Document 1

Te Mahau

Memo

To:	School Property Governance
From:	Vince Fallon (National Director, Education Network) and Gary Anaru (GM - Asset Management (Acting))
Cc:	<Enter CC names here>
Date:	22 April 2024
Subject:	English Medium Roll Growth – Prioritised Demand for B25 Roll Growth Funding

B25 EM RG Prioritisation

Purpose

This memo provides the complete demand view for FY25/26 investment planning.

This memo provides the output of the national prioritisation process in the form of a nationally ranked view of English Medium Roll Growth projects based on the driver of meeting the most urgent and pressing demand for Budget 2025 investment planning. The memo also sets out the assumptions used for the prioritisation process, and the intended use of the prioritisation outputs.

It is intended that the list of prioritised projects would be limited to use by IMPO to apply a deliverability and investment lens to the nationally prioritised EM RG to inform investment decision making around allocation of Budget 2025 funding. The outputs from the EM RG prioritisation should not be used for any other purpose without prior discussion with Te Mahau and/or Te Pae Aronui Network teams.

Please note that funding needs to be allocated to projects based on demand priority taking into account deliverability to ensure that highest priority projects will receive funding to continue, regardless of whether they are complex or simple to deliver.

Background

This round of investment planning (FY 25/26) is heavily focussed on achieving two outcomes: meeting the most urgent needs and delivering projects we have already identified and/or are underway.

The IPMO commissioned Te Mahau and Asset Management to prioritise growth projects at a regional level that can then be aggregated into a national view of prioritised growth projects. The national prioritisation framework prioritises the schools currently (2025) over-utilised and those projected to be over-utilised in 2026 and 2028, based on in-zone enrolments. Current capacity data includes any STRG or temporary space currently at schools or funded for delivery.

In scope

Projects assessed for prioritisation included:

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- Projects in the School Property database, at any stage prior to 'Construction' and including those 'On Hold' (from the *'B25 Starting Point List.xlsx'* file provided by IPMO).
- Roll growth forecast in the Long Term Outlook (LTO) that had a proposed 'budget year of approval' of 2025, and a high confidence level. There are 92 schools that meet this test.

Projects with a combined roll growth and re-development project have been included in the prioritisation process. However, the re-development component of these projects has been separately prioritised by Asset Management. In the same vein, there are some EMRG projects that have a LSRG component that has been prioritised under the LSRG framework. The relative scoring of these combined projects needs to be considered by the IPMO. We will support the IPMO to ensure that interdependencies across investment programmes are identified and managed through the 25/26 investment schedule.

There is no STRG programme in FY25/26 and the national direction has been for all RG requirements (both temporary and permanent) to be identified and prioritised within the larger roll growth programme. As a result, there are a small number of EMRG projects where the network driver is to manage a temporary increase in school roll of between 3-5 years[1]. These are not distinguished within the prioritisation outputs but have been identified by regions in the Regional Growth Memos submitted as part of this process. It is anticipated that these requirements will be considered in the identified priority order with School Property identifying the appropriate property response.

Out of scope

Potential future roll growth projects identified in the LTO with a forecast 'budget year of approval' of 2026 or later are not considered as part of this process. These projects represent the pipeline of forecast demand which remains unfunded and is not articulated through this investment planning cycle.

The prioritisation of new schools and new school expansions is occurring at a national level led by the New Schools Programme Group which local Network and Asset Management teams are inputting into. Any proposed staged expansions of new schools is prioritised and considered for funding through the NSE programme.

Methodology of National Ranking

Roll Growth Triggers

EM roll growth projects have been assessed by regional network teams against the roll growth triggers. Each project has been coded as one of the following:

- "Y" – roll growth triggers are met
- "N" – roll growth triggers are not currently met (and project can either be cancelled, or reviewed in 12 months)
- "N/A" – this includes projects that are in construction, are projects from the LTO/TPP that are no longer required (closed project status in LTO), or are prioritised in other programmes such as Learning Support and KME/MME, expansions included in the NSE programme; and duplicate records.

Only projects that have met the roll growth triggers assessment have been prioritised.

[1] Out of scope .

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Multiple Stages of Projects

Where there are multiple stages of roll growth the network criteria have been assessed for stage 2 of the roll growth assuming that stage 1 capacity has been delivered.

Regional ranking

The regional rank is mostly based on the weighted prioritisation score but overlaid with regional and local insights around factors that are not able to be quantitatively scored, e.g. potential mitigation options available to lower the priority of a project, or the converse – lack of mitigation options for projects required to meet imminent forecast demand.

Regional Asset Management and Network teams have collated their prioritised view of demand for each education region into the Regional Growth Memo that has been endorsed by RIMs and Education Directors. These memos are the formal advice of regional priorities. These regional rankings have then been used to inform the collation of a national ranking.

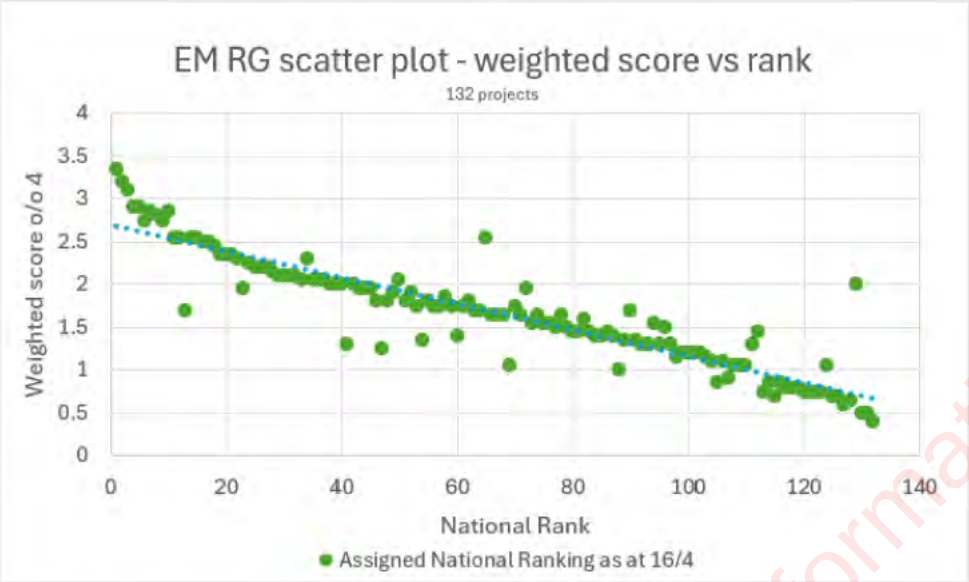
National ranking

Each project that meets the roll growth triggers has been assigned a national ranking (Out of scope). This national rank reflects the weighted total score across the motu but has been manually adjusted where the regional rank has applied a lower or higher relative priority within a region.

In a small number of cases where weighted scores are tied across multiple schools, the Equity Index of each school has used as a tie-breaker. The school with the higher EQI score was given the higher national rank. For example, if 5 schools all had a total score of 2.55 and were all initially ranked nationally as #15, the highest EQI score (which indicates higher funding to schools to address equity issues) was attributed with the rank of #15, then the next highest EQI was attributed #16 etc.The use of the EQI as a tie-breaker is an adjustment to the B24 process arising from feedback from regions.

The scatter plot below shows the correlation between national ranking and weighted score, with the trend line indicating a strong correlation between projects with a higher weighted score being ranked above projects with a lower weighted score.

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The following table shows the split of the 132 schools across takiwā and current utilisation:

March 2025 utilisation	Te Tai Raro	Te Tai Runga	Te Tai Whenua	Grand Total
0 - 90%	11	13	0	24
90 - 100%	29	15	1	45
100 - 110%	26	14	4	44
110 - 120%	8	5	3	16
120+ %	0	3	0	3
Grand Total	**74**	**50**	**8**	**132**

It is noted that of the 132 EM RG projects that meet the roll growth triggers, 63 of these schools are currently 100% or greater utilisation (based on March 2025 data).

Next Steps

Complete View of Demand

This memo provides the output from the prioritisation process, that is – a nationally ranked list of EM RG projects (nos. 1-132). These have all met the roll growth triggers meaning they are all required to address demand pressures in the local school network. The higher up the list, the higher the priority relative to other projects.

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Overlay of Deliverability and Funding Allocation

As set out in the commissioning document, the next step is for the IPMO to develop a consolidated national priorities list balancing both demand and deliverability using a consistent methodology whereby projects that are high priority are delivered first.

We understand that a memo on the outcomes of the consolidated national prioritisation will be prepared by the IPMO and distributed to the stakeholders, documenting the methodology undertaken, and variations from the standard framework (if any) throughout the process. The outcomes of this will be presented at the Impacts hui with takiwā and Hautū prior to endorsement at IB in June. At the impacts hui with takiwā, it will be clear as to which projects have received funding and which have not. This will enable national consolidation and management of risk associated with those prioritised schools/projects that have not received funding in Budget 25

Review of projects post-B25

We understand that projects not currently meeting the roll growth triggers will be put on hold following confirmation of the 25/26 Investment Plan by IB in June. We will work with IPMO and Finance to identify which projects can be cancelled as the demand profile has changed, and which projects should remain on hold pending review in 12 months.

To inform the post-B25 review, we have outlined suggested criteria for deferral and cancellation of current RG projects. If agreed to, projects meeting these criteria would see their project status formally changed to either On Hold or Cancel.

	Criteria	Resulting action
On Hold	• Roll growth triggers are not currently met ('N' in EM RG prioritisation framework). • While not meeting triggers today, the demand profile indicates that project is still required within 3 years.	• Project is paused at the end of the current stage (as far as existing allocation of funding will allow). • No additional funding allocated to project in FY25/26. • Reviewed by Network in 12 months (March 2026 data) as part of 26/27 investment planning cycle. • Project remains on hold until review of roll growth triggers indicates triggers have now been met (or demand profile has altered and project can be cancelled).
Cancel (post-July)	• Roll growth triggers are not currently met ('N' in EM RG prioritisation framework). • Network analysis confirms that change in the demand profile means project is no longer required in next 3 years[2].	• Project is cancelled with no further funding allocated in FY25/26. • Requires sign off by Ed Director & RIM. • Any remaining funding currently allocated to the project is captured in clawback exercise and returned.

[2] Demand profile may indicate that project is required beyond 3 years time horizon, however this will require a new project to be approved when roll growth triggers are met.

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Communications

It is anticipated that not all projects meeting roll growth triggers are likely to receive funding this year. We will work with the IPMO to identify these projects, engage with Te Mahau and ensure regions can communicate with affected schools. There is a need for tailored key messages for several groupings of schools. For example, schools with projects receiving RG construction funding; schools with RG projects receiving design funding; schools with RG projects that will not receive funding this FY and therefore project will be paused until next Budget cycle; and schools with projects not currently meeting roll growth triggers so will either a) pause pending review in 12 months, or b) cancel.

The IMPO should engage with school network and asset management leads if they have any questions regarding the EM RG list or process, and to provide progress updates on how they are applying a deliverability and investment lens to the EM RG list to inform investment decision making around allocation of Budget 2025 funding for the Investment Board meeting in June.

Vincent Fallon

National Director, Education Network



22/04/ 2025

Gary Anaru

General Manager – Asset Management (Acting)



22/04/2025

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Document 2

Memo

To: Director of Education – Jason Swann

From: Senior Analyst Planning – Allister Young
Lead Adviser Learning Support Network – Agnes Wong

Cc: Regional Asset Manager – David Bos
Senior Asset Manager – Robert McAllister
Regional Asset Planner – Desire Correa De Melo
Manager Operations & Insights – Daniel Hadfield
Manager Integrated Services – Jennie Whiley
Education Advisor – Bronwyn Hetaraka-Furey

Date: 14 March 2025

Subject: Roll Growth at One Tree Hill College (#85) and new satellite provision for Central Auckland Specialist School.

Purpose

One Tree Hill College is identified in the LTO for roll growth in Budget 25 and has triggered in analysis as requiring additional student places within the next four years.

This document provides supporting evidence for this school's inclusion in the Budget 25 bid.

One Tree Hill College has also agreed to host a satellite for Central Auckland Specialist School. Information about learning support provision is included below in support for inclusion in Budget 25 bid for Learning Support Roll Growth.

School Context

One Tree Hill College sits within the Onehunga One Tree Hill NEGP Catchment. The school is a Secondary (Year 9-15) school. The rolls have been growing since 2022.

The school is a member of Maungakiekie Community of Learning.

The school's July 2024 Total Roll was 1421 students.

The school does not operate a special programme. There were 5 high ORS verified students enrolled at the school.

In 2024 the school provided outside technology for 129 students.

In 2024, the school received $290,500 in ESOL funding (see Appendix 2). The school has had ESOL funding about the $66,000 threshold since 2008 and has had a steep increase in ESOL funding from 2022.

The school operates an enrolment scheme, implemented in 2015 the scheme has not been amended. There were 307 out of zone students enrolled at the school in 2024. The school's enrolment scheme home zone is currently being reviewed to include the Ellerslie Racecourse,

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which has sold land to Fletcher Living for the development of "The Hill" development, and Simplicity Living's Waiatarua development. "The Hill" is anticipated to deliver 350 dwellings, made up of 83 stand-alone homes with 3 to 5 bedrooms and 270 apartments, the development will also include a five-level retirement home. The Belvedere is delivering 51 high end apartments, is currently marketing its apartments, and will start being built in April 2025. Simplicity Living's Waiatarua, will have 330 rental apartments.

The school was submitted for funding in B24 for 2 STRG teaching spaces, with the outcome "Funded". These have been delivered.

The school has projects already in the CW programme:

Unfunded:

- B21_RG 6 TS_English Medium (plus 2 LS TS)

The school is above threshold in 2025/26.

There are currently 56 teaching spaces on site, including 2 gym TS and 2 temporary teaching spaces.

Approach to the advice

In undertaking this review, we have considered:

- Agreed capacity based on teaching space counts from Asset Management as at February 2025
- Current roll growth projects in planning, both permanent and temporary solutions
- Potential for mitigation through amendment of enrolment schemes or change of year levels
- Roll History (total roll, in-zone/out of zone roll, language programmes, LS, special programmes, OST provision) historic roll trends and latest enrolments to October 2024
- Latest Statistics New Zealand Small Area School Age Population Projections, based on Census 2018 and released in 2023
- Recent dwelling consents and projected yields
- Kāinga Ora and major developer activity and projected yields
- Latest roll projections from March/October 2024, based on Stats data and school's enrolment pattern behaviour
- Previous Network advice and roll projections

Roll Projections

One Tree Hill College's in zone roll has been increasing steadily since 2022. The school was over 100% utilised in 2024 and projected to be at 134% utilisation around 2026. Apart from Kāinga Ora who are active within the school's enrolment scheme, there are the Simplicity Living Waiatarua and The Hill developments which will add increased demand for secondary education.

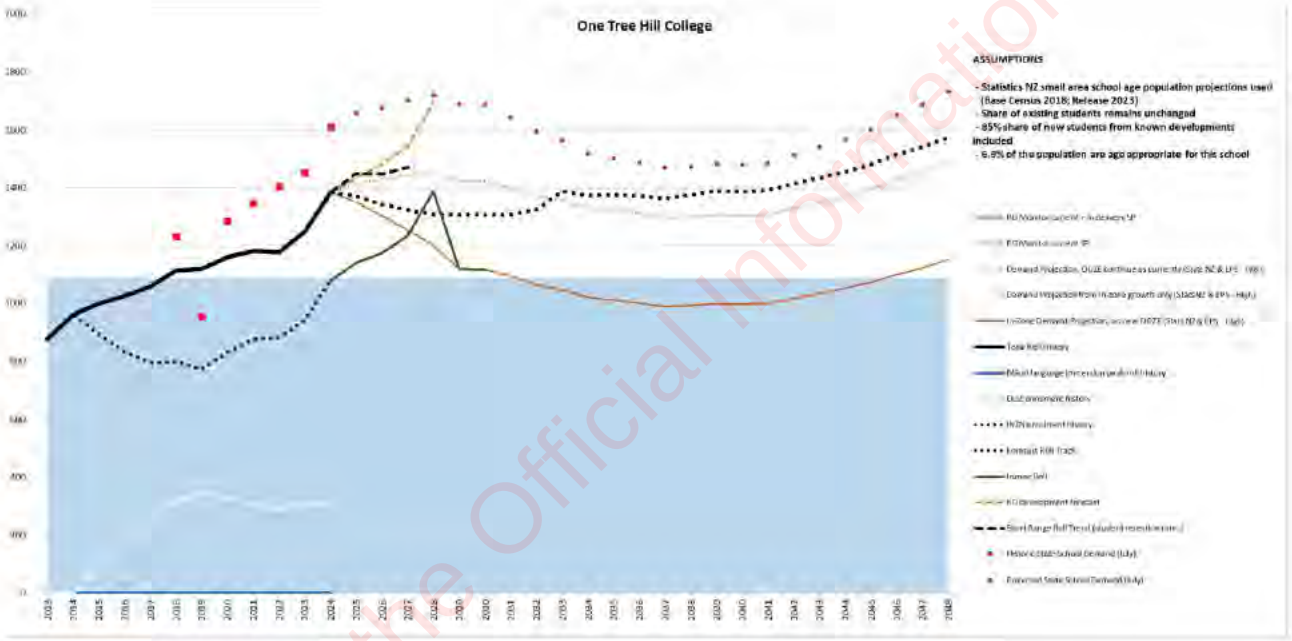
One Tree Hill College meets **most** of the roll growth trigger thresholds for roll growth funding (see Appendix 1). Although the school was not over 100% in zone utilisation in 2024, the in zone roll has been increasing steadily and was 99.91% or 1 student off 100% utilisation.

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Over the past two years Kāinga Ora has delivered 288 homes within the school's zone, with a further 1161 to be delivered between 2025 and 2028.

Simplicity Living's Waiatarua is expecting to have residents move in by late 2026. The Hill is staged over a number of years starting from Ladies Mile. They anticipate they complete the house building after 2028. Fletcher Living expect the first resident to move in around April 2026.

Roll projections are shown in the chart below overlaid on approximate capacity, including funded provision (both permanent and temporary) as advised by School Property. Multiple demand methodologies are utilised to capture the school's unique situation.



Based on roll forecasts and current capacity information, the table below projects teaching space deficits expected at this school, assuming the current ratios of cohort sizes.

Deficit TS 2025	Deficit TS 2026	Deficit TS 2027	Deficit TS 2028	NRD
3	5	8	15	2025

Learning Support Requirements

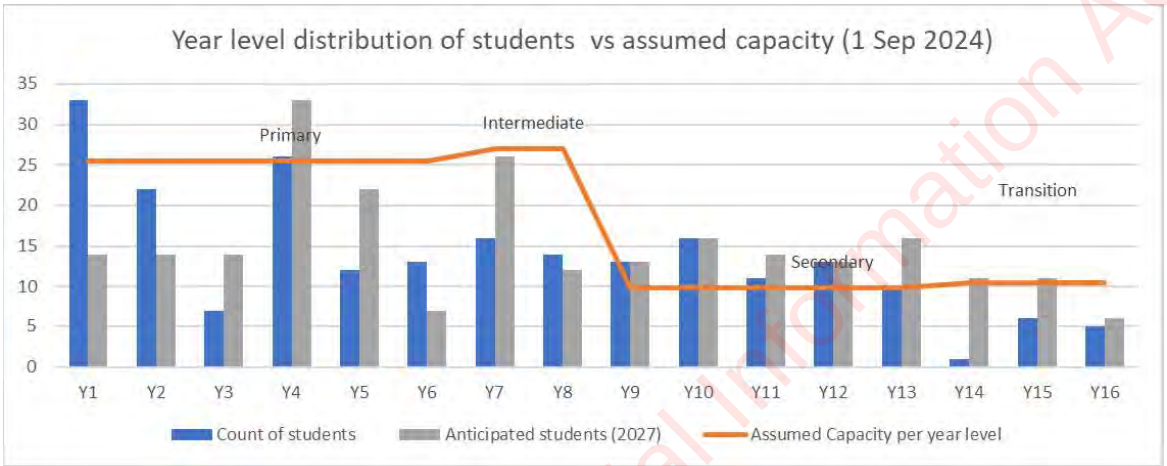
In B22, 2 learning support teaching spaces were seed funded and to be incorporated into the masterplan as part of B21_RG 6 TS_English Medium project, as secondary satellite provision for Central Auckland Specialist School (CASS). Initially the requirement was to deliver 2 LS TS and then another 2 LS TS at a later stage as required. However as the B23 4 LS TS STRG project at Western Springs College is no longer proceeding, there is now a Network requirement for 4 LS TS to be delivered at One Tree Hill College with urgency.

As of 1 July 2024, CASS' only secondary satlelite provisionat Onehunga High School is at 74% utilisation, however, with only 3 teaching spaces, and 15 Very High ORS students attending the

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satellite, there is no ability to accommodate any additional students safely (ORS weighted ultilisation is 136%). In addition to this, 39 out of 67 secondary aged students (59%) are learning at the base school, and 4 are retained at intermediate school. This is an unusually high percentage of students accomodated at base school, and limits the ability for CASS to take on any new enrolments including new entrants.

The below graph shows the distribution of students per year level vs assumed capacity of student places across the school (base & satellite) as of 1 September 2024. The demand on secondary provision is projected to increase as the bulge of primary aged students progress through the school.



One Tree Hill College school board have confirmed willingness to host CASS satellite in December 2024, with a permanent long term solution as part of the school's Master plan. Previous versions of the masterplan have included a 2TS integrated solution, however this will need to be revisited to confirm feasibility for delivery of 4TS.

Conclusions

- Enrolment scheme amendments will not address this growth. Total demand across the school network exceeds combined capacity.
- Changes to the structure of the Network (changes to year levels) will not address this growth
- The school meets most of the trigger thresholds for roll growth funding
- The roll is projected to exceed capacity, including the recent 4 STRG TS delivered, by 2025.
- STRG currently on site is suitable as a permanent solution
- The CW project B21_RG 6 TS_English Medium, should be progressed with a NRD of T1 2026.
- 4 LSRG TS should also progress to the next stage of design and into construction, with a NRD of T1 2026.
- STRG TS may need to remain on site after the permanent TS is delivered, to temporarily accommodate excess demand.

Recommendations

We recommend that you:

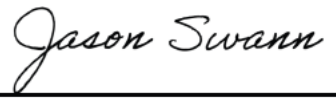
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1. **Note** that roll projections at One Tree Hill College result in the need for additional capacity to be provided.
2. **Note** that all viable non-property solutions including changes to enrolment schemes and/or change of class have been exhausted.
3. **Agree** that further 15 TS are required by 2028, therefore the B21_RG 6 TS_English Medium already in the CW programme should be progressed.
4. **Agree** that this project is included in the prioritisation process for Budget 2025.
5. **Agree** that 4LS TS satellite for Central Auckland Specialist School should progress through to construction.
6. **Agree** that 4 LS TS will be prioritised within the Learning Support Roll Growth prioritisation process for Budget 2025.

Signoff

Name and role	Approval	Signed
Allister Young Senior Analyst Planning	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing.	Signed: Allister Young 14 March 2025
Agnes Wong Lead Adviser Learning Support Network	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing.	Signed: Agnes Wong 24 March 2025
Robert McAllister Senior Asset Manager	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing.	Signed: Robert McAllister Digitally signed by Robert McAllister Date: 2025.07.15 17:57:22 +12'00'
Desire Correa De Melo Regional Asset Planner	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing.	Signed: Desire Correa de Melo Digitally signed by Desire Correa de Melo Date: 2025.06.25 11:55:26 +12'00'
Jennie Whiley Manager Integrated Services	I endorse the recommendations.	Signed:
David Bos Regional Asset Manager	I endorse the recommendations	Signed: David Bos Digitally signed by David Bos Date: 2025.06.30 17:15:34 +12'00'

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Jason Swann Director of Education	Approved/~~Further discussion required~~	Signed: 

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Appendix 1: Triggers for roll growth funding

The following section assesses each school against the roll growth triggers.
A series of triggers and thresholds exist to provide a consistent and transparent guide to when roll growth funding is appropriate.

