS-funded roll | 3 | 0 | 4 | 0 | **7** |
| Māori roll | 47 | 0 | 37 | 0 | **84** |
| Pacific roll | 5 | 0 | 2 | 0 | **7** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Waimate catchment:

### Kāhui Ako

- We will work towards initiating a long-term conversation with the Waimate Kāhui Ako around what education delivery might look like in Waimate in the future, with the aim of developing a co-constructed plan for the network.
- As part of this conversation, we will engage with the community to consider options for trades and vocational training at Waimate High School.

### Strengthening the Māori medium pathway

- We will work with the sector and whānau to better understand the demand and opportunities for providing a pathway for Māori medium education.
- A regional plan for the future of Māori medium education provision in Canterbury has been developed and will be used to engage and discuss ways to grow and strengthen Māori medium education with sector groups, kura, whānau and others.

### School buses/transport

- We will work with the Otago schools and transport providers to better understand the impact of the Otago transport review on Waimate High School.



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# Chatham Islands: Steady and Stable

## Education Network Plan

## Catchment description

The Chatham Islands catchment is an isolated group of islands, about 840km east of the South Island. The two inhabited islands are Chatham Island and Pitt Island. Census 2018 data shows that there were 663 residents on the Islands in 2018. This population size is relatively stable when compared to historical Census data. The majority live on Chatham Island, which has three main settlements. Only around 40 people live on the smaller Pitt Island.

This catchment is within the rohe of Ngāti Mutunga o Wharekauri. Two thirds of the population identify as Māori. The original islanders on Rēkohu and Rangihaute were Moriori, and there are many areas of historical importance relating to Moriori. There are two marae in Waitangi, the largest settlement on Chatham Island. Whakamaharatanga is a Ngāti Mutunga marae and Kōpinga is a Moriori marae.

The key industry in the Chatham Islands is fishing, with some farming. Most of the uninhabited islands are nature reserves.

Statistics NZ population projections indicate that future demand for primary education across the Chatham Islands is likely to remain stable over the next decade.

## What's influencing the education system in this catchment?

### Primary school provision with small school rolls

- There are three full primary schools in this catchment – two on Chatham Island and one on Pitt Island. Pitt Island and Kaingaroa Schools each have consistently had only around 10 students for the last 20 years. Each school is geographically distant from the others and services a defined local community. There is no secondary school provision in the Chatham Islands.
- While the population is small and there is currently surplus capacity at all three schools, the schools are all very small and any increase in roll would result in pressure on capacity. We will continue to monitor school rolls to identify any trends in roll numbers.

### Students travel long distances for secondary schooling

- As there is no secondary provision within the catchment, following Year 8, students must travel to other areas of New Zealand for schooling. They receive a boarding allowance to assist them.
- Chatham Islands' students are in zone for Christchurch Girls' High but not Christchurch Boys'.
- Boarding away from home can present challenges for students due to isolation from whānau as well as cultural differences, particularly when students move to an urban environment with many new situations to navigate.

### Geographic isolation

- Student support services, such as learning support, are based in Canterbury and are therefore considerably more difficult to access due to the long distances required to travel. However, the schools are currently well-supported by RTLB working out of Christchurch.

### Leadership and governance

- One of the schools has recently been supported with leadership around communication, and now has new staff and a new first-time principal who is eligible for first-time principal support.
- Pitt Island and Kaingaroa Schools each have new principals commencing from the start of 2021.

### Recruitment and retention of teachers

- The geographic isolation and small population make it difficult to recruit and retain teachers.

### Māori medium

- There is one kōhanga reo in the Chatham Islands. About 71% of the student population identify as Māori, yet there is no pathway beyond the one kōhanga reo. Whānau have aspirations to see more provision, however availability of Māori medium kaiako is a key challenge in this catchment.

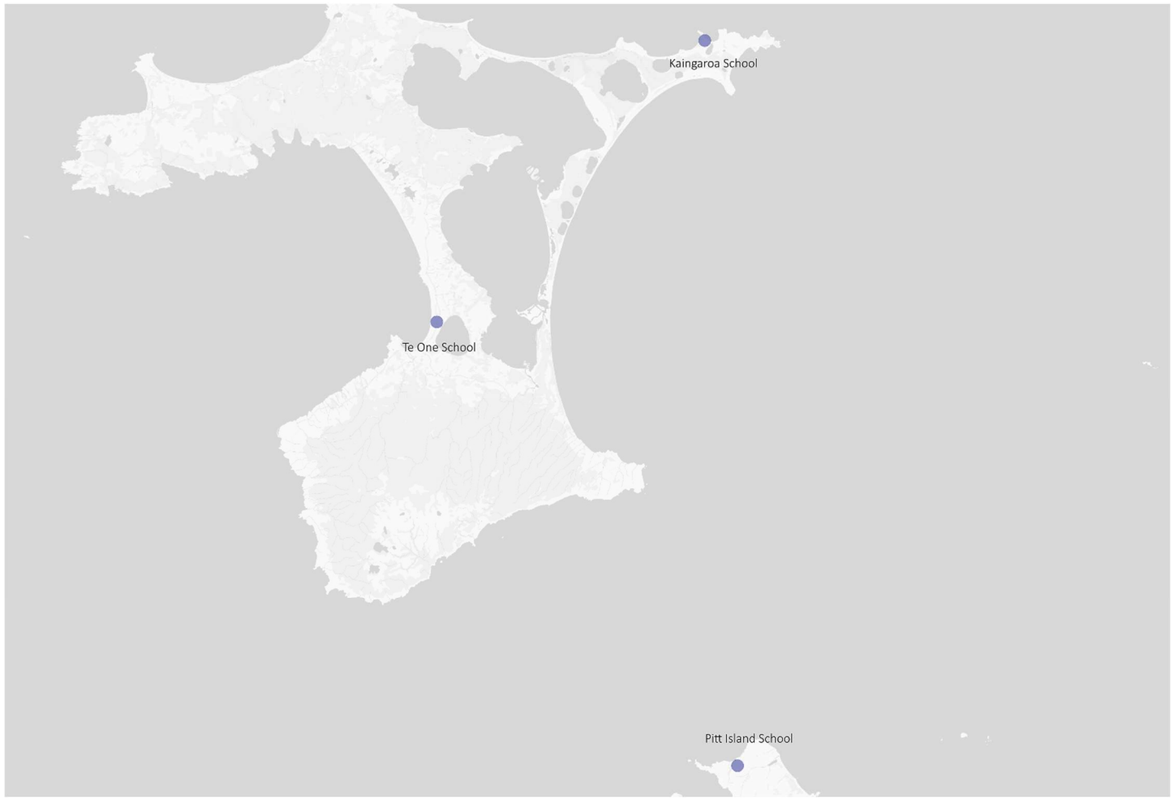
## Here's what is already underway to help us manage education provision in this catchment:

- 5 Year Agreements have been finalised at all schools and include sewerage and water supply upgrades, as well as teaching space upgrades at all three schools. There are also proposed new technology facilities at Te One School.
- We are supporting schools to work with local iwi/imi to develop a local, Chatham Islands-based curriculum.
- We are working with NZEI to review teaching allowances for teaching staff in this catchment.
- Te Kura correspondence school is funded through Te One School for some students.

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# Chatham Islands: Steady and Stable

## Education Network Plan




The **Chatham Islands Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **70 learners/ākonga** each year over the next decade to 2030. There are 3 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 3 | 0 | 0 | 0 | **3** |
| Total funded roll | 53 | 0 | 0 | 0 | **53** |
| MME Level 1 & 2 | 0 | 0 | 0 | 0 | **0** |
| ORS-funded roll | 0 | 0 | 0 | 0 | **0** |
| Māori roll | 39 | 0 | 0 | 0 | **39** |
| Pacific roll | 0 | 0 | 0 | 0 | **0** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Chatham Islands catchment:

### Engagement and collaboration

- While the three schools are not in a formal Kāhui Ako, they do work together. There is an opportunity for the schools to strengthen relationships between schools, iwi and the community.
- New leadership and teachers at Te One, Kaingaroa and Pitt Island Schools provides an opportunity for the schools to develop new relationships.

### Increasing support for schools

- We are investigating a modified package of support for this catchment through the Incredible Years programme.

### Strengthening the Māori medium pathway

- We will work with the Chatham Islands' schools and whānau to better understand the demand and opportunities for providing Māori medium pathways within the catchment.
- A regional plan for the future of Māori medium education provision in Canterbury and the Chatham Islands has been developed and will be used to engage and discuss ways to grow and strengthen Māori medium education with sector groups, kura, whānau and others.



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MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

# OTAGO SOUTHLAND

# Otago Southland Regional Statement

National Education Network Programme



## Director's message

Kia ora

Our region largely consists of stable areas, with small or moderate growth, or stable populations. Our two areas of significant population, Queenstown and Wanaka, are included in the National Education Growth Plan. In general, our numbers of Māori students are growing, but overall numbers are small. Over the past few years, we have seen increasing numbers of Pacific and migrant students, which has led to increasingly multi-ethnic communities across the region.

Key priorities for us across the region are a focus on improving equitable access to education, improving attendance and engagement, wellbeing for learning, supporting school and early learning curriculum and connecting education and employment. This includes working through educationally powerful connections with rūnaka, the sector and supporting agencies.

We are committed to growing schools in areas of population growth and where local demand exceeds the level of schooling provision. Where needed, enrolment schemes are reviewed and new schemes implemented, to make best use of existing schooling across communities. We want all families to have confidence to attend their local school, and access inclusive, quality education.

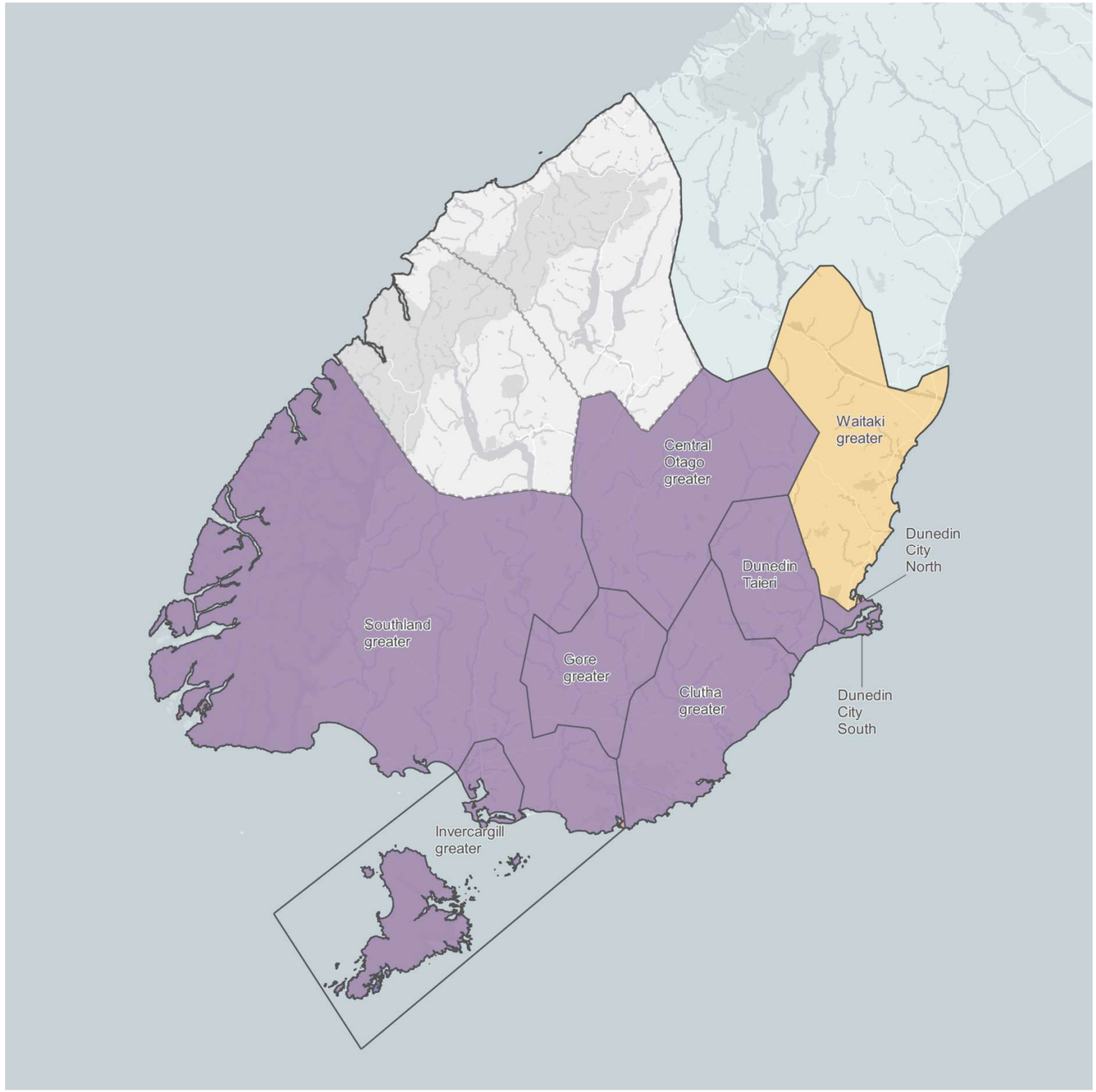
Nurturing and developing culturally responsive and inclusive practice is a priority focus of our work. This includes supporting networks of schools and services to collaboratively work together for the needs of their communities and strengthening pathways across all part of the education system, from early learning to tertiary and employment.

We have a large number of small, rural schools and some areas with surplus capacity for local demand. These areas are closely monitored to ensure they can continue to deliver high quality education.

Given both the challenges and opportunities, I am pleased to be able to present this plan for oversight of network management across Otago Southland out to 2030.

Mauri ora

Julie Anderson



# Otago Southland Regional Statement

National Education Network Programme

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

## Key education themes

Across the Otago Southland region, our education priorities are focused on improving equitable access to education, wellbeing for learning, supporting school and early learning curriculum and connecting education and employment. This includes working through educationally powerful connections with the sector and working with other agencies to support the vision of Ka Hikitia to ensure there are equitable outcomes for all students.

We want all students and their whānau to have confidence to attend their local school. We are also dedicated to improving pathways across the region to support Māori Medium learning from Kōhanga reo to tertiary provision and providing a learning support system that will deliver the best possible educational outcomes for students with additional needs.

