



8 February 2023

Tēnā koe

OIA: 1299468 – Finlayson Park School

Thank you for your email of 4 November 2022 and following clarification of 22 November 2022 to the Ministry of Education requesting the following information:

- 1. Can you please share all of Finlayson Park School's Master Plans and 10 Year Property Plans?*
- 2. Can you please share the communications between Finlayson Park School and the Ministry (and consultancies if they are involved) on the development of the school's latest Master Plan?*
- 3. If Finlayson Park School has developed Education Briefs, can you please share them*
- 4. How's the Finlayson Park School zone decided under the Education and Training Act 2020, Schedule 20 clause 1? In other words, what's the rationale behind the Finlayson Park School zone boundaries?*
- 5. When building new schools in Auckland, what's the Ministry's latest approach to understanding the (existing and future) local community and providing for their needs with the planned school infrastructure? Can you please provide relevant guidance and policy documents, and a case that best illustrates the approach?*

Your request has been considered under the Official Information Act 1982 (the Act).

We have identified 12 documents in scope of your request, which we are providing in the attached **Appendix A**. Our decision as to the release of these documents is outlined in the below **Appendix A Document Table**. Some information has been withheld under section 9(2)(a) of the Act, to protect the privacy of natural persons. We have identified no public interest considerations favouring the release of this information at this time.

We are addressing each of your five questions as follows.

- 1. Can you please share all of Finlayson Park School's Master Plans and 10 Year Property Plans?***

The Ten Year Property Plan (10YPP) is the main planning tool for school property. 10YPPs are a mandatory part of the Five Year Agreement (5YA) funding approval cycle, and are used to support a school's bid for further capital funding.

The Ministry appoints an independent 10YPP consultant to work with school staff, boards of trustees and the Ministry to create a 10YPP. This process allows Te Puna Hanganga, Matihiko | Infrastructure & Digital to work with boards to identify what needs to be addressed and what the priority issues are at each school.

Schools are required to develop their school property strategy to ensure the physical environment supports teaching and learning and school property is well maintained at the right standard, and with the correct space. They will provide inputs into the 10YPP, and the board must agree to the plan.

The consultant completes a condition assessment, reviews all inputs, and writes the 10YPP.

Asset Management supports and advises schools to ensure 10YPPs meet Ministry policy. All 10YPPs must be approved by the Ministry before a school receives 5YA funding.

A Master Plan is developed for large-scale projects where future development of the school site and impact on infrastructure needs to be considered. The master plan is a comprehensive long-term plan intended to establish and guide the future development of the school site.

The master plan guides the design of the school's current programme of work but also provides consideration for future development. It is a blueprint that reflects a clear vision for the future direction of teaching and learning at the school within the overall programme policies, guidelines, and priorities. The master plan forms the foundation of the 10YPP.

The Finlayson Park School Masterplan from March 2022, and supporting documentation is included as Documents 1, 1a, 1b, 1c and 1d in **Appendix A**.

The 10YPPs for Finlayson Park School from 2012-2013, 2015-2016, and 2021-2022 are included as Documents 2, 3 and 4 in **Appendix A**.

2. Can you please share the communications between Finlayson Park School and the Ministry (and consultancies if they are involved) on the development of the school's latest Master Plan?

Communications relating to the Master Planning process are largely verbal, with the primary means of communication involving a series of design meetings. In these meetings, the designer communicates verbally with the school and vice versa. No minutes were taken during these meetings for Finlayson Park school; however, the outcome of the discussions and feedback in these meetings is then translated into the draft master planning document, which is signed off in an agreed master plan at the end of the process. Please refer to *The Finlayson Park School Masterplan* and supporting documentation as above.

3. If Finlayson Park School has developed Education Briefs, can you please share them

We have attached an Education Brief from April 2021 for Finlayson Park School as Document 5 in **Appendix A**. An education brief is completed prior to the commencement of the Master Planning process. It is only completed once, unless a significant period of time has passed since it was created or the school pedagogy has changed.

4. How's the Finlayson Park School zone decided under the Education and Training Act 2020, Schedule 20 clause 1? In other words, what's the rationale behind the Finlayson Park School zone boundaries?

The Secretary for Education has issued guidelines on the development and operation of enrolment schemes for State Schools. These can be found at the following link (pages 3-5 refer):

<https://www.education.govt.nz/assets/Enrolment/Secretarys-Guidelines-enrolment-schemes-Dec-2020.pdf>.

Enrolment Schemes are required to prevent the likelihood of overcrowding and to help the Ministry manage growth across a network of schools. In developing the Finlayson Park School zone boundaries, which were recently reviewed with neighbouring schools implementing zones, we followed the principles and guidelines as linked.