Description of the trigger	Measure of the trigger	One Tree Hill College	Trigger met?
Enrolment scheme in place when required	Has an enrolment scheme	Yes	**Yes**
Potential local demand for state schooling exceeds current capacity (or is projected to exceed it in 3 years)	Current Capacity to Demand Ratio < 1.1	July 2024 demand = 1611 Capacity = 1087 = 0.67	**Yes**
	Capacity to Demand ratio in 3 years < 1.1	July 2027 demand = 1703 Capacity = 1087 = 0.64	**Yes**
School is over-utilised or is projected to be over utilised within the next 3 years	Current in-zone utilisation > 100%	Peak 2024 = 100%	No
	Projected in-zone roll exceeds current capacity within 3 years	Projected 2027 roll = 1243 Funded capacity = 1087	**Yes**
Over utilisation sustained for 5 yrs	Roll projected to exceed current capacity for 5 years	Projected 2029 roll = 1374	**Yes**
Roll growth triggers met and One Tree Hill College should be put forward for funding in B25.			**Yes**

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Appendix 2: Supplementary Information

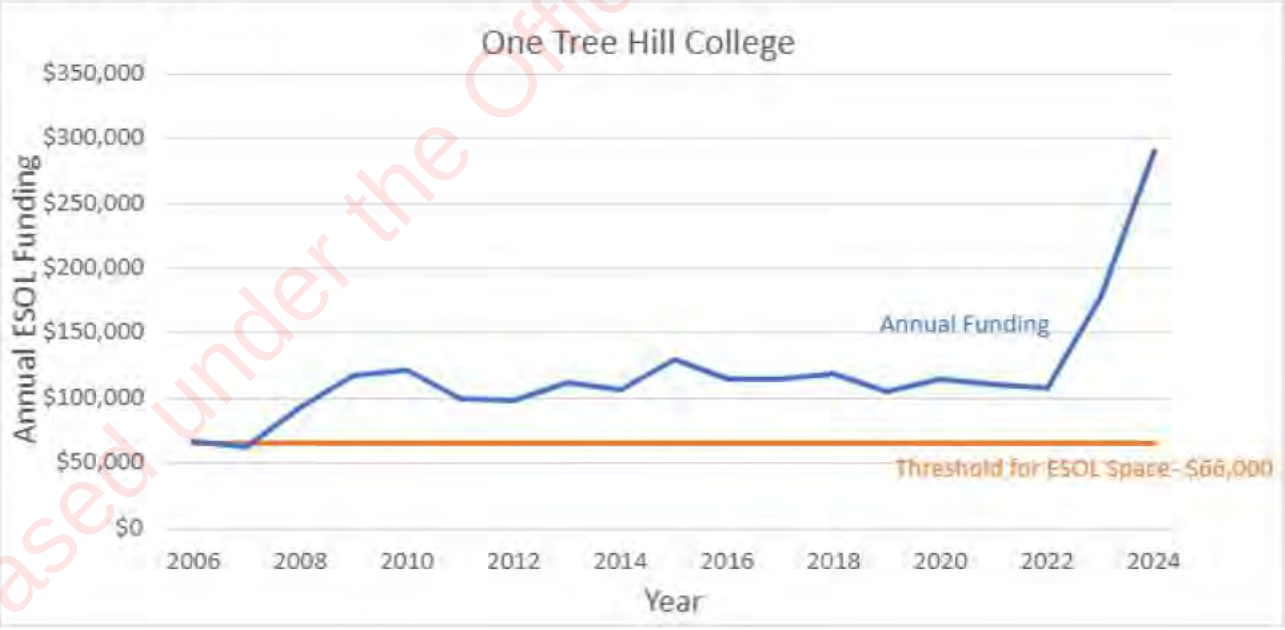
Roll Information

Historic Roll	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Trend
March	901	985	1020.4	1055.4	1086.3	1150.8	1149.4	1192.2	1196.2	1173.4	1256.4	1410	
July	906	983	999	1048	1095	1131	1131	1172	1167	1186	1258	1421	
October	855	916	960	1007	1051	1088	1077	1131	1147	1159	1242	1375	
Growth between March and Octobe	-46	-69	-60.4	-48.4	-35.3	-62.8	-72.4	-61.2	-49.2	-14.4	-14.4	-35	

Zone Status	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Trend
INZN	-10	0	206	360	493.3	651.8	752	806	842	845	911	1047	
NAPP	888	961	678	423	273	128	0	0	0	0	0	0	
OUTZ	0	0	105	192	263	315	349	330	305	296	307	307	
STP students	0	0	10.4	50.4	28	20	20.4	25.2	35.2	22.4	16.4	31	
AE students	0	0	0	0	0	0	0	0	3	5	5	3	
IFP Students	23	24	21	30	29	36	28	31	11	5	17	22	
Total	901	985	1020.4	1055.4	1086.3	1150.8	1149.4	1192.2	1196.2	1173.4	1256.4	1410	
Change in OUTZ		0	105	87	71	52	34	-19	-25	-9	11	0	

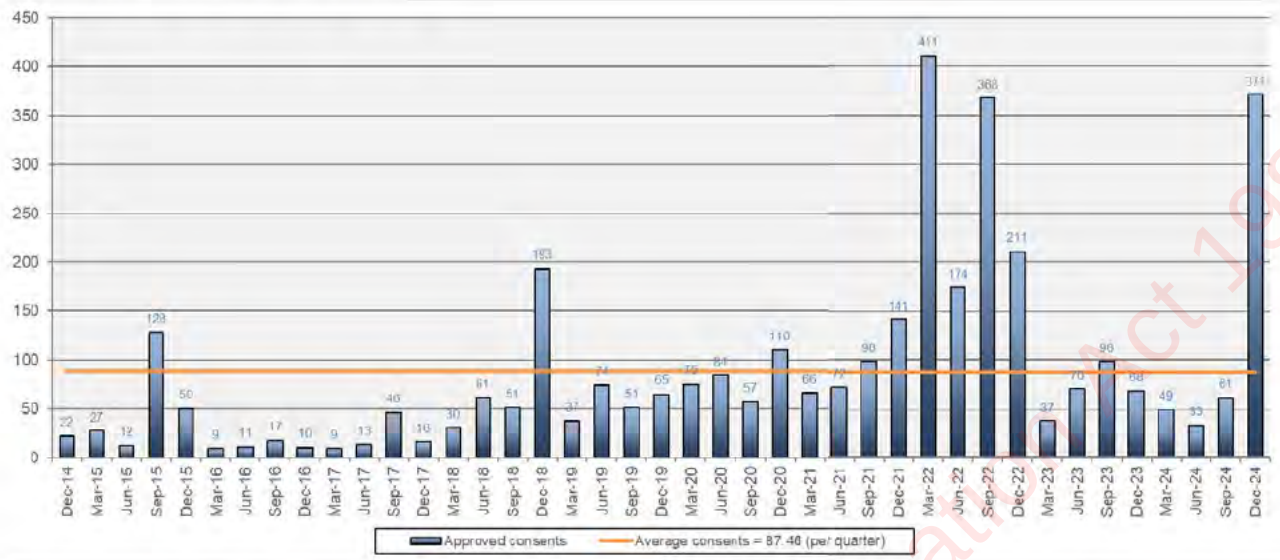
2024 Roll Data Enrolment Type	Eligible for Property	Not Eligible for Property
Funded Inzone	1047	
Funded OOZ		307
STP Students	31	
Alternative Education		3
International Students		22
TOTAL	**1078**	**332**

ESOL Funding Chart



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Building Consents Within Zone



Adjacent Network of Schools

School Name	Current Capacity	Current + In Construction Capacity	Peak Roll 2024	Utilisation 2024	Projected Peak Roll 2028	Projected Utilisation 2028
Selwyn College	1233	1233	1525	124%	1601	130%
Auckland Grammar School	2278	2278	2562	112%	2720	119%
Epsom Girls Grammar Schc	2350	2350	2139	91%	2236	95%
Network of Schools	10,619	10,619	10,430	98%	11,582	109%

Share of Students in Zone

Share of Students in School Zone

Enrolment Scheme: B5 (Year 9 - 13 School) — One Tree Hill College

Year Levels (Min and Max): 9 – 13

NOTE: This visual does not account for zone overlaps. It indicates number and share of funded + STP (head count) students from within the chosen enrolment scheme home zone enrolled at each school in March of the given year.

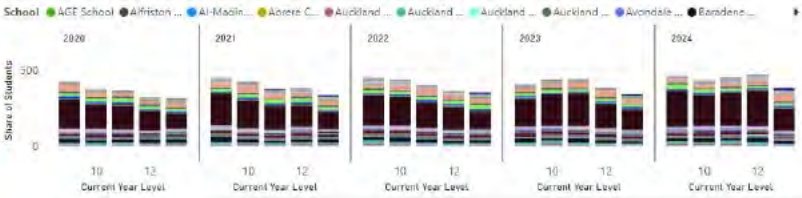
School Name	2019	2020	2021	2022	2023	2024	Total
AGE School						1	1
Albany Senior High School	1						1
Alfriston College			1				1
Al-Madinah School			1			2	3
Aorere College	2	1	1			1	5
Auckland Girls' Grammar School	48	47	50	48	43	49	285
Auckland Grammar School	46	47	51	64	61	68	337
Auckland International College			1	1			2
Auckland Seventh-Day Adventist H S	2	2	3	3	3	3	16
Avondale College	1	3	3	4	3	2	16
Baradene College	100	107	115	110	106	109	647
Botany Downs Secondary College	1	1	1				3
Carmel College				1	1	1	3
Central Auckland Specialist School	5	5	3	4	4	3	24
Total	1630	1806	1976	2010	2021	2214	11657

School Name	2019	2020	2021	2022	2023	2024	Total
One Tree Hill College	42%	40%	40%	40%	44%	47%	43%
Selwyn College	8%	8%	8%	8%	7%	6%	7%
Baradene College	6%	6%	6%	5%	5%	5%	6%
Sacred Heart College (Auckland)	6%	5%	5%	5%	4%	4%	5%
Epsom Girls Grammar School	3%	3%	3%	4%	4%	4%	3%
Auckland Grammar School	3%	3%	3%	3%	3%	3%	3%
Saint Kentigern College		3%	3%	3%	3%	3%	3%
Auckland Girls' Grammar School	3%	3%	3%	2%	2%	2%	2%
Onehunga High School	4%	3%	2%	2%	2%	1%	2%
Michael Park School	3%	2%	2%	2%	2%	2%	2%
Pakuranga College	3%	3%	2%	2%	2%	2%	2%
Marcellin College	2%	2%	1%	2%	2%	2%	2%
St Peter's College (Epsom)	2%	1%	2%	2%	2%	2%	2%
Edgewater College	2%	2%	2%	1%	1%	1%	2%
Total	100%	100%	100%	100%	100%	100%	100%

Share of Students by Year and School Authority



Share of Students by Current Year Level, School and March Roll Return



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Document 3

Memo

To:	Director of Education – Jason Swann
From:	Senior Analyst Planning – Allister Young
Cc:	Regional Asset Manager – David Bos Senior Asset Manager – Robert McAllister Regional Asset Planner – Desire Correa De Melo Manager Operations & Insights – Daniel Hadfield Manager Integrated Services – Anjila Dixon Education Advisor – 9(2)(a)
Date:	14 March 2025
Subject:	Roll Growth at Macleans College (#41)

Purpose

Macleans College is identified in the LTO for roll growth in Budget 25 and has triggered in analysis as requiring additional student places within the next four years.

This document provides supporting evidence for this school's inclusion in the Budget 25 bid.

School Context

Macleans College sits within the Howick Botany Pakuranga NEGP Catchment. The school is a Secondary (Year 9-15) school. The rolls have been growing since 2021

The school is a member of Te Ara Bucklands Beach Kāhui Ako.

The school's July 2024 Total Roll was 2902 students.

The school does not operate a special programme. In 2024, there were 9(2)(a) ORS verified students enrolled at the Macleans College.

In 2024, the school received $442,670 in ESOL funding (see Appendix 2). This is a significant increase in demand for ESOL support over previous years and should this level of funding entitlement continue the school may be eligible to have space legitimised for resources to support these students.

The school operates an enrolment scheme, implemented in 2002 the scheme was last amended in 2015.There were 619 out of zone students enrolled at the school in 2024.

The school is entered in the LTO EM 8 TS - Medium confidence.

The school is above threshold in 2025/26.

There are currently 102.5 teaching spaces on site, including 4.5 gym TS. There are no growth projects currently funded or in programme.

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Last year, Asset Management and Macleans College commissioned a report to assess the condition of the older buildings on the school campus. The findings have been reviewed, and it has been determined that four teaching spaces have reached the end of their useful life. The cost to repair the structures exceeds the cost to replace the structure and as such asset management support the replacement of the 4 classrooms.

Approach to the advice

In undertaking this review, we have considered:

- Agreed capacity based on teaching space counts from Asset Management as at February 2025
- Current roll growth projects in planning, both permanent and temporary solutions
- Potential for mitigation through amendment of enrolment schemes or change of year levels.
- Roll History (total roll, in-zone/out of zone roll, language programmes, LS, special programmes, OST provision) historic roll trends and latest enrolments to October 2024
- Latest Statistics New Zealand Small Area School Age Population Projections, based on Census 2018 and released in 2023
- Recent dwelling consents and projected yields
- Kāinga Ora and major developer activity and projected yields
- Latest roll projections from March/October 2024, based on Stats data and school's enrolment pattern behaviour
- Previous Network advice and roll projections

Roll Projections

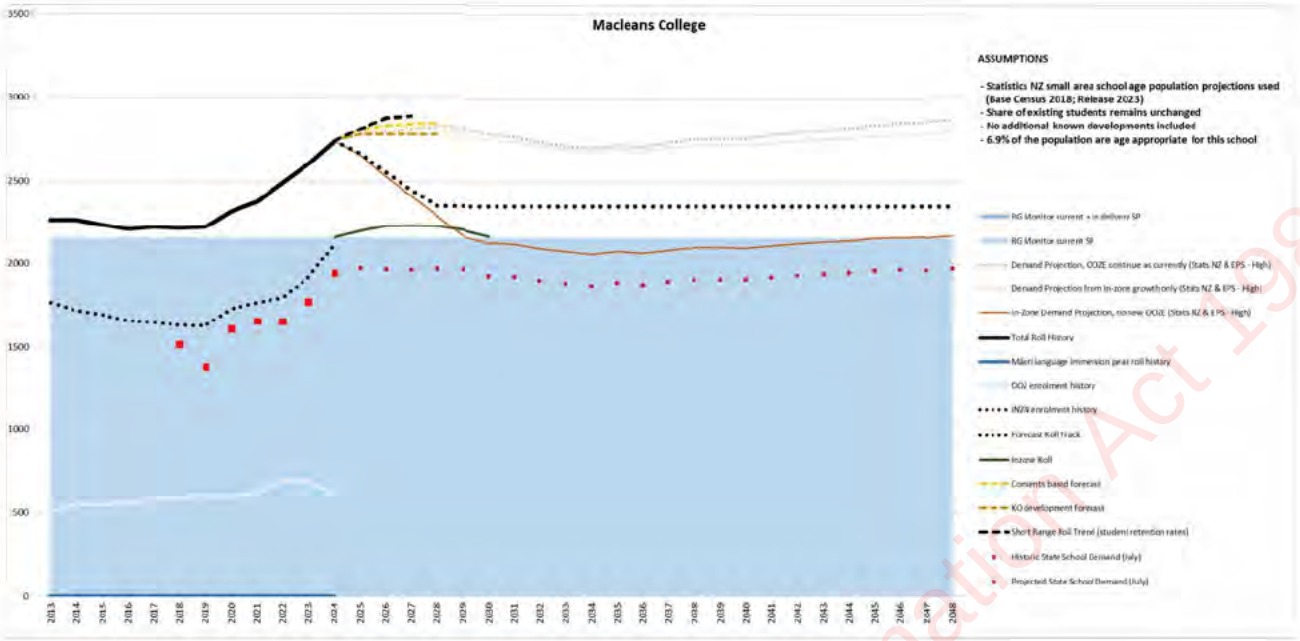
Macleans College has experienced large in zone growth and by 2024 was sitting at 98% Capacity. It is anticipated to be at 102% in zone utilisation by 2025.

Macleans College meets **3** of the roll growth trigger thresholds for roll growth funding (see Appendix 1).

Kāinga Ora has signalled 6 homes to be delivered with the school's zone between 2025 and 2025.

Roll projections are shown in the chart below overlaid on approximate capacity, including funded provision (both permanent and temporary) as advised by School Property. Multiple demand methodologies are utilised to capture the school's unique situation.

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Based on roll forecasts and current capacity information, the table below projects teaching space deficits expected at this school, assuming the current ratios of cohort sizes

Deficit TS 2025	Deficit TS 2026	Deficit TS 2027	Deficit TS 2028	NRD
6	6	7	6	2025

Conclusions

- Enrolment scheme amendments will not address this growth. Total demand across the school network exceeds combined capacity.
- Changes to the structure of the Network (changes to year levels) will not address this growth
- The school meets 3 of the trigger thresholds for roll growth funding
- The roll is projected to exceed capacity by 2025.
- Capacity currently includes the 4 end of life teaching spaces which cannot be occupied by the school.

Recommendations

We recommend that you:

1. **Note** that roll projections at Macleans College result in the need for additional capacity to be provided.
2. **Note** that all viable non-property solutions including changes to enrolment schemes and/or change of class have been exhausted.
3. **Agree** that further TS are required for 2025 therefore the project in the LTO should be progressed into the CW programme.
4. **Agree** that this project is included in the prioritisation process for Budget 2025.

Signoff

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Name and role	Approval	Signed
Allister Young Senior Analyst Planning	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing.	Signed: Allister Young 14 March 2025
Robert McAllister Senior Asset Manager	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing.	Signed: Robert McAllister Digitally signed by Robert McAllister Date: 2025.07.15 17:52:32 +12'00'
Desire Correa De Melo Regional Asset Planner	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing.	Signed: Desire Correa de Melo Digitally signed by Desire Correa de Melo Date: 2025.06.25 11:41:17 +12'00'
Anjila Dixon Manager Integrated Services	I endorse the recommendations.	Signed: AC Dixon
David Bos Regional Asset Manager	I endorse the recommendations	Signed: David Bos Digitally signed by David Bos Date: 2025.06.30 17:18:15 +12'00'
Jason Swann Director of Education	Approved/~~Further discussion required~~	Signed: Jason Swann

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Appendix 1: Triggers for roll growth funding

The following section assesses each school against the roll growth triggers.
A series of triggers and thresholds exist to provide a consistent and transparent guide to when roll growth funding is appropriate.

Description of the trigger	Measure of the trigger	Macleans College	Trigger met?
Enrolment scheme in place when required	Has an enrolment scheme	Yes	**Yes**
Potential local demand for state schooling exceeds current capacity (or is projected to exceed it in 3 years)	Current Capacity to Demand Ratio < 1.1	July 2024 demand = 1942 Capacity = 2156 = 2.34	No
	Capacity to Demand ratio in 3 years< 1.1	July 2027 demand = 1962 Capacity = 2156 = 2.57	No
School is over-utilised or is projected to be over utilised within the next 3 years	Current in-zone utilisation > 100%	Peak 2024 = 98%	No
	Projected in-zone roll exceeds current capacity within 3 years	Projected 2027 roll = 2213 Funded capacity = 2156	**Yes**
Over utilisation sustained for 5 yrs	Roll projected to exceed current capacity for 5 years	Projected 2029 roll = 2200	**Yes**
Roll growth triggers met and Macleans College should be put forward for funding in B25.			**Yes**

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Appendix 2: Supplementary Information

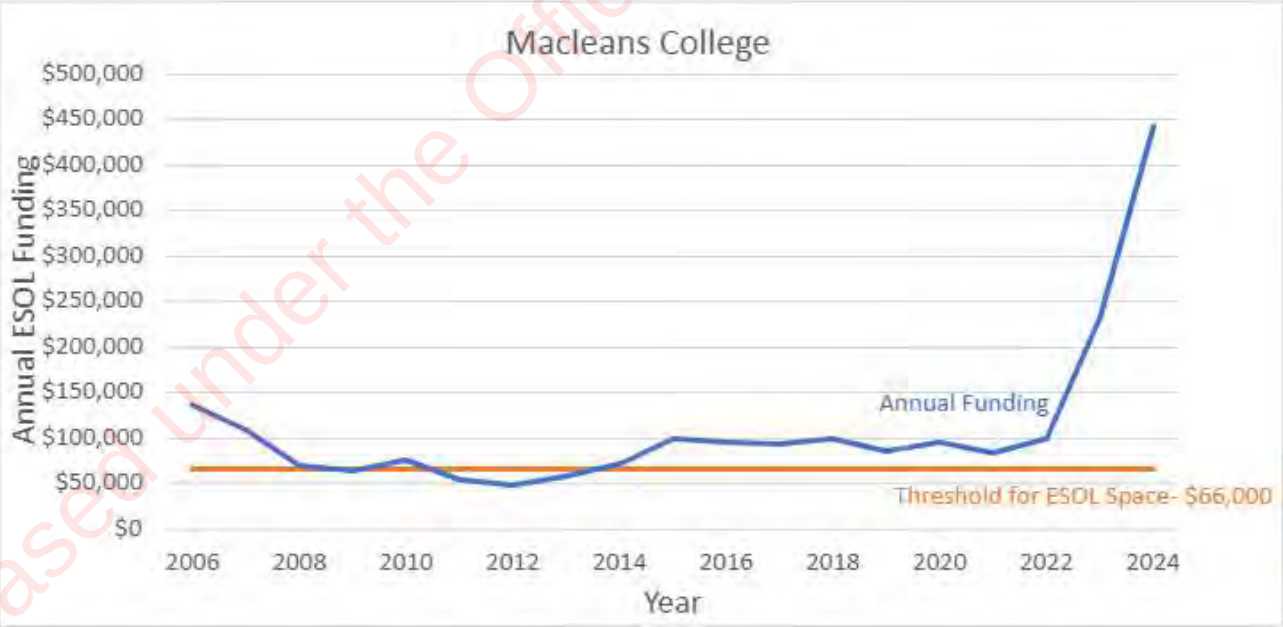
Roll Information

Historic Roll	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Trend
March	2525	2568	2560.4	2532.4	2534.4	2533.6	2533.2	2660.2	2581.8	2600.4	2763.7	2912	
July	2553	2557	2543	2539	2551	2519	2550	2647	2575	2586	2776	2902	
October	2280	2246	2227	2218	2209	2211	2219	2307	2363	2476	2641	2720	
Growth between March and Octobe	-245	-322	-333.4	-314.4	-325.4	-322.6	-314.2	-353.2	-218.8	-124.4	-122.7	-192	

Zone Status	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Trend
INZN	1761	1715	1679	1645	1638	1612.4	1614	1710	1748	1778	1904	2118	
NAPP	0	0	0	0	0	0	0	0	0	0	0	0	
OUTZ	503	550	546	554	579	589	599	592	613	698	684	619	
STP students	0	0	10.4	10.4	6.4	14.4	10.4	15.2	12.8	10.4	10.4	3	
AE students	0	0	0	0	0	0	0	0	0	0	0	0	
IFP Students	261	303	325	323	311	317.8	309.8	343	208	114	165.3	172	
Total	2525	2568	2560.4	2532.4	2534.4	2533.6	2533.2	2660.2	2581.8	2600.4	2763.7	2912	
Change in OUTZ		47	-4	8	25	10	10	-7	21	85	-14	-65	