Otago Southland has two main cities that service a widespread rural area. We also have areas that are heavily reliant on tourism, and have therefore been adversely impacted with COVID-19 travel restrictions. We will continue working closely with secondary schools, wharekura and local employers to develop employment pathways and training opportunities across the catchment to help build a skilled work force that best meets regional needs.

There are many small, rural schools across the region. Smaller communities can face challenges in attracting staff, especially for specialist roles. We also have a high number of first-time principals that are a priority to support.

Property investment is planned across the region including pockets of roll growth classrooms, short term roll growth classrooms and property maintenance and re-development programs in order to meet local demand.

Schools and early learning services responded quickly to the needs of their communities during the COVID-19 lockdown period. We will continue to work closely with schools and services around emergency preparedness and readiness to deliver distance learning at short notice.

## Regional Profile

Across the Otago Southland Region there has been an increase in the total population of 9% (26,841 people) between 2013 and 2018, compared to an increase of 4% (11,133 people) between 2006 and 2013. Most of this growth has been in the Otago region.

| No. of schools in these plans | 2018 roll | 2019 roll | 2020 roll | 2021 roll |
|---|---|---|---|---|
| 215 | 44,773 | 45,090 | 45,087 | 44,098 |

The Otago Southland education region is divided across 11 catchments for analysis. Nine catchments are profiled in this plan. Two catchments, Wakatipu Basin and Wanaka, are summarised in the National Education Growth Plan. Our other catchments cover diverse areas, with some pockets of growth, such as Fiordland within the Southland Greater catchment. Most of the catchments in the Otago Southland will remain stable out to 2030. One catchment is predicted to maintain steady growth, and several other catchments, although noted as stable, have pockets of growth within them

| Catchment | Population Profile |
|---|---|
| Waitaki greater | Steady Growing |
| Central Otago | Steady and Stable |
| Clutha greater | Steady and Stable |
| Dunedin North | Steady and Stable |
| Dunedin South | Steady and Stable |
| Dunedin Taieri | Steady and Stable |
| Gore greater | Steady and Stable |
| Southland greater | Steady and Stable |
| Invercargill greater | Steady and Stable |

## Future Demand

An analysis of projected school rolls in the region shows that there will be some areas of steady growth and additional capacity required to accommodate local students in the long term. However, the overall picture is of a stable or slowly growing student population. Enrolment schemes are a necessary tool to ensure growth is managed appropriately across communities, and roll growth prioritized for the schools that have local demand.

## Māori medium education

We are developing a network plan for the provision of Māori Medium education which aims to see the number of learners in Māori medium and in reo rua and reo rumaki grow, and establish Māori medium provision where there is currently none. This plan will be further developed through partnering with rūnaka and ensuring mana whenua aspirations are incorporated into future planning. Our numbers of Māori ākonga accessing Māori medium are low, and our aspiration is to grow this from 3% to 6%.

| Māori Medium education | Otago Southland |
|---|---|
| No. of schools/kura offering Level 1 & 2 | 5 |
| No. of Level 1 ākonga Māori | 242 |
| No. of Level 2 ākonga Māori | 41 |
| % of students who identified as Māori | 17.7% |
| % of Māori students at MME Level 1 & 2 | 3% |
| % of all students at MME Level 1 & 2 | 0.6% |

Schools offering Māori Medium Level 1 & 2 by level

| Level 1 | Level 2 |
|---|---|
| Te Wharekura o Arowhenua | Mataura School |
| TKKM o Ōtepoti | North East Valley Normal School |

# Otago Southland Regional Statement

National Education Network Programme

## Learning Support

We are committed to ensuring that all children receive the best possible education that is inclusive and best meets their needs.

ORS numbers across the region are relatively stable, with a modest increase over time, and we would expect this to continue. In March 2020 we had 450 ORS-verified students in Otago Southland; in March 2021 this has increased to 476.

Most ORS verified students are enrolled in mainstream schools, with only 2 specialist education providers across the region. We are working with Kāhui Ako and clusters across the region to implement the Learning Support Delivery Model.

| Specialist Schools | Satellites | 2021 enrolments |
|---|---|---|
| Ruru Specialist School | Donovan Primary School<br>Salford School<br>Verdon College<br>Southern Institute of Technology | 93 |
| Sara Cohen School | Concord School<br>Bathgate Park School | 51 |

## Early Learning

There are a range of early learning options across the region, with high levels of prior participation (98%) when children start school. In many areas, especially rural communities, early learning providers are linked with Kāhui Ako and clusters

| Early Learning | No. of ECE | Licensed ECE roll | % Māori | % Pacific |
|---|---|---|---|---|
| Education & Care | 136 | 7,464 | 15.0% | 3.5% |
| Home-based | 23 | 957 | 1.7% | 2.6% |
| Kindergarten | 63 | 2,202 | 17.7% | 4.2% |
| Kōhanga Reo | 11 | 192 | 91.1% | 2.6% |
| Playcentre | 38 | 607 | 11.5% | 1.6% |

### What have we done so far?

Between 2018-2020 we have implemented 19 enrolment schemes to help distribute population growth across schools in the region where there are established areas of growth or future growth.

### What are we planning in the short term (3yrs?)

We will continue to monitor school rolls across the Otago Southland network to ensure that all students are able to attend their local school and to ensure best use of existing schooling provision across the region. We're also looking at where further investment in roll growth classes will be required. We will continue work with local councils to understand local planning contexts, particularly in areas where growth is forecast. We will work with schools to develop enrolment schemes where needed to manage the risk of overcrowding.

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

We are planning to accommodate the increasing demand for student places over the next 10 years. We will potentially establish new schools across the region in areas of rapid growth. We'll also look to acquire land in areas of planned growth to ensure when schools are needed that they're able to be delivered.

As enrolment schemes are implemented, we will provide roll growth classrooms when and where required and we will continue to work with schools, councils and local stakeholders to plan for and manage population changes. We expect that management of existing enrolment schemes and out of zone enrolments will also help to address roll growth pressures without the need for additional property investment.

### Beyond 2030?

We will continue to monitor rolls and local population changes to provide timely and consistent forecasting scenarios and projections to inform the picture of overall growth in the region beyond 2030. We will continue to work with the local councils and other agencies to support our demand forecasting and modelling.

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# Waitaki: Steady Growing

## Education Network Plan

## Catchment description

The Waitaki greater catchment area largely encompasses the Waitaki District Council area. The catchment includes the north Otago coastal area, including the regional centre of Oamaru, as far north as the Waitaki River; and the east Otago area including Palmerston and Waikouaiti.

The Waitaki District is traditionally a rural and farming district. Tourism is a growing industry. The Waitaki District Council's vision, articulated in its 10 year plan is "Waitaki – the best place to live, work and play" and includes actions and priorities aimed at enabling opportunities for new and existing business, keeping the district affordable with a range of services and facilities to attract families to stay, understanding the diverse needs of the community, maintaining a safe community, and valuing and protecting the distinctive environment of the district.

Across the Waitaki District, Census 2018 data shows that the population has increased by 7.1% since 2013, an additional 1,479 residents. Our projections for the school-age population indicate relatively steady growth through to 2030.

## What's influencing the education system in this catchment:

### Changing population profile

- Across the wider district, the Māori and Pacific population has increased since 2013. Pacific communities are predominantly based in the Oamaru area, primarily Tongan and Tuvaluan. These communities have been amongst the fastest growing Pacific populations across New Zealand.

### Parental choice influencing utilisation of local schools

- Enrolment at local schools is affected by parental choice. This is most noticeable in the rural areas surrounding the regional townships, where a number of families are opting to enrol at larger primary schools based in towns.
- Secondary schools in this catchment have clear geographic catchment areas and pathways, although a significant number of students within the East Otago High School catchment choose to travel south to Dunedin, often for single sex or state integrated schooling.
- While there is sufficient capacity in the primary and secondary networks in this catchment to accommodate current population and any future projected growth, enrolment schemes are necessary in some parts of Oamaru to manage the risks of overcrowding.
- Flagswamp School (a rural full primary school located south of Palmerston) closed in April 2020 due to a continually declining roll.

### Remote and disperse schooling networks

- A number of schools in this catchment are geographically isolated, small and can serve disparate school communities. As a result, it can be more difficult to recruit and attract staff, and Boards often have a limited pool of expertise within communities to draw upon.

### Kāhui Ako

- Almost all schools within the wider Oamaru area are part of two Kāhui Ako – Whitestone Community of Learning or Waitaki Ara Kāhui Ako. The two Kāhui Ako work together to support the wider community, including through linking jointly with local agencies to support the implementation of the Learning Support Delivery Model.

### Supporting vulnerable children

- Wider societal impacts affect a number of children and families in some areas within this catchment. This includes higher levels of disadvantage, evidence of increased drug use, limited access to agency support in some areas (especially mental health), high levels of transience and poor attendance.
- Secondary tertiary options for youth can be limited and disengaged youth can be at risk from anti-social influences.

### Learning Support

- Children with additional learning needs are generally provided for through an inclusive approach across this catchment. There are some opportunities to strengthen inclusive practice so that all learners are able to access the support they need at their local school.

### School leadership and governance

- Strength of governance and leadership has been varied across the district. A number of interventions have been in place, some for several years, to support schools with governance issues. In recent years, governance and leadership across the area has stabilised and many interventions have concluded, with support in place to sustain the improved governance capacity.

## Here's what is already underway to help us manage education provision in this catchment:

- Enrolment schemes are monitored to ensure they continue to meet legislative purposes and make best use of existing accommodation across the network. We are also looking at schools that may need enrolment schemes to manage the risk of overcrowding.

- Learning Support Coordinators have been allocated to the Whitestone Community of Learning and Waitaki Ara Kāhui Ako as part of the first allocation tranche. We are working with schools in East Otago to establish a Learning Support cluster and increase links with support agencies for at-risk students in this community.
- We are linked with other agencies to enhance support for students and their whānau, including a range of interagency forums, such as *Safer Waitaki* as well as *Rock On* in East Otago for a specific focus on attendance.

- We are working with several schools to support enhanced education delivery in the area. Professional learning and development is provided to enhance teaching and learning in priority areas and the majority of schools in this catchment have accessed this support.

- Roll growth funding has recently been provided for three primary schools in the Oamaru area due to in-zone growth and projected roll increases. As part of the allocation, the longer term needs of the wider area have been considered, including possible enrolment schemes to be implemented.
- Redevelopment investments are occurring due to the age and condition of schools, including those schools identified for roll growth.

- We are working closely with the Pacific community in Oamaru to support increased engagement in education. Talanoa Ako contracts (previously PowerUP) have been effective in empowering and building the Pacific community, and we are looking for this to continue.

- We have an iwi partnership with Te Rūnanga o Moeraki to better enable Māori learner success as Māori. This agreement supports the Kāhui Ako to co-design with mana whenua, understand cultural narratives and the rohe from an iwi perspective, and support schools to embed cultural narratives into curriculum.

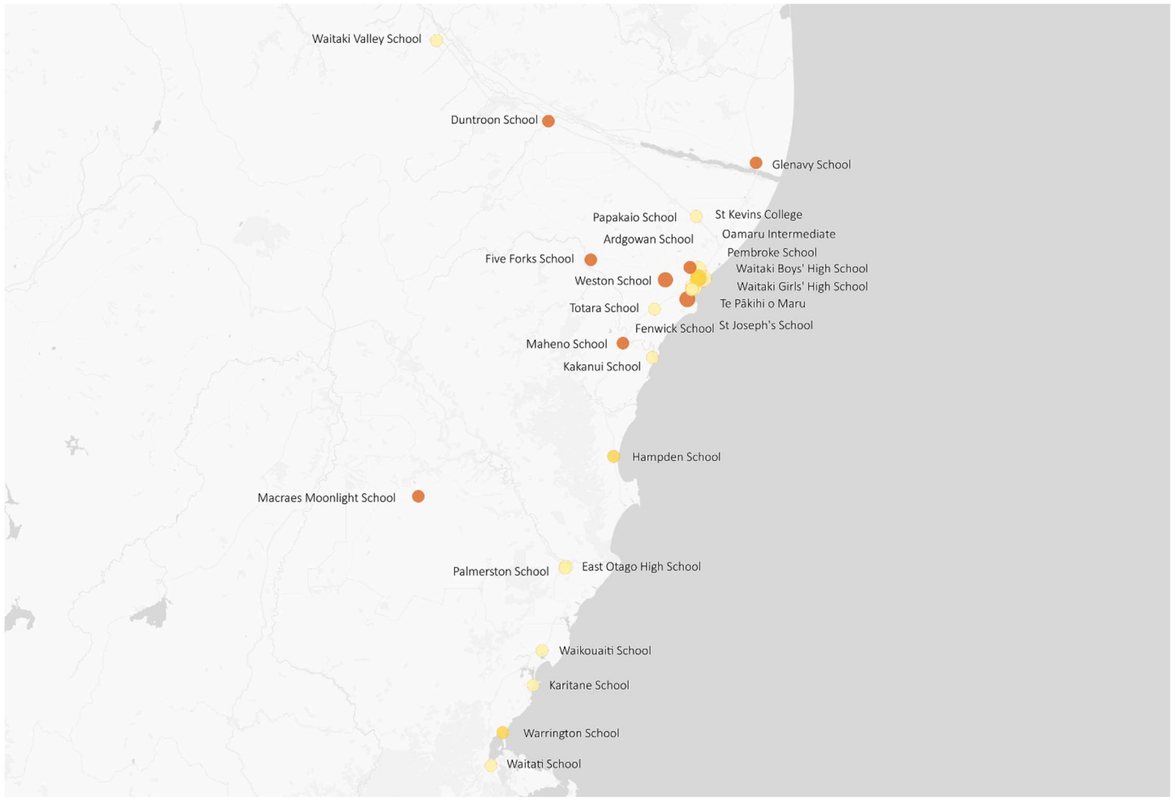


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# Waitaki: Steady Growing

## Education Network Plan




The **Waitaki Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefitting an estimated **4,300 learners/ākonga** each year over the next decade to 2030. There are 26 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 22 | 0 | 4 | 0 | **26** |
| Total funded roll | 2,603 | 0 | 1,365 | 0 | **3,968** |
| MME Level 1 & 2 | 0 | 0 | 0 | 0 | **0** |
| ORS-funded roll | 27 | 0 | 15 | 0 | **42** |
| Māori roll | 400 | 0 | 208 | 0 | **608** |
| Pacific roll | 230 | 0 | 119 | 0 | **349** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Waitaki catchment:

### Managing the school network

- We will continue to monitor local school rolls and population change in the catchment.
- We will work with schools to develop, implement and where necessary amend boundaries of enrolment schemes.
- We will support schools to manage their enrolment schemes effectively, and where needed, reduce the number of out of zone enrolments.