Considerations for proposed zone boundaries include expected number of students living the catchment, student distribution, school walking distances (up to 1.4km walking distance as a guide for Primary-aged students), major arterial roads and natural boundaries. When developing the zones, we also engage with adjacent local schools to discuss the appropriate boundaries and to determine what best meets their needs.

In addition, to recognise the uniqueness of the language programmes offered by Finlayson Park School, we also formalised the language programmes as special programmes to form part of their enrolment scheme. Special programme information, the enrolment scheme written description and map of the geographical zone for Finlayson Park School are attached as Documents 6-8 in **Appendix A**.

5. When building new schools in Auckland, what's the Ministry's latest approach to understanding the (existing and future) local community and providing for their needs with the planned school infrastructure? Can you please provide relevant guidance and policy documents, and a case that best illustrates the approach?

Prior to confirming new schools, we will consider whether additional capacity can be added to existing schools via school expansion. However, if modelling indicates that a new school is required in our long-term planning, then we will trigger the process to acquire and designate a site, engage in master planning, followed by detailed design, application for building consent, and construction.

When considering where to locate new schools in the Auckland region, the Ministry takes into account known residential developments that will intensify the population, school utilisation and funded capacity (classrooms), and enabled development due to zoning in the Auckland Unitary Plan. We liaise with other government agencies including Kāinga Ora, Auckland Council, Eke Panuku, Auckland Transport and the Ministry of Housing and Urban Development to understand growth drivers.

Prior to establishing a new school, we consult with all local schools that may be affected by a new school opening in their vicinity. Boards of these schools represent the local community, and often have deep knowledge of the circumstances of local families and communities. Principals are aware of issues and concerns for students, staff and families. We also engage with Early Childhood

providers whose community includes families of young children who will start school within the next five years.

Once a school is established, an Establishment Board of Trustees is appointed, drawn from local principals, iwi and community representatives. This Establishment Board is involved in planning for the new school, and will influence the design to reflect local considerations, cultural frameworks, educational vision and community relationships. To support Establishment Boards, we also contract Tārai Kura to provide one-on-one guided support for the design process based on the needs of the board, school, kura and community. You can find more about Tārai Kura at the following link: <https://tarai-kura.nz/tarai-kura-ko-wai-matau-who-are-we/>.

As an example, the new school in Drury West, Ngākōroa School, engaged widely with the Drury community, with local iwi and with the new residents in the Auranga development to shape the educational philosophy and vision of the school. The Establishment Board operated over a two-year period to set the vision, recruit the principal and staff, work with architects and planners to provide feedback on the school design, enrol students and ensure a successful school opening.

As previously advised in our email of 10 November 2022, a publicly accessible document that shows an overview of the history of school property is Te Rautaki Rawa Kura – The School Property Strategy 2030, which can be found at the following link:

<https://assets.education.govt.nz/public/Documents/Ministry/Strategies-and-policies/MOE-Te-Rautaki-Rawa-Kura-The-School-Property-Strategy-2030.pdf>

Please note, the Ministry now proactively publishes OIA responses on our website. As such, we may publish this response on our website after five working days. Your name and contact details will be removed.

Thank you again for your email. You have the right to ask an Ombudsman to review my decision on your request, in accordance with section 28 of the Act. You can do this by writing to info@ombudsman.parliament.nz or to Office of the Ombudsman, PO Box 10152, Wellington 6143.

Nāku noa, nā



Deidre Alderson
Director of Education
Te Mahau | Te Tai Raro (North)

Appendix A Document table

#	Date	Title	Decision on release
1	March 2022	Finlayson Park School Masterplan - 100% DRP v2	Release in full.
1a	March 2022	Design Assurance Review – Report	Release in part. Information has been withheld under section 9(2)(a) of the Act.
1b	March 2022	Design Review Deliverables Checklist	Release in full.
1c	March 2022	Design Compliance Checklist	Release in part. Information has been withheld under section 9(2)(a) of the Act.
1d	March 2022	Project and Site Constraints Table	Release in full.
2	2012-2013	10 Year Property Plan – 2012-2013	Release in full.
3	2015-2016	10 Year Property Plan – 2015-2016	Release in full.
4	2021-2022	10 Year Property Plan –2021-2022	Release in part. Information has been withheld under section 9(2)(a) of the Act.
5	April 2021	EDUCATION INFRASTRUCTURE PROJECT BRIEF TEMPLATE Finlayson Park School, Auckland	Release in full.
6	2022	Special programmes for enrolment schemes – information for boards	Release in full.
7	October 2022	FINLAYSON PARK SCHOOL (#1275) Enrolment Scheme Description	Release in full.
8	October 2022	Map of the geographical zone for Finlayson Park School	Release in full