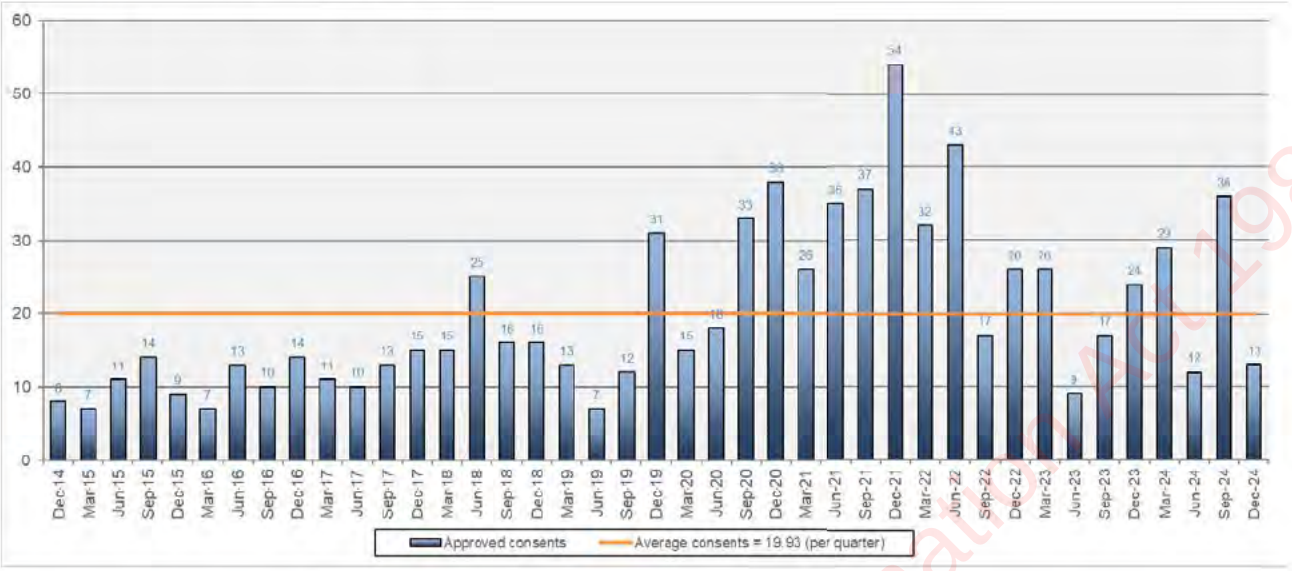
2024 Roll Data Enrolment Type	Eligible for Property	Not Eligible for Property
Funded Inzone	2118	
Funded OOZ		619
STP Students	3	
Alternative Education		0
International Students		172
TOTAL	**2121**	**791**

ESOL Funding Chart



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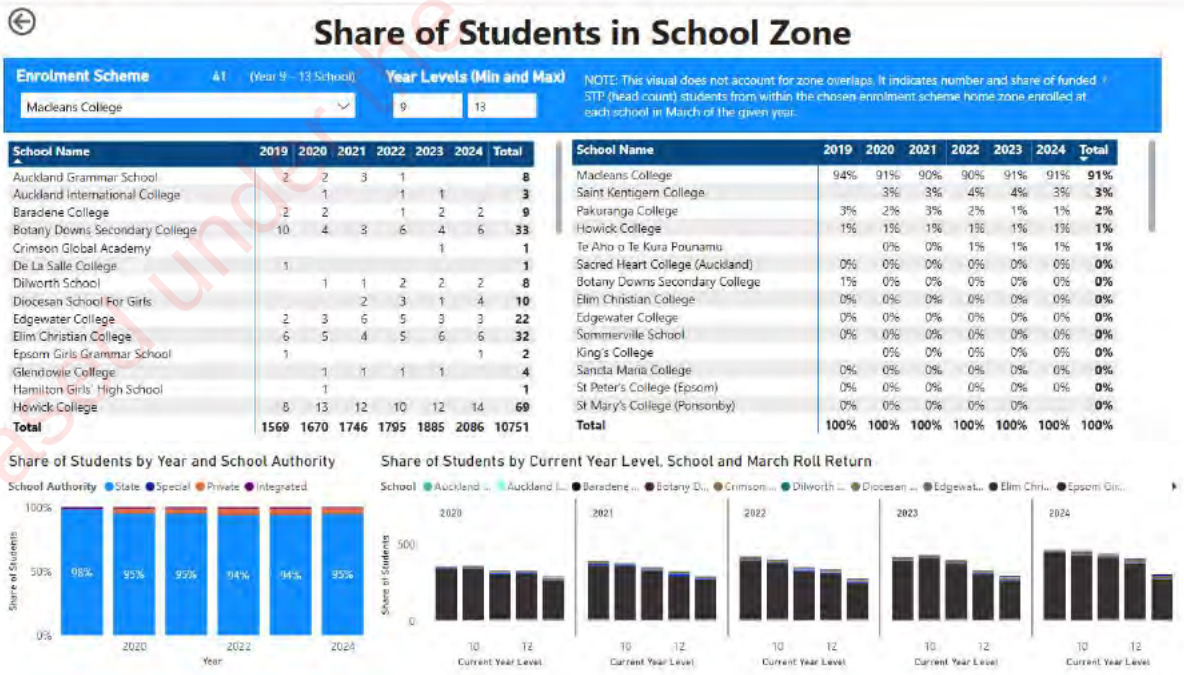
Building Consents Within Zone



Adjacent Network of Schools

School Name	Current Capacity	Current + In Construction Capacity	Peak Roll 2024	Utilisation 2024	Projected Peak Roll 2028	Projected Utilisation 2028
Macleans College	2156	2156	2778	129%	2820	131%
Pakuranga College	2187	2187	2118	97%	2226	102%
Howick College	2014	2014	2167	108%	2276	113%
0	0	0	0	0%	0	0%
Network of Schools	6,357	6,357	7,063	111%	7,322	115%

Share of Students in Zone



School Name	2019	2020	2021	2022	2023	2024	Total
Auckland Grammar School	2	2	3	1			8
Auckland International College		1		1	1		3
Baradene College	2	2		1	2	2	9
Botany Downs Secondary College	10	4	3	6	4	6	33
Crimson Global Academy					1		1
De La Salle College	1						1
Dilworth School		1	1	2	2	2	8
Diocesan School For Girls			2	3	1	4	10
Edgewater College	2	3	6	5	3	3	22
Elim Christian College	6	5	4	5	6	6	32
Epsom Girls Grammar School	1					1	2
Glendowie College		1	1	1	1		4
Hamilton Girls' High School		1					1
Howick College	8	13	12	10	12	14	69
Total	1569	1670	1746	1795	1885	2086	10751

School Name	2019	2020	2021	2022	2023	2024	Total
Macleans College	94%	91%	90%	90%	91%	91%	91%
Saint Kentigern College		3%	3%	4%	4%	3%	3%
Pakuranga College	3%	2%	3%	2%	1%	1%	2%
Howick College	1%	1%	1%	1%	1%	1%	1%
Te Aho o Te Kura Pounamu		0%	0%	1%	1%	1%	1%
Sacred Heart College (Auckland)	0%	0%	0%	0%	0%	0%	0%
Botany Downs Secondary College	1%	0%	0%	0%	0%	0%	0%
Elim Christian College	0%	0%	0%	0%	0%	0%	0%
Edgewater College	0%	0%	0%	0%	0%	0%	0%
Sommerville School	0%	0%	0%	0%	0%	0%	0%
King's College		0%	0%	0%	0%	0%	0%
Sancta Maria College	0%	0%	0%	0%	0%	0%	0%
St Peter's College (Epsom)	0%	0%	0%	0%	0%	0%	0%
St Mary's College (Ponsonby)	0%	0%	0%	0%	0%		0%
Total	100%	100%	100%	100%	100%	100%	100%

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Document 4

Memo

To:	Director of Education – Deidre Alderson
From:	Network Analyst – Jodie Greenwood Lead Adviser Learning Support Network – Agnes Wong
Cc:	Regional Asset Manager – David Bos Infrastructure Manager – Carly Edwards Regional Asset Planner – Desire Correa De Melo Manager Operations & Insights – Nitasha Jugernath Manager Integrated Services – Pulotu Selio Solomon Education Advisor – 9(2)(a)
Date:	10 April 2025
Subject:	Roll Growth at Tuakau College (#106)

Purpose

Tuakau College has triggered in analysis as requiring additional student places within the next four years.

This document provides supporting evidence for this school's inclusion in the Budget 25 bid.

Tuakau College has indicated an interest in growing their learning support provision to cater for students with additional needs from their community. Information on this and reasons for inclusion in the Learning Support Roll Growth Budget 25 bid is provided below.

School Context

Tuakau College is a Year 7-13 secondary school which sits within the Pukekohe Paerata Tuakau NEGP Catchment. The school's roll has been steadily growing as residential development progresses across the catchment.

Although a predominantly rural catchment, zoning changes anticipated through Private Plan Changes in the coming years will enable areas of intensive residential development around Tuakau village and the surrounding area.

The school operates an enrolment scheme, implemented in 2018. There were 121 out of zone students enrolled at the school in 2024. Most students learn in English Medium, with 73 students learning at Māori Medium level 2 in March 2024. This is not a formalised Special Programme.

In 2024 there were 9(2)(a) ORS students enrolled with the school. Tuakau College operates their own learning support programme Te Whare Ako.

In 2024 the number of students requiring ESOL support increased significantly, with the school receiving $87,050 in ESOL funding (see Appendix 2). Should this level of funding entitlement continue the school may be eligible to have space legitimised for resources to support these students.

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There are currently 49 teaching spaces on site, including 1 gym TS and 7 temporary teaching spaces.

The school has a project in the CW programme to deliver 6 RG teaching spaces, this project is currently in design and unfunded for construction. Originally, this project was to deliver 6 EM teaching spaces and 2 LS satellite teaching spaces as an integrated solution. The project was descoped and designed to deliver a standalone 6 teaching space block as funding for LS TS was not prioritised.

Approach to the advice

In undertaking this review, we have considered:

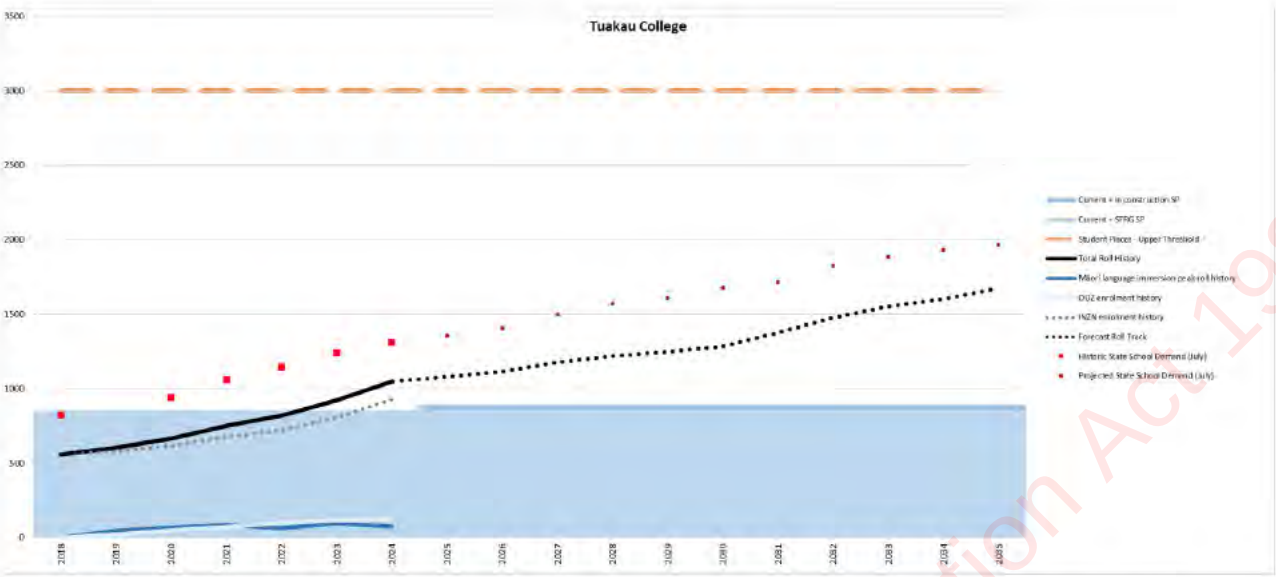
- Agreed capacity based on teaching space counts from Asset Management as at February 2025
- Current roll growth projects in planning, both permanent and temporary solutions
- Potential for mitigation through amendment of enrolment schemes or change of year levels.
- Roll History (total roll, in-zone/out of zone roll, language programmes, LS, special programmes, OST provision) historic roll trends and latest enrolments to October 2024
- Latest Statistics New Zealand Small Area School Age Population Projections, based on Census 2018 and released in 2023
- Recent dwelling consents and projected yields
- Kāinga Ora and major developer activity and projected yields
- Latest roll projections from March/October 2024, based on Stats data and school's enrolment pattern behaviour
- Previous Network advice and roll projections

Roll Projections

Tuakau College meets **all** the roll growth trigger thresholds for roll growth funding (see Appendix 1).

Roll projections are shown in the chart below overlaid on approximate capacity, including funded provision (both permanent and temporary) as advised by School Property. Multiple demand methodologies are utilised to capture the school's unique situation.

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Including the temporary provision on site and in delivery, the school is projected to be above capacity on their in-zone roll in 2025. This deficit in teaching spaces will continue to increase as residential development continues within the school's zone.

Based on roll forecasts and current capacity information, the table below projects teaching space deficits expected at this school, assuming the current ratios of cohort sizes

Deficit TS 2025	Deficit TS 2026	Deficit TS 2027	Deficit TS 2028	NRD
4	6	10	12	2025

The school draws from a predominantly rural catchment, with development occurring at existing suburban areas located well inside the zone. Redistribution of demand through enrolment scheme amendments is not appropriate as there are no other secondary schools that would be considered local to the densely populated areas. Amendment of the rural edges of the zone would not relieve sufficient demand to mitigate need for additional property. In addition, the nearest secondary school, Pukekohe High School, is under their own roll pressure so there is insufficient surplus capacity across the network to allow for redistribution of demand (see Appendix 2). Enrolment scheme amendments cannot be used to mitigate the need for additional capacity.

Nearby Tuakau School (Y1-6 primary) has a current capacity of 339 SP. At their 2024 peak inzone roll of 281 there were 2 surplus TS. Roll growth is also anticipated at this school so it is expected the surplus capacity will be required within the next 5 years to accommodate increased demand. There is therefore insufficient surplus capacity to allow for redirection of Y 7 & 8 demand from Tuakau College. Changes to the structure of the network are not appropriate to mitigate need for additional capacity.

Learning Support requirements

Tuakau College currently operates their own learning support program Te Whare Ako. Te Whare Ako supports a range of students including both ORS funded and non-ORS funded students up to the age of 21 years.

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Te Whare Ako currently occupies one integrated teaching space within the school. The students of Te Whare Ako are well integrated within the school.

Tuakau College Board has expressed an interest in growing their learning support programme for the Franklin community. This is likely to include establishing a special programme as part of their enrolment scheme. Previously, Tuakau College operated a very successful learning unit Te Whariki, which attracted a number of ORS funded students from the greater Franklin and South Auckland areas. There is no other specialist provision in the area, with the closest specialist school provision located in Pukekohe.

As of 1 July 2024, there are 9(2)(a) ORS funded students living within the Tuakau area. The majority of these currently attend a specialist school, however all specialist schools in Auckland are full and are requiring to actively manage their rolls. School board learning support provision, like Tuakau College provides an alternative learning support pathway which is still able to sufficiently accommodate students additional learning needs.

With the confirmed master plan roll for Tuakau College increasing to 3,000 student places, this suggests between 9(2)(a) students may be ORS funded or have some learning support needs in the future. It would be appropriate for 2 LS TS to be funded initially as the school continues to grow. This purpose-built learning support teaching spaces will enable Tuakau College to establish and grow their learning support provision and accommodate students with various levels of need from their community.

Conclusions

Enrolment scheme amendments are not appropriate to address this growth.

- Changes to the structure of the Network (changes to year levels) will not address this growth.
- The school meets all of the trigger thresholds for roll growth funding
- The roll is already above and projected to remain above capacity, including the 7 STRG TS onsite.
- The CW project B21_RG 6 TS_English Medium_Trad, should be progressed with a NRD of T1 2026.
- STRG currently on site is suitable as a permanent solution
- STRG TS may need to remain on site after the permanent TS are delivered, to temporarily accommodate excess demand until further stages of roll growth can by planned and delivered.

Tuakau College wants to grow their learning support programme, and 2 LS TS, project should progress.

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Recommendations

We recommend that you:

1. **Note** that roll projections at Tuakau College result in the need for additional capacity to be provided.
2. **Note** that all viable non-property solutions including changes to enrolment schemes and/or change of class have been exhausted.
3. **Agree** that further TS are required for 2026, so the B21_RG 6 TS_English Medium_Trad already in the CW programme should be progressed.
4. **Agree** that this project is included in the prioritisation process for Budget 2025.
5. **Agree** for Tuakau College to grow their Learning support provision and for 2 LS TS to be included as part of the project to progress
6. **Agree** that the 2 LS TS are included in the Learning Support Roll Growth Prioritisation process for Budget 2025.

Signoff

Name and role	Approval	Signed
Jodie Greenwood Network Analyst	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing.	Signed: Jodie Greenwood 10/4/2025
Agnes Wong Lead Adviser Learning Support Network	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing.	Signed: 14/04/2025
Carly Edwards Infrastructure Manager	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing.	Signed: 10/04/25 Carly Edwards
Desire Correa De Melo Regional Asset Planner	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing.	Signed: 10/04/2025 Desirea de Melo
Pulotu Selio Solomon Manager Integrated Services	I endorse the recommendations.	Signed:
David Bos Regional Asset Manager	I endorse the recommendations	Signed: DJ Bos 17/04/2025
Corinne Peters, Acting Director of Education	Approved/Further discussion required	Signed:

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Appendix 1: Triggers for roll growth funding

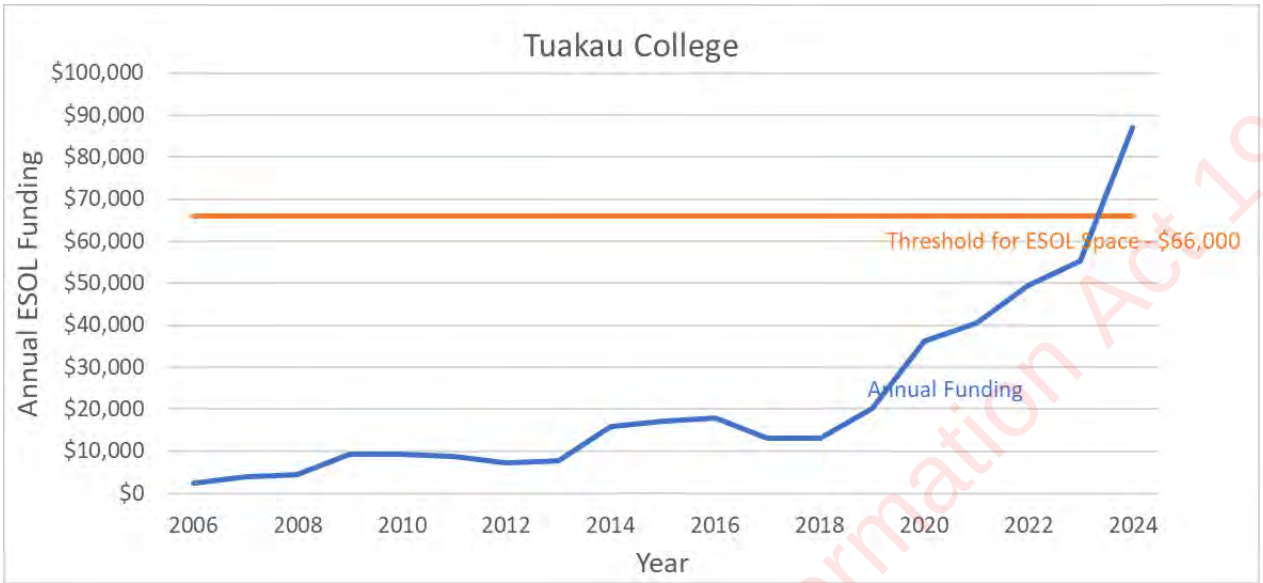
The following section assesses each school against the roll growth triggers.
A series of triggers and thresholds exist to provide a consistent and transparent guide to when roll growth funding is appropriate.

Description of the trigger	Measure of the trigger	Tuakau College	Trigger met?
Enrolment scheme in place when required	Has an enrolment scheme	Yes	Yes
Potential local demand for state schooling exceeds current capacity (or is projected to exceed it in 3 years)	Current Capacity to Demand Ratio < 1.1	July 2024 demand = 1311 Capacity = 851 = 0.65	Yes
	Capacity to Demand ratio in 3 years < 1.1	July 2027 demand = 1498 Capacity = 892 = 0.60	Yes
School is over-utilised or is projected to be over utilised within the next 3 years	Current in-zone utilisation > 100%	Peak 2024 = 109%	Yes
	Projected in-zone roll exceeds current capacity within 3 years	Projected 2027 roll = 1,061 Funded capacity = 892	Yes
Over utilisation sustained for 5 yrs	Roll projected to exceed current capacity for 5 years	Projected 2029 roll = 1,132	Yes
Roll growth triggers met and Tuakau College should be put forward for funding in B25.			**Yes**

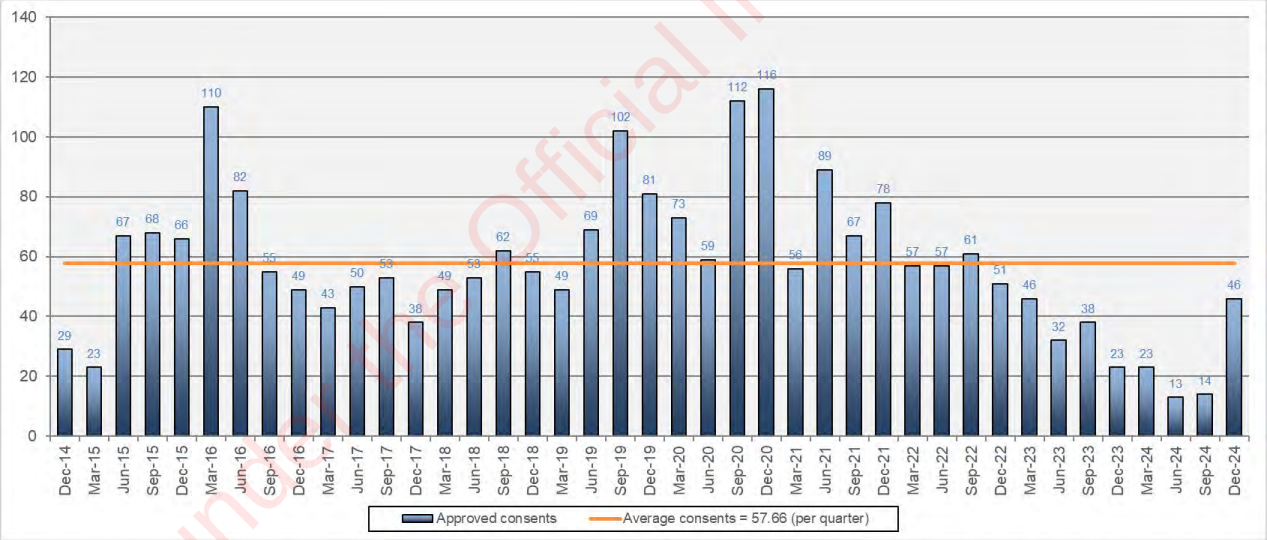
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Appendix 2: Supplementary Information

ESOL Funding Chart



Building Consents Within Zone



Adjacent Network of Schools

School Name	Current Capacity	Current + In Construction Capacity	Peak Roll 2024	Utilisation 2024	Projected Peak Roll 2028	Projected Utilisation 2028
Tuakau College	853	892	1048	123%	1219	137%
Pukekohe High School	1878	1878	1866	99%	1990	106%
Network of Schools	**2,731**	**2,770**	**2,914**	**107%**	**3,209**	**116%**

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Share of Students in Zone

Enrolment Scheme 106 (Year 7 - 13 School)

Tuakau College

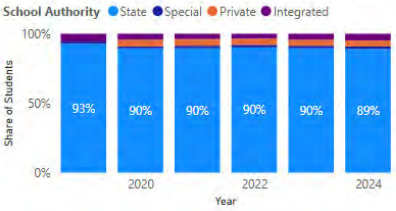
Year Levels (Min and Max) 7 13

NOTE: This visual does not account for zone overlaps. It indicates number and share of funded + STP (head count) students from within the chosen enrolment scheme home zone enrolled at each school in March of the given year.