### Educational support mechanisms

- We will continue to assist schools to strengthen governance, leadership and teaching capability, to enhance engagement and student outcomes.
- We will continue to support initiatives to increase Māori and Pacific engagement within their school communities.
- We will further develop links with agencies to increase the range of support or interventions to address poor attendance or engagement in education.

### Learning Support provision

- We plan to work with the sector to support inclusive practice, particularly at a systems level, so that all students are able to access the support they need at their local school.

### Education conversations

- We will continue to monitor equity in student achievement, and support schools to enhance teaching and learning capability. This can include school and Kāhui Ako responses to increased diversity, cultural responsiveness and increased support for students with additional needs.



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# Central Otago: Steady and Stable

## Education Network Plan

## Catchment description

This catchment encompasses the Central Otago district, including the regional towns of Alexandra, Clyde, Cromwell, Roxburgh and Ranfurly, and expansive rural areas.

Across the whole District, Census 2018 data shows that the population has increased by 20%, an additional 3,663 residents since 2013. Despite this growth in total population, our projections for school age population and roll growth show some growth in the short to medium term, followed by a relatively stable growth profile through to 2030.

The proximity of Cromwell to Queenstown and Wānaka, has meant it has become a transport, commercial and service hub for the wider Queenstown Lakes area and is a particular area of growth within this catchment. Alexandra is the main regional town for the Central Otago District and is also experiencing moderate growth.

The Central Otago District has developed *Eye to the Future,* a masterplan for the Cromwell area. The first stage of this plan was adopted in 2019. The Cromwell area is also included in the Spatial Plan being developed by Queenstown Lakes District Council, in partnership with MBIE (Housing and Development) and Ngāi Tahu.

## What's influencing the education system in this catchment:

### Recent roll growth funding

- Several primary schools in Cromwell and Alexandra have received roll growth funding over the last few years. Further growth is forecast for this area and some schools will require additional student spaces in the short to medium term.
- Some of the roll growth funding in these towns have been combined with redevelopment projects to future proof the network and upgrade facilities.

### Leadership and governance

- Schools in this area are generally well performing, with effective governance and strong school leadership. Recent Principal changes have been effectively managed with strong pedagogical structures in place to support effective succession.
- Smaller schools in the rural areas often attract first time principals who may stay for shorter periods, and these schools can have higher turnover. Across the wider districts, school leaders have developed effective support networks that foster collaborative practice and professional learning networks.
- No bilingual or immersion te reo Māori options currently exist in this catchment, but school leaders are committed to developing cultural responsiveness, increased use of te reo and tikanga, and are connected with Māori community leaders.

### Kāhui Ako

- Across this catchment there are 3 Kāhui Ako. The two main Kāhui Ako are Te Kāhui Ako o Ngā Awanui (comprising the three Cromwell schools) and the Dunstan Kāhui Ako that includes schools in the Alexandra area, and smaller primary schools in the surrounding rural catchment. The two area schools, Maniototo and Roxburgh Area Schools, are part of the Southern Area Schools' Community of Learning. The Kāhui Ako work collaboratively across the district and have linked with early learning centres to ensure effective transitions.

### Learning Support

- Children with additional learning needs are generally provided for through an inclusive approach across this catchment. There is no specialist provision currently within the catchment.
- Both the Dunstan Kāhui Ako and Te Kāhui Ako o Ngā Awanui are implementing the Learning Support Delivery Model. Learning Support Coordinators were allocated to Dunstan Kāhui Ako as part of the first allocation tranche.
- Supporting children with additional learning needs to transition from early learning to school was the focus of a pilot in Cromwell in 2016. This has led to improved consistency in transition and improved learning outcomes for these students.

### Enrolment schemes

- Five primary schools have enrolment schemes across this catchment. The enrolment schemes are effective in managing the primary network in Cromwell. These are monitored regularly to ensure growth in the district is equitably shared to balance the network.
- Parental choice has influenced historic patterns of enrolment at schools in Alexandra, but amendments to current schemes, and the introduction of a new scheme at Alexandra Primary School will enable more effective use of existing capacity across the town.

## Here's what is already underway to help us manage education provision in this catchment:

- Enrolment schemes are being implemented and reviewed to enable more effective management of existing and planned capacity.

- Significant redevelopment is underway at Maniototo Area School to rationalise, redevelop and remediate buildings.
- Planning is underway for a significant redevelopment of Cromwell College, including providing additional teaching spaces to cater for future growth.
- Roll growth funding to provide additional student spaces at Alexandra and Cromwell Primary Schools has been allocated.

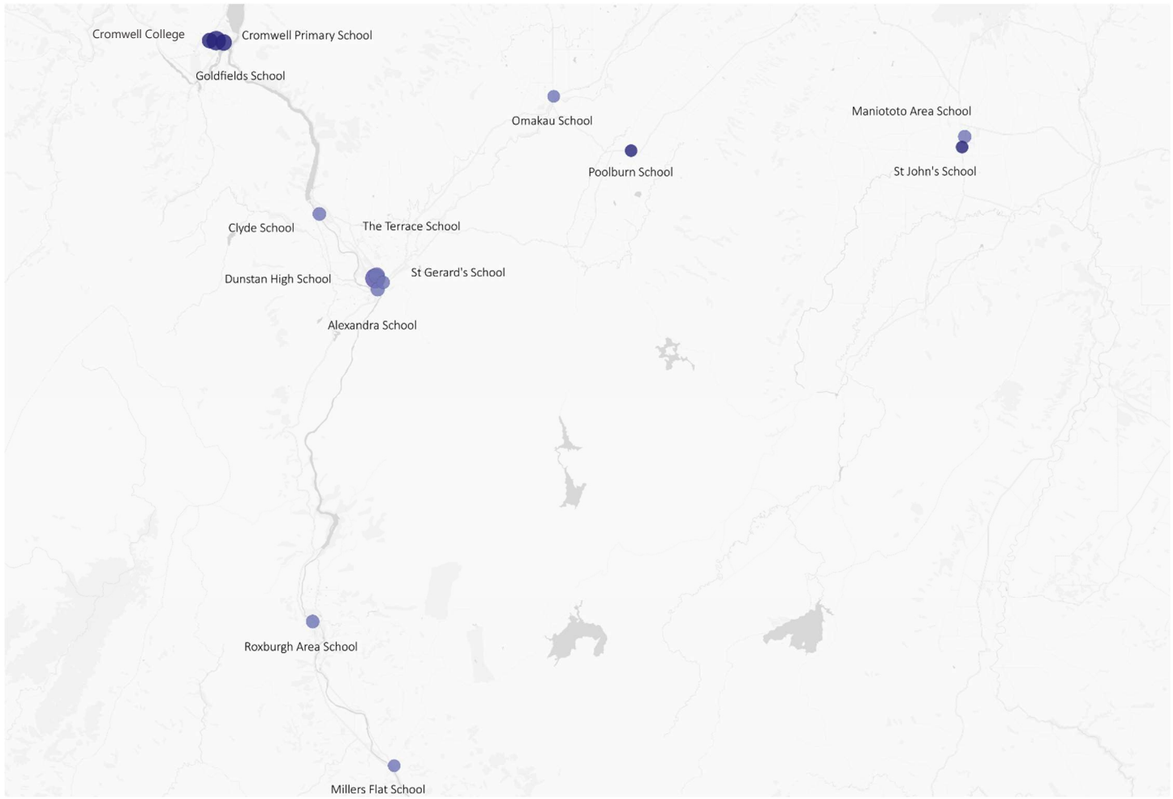
- We are linked with other agencies to enhance support for students and their family and whānau, including a range of interagency forums, as well as Rock On for a specific focus on attendance.
- Professional learning and development is provided to enhance teaching and learning in priority areas and the majority of schools in this catchment have accessed this support.

- We are working with the Area Schools to implement a tailored Learning Support Delivery Model to support students with additional needs within these schools.
- We have supported the establishment of an ESOL cluster link between Cromwell and Queenstown, with bilingual support workers for Portuguese, Tagalog and Afrikaans students and families introduced for early learning centres.

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# Central Otago: Steady and Stable

## Education Network Plan




The **Central Otago Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefitting an estimated **3,200 learners/ākonga** each year over the next decade to 2030. There are 14 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 10 | 2 | 2 | 0 | **14** |
| Total funded roll | 1,670 | 313 | 1,131 | 0 | **3,114** |
| MME Level 1 & 2 | 0 | 0 | 0 | 0 | **0** |
| ORS-funded roll | 13 | 0 | 12 | 0 | **25** |
| Māori roll | 256 | 85 | 190 | 0 | **531** |
| Pacific roll | 37 | 9 | 27 | 0 | **73** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Central Otago catchment:

### Managing the school network

- We will continue to monitor local school rolls and population change in the catchment.
- We will work with schools to develop master plans where significant roll growth is forecast in the longer term.
- We will work with schools to develop, implement and where necessary amend boundaries of enrolment schemes.
- We will support schools to manage their enrolment schemes effectively, and where needed, reduce the number of out of zone enrolments

### Engagement and collaboration

- We will continue to grow our relationship with the Central Otago District Council to enable alignment of our respective strategic priorities and further our understanding of growth and the planning context in this district.
- We will continue to link with agency partners and other non-government organisations to ensure education plans for students and whānau are connected and aligned.
- We will continue to link with tertiary and training providers to ensure personalised pathways for students can be developed and implemented.

### Education conversations

- We will continue to monitor equity in student achievement, and support schools to enhance teaching and learning capability. This can include school and Kāhui Ako responses to increased diversity, cultural responsiveness and increased support for students with additional needs.
- We will explore the aspirations of ākonga and whānau Māori in the catchment for bilingual or immersion Māori medium options, and support the development of these options with schools.



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# Clutha: Steady and Stable

## Education Network Plan

## Catchment description

The Clutha greater catchment largely encompasses the Clutha District Council area, including the regional towns of Milton, Lawrence, and Balclutha, and the rural surrounding areas, including the Catlins.

Across the Clutha District, Census 2018 data shows that the population has increased by 4.6%, an additional 777 residents. Despite this growth in total population, our projections for school age population and roll growth are relatively static through to 2030.

The Clutha District is characterised by low population density and small settlements with services spread thinly across the district. Primary industries account for nearly half of all economic activity in the district.

Small pockets of development are occurring, and the Clutha District Council's Economic Development Strategy 2015 includes a set of actions and programmes to work towards economic and district growth.

## What's influencing the education system in this catchment:

### Remote and dispersed schooling networks

- A number of schools in this catchment are rural, small and can serve disparate school communities.

### Parental choice influencing utilisation of local schools

- Enrolment at local schools is affected by parental choice. This is most noticeable in the rural areas surrounding the regional townships, where a number of families are opting to enrol at larger schools based in towns.
- In some instances, secondary students travel significant distances to attend their school of choice, although secondary schools in this catchment have clear geographic catchment areas and pathways.
- There is sufficient capacity in the primary and secondary networks to accommodate the current population and any future projected growth.

### Changing population profile

- Between 2013 and 2018, Census data shows that the population of Māori within the district has grown 37%, with an additional 588 people identifying as Māori.
- Conversion of farms to dairy has also seen an increase in diverse labour groups, including an increase of Asian and Pacific workers. Seasonal work has also increased the diversity of ethnicities within some parts of the district. This is particularly noticeable in Balclutha with a growing Samoan community.

### Early childhood education

- There are a number of options for early learning in this catchment, and these have been supported through the Targeted Priority Families programme.

### Kāhui Ako

- Almost all schools within this catchment belong to one of three Kāhui Ako across the area – Tokomairiro Kāhui Ako, Big River Community of Learning and Southern Area Schools.

### Supporting vulnerable children

- Wider societal impacts affect a number of children and families in some areas within this district. This includes higher levels of disadvantage, evidence of increased drug use, limited access to agency support in some areas (especially mental health), high levels of transience and some issues with attendance.

### Learning support

- Children with additional learning needs are generally provided for through an inclusive approach across this catchment. There are some opportunities to strengthen inclusive practice so that all learners are able to access the support they need at their local school.

## Here's what is already underway to help us manage education provision in this catchment:

- Enrolment schemes are being monitored to ensure they continue to meet legislative purposes and make best use of existing accommodation across the network.

- Clutha Valley School is being rebuilt due to weathertightness issues.
- Significant redevelopment is occurring at Lawrence Area School to rationalise, redevelop and remediate buildings.

