

### Catchment description

The Dunedin North catchment covers the northern suburbs, including the inner city area, North Dunedin and through the West Harbour area to Port Chalmers. Across this catchment there is a wide range of socio-economic factors, with some parts of the catchment with high levels of disadvantage, and other more affluent areas. The University of Otago and Otago Polytechnic are located in this catchment area, and a significant proportion of housing stock within the area surrounding these campuses is used for student accommodation.

Dunedin is the commercial hub of the Otago region. Key economic and employment sectors are related to health care and social assistance and education and training, with the University of Otago and Otago Polytechnic large employers in the city. Access to significant natural resources (such as mineral wealth in the hinterland) and increasing strength in high value niches of the economy related to health technologies, food processing, ICT, creativity, niche manufacturing and engineering, along with growing tourism within the city are also key economic drivers.

Local government is driving economic development through the Grow Dunedin Partnership, and the Dunedin Economic Strategy 2013-2023 vision is that “Dunedin is one of the world’s great small cities”. Closures such as the Cadbury chocolate factory, have had an impact across wider Dunedin over recent years, but major infrastructure projects such as the rebuild of the Dunedin Hospital are expected to have a positive impact in the coming years.

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



#### Student pathways

- Across Dunedin city there are a range of pathways, and multiple options for schooling provision. Within this catchment area families have options of both contributing (Year 1-6) and full (Year 1-8) primary schools, an intermediate, as well as both Year 7-13 and Year 9-13 secondary.



#### Parental choice influencing utilisation of local schools

- Enrolment at local schools is affected by parental choice. In some parts of this catchment, a number of schools are in close proximity and the mix of both large and small schools provides further choice. There are a number of integrated schools in this catchment that also offer a special character option to some families.
- Over the past 10 years, there have been a number of school closures and mergers in Dunedin. This has resulted in parents exercising choice in reaction to historic decisions that have been made. This impact is reducing over time.
- Parent perceptions about the quality of education delivered at some schools, or the range of opportunities available, has resulted in disproportionate enrolments across local schools at both primary and secondary level. Enrolment schemes are mitigating the impact of this to an extent, but in some instances, this embeds the historic mismatch between school capacity and local demand. Changes in schools or perceptions of schools in the community can have a significant impact across the wider city network.
- Dunedin has a high number of secondary schools relative to its total population, and a high proportion in single sex schooling compared to co-educational.



#### Kāhui Ako

- There are two Kāhui Ako in the Dunedin North catchment – the Dunedin Catholic Community of Learning (includes schools across the wider Dunedin area) and the Ōtepoti ki te Raki Kāhui Ako. Ōtepoti ki te Raki has both early childhood education providers and tertiary linked into the Kāhui Ako.
- The nature of the Dunedin city network and multiple pathway options means that most schools across the wider Dunedin area are not part of a Kāhui Ako. Although not part of Kāhui Ako, a number of Learning Support clusters have formed to implement the Learning Support Delivery Model across this catchment.



#### Strong leadership and governance

- School leadership and governance is stable across this catchment. Although not engaged in Kāhui Ako, there are a number of other collaborative groups that have been formed to enhance teaching and learning across the city.
- The Dunedin Secondary Schools Partnership (DSSP) was formed in 2000 and supports the 12 secondary schools across the city to work together particularly in support of at risk youth, students disengaging, and the placement of excluded students.
- Across primary schools there are a number of collaborative groups that have formed, often with a focus on professional learning, such as the Māori Achievement Cluster across the wider Dunedin area, and the Hills cluster.



#### Desire for pathways for Māori learners/ākonga

- There is a desire across the wider Dunedin area to increase the Māori medium pathway options. The city’s only full immersion kura (Te Kura Kaupapa Māori o Ōtepoti) is located in the Dunedin South catchment, but draws from the wider Dunedin area.
- Bilingual and immersion options also exist in one primary school in this catchment area, with expressions of interest emerging from other schools. There is one kōhanga reo and one bilingual early childhood education centre.



#### Implications of increasing ethnic diversity

- The community is becoming increasingly multicultural with Dunedin identified as a refugee resettlement location in 2015. The majority of families resettled in Dunedin are Syrian and Afghan, and Arabic-speaking. This has had an impact across the whole of the city, with more than 30 schools enrolling former refugee students. A collaborative approach, through cluster-based support has been developed to support the transition, teaching and learning of these students.



#### Learning support

- Learners/ākonga with high learning support needs are generally provided for through an inclusive approach across this catchment. Sara Cohen School provides specialist education through a base school (currently in a rebuild

project) and two satellite classes in two primary schools. These are all located in the Dunedin south catchment but draw from the wider Dunedin city area.

- There is a demand for access to Sara Cohen School, which has had strong roll growth over the past 3 years. Any further provision will be considered through additional satellites, with a particular focus on secondary and post-secondary age students.



#### Investment in school property

- Building age and condition are key drivers for investment in school property redevelopment. In some instances, rationalisation is also occurring. All schools with redevelopment or investment are being supported to create Education Briefs, including the development of a cultural narrative with mana whenua to support their planning.
- Some schools in the inner city area have historic buildings and investment work planned to redevelop their sites.