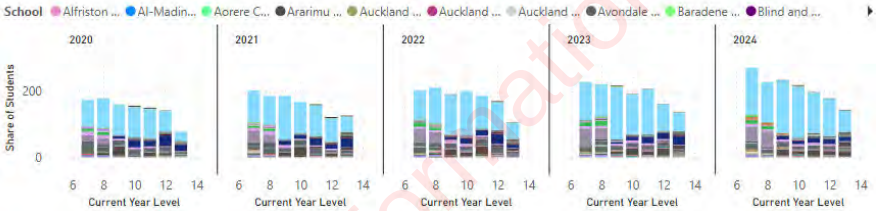
School Name	2019	2020	2021	2022	2023	2024	Total
Tuakau College	480	529	617	682	763	876	**3947**
Pukekohe High School	107	97	87	82	79	60	**512**
Onewhero Area School	82	83	85	90	72	51	**463**
Pokeno School	32	35	56	67	85	90	**365**
Hauraki Plains College	26	49	52	58	62	70	**317**
Pukekohe Christian School		33	34	36	34	41	**178**
Mangatawhiri School	28	37	28	26	27	26	**172**
Pukekohe Intermediate	32	18	15	21	27	21	**134**
Parkside School	16	13	19	23	23	24	**118**
Te Aho o Te Kura Pounamu		4	12	15	12	19	**62**
Bombay School	14	9	8	11	10	8	**60**
Rosehill College	14	11	9	7	5	4	**50**
Sancta Maria College	7	4	5	9	11	9	**45**
Hamilton Boys' High School	5	8	8	10	7	6	**44**
Total	**948**	**1039**	**1150**	**1267**	**1363**	**1468**	**7235**

School Name	2019	2020	2021	2022	2023	2024	Total
Tuakau College	51%	51%	54%	54%	56%	60%	**55%**
Pukekohe High School	11%	9%	8%	6%	6%	4%	**7%**
Onewhero Area School	9%	8%	7%	7%	5%	3%	**6%**
Pokeno School	3%	3%	5%	5%	6%	6%	**5%**
Hauraki Plains College	3%	5%	5%	5%	5%	5%	**4%**
Pukekohe Christian School		3%	3%	3%	2%	3%	**2%**
Mangatawhiri School	3%	4%	2%	2%	2%	2%	**2%**
Pukekohe Intermediate	3%	2%	1%	2%	2%	1%	**2%**
Parkside School	2%	1%	2%	2%	2%	2%	**2%**
Te Aho o Te Kura Pounamu		0%	1%	1%	1%	1%	**1%**
Bombay School	1%	1%	1%	1%	1%	1%	**1%**
Rosehill College	1%	1%	1%	1%	0%	0%	**1%**
Sancta Maria College	1%	0%	0%	1%	1%	1%	**1%**
Hamilton Boys' High School	1%	1%	1%	1%	1%	0%	**1%**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Share of Students by Year and School Authority



Share of Students by Current Year Level, School and March Roll Return



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Document 5

Memo

To:	Director of Education – Tanya Harvey
From:	Lead Adviser Network – Nick Blythe
Cc:	Regional Asset Manager – David Bos Infrastructure Manager – Michael Stride Regional Asset Planner – Desire Correa De Melo Manager Operations & Insights – Te IwiNgaro Dunn Manager Integrated Services – 9(2)(a) Education Advisor – Sarah Fish
Date:	
Subject:	Roll Growth at Orewa College (#25)

Purpose

Orewa College is identified in the LTO for roll growth in Budget 25 and has triggered in analysis as requiring additional student places within the next four years.

This document provides supporting evidence for this school's inclusion in the Budget 25 bid.

School Context

Orewa College sits within the Orewa Whangaparaoa NEGP Catchment.

The Orewa Whangaparaoa area is one of the fastest growing areas in the Auckland region. Growth is being led by large greenfield developments at the Orewa and Wainui SHAs. Orewa is an established town to the north of Auckland that was originally a beach suburb and retirement area but has developed into a growth hotspot that now attracts families looking for lifestyle options. Orewa is expected to see an additional 4,200 dwellings putting significant pressure on existing schools.

The Orewa Wainui area is currently served by only Orewa College. It is anticipated that an additional secondary school is required to enable the network to accommodate growth from the Wainui area. Progressing Wainui Secondary will require acquisition of the final piece of land and build funding. Until such time Orewa College will need to accommodate the growth.

Orewa College currently has a permanent capacity of about 2,046 student places (SP) in 100 teaching spaces (TS). The March 2025 provisional roll numbers indicate 148 OOZ students. Total roll of 2,114.

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There are no roll growth (RG) teaching space projects currently in construction.

The Orewa College site has been master planned to 3,000 student places, with the three stages to reach 2,300, 2,650 and 3,000 students.

The new secondary school at Wainui is planned to eventually serve recent developments and further growth at Wainui and west of SH1. It is proposed to be master planned to 2,500 student places. Current demand projections for both schools combined are for approximately 4,000 student places by 2048 and still growing.

Initially, demand will be biased more heavily towards Orewa, east of State Highway 1. Demand at Wainui to the west will continue to grow into the long term as developments continue and land is rezoned for urban use. Until the new secondary opens at Wainui, the combined demand from east and west of SH1 will need to be met by Orewa College.

The school has 9(2)(a) ORS students enrolled.

In 2024, the school received $39,430 in ESOL funding (see Appendix 2).

The school operates an enrolment scheme, implemented in 2004 the scheme was last amended in 2019. The school does not operate any special programmes.

There were 152 out of zone students enrolled at the school in 2024.

The school is entered in the LTO: Yes

The school has a project already in the CW programme (B19_RG_12 TS_Trad) and it was submitted for funding in B24, with the outcome "Not considered for B24 funding".

The school is above threshold in 2025/26

The school is above threshold by 2028 Yes

There are currently 100 teaching spaces on site, including 3 gym TS

Approach to the advice

In undertaking this review, we have considered:

- Agreed capacity based on teaching space counts from Asset Management as at February 2025
- Current roll growth projects in planning, both permanent and temporary solutions
- Potential for mitigation through amendment of enrolment schemes or change of year levels.
- Roll History (total roll, in-zone/out of zone roll, language programmes, LS, special programmes, OST provision) historic roll trends and latest enrolments to October 2024

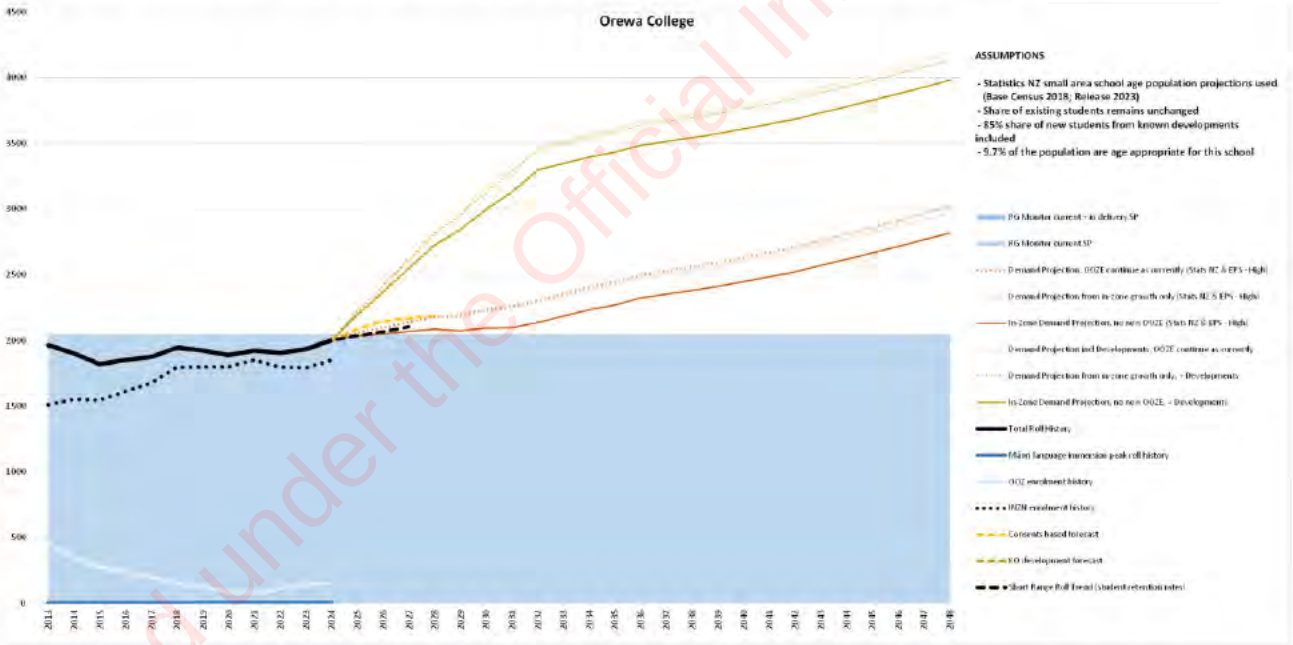
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- Latest Statistics New Zealand Small Area School Age Population Projections, based on Census 2018 and released in 2023
- Recent dwelling consents and projected yields
- Kāinga Ora and major developer activity and projected yields
- Latest roll projections from March/October 2024, based on Stats data and school's enrolment pattern behaviour
- Previous Network advice and roll projections

Roll Projections

Orewa College meets **5** of the roll growth trigger thresholds for roll growth funding (see Appendix 1).

Roll projections are shown in the chart below overlaid on approximate capacity, including funded provision (both permanent and temporary) as advised by School Property. Multiple demand methodologies are utilised to capture the school's unique situation.



Based on roll forecasts and current capacity information, the table below projects teaching space deficits expected at this school, assuming the current ratios of cohort sizes

Deficit TS 2025	Deficit TS 2026	Deficit TS 2027	Deficit TS 2028	NRD
0	5	6	7	2026

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Conclusions

- Enrolment scheme amendments will not address this growth as adjacent schools are similarly highly utilised.
- Changes to the structure of the Network (changes to year levels) will not address this growth.
- The school meets 5 of the trigger thresholds for roll growth funding
- The roll is projected to exceed capacity by 2026.

Recommendations

We recommend that you:

1. **Note** that roll projections at Orewa College result in the need for additional capacity to be provided.
2. **Note** that all viable non-property solutions including changes to enrolment schemes and/or change of class have been exhausted.
3. **Agree** that additional TS are required, so the B19_RG_12 TS in the CW programme should be progressed.
4. **Agree** that this project is included in the prioritisation process for Budget 2025.

Signoff

Name and role	Approval	Signed
Nick Blythe Lead Adviser Network	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing.	Signed: Nick Blythe 28/03/2025
Michael Stride Infrastructure Manager	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing.	Signed: 7 April 2025
Desire Correa De Melo Regional Asset Planner	I confirm the information contained is based on the most	Signed: Correa de Melo

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	accurate and up to date data we had at the time of writing.	08/04/2025
9(2)(a) Manager Integrated Services	I endorse the recommendations.	Signed:
David Bos Regional Asset Manager	I endorse the recommendations	Signed: DJ Bos 7/04/2025
Tanya Harvey Director of Education	Approved/Further discussion required	Signed: Harvey 10/04/2025

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Appendix 1: Triggers for roll growth funding

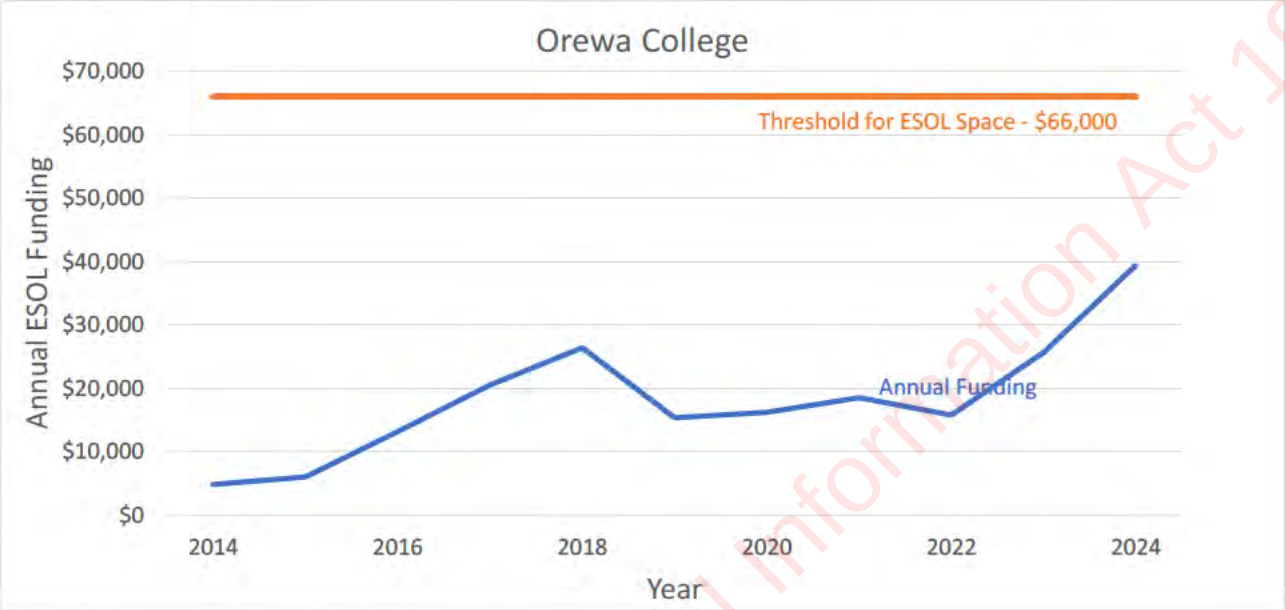
The following section assesses each school against the roll growth triggers.
A series of triggers and thresholds exist to provide a consistent and transparent guide to when roll growth funding is appropriate.

Description of the trigger	Measure of the trigger	Orewa College	Trigger met?
Enrolment scheme in place when required	Has an enrolment scheme	Yes	Yes
Potential local demand for state schooling exceeds current capacity (or is projected to exceed it in 3 years)	Current Capacity to Demand Ratio < 1.1	July 2024 demand = 2556 Capacity = 2046 = 0.80	Yes
	Capacity to Demand ratio in 3 years < 1.1	July 2027 demand = 2766 Capacity = 2046 = 0.74	Yes
School is over-utilised or is projected to be over utilised within the next 3 years	Current in-zone utilisation > 100%	Peak 2024 = 91% March 2025 = 97%	No
	Projected in-zone roll exceeds current capacity within 3 years	Projected 2027 roll = 2162 Funded capacity = 2046	Yes
Over utilisation sustained for 5 yrs	Roll projected to exceed current capacity for 5 years	Projected 2029 roll = 2190	Yes
Roll growth triggers met and Orewa College should be put forward for funding in B25.			**Yes**

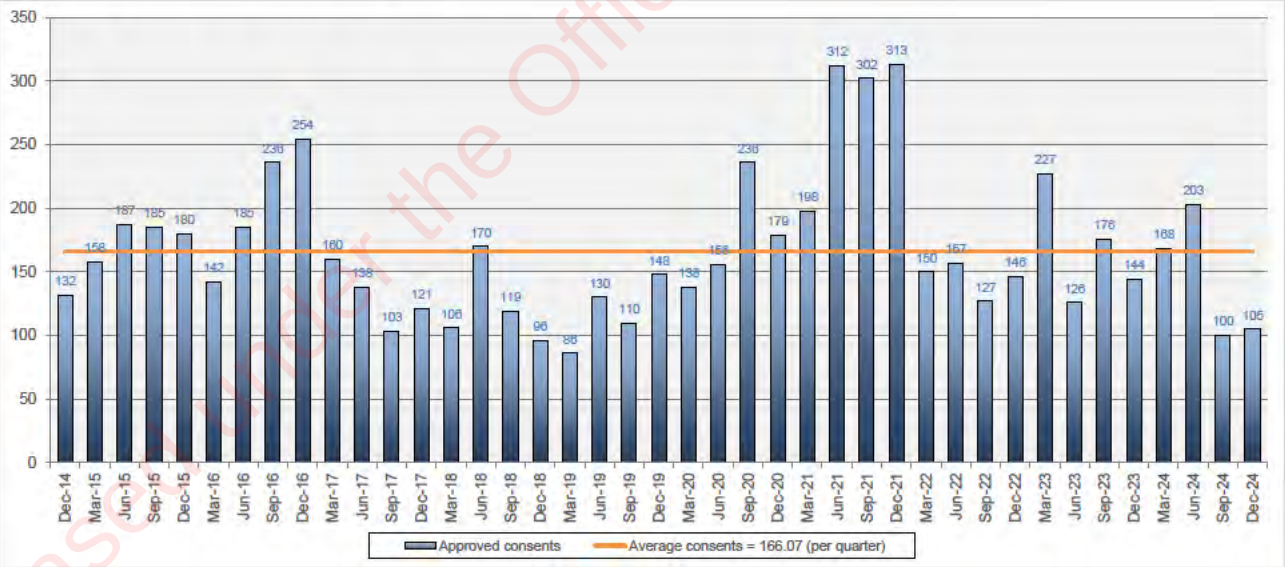
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Appendix 2: Supplementary Information

ESOL Funding Chart



Building Consents Within Zone



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Adjacent Network of Schools

School Name	Current Capacity	Current + In Construction Capacity	Peak Roll 2024	Utilisation 2024	Projected Peak Roll 2028	Projected Utilisation 2028
Mahurangi College	1460	1460	1506	103%	1668	114%
Orewa College	2028	2028	2001	99%	2201	109%
Kaipara College	792	838	769	97%	814	97%
Whangaparaoa College	1771	1771	1748	99%	1884	106%
Network of Schools	**6,051**	**6,097**	**6,024**	**100%**	**6,567**	**108%**

Share of Students in Zone

Share of Students in School Zone

Enrolment Scheme 25 (Year 7 - 13 School)

Orewa College

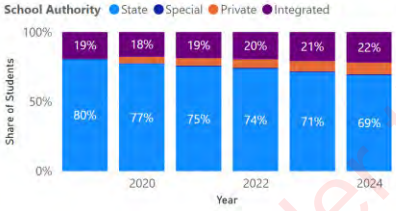
Year Levels (Min and M... 7 13

NOTE: This visual does not account for zone overlaps. It indicates number and share of funded + STP (head count) students from within the chosen enrolment scheme home zone enrolled at each school in March of the given year.

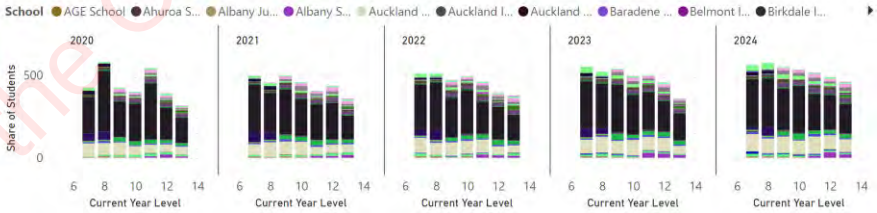
School Name	2019	2020	2021	2022	2023	2024	Total
Orewa College	1442	1709	1600	1609	1661	1731	**9752**
KingsWay School	359	412	448	485	553	627	**2884**
Long Bay College	93	101	114	111	121	119	**659**
Rangitoto College	95	95	100	109	100	119	**618**
Northcross Intermediate	92	94	103	95	85	66	**535**
Westlake Boys High School	54	52	87	90	96	100	**479**
Rosmini College	66	68	70	79	93	98	**474**
Westlake Girls' High School	69	66	85	74	80	94	**468**
Wentworth College		42	53	71	109	140	**415**
Carmel College	73	62	61	60	57	66	**379**
Albany Senior High School	43	37	40	46	72	67	**305**
Kristin School		50	59	54	62	68	**293**
Whangaparaoa College	47	53	44	50	40	47	**281**
Total	**2590**	**3075**	**3101**	**3206**	**3416**	**3678**	**19066**

School Name	2019	2020	2021	2022	2023	2024	Total
Orewa College	56%	56%	52%	50%	49%	47%	**51%**
KingsWay School	14%	13%	14%	15%	16%	17%	**15%**
Long Bay College	4%	3%	4%	3%	4%	3%	**3%**
Rangitoto College	4%	3%	3%	3%	3%	3%	**3%**
Northcross Intermediate	4%	3%	3%	3%	2%	2%	**3%**
Westlake Boys High School	2%	2%	3%	3%	3%	3%	**3%**
Rosmini College	3%	2%	2%	2%	3%	3%	**2%**
Westlake Girls' High School	3%	2%	3%	2%	2%	3%	**2%**
Wentworth College		1%	2%	2%	3%	4%	**2%**
Carmel College	3%	2%	2%	2%	2%	2%	**2%**
Albany Senior High School	2%	1%	1%	1%	2%	2%	**2%**
Kristin School		2%	2%	2%	2%	2%	**2%**
Whangaparaoa College	2%	2%	1%	2%	1%	1%	**1%**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Share of Students by Year and School Authority



Share of Students by Current Year Level, School and March Roll Return



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Document 6

Memo

To:	Director of Education – Tanya Harvey
From:	Lead Adviser Network – Nick Blythe
Cc:	Regional Asset Manager – David Bos Infrastructure Manager – Michael Stride Regional Asset Planner – Desire Correa De Melo Manager Operations & Insights – Te IwiNgaro Dunn Manager Integrated Services – Liza Brown Education Advisor – 9(2)(a)
Date:	
Subject:	Roll Growth at Rangitoto College (#28)

Purpose

Rangitoto College is identified in the LTO for roll growth in Budget 25 and has triggered in analysis as requiring additional student places within the next four years.

This document provides supporting evidence for this school's inclusion in the Budget 25 bid.

School Context

Rangitoto College sits within the Albany Long Bay Rangitoto NEGP Catchment. The school is a Secondary (Year 9-15) school.

The school is a member of Mid Bays Community of Schools.

There has been a significant increase in the rate of in-zone growth from 2023.

The number of secondary age students in the Rangitoto College home zone has increased significantly, with 1,000 more students than 5 years ago.

Rangitoto College is attracting an increasing share of students from within its home zone.

The Rangitoto College home zone is market attractive. This makes redevelopment of sections profitable, such that when single dwellings on large sections sell, they are often removed and replaced with 6 townhouses. This increases the number of in-zone dwellings at a lower market value and increases in-zone growth pressure on the school's roll.

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The school operates an enrolment scheme, implemented in 2000. There were 1,224 out of zone students enrolled at the school in 2024. The school is actively managing down the out of zone roll (provisionally 1,062 in March 2025) and will not be accepting any out of zone enrolments in 2025. There were 9(2)(a) ORS ORS verified students enrolled at the school in 2024.

In 2024, the school received $247,560 in ESOL funding (see Appendix 2). This is a significant increase in demand for ESOL support over previous years and is likely a direct result of increased redevelopment of the area.

The school is entered in the LTO : Yes.

The school has no roll growth projects in the CW programme

The school is above threshold in 2025/26 : No

The school is above threshold by 2028 : Yes

There are currently 152 teaching spaces on site, including 6 gym TS and 9 temporary teaching spaces. The 9 temporary teaching spaces on site is decant space to accommodate students until the major redevelopment project (Weathertightness Replacement of Block NL, L2 and PA – 9 TS + Library) is completed. These spaces are not fit for purpose and will be rationalised once the redevelopment project has been completed. Currently, the major redevelopment project is not funded for construction and will be included in the prioritisation for B25 Redev programme.

Approach to the advice

In undertaking this review, we have considered:

- Agreed capacity based on teaching space counts from Asset Management as at February 2025
- Current roll growth projects in planning, both permanent and temporary solutions
- Potential for mitigation through amendment of enrolment schemes or change of year levels.
- Roll History (total roll, in-zone/out of zone roll, language programmes, LS, special programmes, OST provision) historic roll trends and latest enrolments to October 2024
- Latest Statistics New Zealand Small Area School Age Population Projections, based on Census 2018 and released in 2023
- Recent dwelling consents and projected yields
- Kāinga Ora and major developer activity and projected yields
- Latest roll projections from March/October 2024, based on Stats data and school's enrolment pattern behaviour
- Previous Network advice and roll projections

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Roll Projections

The rate of in-zone roll growth has significantly increased from 2023 and has been sustained.