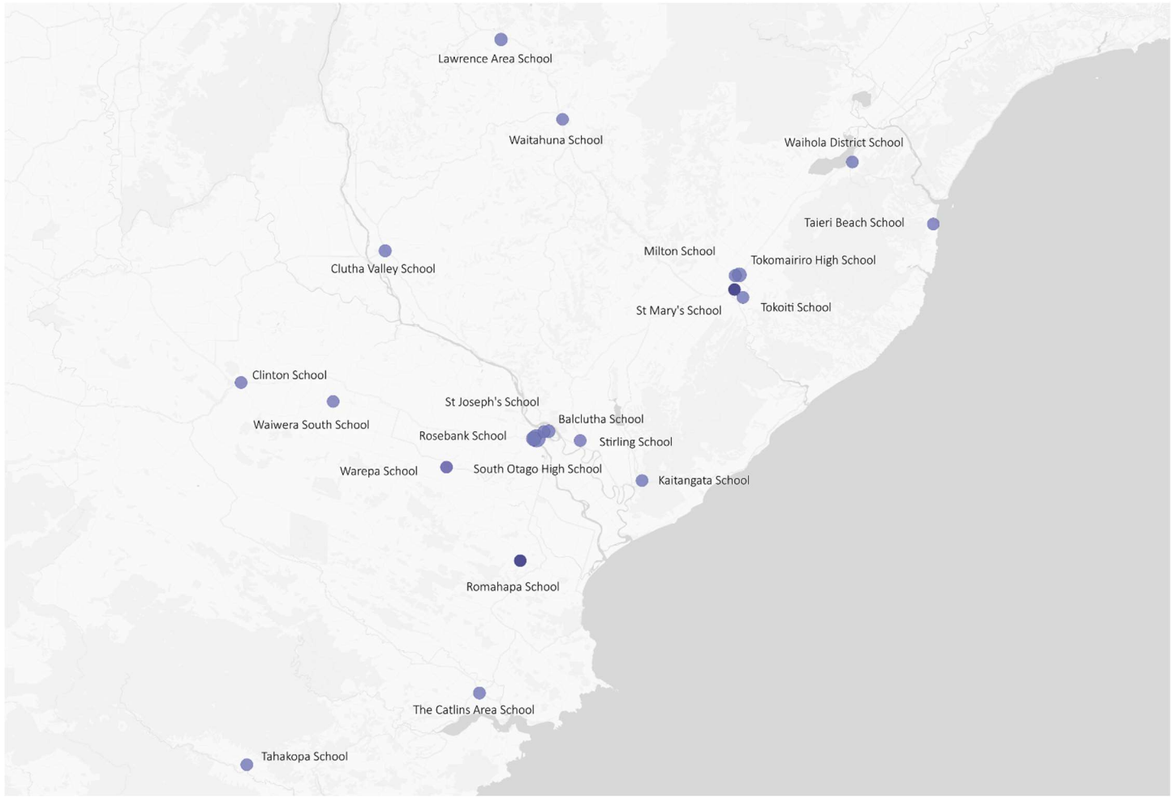
- We are working with several schools to support enhanced education delivery in the area. Professional learning and development is provided to enhance teaching and learning in priority areas and the majority of schools in this catchment have accessed this support.
- We are working with schools in some areas such as Balclutha to provide additional ESOL support and develop capacity within schools as growing diversity within schools becomes more evident.

- A Learning Support Coordinator has been allocated to the Tokomairiro Learning Support Cluster as part of the first allocation tranche.
- We have initiated an inclusion pilot with some schools to support students with complex needs, and are looking at further opportunities to support school leaders and teachers to strengthen inclusive practice.
- We are linked with other agencies to enhance support for students and their family and whānau, including a range of interagency forums, as well as Rock On for a specific focus on attendance.

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# Clutha: Steady and Stable

## Education Network Plan




The **Clutha Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefitting an estimated **2,200 learners/ākonga** each year over the next decade to 2030. There are 21 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 17 | 2 | 2 | 0 | **21** |
| Total funded roll | 1,233 | 255 | 697 | 0 | **2,185** |
| MME Level 1 & 2 | 0 | 0 | 0 | 0 | **0** |
| ORS-funded roll | 22 | 2 | 9 | 0 | **33** |
| Māori roll | 241 | 63 | 142 | 0 | **446** |
| Pacific roll | 64 | 7 | 17 | 0 | **88** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Clutha catchment:

### Managing the school network

- We will continue to monitor local school rolls and population change in the catchment.
- We will work with schools to develop, implement and where necessary amend boundaries of enrolment schemes.
- We will support schools to manage their enrolment schemes effectively, and where needed, reduce the number of out of zone enrolments.

### Education conversations

- We will continue to monitor equity in student achievement, and support schools to enhance teaching and learning capability. This can include school and Kāhui Ako responses to increased diversity, cultural responsiveness and increased support for students with additional needs.

### Learning Support provision

- We plan to work with the sector to support inclusive practice.

### Educational support mechanisms

- We will continue to assist schools to strengthen governance, leadership and teaching capability, to enhance engagement and student outcomes.



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# Dunedin North: Steady and Stable

## Education Network Plan

## Catchment description

The Dunedin North catchment covers the northern suburbs, including the inner city area, North Dunedin and through the West Harbour area to Port Chalmers. Across this catchment there is a wide range of socio-economic factors, with some parts of the catchment with high levels of disadvantage, and other more affluent areas. The University of Otago and Otago Polytechnic are located in this catchment area, and a significant proportion of housing stock within the area surrounding these campuses is used for student accommodation.

Dunedin is the commercial hub of the Otago region. Key economic and employment sectors are related to health care and social assistance and education and training, with the University of Otago and Otago Polytechnic large employers in the city. Access to significant natural resources (such as mineral wealth in the hinterland) and increasing strength in high value niches of the economy related to health technologies, food processing, ICT, creativity, niche manufacturing and engineering, along with growing tourism within the city are also key economic drivers.

Local government is driving economic development through the Grow Dunedin Partnership, and the Dunedin Economic Strategy 2013-2023 vision is that "Dunedin is one of the world's great small cities". Closures such as the Cadbury chocolate factory, have had an impact across wider Dunedin over recent years, but major infrastructure projects such as the rebuild of the Dunedin Hospital are expected to have a positive impact in the coming years.

## What's influencing the education system in this catchment:

### Student pathways

- Across Dunedin city there are a range of pathways, and multiple options for schooling provision. Within this catchment area families have options of both contributing (Year 1-6) and full (Year 1-8) primary schools, an intermediate, as well as both Year 7-13 and Year 9-13 secondary.

### Parental choice influencing utilisation of local schools

- Enrolment at local schools is affected by parental choice. In some parts of this catchment, a number of schools are in close proximity and the mix of both large and small schools provides further choice. There are a number of integrated schools in this catchment that also offer a special character option to some families.
- Over the past 10 years, there have been a number of school closures and mergers in Dunedin. This has resulted in parents exercising choice in reaction to historic decisions that have been made. This impact is reducing over time.
- Parent perceptions about the quality of education delivered at some schools, or the range of opportunities available, has resulted in disproportionate enrolments across local schools at both primary and secondary level. Enrolment schemes are mitigating the impact of this to an extent, but in some instances, this embeds the historic mismatch between school capacity and local demand. Changes in schools or perceptions of schools in the community can have a significant impact across the wider city network.
- Dunedin has a high number of secondary schools relative to its total population, and a high proportion in single sex schooling compared to co-educational.

### Kāhui Ako

- There are two Kāhui Ako in the Dunedin North catchment – the Dunedin Catholic Community of Learning (includes schools across the wider Dunedin area) and the Ōtepoti ki te Raki Kāhui Ako. Ōtepoti ki te Raki has both early childhood education providers and tertiary linked into the Kāhui Ako.
- The nature of the Dunedin city network and multiple pathway options means that most schools across the wider Dunedin area are not part of a Kāhui Ako. Although not part of Kāhui Ako, a number of Learning Support clusters have formed to implement the Learning Support Delivery Model across this catchment.

### Strong leadership and governance

- School leadership and governance is stable across this catchment. Although not engaged in Kāhui Ako, there are a number of other collaborative groups that have been formed to enhance teaching and learning across the city.
- The Dunedin Secondary Schools Partnership (DSSP) was formed in 2000 and supports the 12 secondary schools across the city to work together particularly in support of at risk youth, students disengaging, and the placement of excluded students.
- Across primary schools there are a number of collaborative groups that have formed, often with a focus on professional learning, such as the Māori Achievement Cluster across the wider Dunedin area, and the Hills cluster.

### Desire for pathways for Māori learners/ākonga

- There is a desire across the wider Dunedin area to increase the Māori medium pathway options. The city's only full immersion kura (Te Kura Kaupapa Māori o Ōtepoti) is located in the Dunedin South catchment, but draws from the wider Dunedin area.
- Bilingual and immersion options also exist in one primary school in this catchment area, with expressions of interest emerging from other schools. There is one kōhanga reo and one bilingual early childhood education centre.

### Implications of increasing ethnic diversity

- The community is becoming increasingly multicultural with Dunedin identified as a refugee resettlement location in 2015. The majority of families resettled in Dunedin are Syrian and Afghan, and Arabic-speaking. This has had an impact across the whole of the city, with more than 30 schools enrolling former refugee students. A collaborative approach, through cluster-based support has been developed to support the transition, teaching and learning of these students.

### Learning support

- Learners/ākonga with high learning support needs are generally provided for through an inclusive approach across this catchment. Sara Cohen School provides specialist education through a base school (currently in a rebuild project) and two satellite classes in two primary schools. These are all located in the Dunedin south catchment but draw from the wider Dunedin city area.
- There is a demand for access to Sara Cohen School, which has had strong roll growth over the past 3 years. Any further provision will be considered through additional satellites, with a particular focus on secondary and post-secondary age students.

### Investment in school property

- Building age and condition are key drivers for investment in school property redevelopment. In some instances, rationalisation is also occurring. All schools with redevelopment or investment are being supported to create Education Briefs, including the development of a cultural narrative with mana whenua to support their planning.
- Some schools in the inner city area have historic buildings and investment work planned to redevelop their sites.

## Here's what is already underway to help us manage education provision in this catchment:

- We have considered the long-term needs of some schools across this catchment and are looking to ensure enrolment schemes and property investments are aligned to catchment needs rather than being driven mainly by parental choice influences. Enrolment schemes are monitored to ensure they continue to meet legislative purposes and make best use of existing accommodation across the network.

- We are working with several schools to support enhanced education delivery in the area. We also provide regional mentoring and other funding to support at risk students, and support for migrant and former refugee students. Professional learning and development is provided to enhance teaching and learning in priority areas and the majority of schools in this catchment have accessed this support.
- One school in the Dunedin North catchment is included in the Ka Ora Ka Ako (Free and Healthy Lunches) initiative. There are other pilot programmes also being run that support whānau in areas with high levels of disadvantage.

- Learning Support Coordinators have been allocated to two Kāhui Ako as part of the first allocation tranche.
- We are running an Inclusion pilot with some schools across all levels of schooling in Dunedin city, to support the planning for students with very high needs. This is intended to enhance the capacity for local schools to meet the needs of all local students.
- We have linked with other agencies to enhance support for students and their family and whānau. We are a partner agency in Whāngaia Ngā Pā Harakeke (reducing family harm). We are also working in partnership with local government, other agencies and NGOs to support the Ōtepoti Youth Vision.

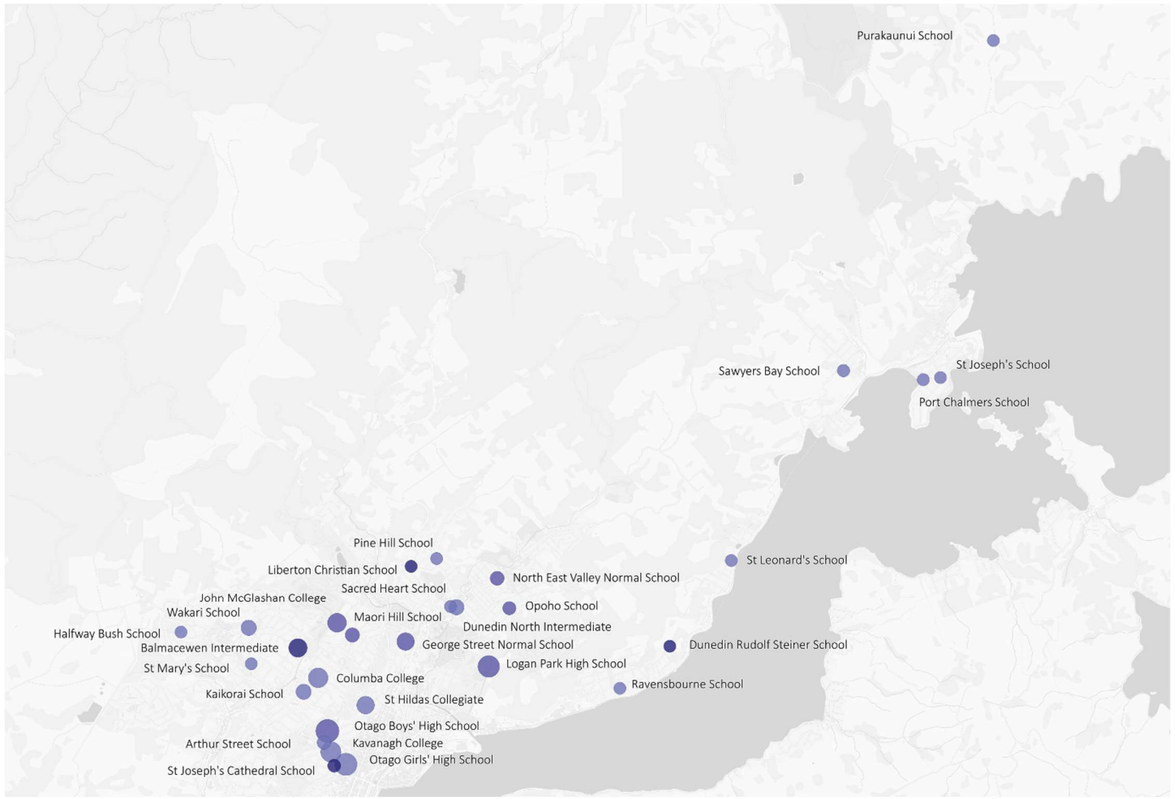


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# Dunedin North: Steady and Stable

## Education Network Plan




The **Dunedin North Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefitting an estimated **8,100 learners/ākonga** each year over the next decade to 2030. There are 29 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 22 | 1 | 6 | 0 | **29** |
| Total funded roll | 3,491 | 562 | 3,816 | 0 | **7,869** |
| MME Level 1 & 2 | 40 | 0 | 0 | 0 | **40** |
| ORS-funded roll | 30 | 0 | 22 | 0 | **52** |
| Māori roll | 513 | 50 | 536 | 0 | **1,099** |
| Pacific roll | 136 | 10 | 156 | 0 | **302** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Dunedin North catchment:

### Managing the school network

- We will continue to monitor local school rolls and population change in the catchment.
- We will work with schools to develop, implement and where necessary amend boundaries of enrolment schemes.
- We will support schools to manage their enrolment schemes effectively, and where needed, reduce the number of out of zone enrolments.

### Education conversations

- We will continue to monitor equity in student achievement, and support schools to enhance teaching and learning capability.

### Learning Support provision

- We plan to work with the sector to support inclusive practice, and to determine the balance to provide in the network between specialist schools and satellites.

### Investment in school property

- Funding for additional teaching spaces will be considered where in-zone demand is increasing, and where out of zone enrolments are managed.

### Educational support mechanisms

- We will continue to assist schools to strengthen governance, leadership and teaching capability, to enhance engagement and student outcomes.

### Strengthening the Māori medium pathway

- We are developing a regional plan for Māori medium education provision in Otago. The key priority was to expand the Māori medium pathway for secondary, through supporting Te Kura Kaupapa Māori o Ōtepoti to develop into a wharekura. The change of class request was approved in March 2021 and effective from July 2021.
- Engagement with iwi, communities, whānau and the education sector will inform the demand and opportunities for expanding provision in dual medium settings.



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# Dunedin South: Steady and Stable

## Education Network Plan

## Catchment description

The Dunedin South catchment covers the southern and southwestern suburbs of Dunedin, including the Peninsula, through to Fairfield in the southwest. Across this catchment there is a wide range of socio-economic factors, with some parts of the catchment with high levels of disadvantage, and other more affluent areas. Economic drivers and key industries are centred around the health care, social assistance and education and training sectors, with the University of Otago and Otago Polytechnic large employers in the city. Access to significant natural resources (such as mineral wealth in the hinterland) and increasing strength in high value niches of the economy related to health technologies, food processing, ICT, creativity, niche manufacturing and engineering, along with growing tourism within the city are also key economic drivers.

Local government is driving economic development through the Grow Dunedin Partnership, which includes the Dunedin City Council, Ngāi Tahu, Otago Chamber of Commerce, Otago Polytechnic, Otago Southland Employers' Association and the University of Otago. The Dunedin Economic Strategy 2013-2023 vision is that "Dunedin is one of the world's great small cities". Closures such as the Cadbury chocolate factory, have had an impact across wider Dunedin over recent years, but major infrastructure projects such as the rebuild of the Dunedin Hospital are expected to have a positive impact in coming years.

## What's influencing the education system in this catchment:

### Student pathways

- Across Dunedin city there are a range of pathways, and multiple options for schooling provision. Within this catchment area families have options of both contributing (Year 1-6) and full (Year 1-8) primary schools, an intermediate, and both Year 7-13 and Year 9-13 secondary schools.

### Parental choice influencing utilisation of local schools

- Enrolment at local schools is affected by parental choice. In some parts of this catchment, a number of schools in close proximity has further enabled parental choice.
- Over the past 10 years, there have been a number of schools closures and mergers in this catchment, particularly in the South Dunedin area. This has resulted in some parents exercising choice in reaction to decisions that have been made. The impact of this is reducing over time.
- Parent perceptions about schools, or the range of opportunities available, has resulted in disproportionate enrolments across local schools at both primary and secondary level. Enrolment schemes are mitigating the impact of this to an extent, but in some instances this embeds the historic mismatch between school capacity and local demand.
- Dunedin has a high number of secondary schools relative to its total population, and a high proportion of students in single sex schooling compared to co-educational. This has also contributed to parent choice, and changes in schools or perceptions of schools in the community can have a significant impact across the wider city network.

### Kāhui Ako

- There is only one Kāhui Ako active in the Dunedin South catchment – the Dunedin Catholic Community of Learning. This Kāhui Ako extends beyond this catchment and includes Catholic schools across Dunedin city.
- The nature of the Dunedin city network and multiple pathway options means that most schools across the wider Dunedin area are not part of a Kāhui Ako. Although not part of Kāhui Ako, a number of Learning Support clusters have formed to implement the Learning Support Delivery Model across this catchment.

### Strong leadership and governance

- School leadership and governance is stable across this catchment. Although not engaged in Kāhui Ako, there are a number of other collaborative groups that have been formed to enhance teaching and learning across the city.
- The Dunedin Secondary Schools Partnership (DSSP) was formed in 2000 and supports the 12 secondary schools across the city to work together particularly in support of at risk youth, students disengaging, and the placement of excluded students. Across primary schools there are a number of collaborative groups that have formed, often with a focus on professional learning, such as the Positive Education cluster across South Dunedin and the Peninsula, the Ōtakou STEAM cluster, and the Māori Achievement Cluster across the wider Dunedin area.

### Desire for pathways for Māori learners/ākonga

- There is a desire across the wider Dunedin area to increase the Māori medium pathway options. The city's only full immersion kura (Te Kura Kaupapa Māori o Ōtepoti) is located in this catchment but draws from the wider Dunedin area. A change of class application has been approved and we have supported the change to become a wharekura in 2021, to provide a full pathway for ākonga to Year 13.
- Bilingual and immersion options also exist in two primary schools in this catchment area, and there are two kōhanga reo in this catchment.

### Implications of increasing ethnic diversity

- The community is becoming increasingly multicultural with Dunedin identified as a refugee resettlement location in 2015. The majority of families resettled in Dunedin are Syrian and Afghan, and Arabic-speaking. This has had an impact across the whole of the city, with more than 30 schools enrolling former refugee students. A collaborative approach, through cluster-based support has been developed to support the transition, teaching and learning of these students.

### Learning support

- Learners/ākonga with high learning support needs are generally provided for through an inclusive approach across this catchment. Sara Cohen School is located in this catchment and provides specialist education through a base school (currently in a rebuild project) and two satellite classes in two primary schools. A further satellite class will be provided at Concord School.
- There is a demand from across Dunedin for access to Sara Cohen School, which has had strong roll growth over the past 3 years. Any further provision will be considered through additional satellites, with a particular focus on secondary and post-secondary age students.

## Here's what is already underway to help us manage education provision in this catchment:

- We have considered the long-term needs of some schools across this catchment and are looking to ensure enrolment schemes and property investments are aligned to catchment needs rather than parental choice influences.
- Enrolment schemes are monitored to ensure this continue to meet legislative purposes and make best use of existing accommodation across the network.

- We are delivering four additional classrooms to Anderson's Bay School and Grants Braes School to address roll growth pressures at these schools.
- A major rebuild project is underway at Sara Cohen School due to significant weathertightness issues. A similar project at Te Kura Kaupapa Māori o Ōtepoti has been completed.
- Other investments are occurring due to the age and condition of schools, including some rationalisation of surplus property.
- The development of cultural narratives has been supported as part of the education briefs for schools undertaking property redevelopment. These narratives, developed through mana whenua, are also enhancing school relationships with local rūnaka.

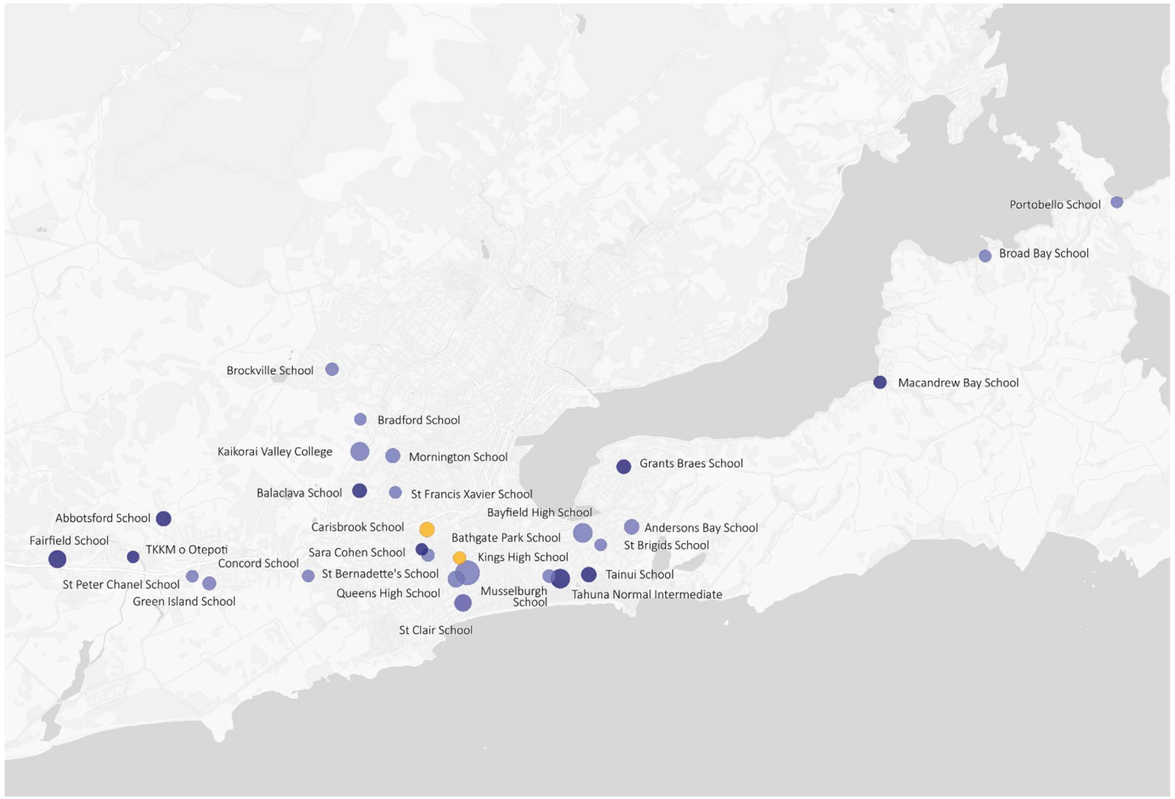
- We are working with several schools to support enhanced education delivery in the area. We also provide funding to support at risk students, and support for migrant and former refugee students. Professional learning and development is provided to enhance teaching and learning in priority areas and the majority of schools in this catchment have accessed this support.
- Six schools in the Dunedin South catchment are included in the Ka Ora Ka Ako (Free and Healthy Lunches) initiative. There are other pilot programmes also being run that support whānau in areas with high levels of disadvantage, such as Communities of Readers.

- Learning Support Coordinators have been allocated to one Kāhui Ako and three learning support clusters as part of the first allocation tranche.
- We are running an Inclusion pilot with some schools across all levels of schooling in Dunedin city, to support the planning for students with very high needs. This is intended to enhance the capacity for local schools to meet the needs of all local students.
- We have linked with other agencies to enhance support for students and their family and whānau. We are a partner agency in Whāngaia Ngā Pā Harakeke (reducing family harm). We are also working in partnership with local government, other agencies and NGOs to support the Ōtepoti Youth Vision.

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# Dunedin South: Steady and Stable

## Education Network Plan




The **Dunedin South Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefitting an estimated **7,500 learners/ākonga** each year over the next decade to 2030. There are 29 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 23 | 1 | 4 | 1 | **29** |
| Total funded roll | 4,790 | 44 | 2,303 | 51 | **7,188** |
| MME Level 1 & 2 | 9 | 44 | 0 | 0 | **53** |
| ORS-funded roll | 49 | 0 | 54 | 50 | **153** |
| Māori roll | 911 | 44 | 472 | 9 | **1,436** |
| Pacific roll | 289 | 0 | 128 | 0 | **417** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Dunedin North catchment:

### Managing the school network

- We will continue to monitor local school rolls and population change in the catchment.
- We will work with schools to develop, implement and where necessary amend boundaries of enrolment schemes.
- We will support schools to manage their enrolment schemes effectively, and where needed, reduce the number of out of zone enrolments.

### Education conversations

- Continue to monitor equity in student achievement, and support schools to enhance teaching and learning capability.

### Learning Support provision

- We plan to work with the sector to support inclusive practice, and to determine the balance to provide in the network between specialist schools and satellites.

### Educational support mechanisms

- We will continue to assist schools to strengthen governance, leadership and teaching capability, to enhance engagement and student outcomes.

### Investment in school property

- Funding for additional teaching spaces will be considered where in-zone demand is increasing, and where out of zone enrolments are managed.

### Strengthening the Māori medium pathway

- We are developing a regional plan for Māori medium education provision in Otago. The key priority is to expand the Māori medium pathway for secondary, through supporting Te Kura Kaupapa Māori o Ōtepoti developing into a wharekura. The change of class request was approved in March 2021.
- Engagement with iwi, communities, whānau and the education sector will inform the demand and opportunities for expanding provision in dual medium settings.



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# Dunedin Taieri – Steady and Stable

## Education Network Plan

## Catchment description

Dunedin city covers a large geographic area, extending as far north as Waikouaiti, as far east as Middlemarch and as far south as Taieri Mouth. The Dunedin Taieri catchment extends westwards from the main urban area of Dunedin and includes Mosgiel, Brighton and the hinterland through to Middlemarch. This catchment has more potential greenfield development space than the Dunedin North and South catchment areas.

Across this catchment there is a wide range of socio-economic factors. Some parts of the catchment experience high levels of disadvantage, and others are more affluent.

## What's influencing the education system in this catchment:

### Parental choice influencing utilisation of local schools

- Enrolment at local schools is affected by parental choice, but to a lesser degree across this catchment compared to the wider Dunedin city areas. This is partly because of the geographic separation from Dunedin city, and due to enrolment schemes operating at several primary schools in Mosgiel.
- Dunedin has a high number of secondary schools relative to its total population, and a high proportion offering single sex schooling compared to co-educational. This enables whānau to exercise choice in schooling, however changes in schools or perceptions of schools in the community can have a significant impact across the wider city network. While there is a clear pathway within the Mosgiel area to Taieri College, some families choose to access single sex or integrated provision in the city area. This has reduced over time, with growth at Taieri College showing an increase in local students.

### Student pathways

- There is a clear mainstream schooling pathway within the wider Mosgiel area, following the 2004 network review. Primary schools are predominately Years 1-6, with Taieri College as Year 7-13. Rural primary outliers are Years 1-8, although some families choose to transition to Taieri College at Year 7.
- The transition pathway for Big Rock is not as clear with many families opting to attend city schools.

### Kāhui Ako

- There are no Kāhui Ako predominately based in this catchment. St Mary's School, Mosgiel belongs to the Dunedin Catholic Community of Learning. It also links closely with Mosgiel schools.
- Although not part of a Kāhui Ako, a Taieri Learning Support cluster has formed to implement the Learning Support Delivery Model across the majority of this catchment.

### Desire for pathways for Māori learners/ākonga

- While there is no Māori medium provision in this catchment, there is a desire across the wider Dunedin area to increase the Māori medium pathway options. The city's only full immersion kura (Te Kura Kaupapa Māori o Ōtepoti) is located in the Dunedin south catchment area, but draws from the wider Dunedin area. We have worked to support the kura to extend this pathway to full wharekura with a change of class application approved in March 2021 and implemented in July 2021.