It is projected that the in-zone roll will exceed existing student places capacity in 2026.

The in-zone roll grew by 464 students between March 2024 and March 2025.

The school additionally has a large out of zone roll which is now being actively managed down. The school will offer no out of zone places from 2026.

Managing down the out of zone roll is masking the full extent of in-zone growth in the total roll figures. It should be possible to reduce the out of zone roll to zero by 2030, at which point the full effect of in-zone growth pressure will become apparent in total roll figures.

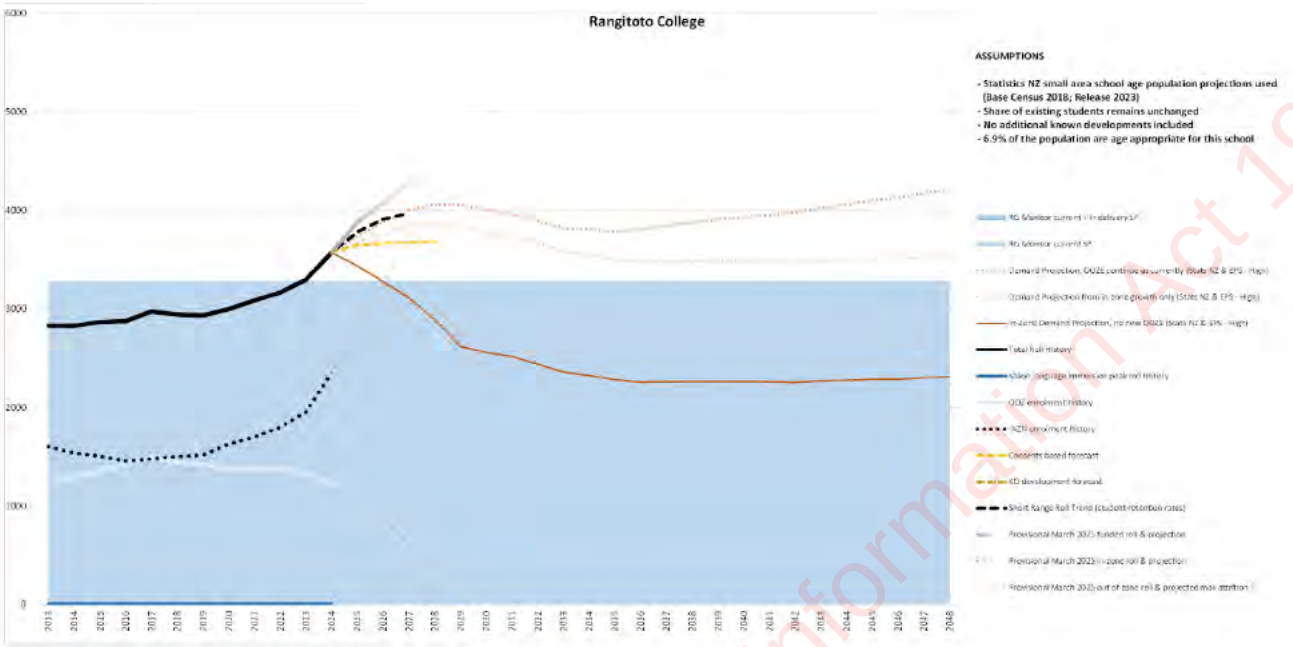
In zone roll is currently growing faster than it is possible to reduce the out of zone roll.

Rangitoto College meets **4** of the roll growth trigger thresholds for roll growth funding (see Appendix 1).

As a minimum of 8 new TS are required for the start of 2027, they must be delivered during 2026, with funding approved in Budget 2025. Additionally, another 20 TS will be required in budget 2026 to meet the current rate of in zone growth.

The current growth rate is equivalent to 20 additional TS per year. At this scale, delivery may be more complex and require more time than smaller projects. Roll projections are shown in the chart below overlaid on approximate capacity, including funded provision (both permanent and temporary) as advised by School Property. Multiple demand methodologies are utilised to capture the school's unique situation.

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Based on roll forecasts and current capacity information, the table below projects teaching space deficits expected at this school, assuming the current ratios of cohort sizes

Deficit TS 2025	Deficit TS 2026	Deficit TS 2027	Deficit TS 2028	NRD
0	0	8	27	2027

Conclusions

- Enrolment scheme amendments will not address this growth. Adjacent secondary schools are also highly utilised and not capable of accommodating sufficient additional students.
- Changes to the structure of the Network (changes to year levels) will not address this growth.
- The school meets 4 of the trigger thresholds for roll growth funding
- The roll is projected to exceed capacity by 2027.
- STRG currently on site is not suitable as a permanent solution.
- LTO project of 10 TS should progress with a NRD of T1 2027.
- STRG TS may need to remain on site after the permanent TS is delivered, to temporarily accommodate excess demand.

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Recommendations

We recommend that you:

1. **Note** that roll projections at Rangitoto College result in the need for additional capacity to be provided.
2. **Note** that all viable non-property solutions including changes to enrolment schemes and/or change of class have been exhausted.
3. **Agree** that further TS are required from T1 2027, therefore the LTO project should progress into the CW programme.
4. **Agree** that this project is included in the prioritisation process for Budget 2025.
5. **Agree** that the B24_WT Replacement Blocks NL & L2 & PA (9 TS and Library) will be included in the Redevelopment prioritisation process for Budget 2025.

Signoff

Name and role	Approval	Signed
Nick Blythe Lead Adviser Network	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing.	Signed: Nick Blythe 28/03/2025
Michael Stride Infrastructure Manager	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing.	Signed:  9.April.2025
Desire Correa De Melo Regional Asset Planner	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing.	Signed:  09/04/2025
Liza Brown Manager Integrated Services	I endorse the recommendations.	Signed:

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David Bos Regional Asset Manager	I endorse the recommendations	Signed: DJ Bos 09/04/2025
Tanya Harvey Director of Education	Approved	Signed: THarvey 10/04/2025

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Appendix 1: Triggers for roll growth funding

The following section assesses each school against the roll growth triggers.
A series of triggers and thresholds exist to provide a consistent and transparent guide to when roll growth funding is appropriate.

Description of the trigger	Measure of the trigger	Rangitoto College	Trigger met?
Enrolment scheme in place when required	Has an enrolment scheme	Yes	Yes
Potential local demand for state schooling exceeds current capacity (or is projected to exceed it in 3 years)	Current Capacity to Demand Ratio < 1.1	July 2024 demand = 2,778 Capacity = 3,283 = 1.18	No
	Capacity to Demand ratio in 3 years < 1.1	July 2027 demand = 3,103 Capacity = 3,283 = 1.06	Yes
School is over-utilised or is projected to be over utilised within the next 3 years	Current in-zone utilisation > 100%	Peak 2024 = 73% March 2025 = 86%	No
	Projected in-zone roll exceeds current capacity within 3 years	Projected 2027 roll = 3,713 Funded capacity = 3,283	Yes
Over utilisation sustained for 5 yrs	Roll projected to exceed current capacity for 5 years	Projected 2029 roll = 4,613	Yes
Roll growth triggers met and Rangitoto College should be put forward for funding in B25.			**Yes**

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Appendix 2: Supplementary Information

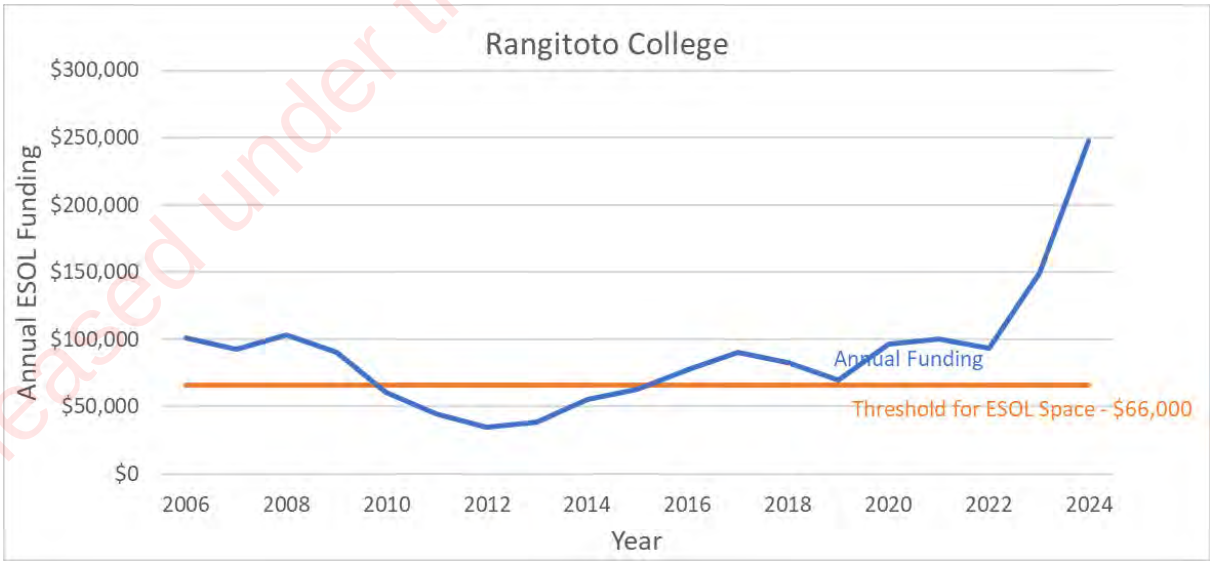
Roll Information

Historic Roll	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Trend
March	3035	3079	3110	3162	3246	3217	3184	3293	3228	3256	3462	3772	
July	2983	3034	3049	3125	3187	3182	3171	3238	3191	3233	3457	3775	
October	2765	2791	2817	2859	2922	2890	2892	2978	3042	3113	3306	3614	
Growth between March and Octobe	-270	-288	-293	-303	-324	-327	-292	-315	-186	-143	-156	-158	

Zone Status	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Trend
INZN	1583	1522	1489	1446	1467	1495	1509	1616	1696	1796	1950	2347	
NAPP	19	16	17	9	10	7	8	11	2	2	2	2	
OUTZ	1227	1289	1361	1422	1497	1441	1417	1370	1386	1369	1342	1224	
STP students	0	0	0	0	0	0	0	0	0	0	0	0	
AE students	0	0	0	0	0	0	0	1	1	1	3	4	
IFP Students	206	252	243	285	272	274	250	295	143	88	165	195	
Total	3035	3079	3110	3162	3246	3217	3184	3293	3228	3256	3462	3772	
Change in OUTZ		62	72	61	75	-56	-24	-47	16	-17	-27	-118	

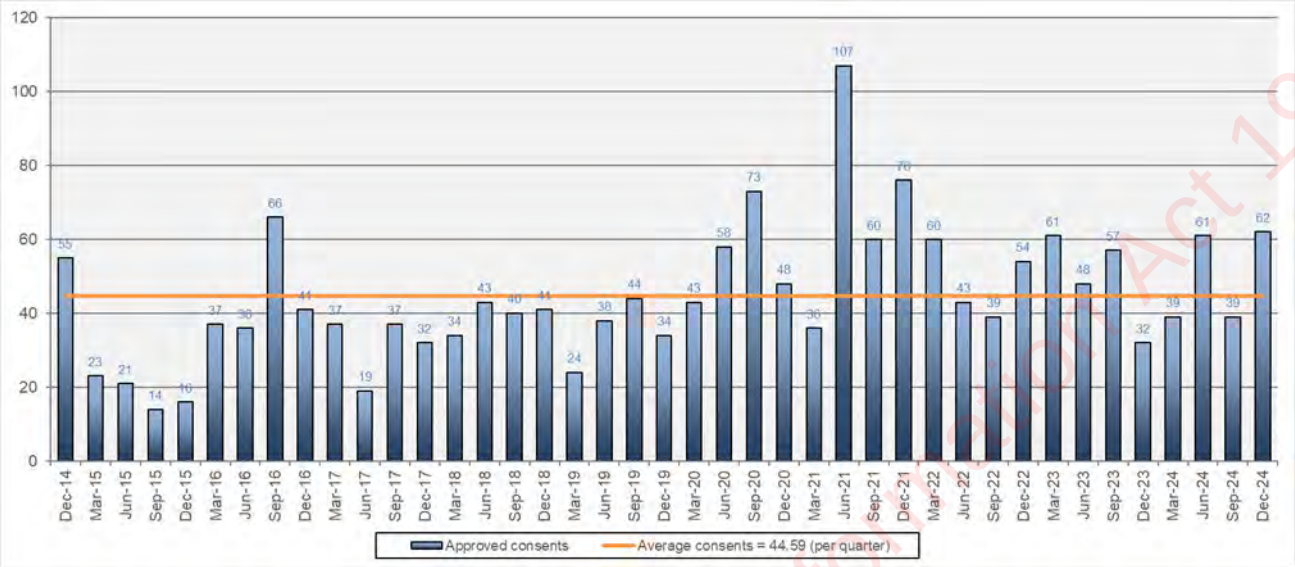
2024 Roll Data Enrolment Type	Eligible for Property	Not Eligible for Property
Funded Inzone	2347	
Funded NAPP	2	
Funded OOZ		1224
STP Students	0	
Alternative Education		4
International Students		195
TOTAL	**2349**	**1423**

ESOL Funding Chart



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Building Consents Within Zone

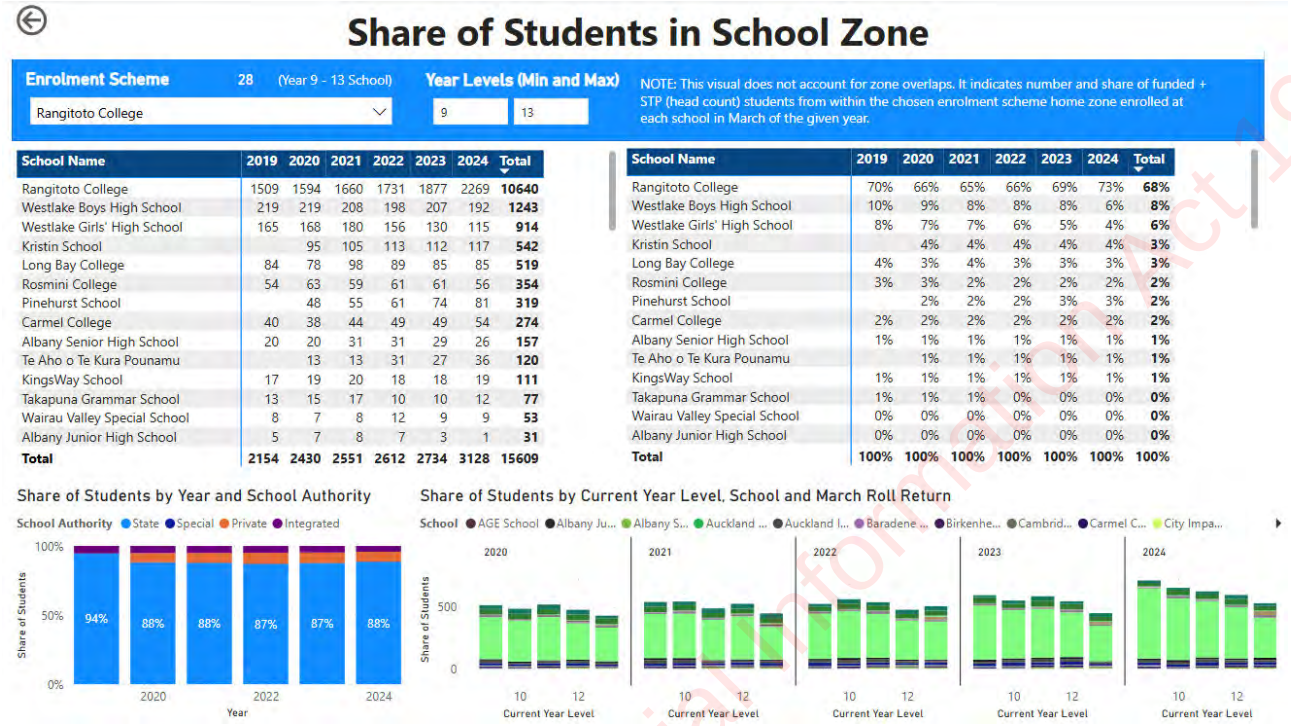


Adjacent Network of Schools

School Name	Current Capacity	Current + In Construction Capacity	Peak Roll 2024	Utilisation 2024	Projected Peak Roll 2028	Projected Utilisation 2028
Rangitoto College	3283	3283	3585	109%	3912	119%
Long Bay College	1518	1518	1685	111%	1810	119%
Westlake Boys High School	1842	1842	2602	141%	2684	146%
Westlake Girls' High School	1874	1874	2180	116%	2243	120%
Albany Senior High School	1337	1337	865	65%	941	70%
Albany Junior High School	1310	1310	1178	90%	1245	95%
Network of Schools	**11,164**	**11,164**	**12,095**	**108%**	**12,835**	**115%**

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Share of Students in Zone



School Name	2019	2020	2021	2022	2023	2024	Total
Rangitoto College	1509	1594	1660	1731	1877	2269	**10640**
Westlake Boys High School	219	219	208	198	207	192	**1243**
Westlake Girls' High School	165	168	180	156	130	115	**914**
Kristin School		95	105	113	112	117	**542**
Long Bay College	84	78	98	89	85	85	**519**
Rosmini College	54	63	59	61	61	56	**354**
Pinehurst School		48	55	61	74	81	**319**
Carmel College	40	38	44	49	49	54	**274**
Albany Senior High School	20	20	31	31	29	26	**157**
Te Aho o Te Kura Pounamu		13	13	31	27	36	**120**
KingsWay School	17	19	20	18	18	19	**111**
Takapuna Grammar School	13	15	17	10	10	12	**77**
Wairau Valley Special School	8	7	8	12	9	9	**53**
Albany Junior High School	5	7	8	7	3	1	**31**
Total	**2154**	**2430**	**2551**	**2612**	**2734**	**3128**	**15609**

School Name	2019	2020	2021	2022	2023	2024	Total
Rangitoto College	70%	66%	65%	66%	69%	73%	**68%**
Westlake Boys High School	10%	9%	8%	8%	8%	6%	**8%**
Westlake Girls' High School	8%	7%	7%	6%	5%	4%	**6%**
Kristin School		4%	4%	4%	4%	4%	**3%**
Long Bay College	4%	3%	4%	3%	3%	3%	**3%**
Rosmini College	3%	3%	2%	2%	2%	2%	**2%**
Pinehurst School		2%	2%	2%	3%	3%	**2%**
Carmel College	2%	2%	2%	2%	2%	2%	**2%**
Albany Senior High School	1%	1%	1%	1%	1%	1%	**1%**
Te Aho o Te Kura Pounamu		1%	1%	1%	1%	1%	**1%**
KingsWay School	1%	1%	1%	1%	1%	1%	**1%**
Takapuna Grammar School	1%	1%	1%	0%	0%	0%	**0%**
Wairau Valley Special School	0%	0%	0%	0%	0%	0%	**0%**
Albany Junior High School	0%	0%	0%	0%	0%	0%	**0%**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

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Document 7

Memo

To:	Director of Education – Tanya Harvey
From:	Lead Adviser Network – Nick Blythe Lead Adviser Learning Support Network – Agnes Wong
Cc:	Regional Asset Manager – David Bos Infrastructure Manager – Amanda Still Regional Asset Planner – Desire Correa De Melo Manager Operations & Insights – Te IwiNgaro Dunn Manager Integrated Services – Jess Robertson Education Advisor – Matiu Fletcher
Date:	
Subject:	Roll Growth at Massey High School (#43) and additional satellite teaching spaces for Arohanui Special School

Purpose

Massey High School is identified in the LTO for roll growth in Budget 25 and has triggered in analysis as requiring additional student places within the next four years.

This document provides supporting evidence for this school's inclusion in the Budget 25 bid.

Massey High School hosts a satellite for Arohanui Special School. Information on additional learning support teaching space requirements for learning support roll growth is provided below.

School Context

Massey High School sits within the Massey Hobsonville Kaipara NEGP Catchment.

The December 2024 memo: Massey Hobsonville Kaipara catchment – revised timing for additional capacity in the network, identified the following:

Students from the Kumeū and Riverhead areas currently travel to Massey High School for secondary education, or further afield as out of zone students. Massey High School had a March 2024 roll of 1,854 (including 209 out of zone) and capacity for 1,850 students.

The roll is under growth pressure both from large scale developments in their zone (at Whenuapai, Redhills, Huapai and Riverhead) and from increasing numbers of local students no longer able to attend schools further afield as out of zoners, as available out of zone places decline, choosing to attend the local high school.

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There are currently over 1,000 secondary age students in Massey High School's enrolment zone living in and around Kumeu/Huapai who face congestion and lengthy travel times to attend Massey High School.

Demand for student places at Massey High School is projected to reach about 4,000 by 2048 and exceed 2,500 in 2029. Massey High School will need to have capacity for 2,000 students by term 1 2026 and then further roll growth projects to take the capacity to 2,500 students. We anticipate growth at Massey High will slow once the new Kumeū Secondary opens.

The school operates a Māori bilingual programme Te Whare Āhuru. This programme is however not formalised as part of their enrolment scheme. MME Level 3, July 2024 roll of 34

The school operates an enrolment scheme, implemented in 2002. The scheme was last amended in 2018. There were 202 out of zone students enrolled at the school in 2024.

The school is entered in the LTO: Yes.

The school was submitted for funding in B24 (Auckland STRG Programme B24 4TS), with the outcome "Funded".

The school is above threshold in 2025/26

The school is above threshold by 2028

There are currently 90.5 teaching spaces on site, including 2.5 gym TS, and 4 temporary teaching spaces are expected to be delivered and available for use by Term 3 2024. These temporary teaching spaces are included in the capacity calculations below.
MoE lead project to refurbish the D Block, Nelson Block, at least 10 decanting spaces will be required

Approach to the advice

In undertaking this review, we have considered:

- Agreed capacity from Asset Management as at October 2024
- Current roll growth projects in planning, both permanent and temporary solutions
- Potential for mitigation through amendment of enrolment schemes or change of year levels.
- Roll History (total roll, in-zone/out of zone roll, language programmes, LS, special programmes, OST provision) historic roll trends and latest enrolments to October 2024
- Latest Statistics New Zealand Small Area School Age Population Projections, based on Census 2018 and released in 2023
- Recent dwelling consents and projected yields
- Kāinga Ora and major developer activity and projected yields
- Latest roll projections from March/October 2024, based on Stats data and school's enrolment pattern behaviour
- Previous Network advice and roll projections

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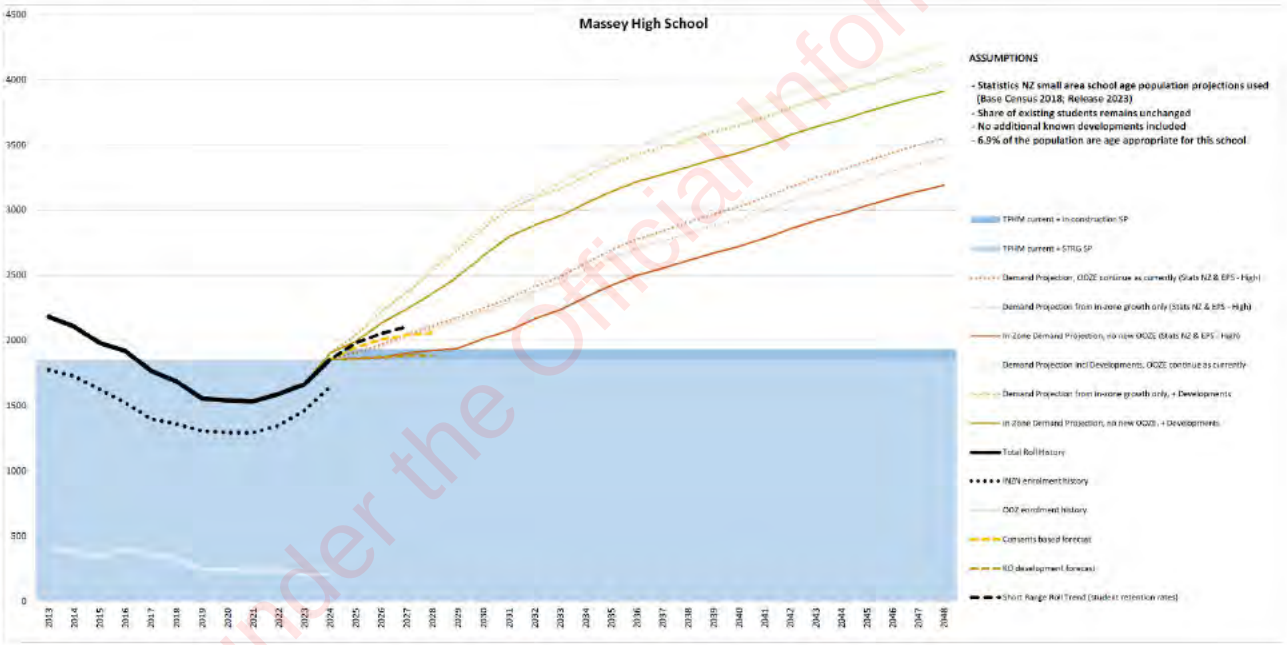
Roll Projections

Massey High School meets **5** of the roll growth trigger thresholds for roll growth funding (see Appendix 1).