### Learning support

- Learners/ākonga with high learning support needs are generally provided for through an inclusive approach across this catchment. Sara Cohen School provides specialist education through a base school (currently in a rebuild project) and satellite classes in two primary schools. These are all located in the Dunedin south catchment but draw from across the wider Dunedin city area, including this catchment.
- There is demand for access to Sara Cohen School, which has had strong roll growth over the past 3 years. Any further provision will be considered through additional satellites, with a particular focus on secondary and post-secondary age students.

### Strong leadership and governance

- School leadership and governance is stable across this catchment. Smaller primary schools often attract first time principals, which can result in leadership changes as other positions become available. However, these schools are well supported by their rural communities.
- Taieri College is part of the Dunedin Secondary Schools Partnership (DSSP), which was formed in 2000 and supports the 12 secondary schools across the city to work together particularly in support of at risk youth, students disengaging, and the placement of excluded students.

### Investment in school property

- Schools are generally in good condition. Building age and condition are key drivers for investment in school property redevelopment across Dunedin city.

### Implications of increasing ethnic diversity

- The community is becoming increasingly multicultural with Dunedin identified as a refugee resettlement location in 2015. The majority of families resettled in Dunedin are Syrian and Afghan, and Arabic-speaking. This has had an impact across the whole of the city, with more than 30 schools enrolling former refugee students. A collaborative approach, through cluster-based support has been developed to support the transition, teaching and learning of these students. One of these clusters is based in Mosgiel, as multiple families have been placed in this area, due to suitable housing being available.

## Here's what is already underway to help us manage education provision in this catchment:

- Enrolment schemes are monitored to ensure they continue to meet legislative purposes and make best use of existing accommodation across the network.

- All schools undergoing redevelopment or investment are being supported to create Education Briefs, including the development of a cultural narrative with mana whenua to support their planning.
- Taieri College has recently had redevelopment projects completed, including a hall rebuild following a fire. We are anticipating roll growth at this school in the medium to long term will trigger the need for funding to provide additional teaching spaces.

- We are working with several schools to support enhanced education delivery in the area. We also provide regional mentoring and other funding to support at risk students, and support for migrant and former refugee students. Professional learning and development is provided to enhance teaching and learning in priority areas and the majority of schools in this catchment have accessed this support.

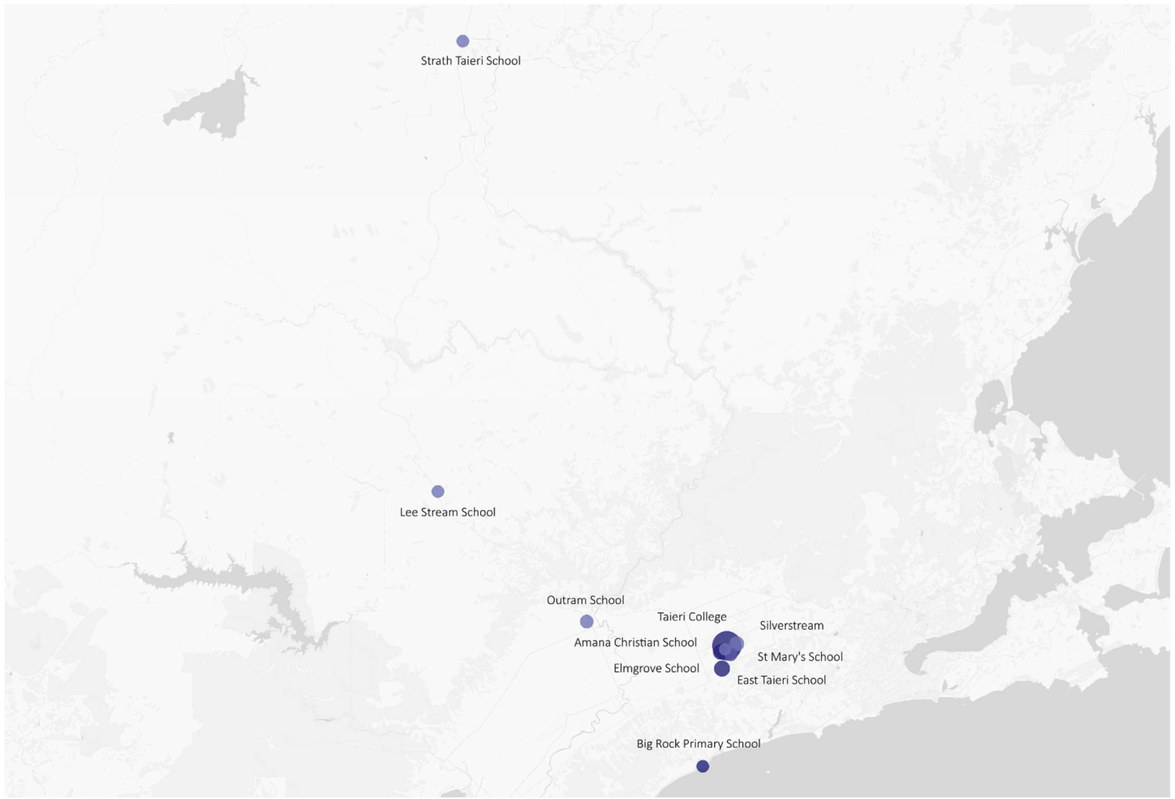
- Learning Support Coordinators have been allocated to the Taieri Learning Support Cluster as part of the first allocation tranche.
- We have linked with other agencies to enhance support for students and their family and whānau, including broad agency support in governance oversight of the Learning Support Delivery Model. We are a partner agency in Whāngaia Ngā Pā Harakeke (reducing family harm). We are also working in partnership with local government, other agencies and NGOs to support the Ōtepoti Youth Vision.

- We are connecting with Dunedin City Council to understand longer term planning intentions for land use and development in this catchment, to inform our planning and decision making around the potential impact on school rolls.

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# Dunedin Taieri – Steady and Stable

## Education Network Plan




The **Dunedin Taieri Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefitting an estimated **2,500 learners/ākonga** each year over the next decade to 2030. There are 10 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 8 | 1 | 1 | 0 | **10** |
| Total funded roll | 1,384 | 17 | 1,200 | 0 | **2,601** |
| MME Level 1 & 2 | 0 | 0 | 0 | 0 | **0** |
| ORS-funded roll | 11 | 0 | 23 | 0 | **34** |
| Māori roll | 191 | 0 | 185 | 0 | **376** |
| Pacific roll | 27 | 12 | 14 | 0 | **53** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Clutha catchment:

### Managing the school network

- We will continue to monitor local school rolls and population change in the catchment.
- We will work with schools to develop, implement and where necessary amend boundaries of enrolment schemes.
- We will support schools to manage their enrolment schemes effectively, and where needed, reduce the number of out of zone enrolments.

### Educational support mechanisms

- We will continue to assist schools to strengthen governance, leadership and teaching capability, to enhance engagement and student outcomes.

### Learning support provision

- We plan to work with the sector to support inclusive practice, and to determine the balance to provide in the network between specialist schools and satellites.

### Investment in school property

- Funding for additional teaching spaces will be considered where in-zone demand is increasing, and where out of zone enrolments are managed.

### Education conversations

- We will continue to monitor equity in student achievement, and support schools to enhance teaching and learning capability.

### Strengthening the Māori medium pathway

- We are developing a regional plan for Māori medium education provision in Otago. The key priority was to expand the Māori medium pathway for secondary ākonga, through supporting Te Kura Kaupapa Māori o Ōtepoti to extend its Year levels to become a wharekura. The change was approved in March 2021, effective from July 2021.
- Engagement with iwi, communities, whānau and the education sector will inform the demand and opportunities for expanding provision in dual medium settings.



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# Gore: Steady and Stable

## Education Network Plan

## Catchment description

The Gore greater catchment largely encompasses the Gore District Council area, and includes the main service town of Gore and the surrounding rural areas. Schools in the north of the catchment are within the Otago region (Clutha District) but largely link with Southland schools.

Census 2018 data shows growth in Gore District of 3% between 2013 and 2018, an additional 396 people. Local government is part of the wider Southland regional strategy to attract people and business to the area. The Southland Regional Development Strategy has an aspirational goal to increase the population of the wider Southland Region by 10,000 by 2025. The Provincial Growth Fund has provided $3.74M for projects linked to this aspiration and to improve outcomes for people living in the area. The most significant of these is $2.09M for the Hokonui Huanui (Highway) project which supports rangatahi who are at risk of long-term unemployment.

## What's influencing the education system in this catchment:

### Kāhui Ako

- All schools in this Gore greater district are part of 2 Kāhui Ako – Eastern Southland Community of Learning (13 schools) or Pomahaka Kāhui Ako (5 schools). Local early learning services are linked to both Kāhui Ako.
- Both Kāhui Ako were allocated Learning Support Coordinators as part of the first tranche allocation in 2019. They also link with local agencies to support the implementation of the Learning Support Delivery Model.

### Parental choice influencing utilisation of local schools

- Enrolment at local schools is affected by parental choice. This is most noticeable in the rural areas surrounding the regional townships, where a number of families are opting to enrol at larger primary schools based in towns.
- Secondary schools in this catchment have clear geographic catchment areas and pathways. There has been an increased market share at St Peter's College in Gore over recent years.
- There is sufficient capacity across the network to accommodate the current population and any future projected growth. There is an oversupply of capacity when compared to local demand in the majority of schools in the district.

### School leadership and governance

- Strength of governance and leadership has been varied across the district. There are a high number of small, rural schools across the district, that can at times struggle to recruit and retain staff, and boards can have a limited pool of expertise within communities to draw upon.
- There have been several first time principals within the area, and supporting these principals is a priority focus of the region.

### Supporting vulnerable children

- Wider societal impacts affect a number of children and families in some areas within this district. This includes higher levels of disadvantage, impacts of drug use, a reduced level of access to agency support in some instances (especially mental health), high levels of transience and some issues with attendance.
- Hokonui Huanui project was developed through the Social Sector Trial in Gore and is a collaboration of agencies (central and local government), iwi, education sector and other non-government organisations to support rangatahi in the area. The project runs a number of initiatives, including supporting NEET (not in employment, education or training) in the area.

### Learning Support

- Children with additional learning needs are generally provided for through an inclusive approach across this catchment. Some students are opting to enrol at the only specialist school in the wider Southland area, located in Invercargill.
- There are opportunities to strengthen inclusive practice so that all learners are able to access the support they need at their local school.

### Investment in school property

- Redevelopment investment is occurring in one school due to the age and condition of the buildings. This will also provide an opportunity to rationalise surplus capacity.

## Here's what is already underway to help us manage education provision in this catchment:

- Only 2 schools across this catchment have enrolment schemes. These are monitored to ensure they continue to meet the legislative purposes, but an oversupply of capacity provides a higher level of choice for families than in other areas.

- We have an iwi partnership with Hokonui Rūnaka to better enable Māori learner success as Māori. This includes whānau engagement and as an alternative education provider.
- We have agreed to extend the Māori immersion class at Mataura School to include Years 7 & 8, which provides another immersion option. There is no secondary Māori medium provision in the area.
- A Māori Achievement Collaborative has been established in the area, which supports local principals to develop their own cultural capability and leadership, to then extend to their staff and schools.

- An independent facilitator was contracted in 2020 to engage with the wider community about aspirations for Year 7-13 schooling in the Gore area. This engagement process looked at future options for Year 7-13 education provision, including retaining the current structure of Intermediate and High School. This identified community preferences for greater collaboration and cohesion across schooling, and the Boards have requested a merger process be initiated.

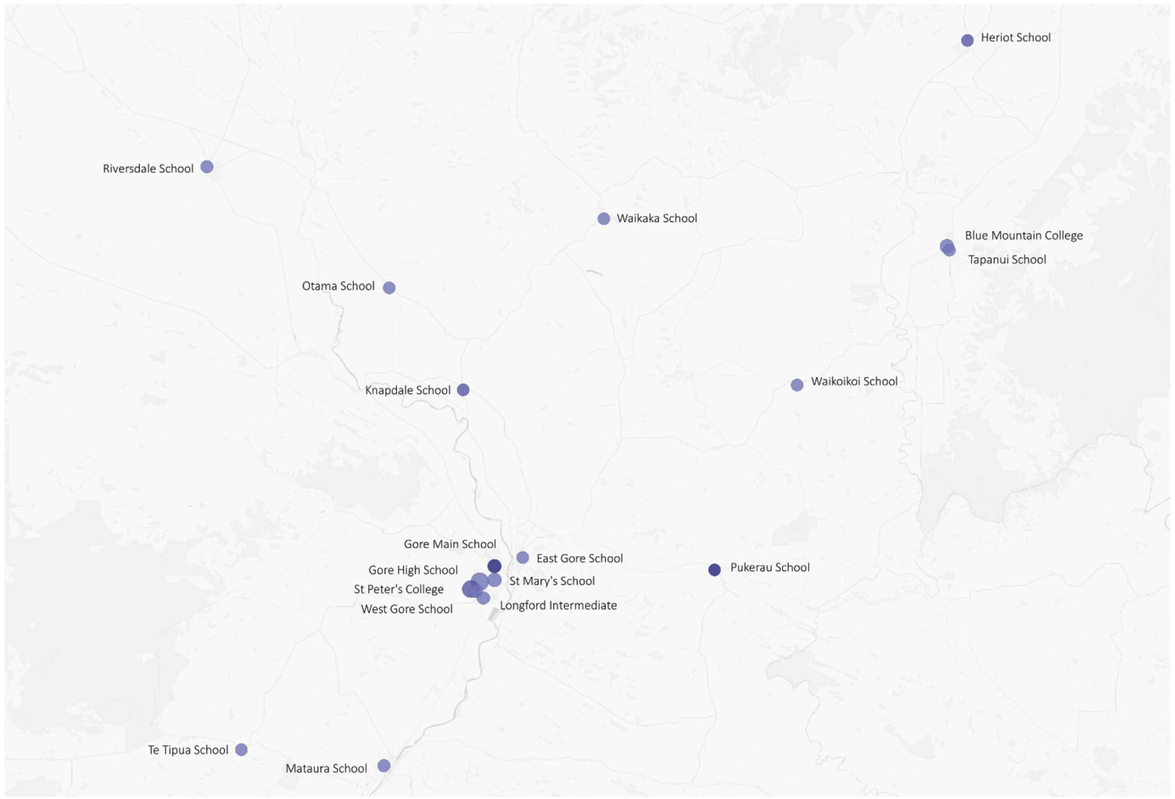
- We are working closely with schools to support enhanced education delivery. This includes advancing the learning support delivery model, professional learning and development to enhance teaching and learning, and supporting the development of local curriculum within the Kāhui Ako.