Roll projections are shown in the chart below overlaid on approximate capacity, including funded provision (both permanent and temporary) as advised by School Property. Multiple demand methodologies are utilised to capture the school's unique situation.

Roll Growth in Massey High School's catchment is projected to require up to four large secondary schools in the long term, to provide sufficient network coverage and capacity. The additional new schools are indicated at Kumeu in 2029, then Whenuapai after 2035, and a fourth school in the North West catchment after that.

The March 2025 roll grew by over 220 students compared to March 2024.



Based on roll forecasts and current capacity information, the table below projects teaching space deficits expected at this school, assuming the current ratios of cohort sizes

Deficit TS 2025	Deficit TS 2026	Deficit TS 2027	Deficit TS 2028	NRD
0	1	6	7	2026

Learning support requirements

Massey High School hosts a 2 TS satellite for Arohanui Special School. This is currently in temporary provision, located at the back of the field, isolated from the rest of the school.

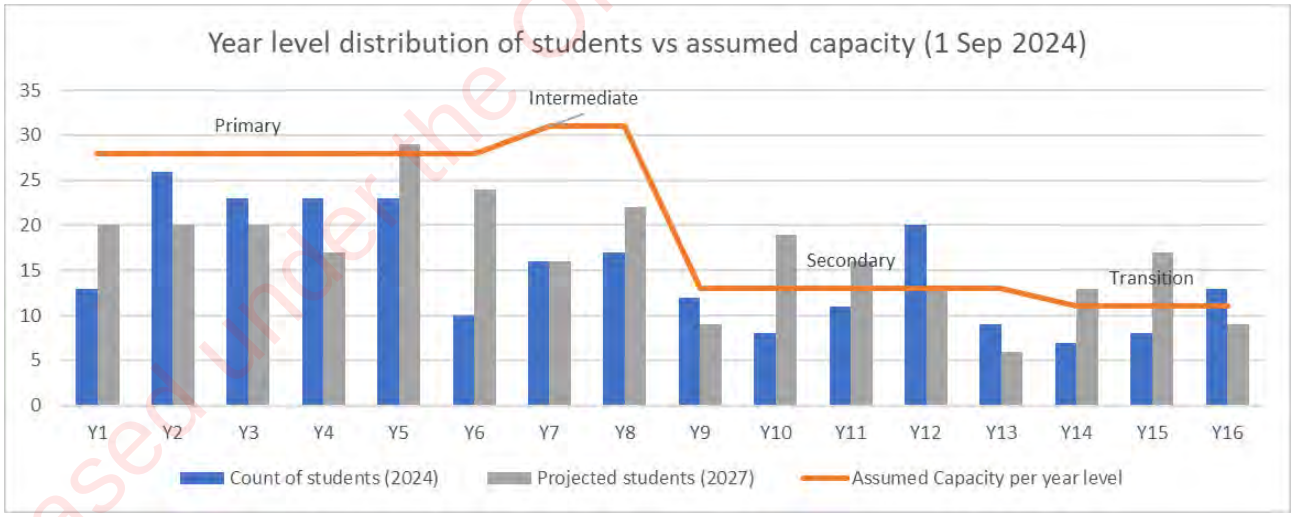
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As of 1 July 2024, Massey High School satellite utilisation is at 78% utilisation, with 9(2)(a) ORS and 9(2)(a) ORS (ORS weighted utilisation is 100%). Due to the current location and size of the teaching spaces, and the needs of the students, Arohanui is unable to accommodate any additional students safely.

Arohanui also has a 2 TS satellite at Hobsonville Point Secondary School. As this is entirely open plan, Arohanui needs to be selective on the number of students that would be suit this environment. This is at 83% utilisation, and the total school utilisation for Arohanui is at 102%.

Arohanui Special School is requiring additional secondary satellite provision in this part of their network to meet demand. West Auckland is a high population growth area, and there will be an increase in ORS student numbers in line with population growth. There is a large number of students enrolled with Arohanui who will be progressing through to secondary satellite provision over the next few years. The below graph shows the distribution of students per year level vs assumed capacity of student places across the school (base & satellite) as of 1 September 2024.

There is a bottleneck for secondary provision which will mean students approaching secondary age may otherwise need to be accommodated at base site, if there are no additional secondary satellite teaching spaces delivered. This will have direct impact on number of new enrolments Arohanui can have.



An additional 2 LS TS at Massey High School (total 4 TS) should be incorporated into the master plan for the school. This should be located where Arohanui satellite students are able to access the school facilities and integrate within the school where appropriate. The current satellite location prohibits them from doing so.

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Conclusions

- Enrolment scheme amendments will not address this growth.
- Changes to the structure of the Network (changes to year levels) will not address this growth
- An additional secondary school is required at Kumeu with a Network required date of T1 2029. This would reduce growth pressure on Massey High School and provide better coverage for reasonably convenient access in the network.
- The school meets 5 of the trigger thresholds for roll growth funding
- The roll is projected to exceed capacity, including the 4 additional STRG TS progressing in the CW programme, in 2026.
- STRG currently on site is not suitable as a permanent solution
- Additional TS are required by 2026, with further expansions in later years.
- STRG TS may need to remain on site after the permanent TS is delivered, to temporarily accommodate excess demand.
- An additional 2 LS TS (total 4 LS TS) satellite for Arohanui Special School should be incorporated into the master plan for the school.

Recommendations

We recommend that you:

1. **Note** that roll projections at Massey High School result in the need for additional capacity to be provided.
2. **Note** that all viable non-property solutions including changes to enrolment schemes and/or change of class have been exhausted. Enrolment schemes will change as new secondary schools are added to the network.
3. **Agree** that further TS are required from 2026, therefore the LTO project should progress to the CW programme.
4. **Agree** that this project is included in the prioritisation process for Budget 2025.
5. **Agree** that 4 LS TS (2 LS TS existing + 2 LS TS new) are included as part of the master plan for the school and should progress
6. **Note** that 4 LS TS will not be included in the learning support roll growth prioritisation process for Budget 2025 as no additional funding is required at this stage.

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Signoff

Name and role	Approval	Signed
Nick Blythe Lead Adviser Network	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing.	Signed: Nick Blythe 28/03/2025
Agnes Wong Lead Adviser Learning Support Network	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing.	Signed: 09 April 2025
Amanda Still Infrastructure Manager	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing.	Signed:
Desire Correa De Melo Regional Asset Planner	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing.	Signed: 09/04/2025
Jess Robertson Manager Integrated Services	I endorse the recommendations.	Signed: J Robertson 9/4/2025
David Bos Regional Asset Manager	I endorse the recommendations	Signed: DJ Bos 09/04/2025
Tanya Harvey Director of Education	Approved	Signed: T Harvey 10/04/2025

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Appendix 1: Triggers for roll growth funding

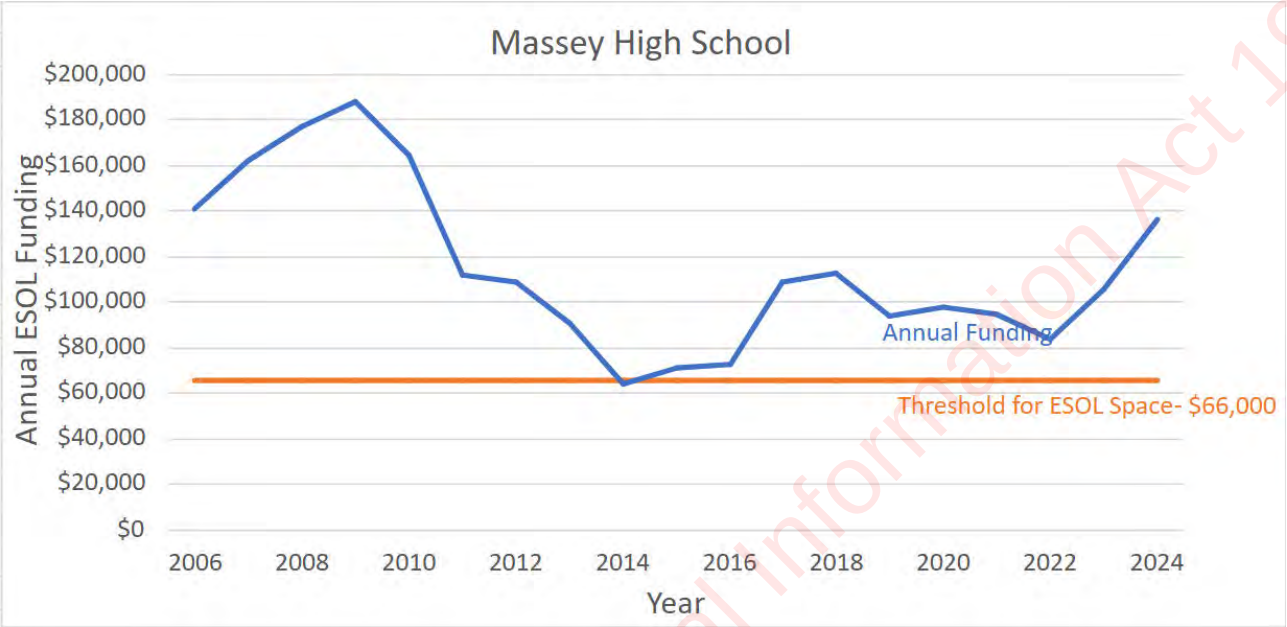
The following section assesses each school against the roll growth triggers.
A series of triggers and thresholds exist to provide a consistent and transparent guide to when roll growth funding is appropriate.

Description of the trigger	Measure of the trigger	Massey High School	Trigger met?
Enrolment scheme in place when required	Has an enrolment scheme	Yes	Yes
Potential local demand for state schooling exceeds current capacity (or is projected to exceed it in 3 years)	Current Capacity to Demand Ratio < 1.1	July 2024 demand = 2978 Capacity = 1908 = 0.64	Yes
	Capacity to Demand ratio in 3 years < 1.1	July 2027 demand = 3363 Capacity = 1978 (incl CW proj on hold) = 0.59	Yes
School is over-utilised or is projected to be over utilised within the next 3 years	Current in-zone utilisation > 100%	Peak 2024 = 87% March 2025 = 97%	No
	Projected in-zone roll exceeds current capacity within 3 years	Projected 2027 roll = 2099 Funded capacity = 1978 (incl CW proj on hold)	Yes
Over utilisation sustained for 5 yrs	Roll projected to exceed current capacity for 5 years	Projected 2029 roll = 2122	Yes
Roll growth triggers met and Massey High School should be put forward for funding in B25.			**Yes**

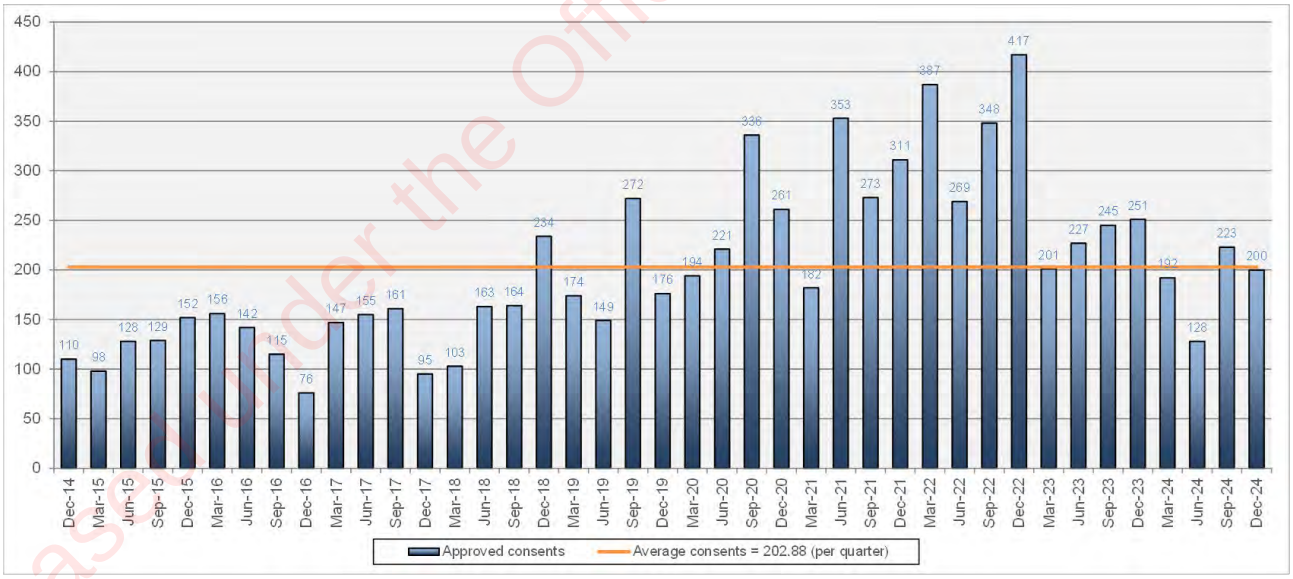
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Appendix 2: Supplementary Information

ESOL Funding Chart



Building Consents Within Zone

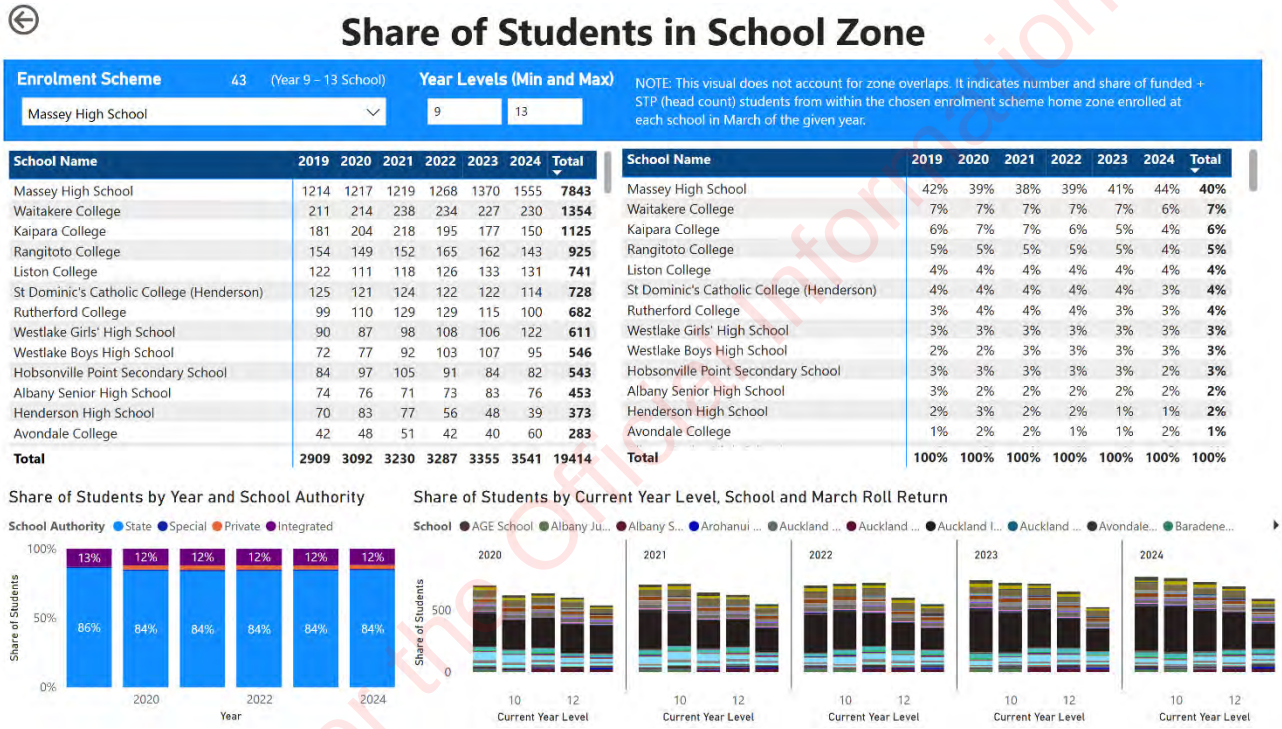


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Adjacent Network of Schools

School Name	Current Capacity	Current + In Construction Capacity	Peak Roll 2024	Utilisation 2024	Projected Peak Roll 2028	Projected Utilisation 2028
Massey High School	1908	1978	1854	97%	2324	117%
Hobsonville Point Secondary Sch	1602	1602	853	53%	2294	143%
Glenbrae Primary School	291	291	176	60%	222	76%
Network of Schools	**3,801**	**3,871**	**2,883**	**76%**	**4,840**	**125%**

Share of Students in Zone



School Name	2019	2020	2021	2022	2023	2024	Total
Massey High School	1214	1217	1219	1268	1370	1555	**7843**
Waitakere College	211	214	238	234	227	230	**1354**
Kaipara College	181	204	218	195	177	150	**1125**
Rangitoto College	154	149	152	165	162	143	**925**
Liston College	122	111	118	126	133	131	**741**
St Dominic's Catholic College (Henderson)	125	121	124	122	122	114	**728**
Rutherford College	99	110	129	129	115	100	**682**
Westlake Girls' High School	90	87	98	108	106	122	**611**
Westlake Boys High School	72	77	92	103	107	95	**546**
Hobsonville Point Secondary School	84	97	105	91	84	82	**543**
Albany Senior High School	74	76	71	73	83	76	**453**
Henderson High School	70	83	77	56	48	39	**373**
Avondale College	42	48	51	42	40	60	**283**
Total	**2909**	**3092**	**3230**	**3287**	**3355**	**3541**	**19414**

School Name	2019	2020	2021	2022	2023	2024	Total
Massey High School	42%	39%	38%	39%	41%	44%	**40%**
Waitakere College	7%	7%	7%	7%	7%	6%	**7%**
Kaipara College	6%	7%	7%	6%	5%	4%	**6%**
Rangitoto College	5%	5%	5%	5%	5%	4%	**5%**
Liston College	4%	4%	4%	4%	4%	4%	**4%**
St Dominic's Catholic College (Henderson)	4%	4%	4%	4%	4%	3%	**4%**
Rutherford College	3%	4%	4%	4%	3%	3%	**4%**
Westlake Girls' High School	3%	3%	3%	3%	3%	3%	**3%**
Westlake Boys High School	2%	2%	3%	3%	3%	3%	**3%**
Hobsonville Point Secondary School	3%	3%	3%	3%	3%	2%	**3%**
Albany Senior High School	3%	2%	2%	2%	2%	2%	**2%**
Henderson High School	2%	3%	2%	2%	1%	1%	**2%**
Avondale College	1%	2%	2%	1%	1%	2%	**1%**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

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Document 8

Te Mahau

Memo

To:	Jason Swann, Director of Education – Tāmaki Herenga Manawa
	David Bos, Regional Asset Manager
From:	Rachael Laurenson, Manager Operations and Insights (Acting)
	Desire Silva Correa De Melo, Regional Asset Planner - Asset Planning
Cc:	Allister Young - Senior Analyst, Planning Amanda Still, Infrastructure Manager Michael Stride, Infrastructure Manager
	Rob McAllister, Senior Asset Manager
	Agnes Wong - Lead Adviser Learning Support Network
	Sarah Fitzgerald - Strategic Adviser – Education Network Planning
	Maxim Wehi – Director - Māori Property
	David Hobern - Programmer Manager, Property Delivery
	School Property Governance
Date:	16th April 2025
Subject:	Tāmaki Herenga Manawa - Budget 2025 Investment Planning: prioritised, identified demand for growth funding from Budget 2025

Purpose

1. This memo seeks your endorsement of the prioritisation of identified demand for:
    a. Roll growth (English medium)
    b. Learning Support roll growth (LSRG)
    c. Kaupapa Māori education and Māori medium education (KME & MME)
    d. New Schools and Expansions
2. Note that there are no new Kaupapa Māori education (KME) projects put forward for funding in Budget 25. The only KME project for Herenga Manawa currently in the programme is 8 teaching spaces for Te Kura Kaupapa Māori o Ngā Maungarongo which was funded for construction in budget 24.

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Background

3. Affordability constraints have forced a shift towards managing only the most critical demand pressures and favour deliverability in financial year 25/26. This shift requires:
    - A singular focus on planning for immediate and pressing needs
    - Prioritisation across (and within) all programmes – demand will exceed funding
    - A nationally consistent, evidence-based process to prioritise projects
    - That current and in delivery temporary teaching spaces are included in the capacity at schools for the purpose of determining the priority of a project.

4. The Investment and Portfolio Management Office (IPMO) has commissioned[1] Te Mahau and Asset Management to prioritise growth projects at a regional level that can then be aggregated into a national view. A national prioritisation framework has been endorsed by the Property Leadership Group. Each funding programme has its own prioritisation criteria, recognising the different drivers of need.

5. As part of the prioritisation process, school-specific triggers assessments have been undertaken to ensure that prioritisation of growth projects is driven by highest demand. This ensures consistent data is used to make decisions across the motu, and provides a repeatable, robust evidence base. The triggers assessment includes consideration of non-property solutions such as enrolment schemes.

6. Prioritisation of roll growth projects has focussed on schools currently (2025) over-utilised and those projected to be over-utilised in 2028, based on in-zone enrolments. Te Mahau and Property staff have worked together on roll growth prioritisation.

7. Learning Support roll growth prioritisation will have a greater focus on planning for a range of specialist provision and improving access. The prioritisation of projects will consider demand, population growth and overcrowding risk as well as access and distance to specialist provision

8. MME/KME roll growth projects have been identified and prioritised based on a demand view from the Network teams. This includes a prioritisation framework specific to KME/MME that has recently been developed by National Office Network to enable a regional view of roll growth priorities at existing kura.

9. The New Schools Programme commissioned Te Mahau and Asset Management to prioritise New Schools and Expansions for the purpose of allocation of B25 funding to highest priority

[1] B25 commissioning document.docx
Investment Planning and Prioritisation Frameworks FY2526-Takiwa.pptx

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projects. Updated catchment planning outputs were commissioned for Rolleston, Ormiston, Massey and the school networks of Drury, Pukekohe, Lincoln, Halswell and Wakatipu.