- School transport is closely monitored in the area to ensure equity in the implementation of the school transport assistance policy.

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# Gore: Steady and Stable

## Education Network Plan




The **Gore Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefitting an estimated **2,600 learners/ākonga** each year over the next decade to 2030. There are 18 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 15 | 0 | 3 | 0 | **18** |
| Total funded roll | 1,503 | 0 | 1,105 | 0 | **2,608** |
| MME Level 1 & 2 | 21 | 0 | 0 | 0 | **21** |
| ORS-funded roll | 18 | 0 | 19 | 0 | **37** |
| Māori roll | 318 | 0 | 179 | 0 | **497** |
| Pacific roll | 24 | 0 | 23 | 0 | **47** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Gore catchment:

### Managing the school network

- We will continue to monitor local school rolls and population change in the catchment. This will include monitoring the existing enrolment schemes and ensuring that new schemes are implemented if needed in other parts of the catchment.
- We will work with Gore High School and Longford Intermediate School in relation to Year 7-13 provision and ensuring community engagement feedback can support strengthened education provision in the area.

### Investment in school property

- We will invest in improving the quality of teaching and learning space at Gore High School through redevelopment of learning areas.

### Growing Māori medium provision

- We plan to work with rūnaka and schools to develop options for growing a Māori medium pathway option for Gore.

### Education support mechanisms

- We will continue to assist schools to strengthen governance, leadership and teaching capability, to enhance engagement and student outcomes.
- We will continue to support initiatives in partnership with rūnaka to increase Māori engagement within their school communities.
- We will further develop links with agencies to increase the range of support or interventions to address poor attendance and engagement in education.

### Learning Support provision

- We will continue to prioritise work to develop the learning support delivery model for both Kāhui Ako.



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# Southland: Steady and Stable

## Education Network Plan

## Catchment description

The Southland greater catchment encompasses the Southland District Council area, which spreads across the wider Southland region, excluding Invercargill City and Gore District. This is a large geographic area, and includes the towns of Te Anau in the west, Lumsden in the north, Winton in the central south part of the catchment and Edendale in the east. The catchment includes expansive rural areas adjacent to Fiordland National Park in the western part of the catchment.

Census 2018 data shows growth in Southland District of 4.2% between 2013 and 2018, an additional 1,251 people. Local government is part of the wider Southland regional strategy to attract people and business to the area. The Southland Regional Development Strategy (SoRDS) has an aspirational goal to increase the population of the wider Southland Region by 10,000 by 2025. The Provincial Growth Fund has provided just over $30M for projects linked to this aspiration, specifically for tourism infrastructure and to develop Milford Highway Fibre in the more remote parts of the catchment.

There is a high degree of diversity across the region, with agriculture and farming being predominant economic drivers along with a growing tourism industry in some parts of the catchment. COVID-19 is expected to have an impact on those parts of the catchment more reliant on tourism, such as Te Anau and Fiordland and this will be closely monitored.

## What's influencing the education system in this catchment:

### Parental choice influencing utilisation of local schools

- Enrolment at local schools is affected by parental choice. Across the catchment there is a mix of schools at risk of overcrowding and those that are underutilised. In most cases the risk of overcrowding has arisen through enrolling out of zone students.
- Enrolment schemes are necessary in some parts of the catchment to manage the risks of overcrowding. There is sufficient capacity across the majority of the network to cater for local students.
- Secondary schools in the area have geographic catchment areas and pathways, although a number of students are opting to attend other secondary options, both within this catchment and in Invercargill.

### Collaboration and Kāhui Ako

- There are two Kāhui Ako within the catchment – Lower Mataura Valley Kāhui Ako in the eastern part of the catchment and FiNSCOL (Fiordland and Northern Southland Community of Learning) in the north and north-western part of the catchment.
- Although not formally Kāhui Ako, schools in Western and Central Southland work together as learning support clusters, implementing the learning support delivery model. This means that across the catchment, almost all schools participate in collaborative models of practice to support learners at schools.

### Supporting vulnerable children

- Wider societal impacts affect a number of children and families in some of the more remote and isolated parts of this catchment. These are often areas where there is limited access to support agencies and social services, especially for mental health.

### Secondary-tertiary opportunities

- Secondary-tertiary options for youth can be limited in some parts of the catchment, and some students will opt into other programmes in Invercargill. This means there are some secondary schools with lower senior student numbers, which can impact the ability of these schools to deliver a broad range of specialist curriculum areas.

### Remote and disperse school networks

- A number of schools in this catchment are geographically isolated, small and can serve disparate school communities. As a result, it can be more difficult to recruit and attract staff, which is especially evident for specialist subject teachers in secondary schools.
- The remote and disperse schooling networks can also mean Boards have a limited pool of parents within communities to draw upon.

### School leadership and governance

- Strength of leadership and governance has been varied in some parts of this catchment. There have been a number of first time principals, and supporting these principals is a priority focus for the Ministry.

## Here's what is already underway to help us manage education provision in this catchment:

- Enrolment schemes are monitored to ensure they continue to meet legislative purposes and made best use of existing accommodation across the network. Ongoing monitoring of all rolls and enrolment patterns has led to the introduction of new schemes, and we are also looking at other schools may need schemes.
- At the start of the 2020 school year, Waianiwa School (northwest of Invercargill) changed from a Y1-6 contributing primary school to a Y1-8 full primary school.
- Roll growth funding has recently been provided to Te Anau School and Garston School due to in-catchment growth and projected roll increases. The longer-term needs for this area have also been considered as further growth is anticipated.
- Learning Support Coordinators have been allocated to both Kāhui Ako, as well as the Western and Central Southland clusters as part of the first tranche. We are working with these clusters and Kāhui Ako to implement the learning support delivery model and increase access to agencies for at-risk students.
- We are linked with other agencies to enhance support for students and their whānau, including a range of interagency forums, such as *Rock On* for a specific focus on attendance.
- We are working with local rūnaka in support to better enable Māori students to enjoy and achieve educational success as Māori. Toikuranui funding has been used to support specific rūnaka priorities in the area, including supporting engagement of at-risk ākonga, and development of localised science curriculum resources.
- Schools and early learning services in the Lower Mataura Valley are part of Te Hurihanganui pilot. This work partners with iwi and community to develop culturally responsive practice within schools and services, through developing educationally powerful connections.
- We have been working with rūnaka and some local schools to support increased Te Reo Māori language programmes in schools. Apart from bilingual provision at Riverton Primary School, there is no Māori medium provision in the catchment.



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# Southland: Steady and Stable

## Education Network Plan




The **Southland Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefitting an estimated **4,300 learners/ākonga** each year over the next decade to 2030. There are 36 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 30 | 1 | 5 | 0 | **36** |
| Total funded roll | 2,612 | 129 | 1,529 | 0 | **4,270** |
| MME Level 1 & 2 | 20 | 0 | 0 | 0 | **20** |
| ORS-funded roll | 16 | 2 | 12 | 0 | **30** |
| Māori roll | 498 | 37 | 326 | 0 | **861** |
| Pacific roll | 33 | 0 | 14 | 0 | **47** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Southland catchment:

### Managing the school network

- We will continue to monitor local school rolls and population change in the catchment.
- We will work with schools to develop, implement and where necessary amend boundaries of enrolment schemes.
- We will support schools to manage their enrolment schemes effectively, and where needed, reduce the number of out of zone enrolments.

### Educational support mechanisms

- We will continue to assist schools to strengthen governance, leadership and teaching capability, to enhance engagement and student outcomes.
- We will further develop links with agencies to increase the range of support or interventions to address poor attendance or engagement in education.

### Learning Support provision

- We will continue to work with the sector to support inclusive practice, particularly at a systems level, so that all students are able to access the support they need at their local school.
- We will continue to implement the learning support delivery model.

### Investment in school property

- We are planning to invest in roll growth teaching spaces in areas where there is forecast population growth.



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# Invercargill: Steady and Stable

## Education Network Plan

## Catchment description

Invercargill is the only city in the Southland region, and is the commercial hub. Key economic and employment sectors are primary production and process industries. The long-term future of the Tiwai Point aluminium smelter remains uncertain and, if closed, could result in significant changes to the distribution of the labour force, which could impact the schooling network.

Local government is driving a city centre redevelopment to attract people and business to Invercargill. The Provincial Growth Fund provided $1M for preliminary work to guide the project which is one of the key initiatives of the Southland Regional Development Strategy (SoRDS). The aspirational goal of SoRDS is to increase the population of the wider Southland Region by 10,000 by 2025. Census 2018 data shows growth in Invercargill City of 4.9% between 2013 and 2018, an additional 2,500 people. It is estimated that more than 500 construction workers will be needed in the next 5 years as workforce for multiple planned developments in the city centre.

We are working with Murihiku rūnaka, local and regional agencies as part of the Murihiku Regeneration project, which looks to support local initiatives for priority areas across Southland through a locally-led, centrally-supported governance and leadership model. The Just Transitions Partnerships is one priority area currently underway, to support transition of the workforce and community in light of Rio Tinto's proposed intention to eventually close the Tiwai Point smelter.

The total school roll across the catchment increased by more than 600 learners between 2010 and 2021.

## What's influencing the education system in this catchment?

### Parental choice influencing utilisation of local schools

- Enrolment at local schools is affected by parental choice. This has been enabled by the mismatch between school capacity and local demand, which allows for a high level of parental choice to be exercised.
- To date, enrolment zones have not been an effective tool to manage high levels of parental choice, due to the level of supply of student spaces across the network.

### Kāhui Ako

- There are 2 Kāhui Ako within this catchment – Invercargill Community of Learning and the Special Character Community of Learning.

### Investment opportunities at secondary schools

- The proposed redevelopments at both Aurora College and James Hargest College are in the early planning stages. Property condition and removal of surplus capacity are the key drivers for what is anticipated to be a significant investment in secondary education provision in Invercargill. In order to support an equitable and sustainable secondary network, there is a need to provide "local provision for local students". A comprehensive and holistic approach to investment decision making will ensure the best educational outcomes for the current and future learners/ākonga
- The growth of demand for Māori medium education has led to investment in additional teaching spaces for Te Wharekura o Arowhenua.

### Long term population change

- Population projections for school age students across the wider Invercargill catchment indicate a slight increase between 2020 and 2023, while after 2023 the school age population is projected to decline slightly. Forecast future population change beyond 2030 anticipates there are likely to be fewer learners in this catchment.

### Māori medium pathways

- Our data shows an increase in the proportion of the school-aged population identifying as Māori. In 2021, 27% of all children enrolled in Invercargill schools identified as Māori. This has increased from 21% in 2010.
- A Māori immersion education pathway is available for Y1-13 ākonga in Invercargill through Te Wharekura o Arowhenua. Growing and expanding this provision is a priority focus area for the catchment.
- While a full immersion pathway exists in Invercargill, there is a gap in bilingual provision. We also need to better understand the demand for bilingual pathways as historical provision has not been sustained. There is opportunity to consider how to provide a bilingual pathway through existing primary schools as well as the proposed secondary school redevelopment.

### Learning Support

- Students with high learning support needs are generally provided for through an inclusive approach across this catchment. Ruru Specialist School provides specialist education through a base school and a number of satellites. Satellite options exist across the full pathway – from primary education through to post-secondary/tertiary. There is a high demand for access to Ruru Specialist School from across the community and the School is experiencing pressure from growing demand.
- There is an opportunity to work with all schools in the area about inclusive practice and how to meet the needs of all students through the Learning Support Delivery Model.

## Here's what is already underway to help us manage education provision in this catchment:

- We have had initial discussions with primary and secondary schools about the need to address enrolment pattern issues. More work is required in this regard to progressively reduce out of zone enrolments where capacity is under pressure, and ensure schools understand property is only provided to schools with in zone growth.
- We have assessed the current schooling infrastructure and business cases have been developed to inform investment in ageing school property. As part of this process, we have been working with Aurora College and James Hargest College to develop education briefs that will inform the future of education provision within these schools.
- We support schools across the catchment to enhance teaching and learning. This includes prioritising professional learning and development, providing regional mentoring, local curriculum development support, brokering support for at risk students, and funding specialist support for migrant and former refugee students. Attendance and engagement has been a key focus area across this catchment, particularly following the COVID-19 lockdown in 2020.
- Learning Support Coordinators have been allocated to both Kāhui Ako and the Poutokomanawa learning support cluster as part of the first tranche of appointments. The coordinators are supporting the development of the Learning Support Delivery Model across clusters.
- A review of school transport provision has been completed with changes made to some routes to provide more equitable implementation of transport funding policy. This has resulted in more efficient and targeted services to enable children to access their closest school.