In scope

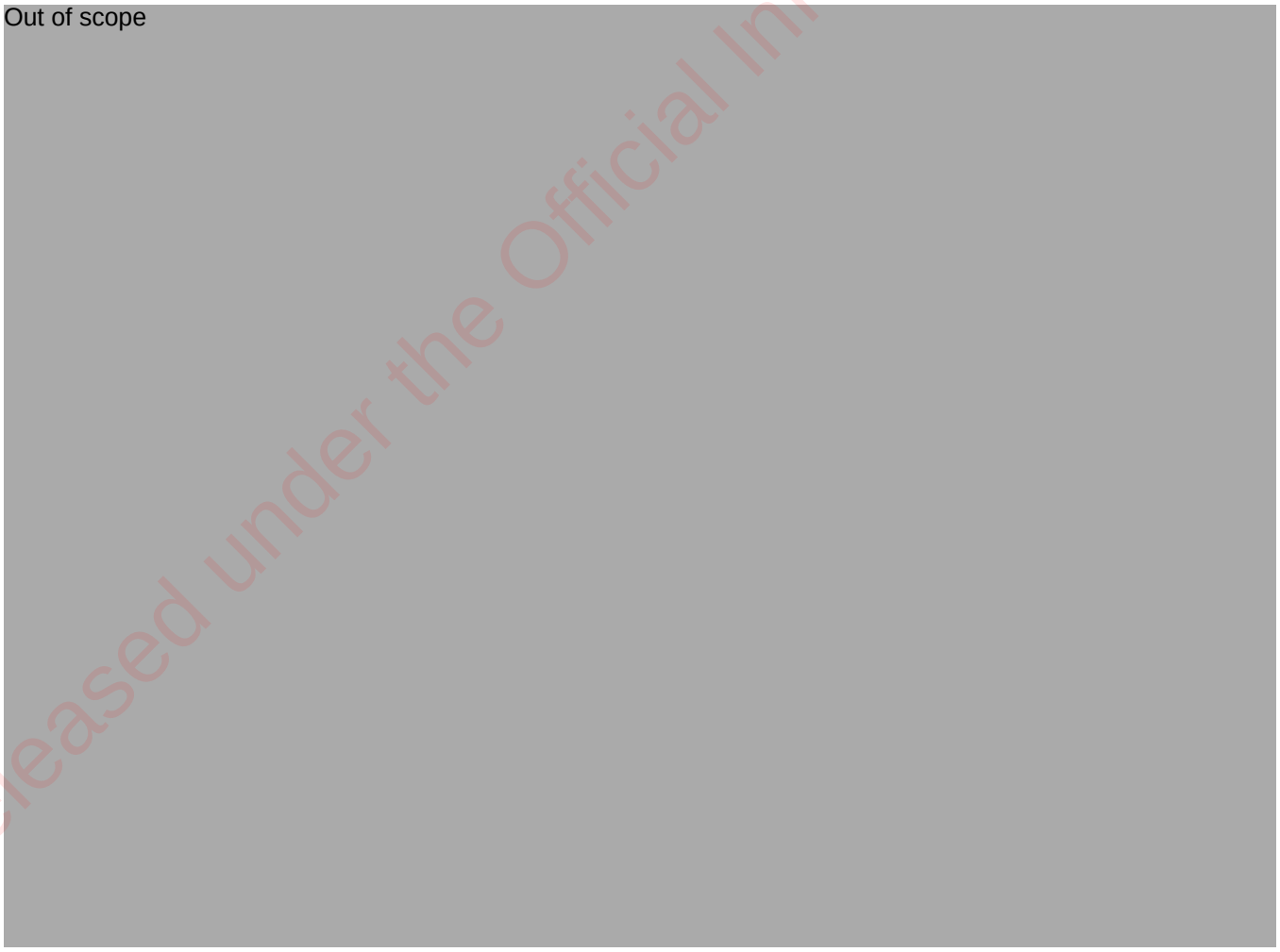
10. All active growth projects have been included in the prioritisation process as well as existing projects that are on hold awaiting prioritisation and further funding.

11. In addition, schools identified for roll growth in the Long-Term Outlook (LTO) with a proposed 'budget year of approval' of 2025, and a high confidence level have been included for prioritisation against the existing projects.

12. Any roll growth that has been identified as only required for a set period of time (i.e. temporary) is identified and prioritised as part of the wider roll growth programme.

Out of scope

Out of scope

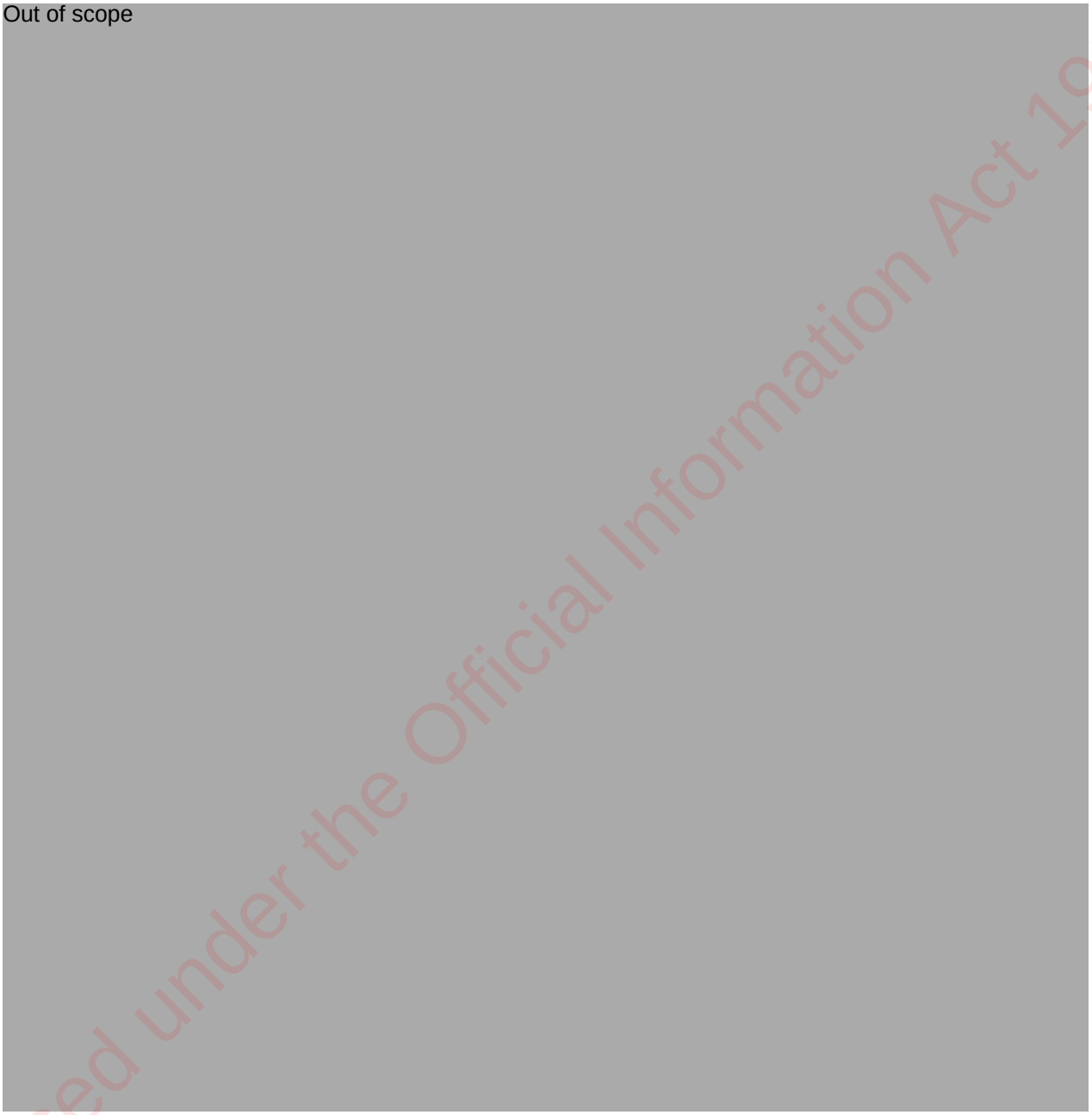


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Out of scope



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List of prioritised Learning Support roll growth projects

School ID	School name (host school)	Description of project	Enrolling school name	# teaching spaces	Regional rank
69	Mt Albert Grammar School	Secondary satellite for CASS (seed funding)	Central Auckland Specialist School	4	4
85	One Tree Hill College	Secondary satellite for CASS (design + construction)	Central Auckland Specialist School	4	11
1378	Mt Eden Normal Primary School	Permanent primary satellite (construction)	Central Auckland Specialist School	2	6
1471	Te Kura o Patiki Rosebank School	Permanent primary satellite (refurbishment)	Oaklynn Special School	2	18
1351	Royal Oak Intermediate	New intermediate satellite (replace Waikowhai Int)	Central Auckland Specialist School	2	21
48	Western Springs College	Secondary satellite for CASS (permanent)	Central Auckland Specialist School	4	22

Auckland context

25. Learning Support is one of the Government's key education priorities. The B25 Learning Support Prioritisation framework looks at balancing the need to improve access to specialist provision, against the immediate demand for more provision in the network where there is already provision available.

26. Auckland has the largest specialist provision network in the country and has a higher than average percentage of ORS students enrolled in specialist schools. This does not put Auckland in a favourable position nationally, when scoring to the LSRG prioritisation criteria. High percentage of ORS students are able to access specialist provision within reasonable distance (not withstanding that there are capacity constraints to be able to

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enrol). Projects that will score higher are those completing a pathway, or those addressing spatial gaps where there is no other existing provision.

27. B25 LSRG prioritisation criteria also does not consider the percentage of very high ORS students enrolled in specialist schools when accounting for utilisation of existing teaching spaces. This again disadvantages Auckland's specialist schools, as in comparison to the rest of the country as there is a greater proportion of very high ORS students enrolled in the schools. A standard ratio of 9 students per teaching space is used for calculating utilisation.

28. Across all three Tamaki Makaurau regions, 25 projects have been prioritised and ranked within the B25 Learning Support Roll Growth Prioritisation Framework for funding in Budget 2025. It is unlikely that all projects will be funded. Three of these projects should be funded through other baseline funding streams, leaving 22 projects requiring LSRG funding to progress.

29. There are an additional 16 projects that have previously received funding and are within the LSRG programme that have not been prioritised due to no additional LSRG funding required in Budget 2025. These projects are connected to EMRG/ Redevelopment projects that have not triggered the need for growth and have no ability to be decoupled or delivered separately or are already progressing with sufficient funds in place. There are 2 projects which will be cancelled as they are not required, or there is no feasibility to deliver these on the host school site.

30. The approach used for the regional ranking of the 25 Auckland LSRG projects considered:

    I. Projects that are of immediate need with no alternative options available
    II. Where students are accommodated in temporary provision and require a permanent solution
    III. Projects that will complete a student pathway or address a spatial gap.
    IV. Projects that are "shovel ready" and will be ready to enter construction
    V. Which schools had the most urgent and pressing needs for additional provision, factoring the number of very high ORS students. The utilisation calculations were based on July 2024 data and cross checked with March 2024 to ensure there were no significant increases in roll numbers.
    VI. What projects are currently in delivery i.e. which specialist schools have recently, or will shortly, have new provision delivered.

Tāmaki Herenga Manawa

31. For Tāmaki Herenga Manawa, there are 6 projects seeking LSRG in B25 as outlined in the table above.

32. Secondary satellite provision is required for Central Auckland Specialist School, due to the funded B23 STRG 4TS satellite not able to be delivered at Western Springs College. One Tree Hill College have agreed to host a satellite for CASS, provided that their EMRG

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project is also funded. This will be a stand-alone property solution and not integrated with any other project at the school. Mt Albert Grammar School has also provided willingness to host a satellite for CASS in principle, however, feasibility to deliver 4 LSTS satellite on the site is yet to be determined. Mt Albert Grammar School is preferable due to location CASS catchment and pathway for students. If feasible, this will replace the permanent Western Springs College satellite (currently included in the school's master plan and ranked last).

33. Mt Eden Normal School currently host a temporary 1 TS satellite for CASS. A permanent satellite is required as the agreement for the temporary provision is only until Dec 2025. This project is ready to enter construction, if funded.

34. Royal Oak Intermediate is new intermediate satellite provision for CASS, to replace the current Waikowhai Intermediate satellite. This will enable a better pathway for students. CASS currently has sufficient capacity within their existing intermediate provision; this project is not high priority.

35. No projects have been prioritised for Sommerville School, due to existing projects linked to EMRG and dependent on growth within Tamaki development area, and schools approached declining to host. Permanent satellite provision at Panmure District School is expected to be delivered by end of this financial year (Term 3 2025), and no additional funding is required.

36. Te Kura o Patiki Rosebank School is for Oaklynnn Special School, located in Tāmaki Herenga Tangata.

37. The new base schools for CASS and Sommerville School will continue to progress. No additional funding is required in B25.

Kaupapa Māori education and Māori medium education (KME & MME)

38. There are No KME projects in Tāmaki Herenga Manawa, however Ngā Maungarongo was funded for construction in B24

List of prioritised New Schools and Expansions projects

39. There are no New Schools and Expansion projects in Tāmaki Herenga Manawa, however planning for the redevelopment of Wesley Intermediate to allow for the new Y1-6 Primary School and CASS satellite will be funded by redevelopment.

40. Wesley Intermediate School site will be shared with new Y1-6 Primary School with Network Required date of 2027, due to Kāinga Ora intensification of Mt Roskill.

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41. To allow land for new Y1-6 school, current Intermediate needs to be shifted (redeveloped).

42. Site extension of current site is required for current school, new Y1-6 school and Central Auckland Specialist School Satellite.

43. Redevelopment planning is yet to be done for this complex project.

44. Funding not secured to have redevelopment planning done but has been put forward in the B25 Redevelopment Programme

Next steps

Task	**Who**	**When**
Te Mahau leadership Demand hui (arranged by RIMs) *Purpose* • *For Ed Directors to agree a fair reflection of need in their region* • *To validate and challenge appropriate order of projects by need*	Network & AM reps present to DoE, RIM & Hautū	Week beginning 28 April
Moderation of the national prioritised list (created by IPMO) *- Adjustments for context and minor data corrections only*	RIMs, LANs, IMAPs and PMs	Mid-May
Budget Outcomes and investment allocation	IPMO	May
Te Mahau Leadership Impacts Hui *- Discussion with Te Mahau of possible impacts on the takiwā and appropriate mitigations for FY25/26*	School Property and Te Mahau	Week beginning 26 May
Investment Plan endorsed by Investment Board and socialised with Minister	IPMO	May-June
Communication with schools on budget outcomes	Property / Te Mahau	June

45. The agreed list of regional priorities will be combined across the motu. IPMO will apply a demand/deliverability framework to the national list of priorities.

46. The national list will be moderated by Regional Infrastructure Managers, LANs, IMAPs and Property Advisors.

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47. IPMO applies funding scenarios, and these are presented back to Te Mahau leadership.

Recommendations

48. I recommend that you:

a) **note** that a joint prioritisation process has been undertaken by the network team and the Asset Management team. Attached lists of prioritised projects reflect a joint view of regional priorities based on demand.
b) **note** that this regional prioritisation will be added into the national prioritisation discussion. The final moderated national priority list will be presented back to Te Mahau leadership once deliverability criteria and funding scenarios have been applied.
c) **note** that depending on the funding scenario approved by the Investment Board, some projects may not be able to be progressed. Once these projects have been identified, we will provide a list of these schools and consider impacts.
d) **endorse** the above lists of regional priorities.

e) **sign** and forward this memo to 'School Property Governance' SchoolPropertyGovernance@education.govt.nz (copy in David Hobern, Maxim Wehi and Sarah FitzGerald)

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Signoff

Name and role	Approval	Signed
Allister Young Senior Analyst, Planning	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing, and that the recommendations sit within the network framework	Allister Young 16/04/2025
Agnes Wong Lead Advisor – Learning Support Network	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing and endorse the recommendations	16/04/2025
Rachael Laurenson Manager, Operations and Insights (Acting)	I endorse the recommendations.	16/04/2025
Desire Correa Silva de Melo Regional Asset Planner - Asset Planning	I endorse the recommendations.	17/04/2025
David Bos Regional Asset Manager	Endorsed	28/04/2025
Jason Swann Director of Education	Endorsed	17/04/2025

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Document 9

Te Mahau

Memo

To:	Deidre Alderson, Director of Education – Tāmaki Herenga Waka
	David Bos, Regional Asset Manager – Auckland
From:	Nitasha Jugernath, Manager Operations and Insights - THW
	Desire Correa de Melo, Regional Asset Planner
Cc:	Jodie Greenwood, Network Analyst – Tāmaki Herenga Waka
	Agnes Wong, Lead Adviser Learning Support Network
	Carly Edwards, Infrastructure Manager
	Robert McAllister, Infrastructure Manager
	David Hobern, Programme Manager – Property Delivery
	Maxim Wehi, Director – Māori Property
	Sarah Fitzgerald, Strategic Adviser – Education Network Planning
	School Property Governance
Date:	16 April 2025
Subject:	Tāmaki Herenga Waka Education Region - Budget 2025 Investment Planning: prioritised, identified demand for growth funding from Budget 2025

Purpose

1. This memo seeks your endorsement of the prioritisation of identified demand for:
    a. Roll growth (English medium)
    b. Learning Support roll growth (LSRG)
    c. Kaupapa Māori education and Māori medium education (KME & MME)
    d. New Schools and Expansions

Background

2. Affordability constraints have forced a shift towards managing only the most critical demand pressures and favour deliverability in financial year 25/26. This shift requires:
    - A singular focus on planning for immediate and pressing needs
    - Prioritisation across (and within) all programmes – demand will exceed funding
    - A nationally consistent, evidence-based process to prioritise projects
    - That current and in delivery temporary teaching spaces are included in the capacity at schools for the purpose of determining the priority of a project.

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3. The Investment and Portfolio Management Office (IPMO) has commissioned[1] Te Mahau and Asset Management to prioritise growth projects at a regional level that can then be aggregated into a national view. A national prioritisation framework has been endorsed by the Property Leadership Group. Each funding programme has its own prioritisation criteria, recognising the different drivers of need.

4. As part of the prioritisation process, school-specific triggers assessments have been undertaken to ensure that prioritisation of growth projects is driven by highest demand. This ensures consistent data is used to make decisions across the motu, and provides a repeatable, robust evidence base. The triggers assessment includes consideration of non-property solutions such as enrolment schemes.

5. Prioritisation of roll growth projects has focussed on schools currently (2025) over-utilised and those projected to be over-utilised in 2028, based on in-zone enrolments. Te Mahau and Property staff have worked together on roll growth prioritisation.

6. Learning Support roll growth prioritisation will have a greater focus on planning for a range of specialist provision and improving access. The prioritisation of projects will consider demand, population growth and overcrowding risk as well as access and distance to specialist provision

7. MME/KME roll growth projects have been identified and prioritised based on a demand view from the Network teams. This includes a prioritisation framework specific to KME/MME that has recently been developed by National Office Network to enable a regional view of roll growth priorities at existing kura.

8. The New Schools Programme commissioned Te Mahau and Asset Management to prioritise New Schools and Expansions for the purpose of allocation of B25 funding to highest priority projects. Updated catchment planning outputs were commissioned for Rolleston, Ormiston, Massey and the school networks of Drury, Pukekohe, Lincoln, Halswell and Wakatipu.

In scope

9. All active growth projects have been included in the prioritisation process as well as existing projects that are on hold awaiting prioritisation and further funding.

10. In addition, schools identified for roll growth in the Long-Term Outlook (LTO) with a proposed 'budget year of approval' of 2025, and a high confidence level have been included for prioritisation against the existing projects.

11. Any roll growth that has been identified as only required for a set period of time (i.e. temporary) is identified and prioritised as part of the wider roll growth programme.

Out of scope

Out of scope

[1] B25 commissioning document.docx
Investment Planning and Prioritisation Frameworks FY2526-Takiwa.pptx

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Out of scope



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List of prioritised Learning Support roll growth projects

School ID	School name (host school)	Description of project	Enrolling school name	Teaching Spaces	Regional rank
103	Pukekohe High School	Secondary satellite provision for BLENNZ (design + construction)	Blind & Low Vision Education Network New Zealand (BLENNZ)	2	2
1379	Mt Richmond School	New Community based transition hub (fit out costs, contingent on lease OPEX)	Mt Richmond School	40SP	3
1423	Papakura Normal School	Permanent satellite (construction)	Rosehill School	2	5
101	Papakura High School	Expansion of secondary satellite (design + construction)	Rosehill School	2	9
96	Aorere College	New secondary satellite (design + construction)	Sir Keith Park School	4	16
106	Tuakau College	Local School learning support provision for special project	Tuakau College	2	17
1474	Rowandale School	New satellite provision (design + construction)	Rosehill School	2	1*

Auckland context

19. Learning Support is one of the Government's key education priorities. The B25 Learning Support Prioritisation framework looks at balancing the need to improve access to specialist provision, against the immediate demand for more provision in the network where there is already provision available.

20. Auckland has the largest specialist provision network in the country and has a higher than average percentage of ORS students enrolled in specialist schools. This does not put Auckland in a favourable position nationally, when scoring to the LSRG prioritisation criteria. High percentage of ORS students are able to access specialist provision within reasonable distance (not withstanding that there are capacity constraints to be able to enrol). Projects that will score higher are those completing a pathway, or those addressing spatial gaps where there is no other existing provision.

21. B25 LSRG prioritisation criteria also does not consider the percentage of very high ORS students enrolled in specialist schools when accounting for utilisation of existing teaching spaces. This again disadvantages Auckland's specialist schools, as in comparison to the rest of the country as there is a greater proportion of very high ORS students enrolled in the schools. A standard ratio of 9 students per teaching space is used for calculating utilisation.

22. Across all three Tamaki Makaurau regions, 25 projects have been prioritised and ranked within the B25 Learning Support Roll Growth Prioritisation Framework for funding in Budget 2025. It is unlikely that all projects will be funded. Three of these projects should be funded through other baseline funding streams, leaving 22 projects requiring LSRG funding to progress.

23. There are an additional 16 projects that have previously received funding and are within the LSRG programme that have not been prioritised due to no additional LSRG funding required in Budget 2025. These projects are connected to EMRG/ Redevelopment projects that have not triggered the

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need for growth and have no ability to be decoupled or delivered separately or are already progressing with sufficient funds in place. There are 2 projects which will be cancelled as they are not required, or there is no feasibility to deliver these on the host school site.

24. The approach used for the regional ranking of the 25 Auckland LSRG projects considered:

    I. Projects that are of immediate need with no alternative options available
    II. Where students are accommodated in temporary provision and require a permanent solution
    III. Projects that will complete a student pathway or address a spatial gap.
    IV. Projects that are “shovel ready” and will be ready to enter construction
    V. Which schools had the most urgent and pressing needs for additional provision, factoring the number of very high ORS students. The utilisation calculations were based on July 2024 data and cross checked with March 2024 to ensure there were no significant increases in roll numbers.
    VI. What projects are currently in delivery i.e. which specialist schools have recently, or will shortly, have new provision delivered.

25. Property Commercial leasing team have indicated that at this stage there is no budget finalised for lease OPEX in B25, and that there is a risk that there will be no budget available for any new leases or leases expiring requiring extension of lease. This has significant implications and risk on 4 projects with lease requirements in Auckland for transition hubs and Northern Health School

Tāmaki Herenga Waka

26. For Tāmaki Herenga Waka, there are 6 projects seeking funding LSRG in B25 as outlined in the table above. One project is contingent on lease OPEX available to progress.

27. Pukekohe High School has agreed to host a secondary satellite for BLENNZ. This is a critical project, as there is currently no pathway available for students attending the primary Tamaoho satellite in Pukekohe, and the only alternative option is to travel 32km north to James Cook High School in Manurewa. This project is also time sensitive due to the age of students and needs to be delivered by 2027.

28. Mt Richmond School’s Community based transition hub was not funded in B24. Transition aged students are currently accommodated on the base site, which limits the number of enrolments the school can take. Funding is required for fit out costs once a commercially lease premises has been secured. This project is contingent on lease OPEX available to secure a premises and establish a lease.

29. Papakura Normal School is connected to EMRG project, for permanent satellite provision in an integrated 4 EMRG 2 LSTS block. This project must have both EMRG and LS RG funding to proceed. It is a top priority for EMRG in B25. A temporary 2 TS STRG satellite for Rosehill has been delivered and will be ready for occupation from Term 2 2025.

30. Papakura High School currently has a 2 TS satellite for Rosehill School and this will be expanded to 6TS (depending on feasibility) or 4 TS. This will provide additional secondary provision for students as they progress through Rosehill school. Additional teaching spaces will cater for anticipated growth in Drury, where the LS requirement is likely to be more imminent than EM due to lack of options and lack of alternative pathways.

31. Aorere College is connect to EMRG project, where the school has indicated they will only host Sir Keith Park School, if their roll growth project proceeds. EMRG is unlikely to be funded in B25, and the LSRG ranking is reflective of this.

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32. Tuakau College are interested in growing their own learning support provision and establishing a special programme. Their current number of ORS students do not justify additional teaching spaces. 6 TS are likely to be funded through EMRG in B25. In the interim, the school can choose to use these teaching spaces for learning support provision.

33. Rowandale School is the top priority satellite project in Auckland, with Rosehill School being the most overcrowded specialist school in the region. This is likely to be funded from B24 Auckland STRG contingency. There is a change request in progress, and once funding has approved, this will progress prior to B25.

34. No projects have been prioritised for Parkside School. There is an additional teaching space in delivery at View Road School, which should be ready second half of 2025. Tuakau College were given the option of hosting a satellite for Parkside, which they have turned down in favour of growing their own school provision.

35. Stage 1 of the new base school for Sir Keith Park School will continue to progress. Stage 2 will require additional funding from Redevelopment funding in B25 for design works to begin.

List of prioritised Kaupapa Māori education and Māori medium education roll growth projects

School ID	School name	Description of project	# teaching spaces	Prioritisation score	Regional rank
3102	Te Kura Kaupapa Māori o Waiuku	Relocation to View Road 2TS	2	17	1
4208	Te Kura Kaupapa Māori o Mangere (redev)	MM Redev	14	13	3=
4205	Te Kura Kaupapa Māori o Piripono Te Kura Whakahou ki Ōtara	B21_4TS Kura_Trad	4	13	3=
630	Te Kura Māori o Ngā Tapuae	B21 RG Māori Medium	2	8	6

36. There are four projects Tāmaki Herenga Waka that require prioritisation for funding in B25. Out of scope
Out of scope

37. TKKM o Waiuku is the regions' and Aucklands' top priority. The kura was in statutory intervention with a commissioner since 2020 and the Ministry has been working with the kura to stay open. This kura was seed funded in B24 as a new school/land to look for a site that the kura could move to as it is currently occupying 1 surplus teaching space at Waipipi school which is not appropriate for level 1 learners. There is surplus Ministry owned land at the View Rd school site which is where the kura is proposed to be relocated. The roll of the kura is increasing and is expected to be at 18 ākonga by the end of term 2. Funding for the design and construction of 2TS is urgently needed to enable the kura to move to the site.

38. There is currently one project in the programme for the redevelopment of 14 teaching spaces, including the admin and library for TKKM o Mangere. The project outcome of the B24 VFM (Value

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for Money) review was that the project should be delivered in a staged delivery, with Stage 1 to deliver the 14TS and admin and library to follow as a future stage. In B24 the project received construction funding to progress with the construction of the Stage 1 14 teaching spaces.

39. Delivery of the Stage 1 scope includes the relocation of 6 teaching spaces and the wharenui which has increased the amount of funding required to deliver the project. Due to the additional works and funding required, Stage 1 of this project is now being proposed to be reduced, by School Property, to 8 TS to stay within budget, however, a new project scope has not yet been issued.

40. The kura has grown steadily over the last few years and while it is currently operating within capacity, the delivery of 14 teaching spaces is recommended and the project needs a top up for additional construction funding in B25.

41. TKKM o Piripono has a project in the programme for 4TS. The kura has had a fluctuating roll over the last 5 years but has increased from 54 to 70 ākonga since 2023. The kura is currently operating over capacity and this project needs to be recommenced and funded for design and construction in B25.

42. Te Kura Māori o Ngā Tapuwae is a year 1-13 kura in Manager east. The kura is operating just within its current capacity, but if roll growth continues to grow at the same rate as the last 2 years (6%) the kura will reach its maximum roll of 315 in 2026. This project needs to be recommenced and funded for design and construction funding in B25 to accommodate the steadily increasing demand.

43. The four kura projects above need to be prioritised to support the steady increase in demand in fit for purpose space for level 1 learners in Herenga Waka. Investment in this network is required to ensure equitable access to education for ākonga.

44. Note: There are no new KME roll growth projects to come into the programme to be considered for prioritisation and funding through B25. Rumaki are not funded via the KME/MME budget and are not included here.

List of prioritised New Schools and Expansions projects

School ID	School name	Description of project	# teaching spaces	Prioritisation score	Regional rank
3614	Chapel Downs Junior College	Stage 2 Expansion – 24 TS repeatable design block	24	2.85	1 =
887	Pōkino Primary #2	New School	Not confirmed	2.85	1 =
564	Ormiston Senior College	Stage 3b Expansion – 18 TS repeatable design	18 TS	2.15	3

45. Note the projects all score relatively low as they have large numbers of temporary teaching spaces on site. These must be included in capacity when considering utilisation, until such time as they are funded for removal. These temporary spaces are not suitable to remain on site for any length of time as they compromise the schools' ability to provide physical education curriculum and impact outdoor space available for students' use. There is also significant financial cost to these temporary assets.

46. Ormiston Senior College Stage 3a expansion has been announced as funded from B24 clawbacks. It has been scored within the framework, but no longer requires consideration for funding for B25.

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47. Ormiston Senior College, Stage 3b should still be considered for funding – the funded 18 TS will not be sufficient to allow removal of STRG and return of fields to the school. To minimise disruption and achieve better value for money it is recommended Stage 3b also be funded and delivered simultaneously.

48. Chapel Downs Junior College Stage 1 was reduced in scope, with only 12 TS to be delivered. This does not include any admin space, and would only be sufficient to accommodate anticipated growth for up to 2 years. Stage 2 should be progressed to deliver admin and LS space in addition to 24 TS EMRG to enable successful functioning of the school.

Next steps

Task	**Who**	**When**
Te Mahau leadership Demand hui (arranged by RIMs) *Purpose* • *For Ed Directors to agree a fair reflection of need in their region* • *To validate and challenge appropriate order of projects by need*	Network & AM reps present to DoE, RIM & Hautū	Week beginning 28 April
Moderation of the national prioritised list (created by IPMO) *- Adjustments for context and minor data corrections only*	RIMs, LANs, IMAPs and PMs	Mid-May
Budget Outcomes and investment allocation	IPMO	May
Te Mahau Leadership Impacts Hui *- Discussion with Te Mahau of possible impacts on the takiwā and appropriate mitigations for FY25/26*	School Property and Te Mahau	Week beginning 26 May
Investment Plan endorsed by Investment Board and socialised with Minister	IPMO	May-June
Communication with schools on budget outcomes	Property / Te Mahau	June

49. The agreed list of regional priorities will be combined across the motu. IPMO will apply a demand/deliverability framework to the national list of priorities.

50. The national list will be moderated by Regional Infrastructure Managers, LANs, IMAPs and Property Advisors.

51. IPMO applies funding scenarios, and these are presented back to Te Mahau leadership.

Recommendations

52. I recommend that you:

a) **note** that a joint prioritisation process has been undertaken by the network team and the Asset Management team. Attached lists of prioritised projects reflect a joint view of regional priorities based on demand.

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b) **note** that this regional prioritisation will be added into the national prioritisation discussion. The final moderated national priority list will be presented back to Te Mahau leadership once deliverability criteria and funding scenarios have been applied.

c) **note** that depending on the funding scenario approved by the Investment Board, some projects may not be able to be progressed. Once these projects have been identified, we will provide a list of these schools and consider impacts.

d) **endorse** the above lists of regional priorities.

e) **sign** and forward this memo to 'School Property Governance' SchoolPropertyGovernance@education.govt.nz (copy in David Hobern, Maxim Wehi and Sarah FitzGerald).

Signoff

Name and role	Approval	Signed
Jodie Greenwood Network Analyst – Tāmaki Herenga Waka	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing, and that the recommendations sit within the network framework	Jodie Greenwood 16/04/2025
Agnes Wong Lead Advisor – Learning Support Network	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing and endorse the recommendations.	16/04/2025
Nitasha Jugernath Manager, Operations and Insights	I endorse the recommendations.	
Desire Correa De Melo Regional Asset Planner	I endorse the recommendations.	Correa de Melo 17/04/2025
David Bos Regional Asset Manager	Endorsed	DJ Bos 17/04/2025
Deidre Alderson Acting Director of Education	Endorsed	17/4/2025

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Document 10

Te Mahau

Memo

To: Tanya Harvey, Director of Education – Tāmaki Herenga Tāngata

David Bos, Regional Asset Manager

From: TeIwiNgaro Dunn, Manager Operations and Insights

Desire Silva Correa De Melo, Regional Asset Planner - Asset Planning

Cc: Nick Blythe - Lead Adviser Network Analyst,
Amanda Still, Infrastructure Manager
Michael Stride, Infrastructure Manager
Rob McAllister, Senior Asset Manager
Agnes Wong - Lead Adviser Learning Support Network
Sarah Fitzgerald - Strategic Adviser – Education Network Planning
Maxim Wehi – Director - Māori Property
David Hobern - Programmer Manager, Property Delivery
School Property Governance

Date: 17 April 2025

Subject: Tāmaki Herenga Tāngata Education Region - Budget 2025 Investment Planning: prioritised, identified demand for growth funding from Budget 2025

Purpose

1. This memo seeks your endorsement of the prioritisation of identified demand for:

    a. Roll growth (English medium)

    b. Learning Support roll growth (LSRG)

    c. Kaupapa Māori education and Māori medium education (KME & MME)

    d. New Schools and Expansions

Background

2. Affordability constraints have forced a shift towards managing only the most critical demand pressures and favour deliverability in financial year 25/26. This shift requires:
    - A singular focus on planning for immediate and pressing needs
    - Prioritisation across (and within) all programmes – demand will exceed funding
    - A nationally consistent, evidence-based process to prioritise projects
    - That current and in delivery temporary teaching spaces are included in the capacity at schools for the purpose of determining the priority of a project.

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3. The Investment and Portfolio Management Office (IPMO) has commissioned[1] Te Mahau and Asset Management to prioritise growth projects at a regional level that can then be aggregated into a national view. A national prioritisation framework has been endorsed by the Property Leadership Group. Each funding programme has its own prioritisation criteria, recognising the different drivers of need.

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6. Learning Support roll growth prioritisation will have a greater focus on planning for a range of specialist provision and improving access. The prioritisation of projects will consider demand, population growth and overcrowding risk as well as access and distance to specialist provision

7. MME/KME roll growth projects have been identified and prioritised based on a demand view from the Network teams. This includes a prioritisation framework specific to KME/MME that has recently been developed by National Office Network to enable a regional view of roll growth priorities at existing kura.

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In scope

9. All active growth projects have been included in the prioritisation process as well as existing projects that are on hold awaiting prioritisation and further funding.

10. In addition, schools identified for roll growth in the Long-Term Outlook (LTO) with a proposed 'budget year of approval' of 2025, and a high confidence level have been included for prioritisation against the existing projects.

11. Any roll growth that has been identified as only required for a set period of time (i.e. temporary) is identified and prioritised as part of the wider roll growth programme.

Out of scope

Out of scope

[1] B25 commissioning document.docx
Investment Planning and Prioritisation Frameworks FY2526-Takiwa.pptx

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Out of scope



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Out of scope

[redacted]

List of prioritised Learning Support roll growth projects

School ID	School name (host school)	Description of project	Enrolling school name	# teaching spaces	Regional rank
1210	Northern Health School	West Auckland Student Support Centre, located at the new Massey- Redhills Primary School site (design + construction)	Northern Health School	30FFTE	1
1397	Oaklynn Special School	Transition hub lease extension and fit out of ground floor	Oaklynn Special School	45 SP	7
1330	Kelston Intermediate	New intermediate satellite (design + construction)	Oaklynn Special School	2	8
1209	Arohanui Special School	Relocation of base site to new Massey-Redhills Primary School site (design funding)	Arohanui Special School	10	10
1574	Wairau Intermediate	New intermediate satellite (seed funding/ initiation)	Wilson School	2	12

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6920	Gulf Harbour School	New primary provision, pathway to Whangaparaoa College (design + construction)	Wairau Valley Special School	2	13
1342	Long Bay School	New primary provision (design + construction)	Wilson School	2	14
1298	Green Bay School	Expansion of satellite (construction)	Oaklynn Special School	1	45
1471	Te Kura o Patiki Rosebank School*	Permanent primary satellite (refurbishment)	Oaklynn Special School	2	18
1499	St Leonards Road School	Permanent primary satellite (refurbishment)	Oaklynn Special School	12	19
1458	Ranui School	New primary satellite (seed funding/ initiation)	Arohanui Special School	2	20
1341	Lincoln Heights School	Learning support teaching spaces – fundholder school, potentially funded through EMRG	Lincoln Heights School	6	7*
1556	Wairau Valley Special School	Transition hub, extension of lease, funded through lease OPEX	Wairau Valley Special School	40 SP	9*

Auckland context

1. Learning Support is one of the Government's key education priorities. The B25 Learning Support Prioritisation framework looks at balancing the need to improve access to specialist provision, against the immediate demand for more provision in the network where there is already provision available.

2. Auckland has the largest specialist provision network in the country and has a higher-than-average percentage of ORS students enrolled in specialist schools. This does not put Auckland in a favourable position nationally, when scoring against the LSRG prioritisation criteria. High percentage of ORS students are able to access specialist provision within reasonable distance (not withstanding that there are capacity constraints to be able to enrol). Projects that will score higher are those completing a pathway, or those addressing spatial gaps where there is no other existing provision.

3. B25 LSRG prioritisation criteria also does not consider the percentage of very high ORS students enrolled in specialist schools when accounting for utilisation of existing teaching spaces. This again disadvantages Auckland's specialist schools, as in comparison to the rest of the country as there is a greater proportion of very high ORS students enrolled in the schools. A standard ratio of 9 students per teaching space is used for calculating utilisation.

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4. Across all three Tamaki Makaurau Education Regions, 25 projects have been prioritised and ranked within the B25 Learning Support Roll Growth Prioritisation Framework for funding in Budget 2025. It is unlikely that all projects will be funded. Three of these projects should be funded through other baseline funding streams, leaving 22 projects requiring LSRG funding to progress.

5. There are an additional 16 projects that have previously received funding and are within the LSRG programme that have not been prioritised due to no additional LSRG funding required in Budget 2025. These projects are connected to EMRG/ Redevelopment projects that have not triggered the need for growth and have no ability to be decoupled or delivered separately or are already progressing with sufficient funds in place. There are 2 projects which will be cancelled as they are not required, or there is no feasibility to deliver these on the host school site.

6. The approach used for the regional ranking of the 25 Auckland LSRG projects considered:
    a. Projects that are of immediate need with no alternative options available
    b. Where students are accommodated in temporary provision and are requiring a permanent solution
    c. Projects that will complete a student pathway or address a spatial gap.
    d. Projects that are “shovel ready” and will be ready to enter construction
    e. Which schools had the most urgent and pressing needs for additional provision, factoring the number of very high ORS students. The utilisation calculations were based on July 2024 data and cross checked with March 2024 to ensure there were no significant increases in roll numbers.
    f. What projects are currently in delivery i.e. which specialist schools have recently, or will shortly, have new provision delivered.

7. Property Commercial leasing team have indicated that at this stage there is no budget finalised for lease OPEX in B25, and that there is a risk that there will be no budget available for any new leases or leases expiring requiring extension of lease. This has significant implications and risk on 4 projects with lease requirements in Auckland for transition hubs and Northern Health school.

Tamaki Herenga Tāngata

8. For Tāmaki Herenga Tangata, there are 13 projects requiring funding in B25 as outlined in the table above. At least 8 of these projects will be seeking LSRG funding. Two require leasing OPEX, and two are likely to be baseline funding.

9. A permanent West Auckland Student Support Centre for Northern Health School at the new Massey-Redhills Primary School site is the top ranked LSRG priority in Auckland, due to no alternative options available, and the urgent immediate need for provision. The school is self-leasing temporary accommodation for 18FTTE (serving approximately 170 students) and this is expected to increase to 36 FTTE by Term 4 2025. Due to no visibility of budget allocated for lease OPEX in Budget 2025, it is uncertain whether the Ministry will be able to lease temporary accommodation for Northern Health School in the interim while the project is in progress, further highlighting its urgency to be funded and delivered.

10. Arohanui base school relocation to Massey-Redhills site is seeking design funding to progress the relocation conversations around the master plan with the school. The ranking is reflective of current utilisation of teaching spaces within Arohanui’ s base school and satellites. There are some delivery

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efficiencies for both Northern Health School and Arohanui base school relocation to be funded in B25 so they can progress together.

11. The lease for Wairau Valley Special School and Oaklynn Special School community-based transition hubs both expire in June 2026 with no further rights of renewal. Lease extensions have been requested from Commercial leasing team, however with no budget confirmed for Budget 2025, there is a risk of no lease OPEX to extend the leases. If there is no lease extension, all students from both transition hubs (approximately 40 students each) will need to be accommodated within Ministry owned premises once the current lease term expires. This is significant risk as there is no Ministry owned premises immediately available that would be sufficient in size. Oaklynn will require additional funding for the fit out of the ground floor space, which will be requested as part of the lease extension negotiations required.

12. Lincoln Heights School is a fundholder school with 9(2)(a) students enrolled. The school has requested for additional learning support teaching spaces, however, as a fundholder, all students are included in their total school roll. Lincoln Heights School is a top priority for Auckland in EMRG prioritisation. It is yet to be confirmed how additional teaching spaces will be funded (EMRG vs LSRG) but to ensure visibility of learning support requirements are maintained, it has been included in the LSRG prioritisation and rankings.

13. Oaklynn Special School has several B21 funded projects that are ready for construction funding. Kelston Intermediate School is ranked highest, as it provides 2 additional satellite teaching spaces, and will have the greatest impact on reducing overall utilisation in Oaklynn's network. Both Te Kura o Pātiki Rosebank and St Leonards Road projects are refurbishments/ refit out of existing EM teaching spaces to convert them to fit for purpose LS satellite teaching spaces. This is likely to be funded through baseline redevelopment funding. As Oaklynn is already occupying these spaces, there is no net change in number of teaching spaces.

14. Wairau Intermediate for Wilson School just missed out on funding in B24 (number 12 on list where top 11 projects funded). The need for additional intermediate school provision in North Auckland remains.

15. Both Gulf Harbour School and Long Bay School are new primary satellites for Wairau Valley Special School and Wilson School, respectively, and will address current spatial and student pathway gaps within the North Auckland network of specialist provision. It is worth noting that due to the distance away from Auckland CBD, both schools are scoring relatively highly nationally against the LSRG prioritisation criteria.

16. Ranui School is a new satellite for Arohanui Special School, but not high priority for funding in B25 due to overall utilisation in Arohanui's network. The two satellite teaching spaces at the new Massey – Redhills Primary School for Arohanui will continue to progress.

List of prioritised Kaupapa Māori education and Māori medium education roll growth projects

School ID	School name	Description of project	# teaching spaces	Prioritisation score	Regional rank

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279	Te Kura Kaupapa Māori o Hoani Waititi	TKKM o Hoani Waititi B21_RG_Masterplan_Maori Medium_Trad	4	15	2
1584	Te Kura Kaupapa Māori o Te Raki Paewhenua	TKKM o Te Raki Paewhenua B21_RG_Masterplan_Maori Medium_Trad	6	12	5

17. There are two projects that are currently in the programme in Tāmaki Herenga Tāngata that require prioritisation for funding in B25. Out of scope

18. Te Kura Kaupapa Māori o Hoani Waititi is in the west of Tāmaki Makaurau and Te Kura Kaupapa Māori o Te Raki Paewhenua is on the North Shore. Both kura Māori provide full year 1-13 pathways for ākonga. Both projects were seed funded for master planning in B21 and are to be prioritised for funding for design in B25.

19. Both kura Māori have rolls that have been growing steadily and are currently operating at over 100% utilisation. These projects need to be prioritised to support the steady increase in demand in fit for purpose space for level 1 learners in Tāmaki Herenga Tāngata. Investment in this network is required to ensure equitable access to education for ākonga.

20. Note: There are no new KME roll growth projects to come into the programme and be considered for prioritisation and funding through B25. Rumaki are not funded via the KME/MME budget and are not included here.

List of prioritised New Schools and Expansions projects

School ID	School name	Description of project	# teaching spaces	Prioritisation score	Regional rank
723	Massey-Redhills Primary School	New school build	12	4.7	1
725	Scott Point School *	Stage 2 expansion	10	3.4	2

21. We acknowledge that this may not be relevant following Minister Stanford's announcement 15/04/25

22. * Scott Point School has been earmarked for funding from clawbacks. This has not yet been announced and so remains on this list until formally confirmed. There is significant, large scale, private development in-zone. The in-zone roll is currently projected to reach 1,300 around 2030. The roll significantly exceeded existing permanent student places in 2024, with the deficit accommodated in 12 temporary TS which were delivered in 2025. The roll is projected to exceed total student places (including the 12 temporary TS) in 2025. Enrolment scheme amendment options are currently being assessed to divert some demand towards Hobsonville Point Primary School. This could help reduce the peak demand at Scott Point School but cannot fully mitigate the need for roll growth expansion.

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23. Massey-Redhills Primary School is in a Priority Catchment and is part of a coordinated, whole of catchment growth response. This also includes expansion of existing schools, amendments to enrolment scheme home zones, six more primary schools and three more secondary schools over the next 20 years. The school was originally required for 2023, but mitigations including rezoning demand away from Massey Primary School to Whenuapai School and temporarily expanding Whenuapai School onto a second campus at Trig Rd., have allowed the school to be delayed until T1 2027. However, no further mitigations are available, and the school cannot be delayed any further.

Next steps

Task	Who	When
Te Mahau leadership Demand hui (arranged by RIMs) *Purpose* • *For Education Directors to agree a fair reflection of need in their region* • *To validate and challenge appropriate order of projects by need*	Network & AM reps present to DoE, RIM & Hautū	Week beginning 28 April
Moderation of the national prioritised list (created by IPMO) *- Adjustments for context and minor data corrections only*	RIMs, LANs, IMAPs and PMs	Mid-May
Budget Outcomes and investment allocation	IPMO	May
Te Mahau Leadership Impacts Hui *- Discussion with Te Mahau of possible impacts on the takiwā and appropriate mitigations for FY25/26*	School Property and Te Mahau	Week beginning 26 May
Investment Plan endorsed by Investment Board and socialised with Minister	IPMO	May-June
Communication with schools on budget outcomes	Property / Te Mahau	June

24. The agreed list of regional priorities will be combined across the motu. IPMO will apply a demand/deliverability framework to the national list of priorities.

25. The national list will be moderated by Regional Infrastructure Managers, LANs, IMAPs and Property Advisors.

26. IPMO applies funding scenarios, and these are presented back to Te Mahau leadership.

Recommendations

27. I recommend that you:

a) **note** that a joint prioritisation process has been undertaken by the network team and the Asset Management team. Attached lists of prioritised projects reflect a joint view of regional priorities based on demand.

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b) **note** that this regional prioritisation will be added into the national prioritisation discussion. The final moderated national priority list will be presented back to Te Mahau leadership once deliverability criteria and funding scenarios have been applied.

c) **note** that depending on the funding scenario approved by the Investment Board, some projects may not be able to be progressed. Once these projects have been identified, we will provide a list of these schools and consider impacts.

d) **endorse** the above lists of regional priorities.

e) **sign** and forward this memo to School Property Governance (copy in David Hobern, Maxim Wehi and Sarah FitzGerald).

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Signoff

Name and role	Approval	Signed
Nick Blythe Lead Adviser Network	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing, and that the recommendations sit within the network framework	Nick Blythe 17/04/2025
Agnes Wong Lead Adviser Network – Learning Support	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing, and that the recommendations sit within the network framework	17/04/2025
Te Iwi Ngaro Dunn Manager, Operations and Insights	I endorse the recommendations.	17/04/2025
Desire Correa de Melo Infrastructure Manager - Asset Planning	I endorse the recommendations.	17/04/2025
David Bos Regional Infrastructure Manager	I endorse the recommendations.	5/05/2025
Tanya Harvey Director of Education	I endorse the recommendations.	28/04/2025

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