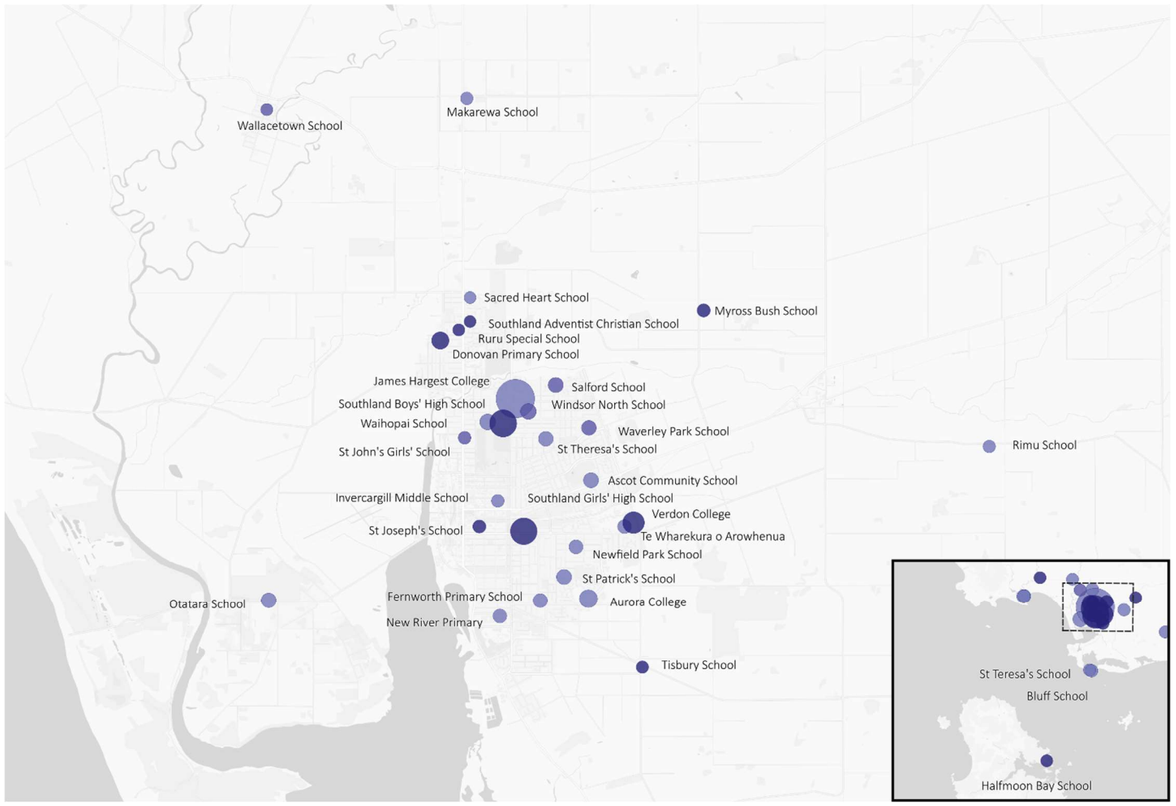


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# Invercargill: Steady and Stable

## Education Network Plan




The **Invercargill Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **10,000 learners/ākonga** each year over the next decade to 2030. The Invercargill catchment comprises the city of Invercargill and the outlying areas of Bluff and Stewart Island. There are 32 schools/kura in this catchment.

| July 2021 | Primary | Composite | Secondary | Specialist | Total |
|---|---|---|---|---|---|
| Number of schools | 25 | 1 | 5 | 1 | **32** |
| Total funded roll | 4,870 | 205 | 5,127 | 93 | **10,295** |
| MME Level 1 & 2 | 0 | 203 | 0 | 0 | **203** |
| ORS-funded roll | 54 | 2 | 38 | 80 | **174** |
| Māori roll | 1,233 | 205 | 1,320 | 28 | **2,786** |
| Pacific roll | 254 | 0 | 219 | 4 | **477** |

**Map key:**
% roll change over 10-year period
- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

Note: Roll growth at schools indicated on this map is based on a percentage change in roll numbers over a 10-year period, and may indicate higher (or lower) roll growth than absolute numbers suggest.

## Potential responses to shaping a stronger education system across the Invercargill catchment:

### Managing the school network

- We will continue to monitor local school rolls and population change. We will work with schools to develop, implement and where necessary amend boundaries of enrolment schemes. We will actively support schools to manage their enrolment schemes effectively and reduce out of zone enrolments. This may include reviewing secondary school schemes to encourage increased numbers of local students to attend their local schools.

### Secondary-tertiary opportunities

- The redevelopment of both Aurora College and James Hargest College provides a unique opportunity to consider what additional transitional support and vocational training could be provided or enabled through the property redevelopment, building on existing relationships with Southern Institute of Technology.

### Educational support mechanisms

- We will continue to assist schools to strengthen governance, leadership and teaching capability, to improve engagement and student outcomes.

### Investment in school property

- Funding of additional teaching spaces will be considered for several primary schools where rolls are increasing, however this requires out of zone enrolments to be carefully managed.
- We will work with Ruru School to understand what their current and future property needs are.

### Strengthening the Māori medium pathway

- We are beginning work on implementing a regional plan for Māori medium education provision in Southland.
- Engagement with iwi, communities, whānau and the education sector will inform the demand and opportunities for expanding provision for dual medium pathways, such as through planned investment in secondary schools.

### Education conversations

- Historical education reform and network changes continue to be reflected in engagement with the community. Lessons learnt from these changes will inform future education conversations.
- The planned investment in secondary schooling in the Invercargill community provides an opportunity for broader and future-focussed discussion with secondary principals about what education could look like in 10-20 years, and how to ensure equitable access to education for all learners/ākonga in Invercargill.

### Learning Support provision

- We plan to work with the sector and whānau to understand the future demand for learning support provision across mainstream schools, as well as to determine the balance to provide in the network between specialist school and satellites.



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# Disclaimers

- The 80 education network plans extend the catchment planning framework of the National Education Growth Plan (NEGP) to the rest of Aotearoa New Zealand.  Nationally, the combined number of network plans, including the 39 high growth plans, is 119.  These 119 plans come together to create the National Education Network Plan.
- The education network plans focus on the demand for state school infrastructure to 2030. However, we will continue to work with proprietors to recognise and understand the demand for state integrated schooling in particular catchments and ensure that state integrated provision is considered within the context of our catchment planning.
- The plans identify factors influencing population change and education provision, the impact on the current network and potential responses for shaping the future of education provision.
- Delivery solutions and responses will be informed by our ongoing monitoring of school rolls and local developments in and across catchments and regions and their associated impact on the forecast student demand.  Enrolment schemes and managing down out of zone enrolments are the first tool we use to manage utilisation at schools. Enrolment schemes and their effective management can also delay or defer property provision.
- Implementing these plans to meet the demand for additional student places and rationalise surplus capacity across the 119 catchments will be sought through future Budgets.
- The education network plans identify what we know from a range of sources about the anticipated location and nature of future growth and decline in school-aged children. The plans also identify measures that the Government may need to consider in order to accommodate shifting populations, future growth and declining populations.  These plans are based on the catchment planning framework underpinning the NEGP.
- This catchment planning framework utilises our national mapping, forecasting and modelling functions and informs our ability to plan and invest accordingly to create quality educational outcomes and pathways for all ākonga and whanau, particularly in areas of stable/steady and declining catchments. It also accommodates and plans for all growth areas outside of the NEGP.
- The Ministry has developed the New Zealand Catchment Planning Model (NZCPM) to forecast the student place demand and distribution for education infrastructure. The model compares the forecast demand with the space available in schools (supply), including approved new space, to identify the potential future requirement for additional student places (demand). The model also identifies catchments where there is significant surplus capacity at schools.
- Forecast demand for student places is based on regional analysis and catchment modelling. These forecasts will change as growth patterns change and develop over time, and as key input data is updated, such as school roll data, population projections, and large-scale developments.  This allows us to dynamically adjust our forecasts, assumptions and response planning.
- Population projections and forecast student demand are derived from Statistics New Zealand data in the first instance. At a catchment level, we add local insights such as the extent of housing development and student movements and enrolment patterns across a catchment. We are updating the NZCPM now that Census 2018-base projections have been released. There remains significant uncertainty regarding the impact of changes in migration and birth rates as a result of Covid-19, however we are working with Statistics NZ to better understand these uncertainties.
- The catchment model overlays a number of data sources to enable us to make specific infrastructure decisions within school catchments for student places. This model factors in the lead times of major infrastructure projects and is not designed to roll up at a macro level, unlike other Ministry projection tools.
- Information related to schools, learning support or Māori medium education is limited to what was known and understood as occurring in the catchment at the time these plans were written. Further planning is underway for Māori medium education, the specialist schools network, and the early learning network through the Education Network Programme.
- We will continue to monitor the network plans as part of the NENP and review as required to ensure that we are continuing to provide accurate, reliable and up-to-date information and data to inform the right investment decisions into the future.

# National Education Network Programme

## Key to icons

Student pathways

Parental choice

Impact of perception on school community

Diversity

Students attending their local schools

Whānau are exercising choice

Fluctuating school rolls

Leadership and governance

Supporting quality education

Recruitment and retention of teachers

Kāhui Ako

Constraints on existing site capacity

Availability and acquisition of appropriate land sites

Secondary transitions

Transitional partnerships

Vocational pathways

Network structure

Expanding provision type

Historical schooling review

State integrated schooling options

Wider network review

Earthquake impact

Co-location of schools

Investment

Investment in school property

Recent roll growth funding

Funding required for additional student places

Project timeframes

School property

Redevelopment

Relocation and rebuild

Network management

Enrolment schemes/zones

High proportion of Māori and Pacific learners/ākonga

Significant Māori population

Demand to expand provision type

Urban schools

School buses/transport

Māori learners/ākonga

Māori medium

Strengthening the Māori medium pathway

Future housing developments

Additional learners in the catchment

Budget

Remote and isolated schools

Primary school provision with small school rolls

Lunch in schools

Ethnic diversity

New school or student places are delivered on the ground

Monitoring

Population

Changing population profile

Differing population growth profiles within catchment

Refugee and migrant students

School rolls

Learning support

Supporting vulnerable children

Educational support mechanisms

Engagement and collaboration

Education conversations

Parental choice influencing utilisation

Operate remotely

Pacific populations

Pacific languages

Language pathways

Secondary-tertiary opportunities

Relationships with external agencies

Secondary-tertiary pathways

Early childhood education

Redevelopment and refurbishment

Rural home

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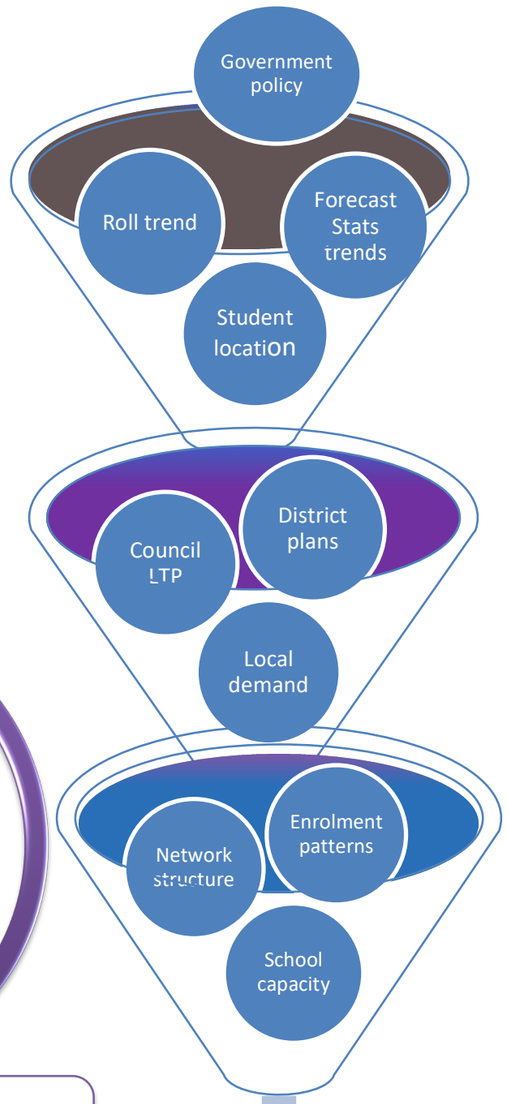
# National Education Planning Framework
# **Methodology:** Catchment Forecasting & Planning, and a 30 Year Programme Approach

## Comprehensive, multi –layered forecasting demand for student places

**Forecast demand for student places**
- Statistics NZ School Age Population Projections
- School Roll Data & Geocodes
- Enrolment Patterns
- Existing School Portfolio (Capacity and utilisation, LS, MME, all schools, all learners)
- Known planning information

**Government policy**
- Housing policy
- National Policy Statements: Urban Development
- Infrastructure funding
- Education policy and changes
- Kāinga Ora- shovel ready
- Policy settings
- COVID-19 response and stimulus package




Student Places (SP)

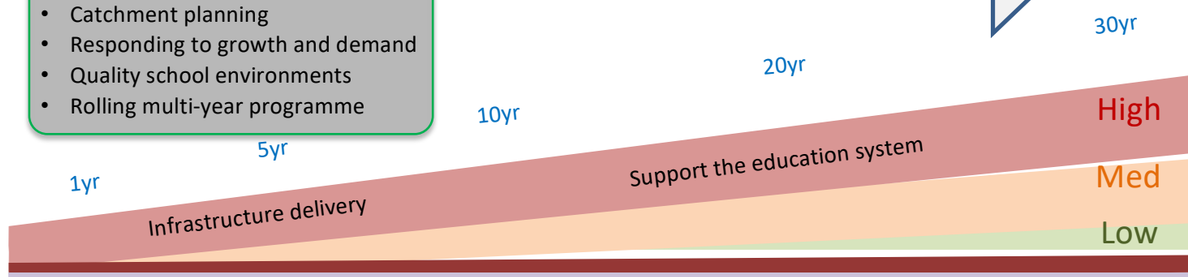
**Infrastructure planning**
- Auckland Unitary Plan
- Council LTPs/ District plans
- Local demand and development
- Public and private housing developments

## Ongoing monitoring and review to respond to demand

## Improving the schooling network & children and young peoples' wellbeing

**Where we are heading: (1-30 yrs+)**
- Deliver sufficient capacity in the right place, to the right size, at the right time
- Plan for change that will involve a variety of ways that learning may be delivered within the community
- A programme approach to manage student demand beyond the 10-year horizon
- Equitable access across the New Zealand school network

**Where we are now: (1-10 yrs)**
- Catchment planning
- Responding to growth and demand
- Quality school environments
- Rolling multi-year programme




## Responding to the demand for student places

| Response | Key levers | 1yr / 5yr / 10yr Timeframe for Network Impact |
|---|---|---|
| ⇔ | Enrolment zones | Enrolment schemes<br>• Major, phased programme in Auckland<br>• Enrolment schemes and amendments across the regions<br>• Manage down out of zone enrolments |
| ⚖ | Network response | Change network<br>• Merge, relocate schools<br>• Change school age range<br>• Redirect students to other schools with available SP |
| 🏛 | Expand provision | Add space<br>• Expansions, new classrooms, short term or permanent<br>• School redevelopments, often incudes roll growth<br>• Transitions, pathways & priority learners; e.g. MME and LS |
| 🏫 | Land and new schools | Land acquisition and build<br>• Land acquisition strategy and new schools programme |

## Support the delivery of education and wellbeing outcomes for students

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We **shape** an **education** system that delivers
**equitable** and **excellent outcomes**

He mea **tārai** e mātou te **mātauranga**
kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**

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