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



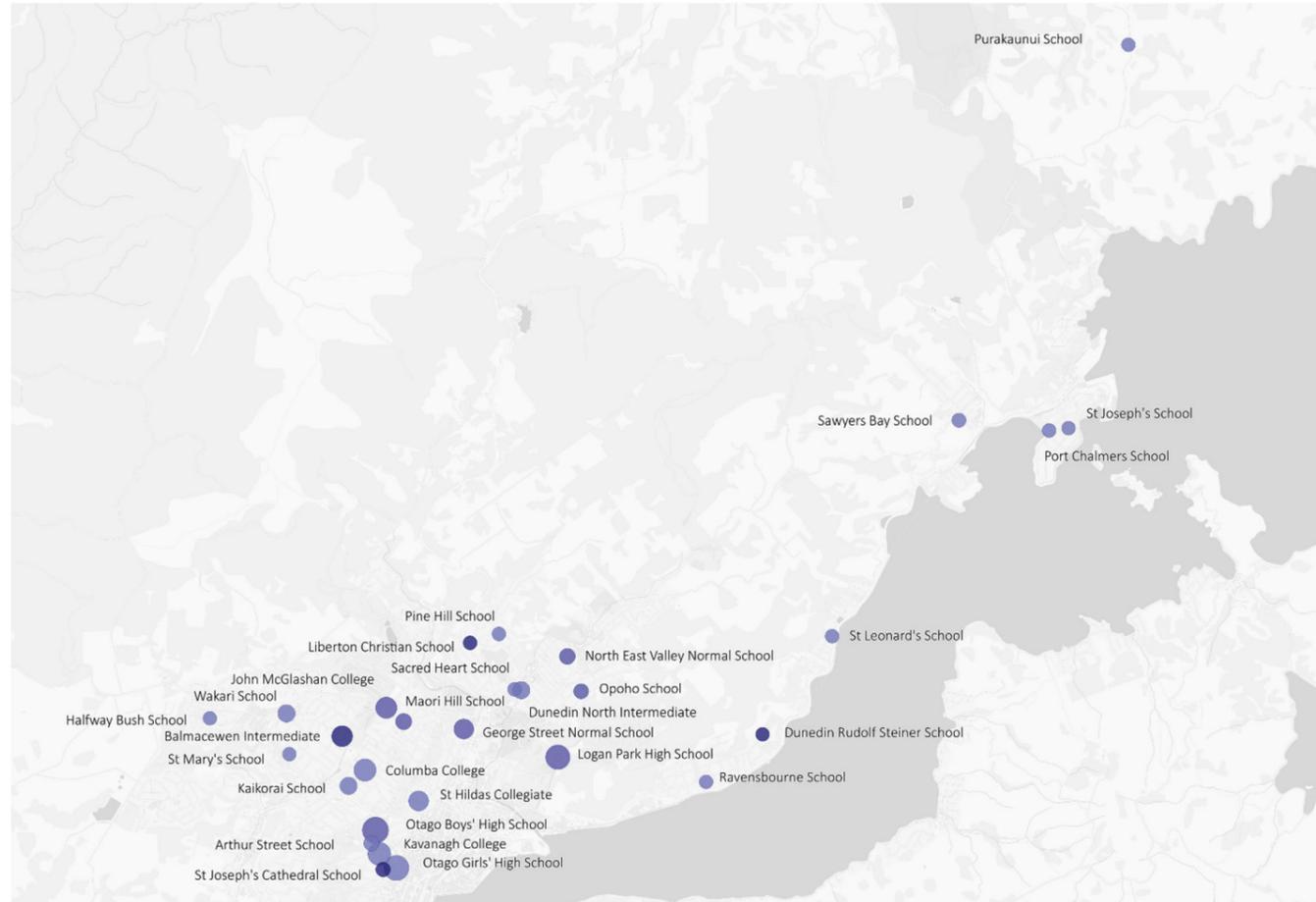
- We have considered the long-term needs of some schools across this catchment and are looking to ensure enrolment schemes and property investments are aligned to catchment needs rather than being driven mainly by parental choice influences. Enrolment schemes are monitored to ensure they continue to meet legislative purposes and make best use of existing accommodation across the network.



- We are working with several schools to support enhanced education delivery in the area. We also provide regional mentoring and other funding to support at risk students, and support for migrant and former refugee students. Professional learning and development is provided to enhance teaching and learning in priority areas and the majority of schools in this catchment have accessed this support.
- One school in the Dunedin North catchment is included in the Ka Ora Ka Ako (Free and Healthy Lunches) initiative. There are other pilot programmes also being run that support whānau in areas with high levels of disadvantage.



- Learning Support Coordinators have been allocated to two Kāhui Ako as part of the first allocation tranche.
- We are running an Inclusion pilot with some schools across all levels of schooling in Dunedin city, to support the planning for students with very high needs. This is intended to enhance the capacity for local schools to meet the needs of all local students.
- We have linked with other agencies to enhance support for students and their family and whānau. We are a partner agency in Whāngaia Ngā Pā Harakeke (reducing family harm). We are also working in partnership with local government, other agencies and NGOs to support the Ōtepoti Youth Vision.



The **Dunedin North Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefitting an estimated **8,100 learners/ākonga** each year over the next decade to 2030. There are 29 schools/kura in this catchment.

| July 2021         | Primary | Composite | Secondary | Specialist | Total        |
|-------------------|---------|-----------|-----------|------------|--------------|
| Number of schools | 22      | 1         | 6         | 0          | <b>29</b>    |
| Total funded roll | 3,491   | 562       | 3,816     | 0          | <b>7,869</b> |
| MME Level 1 & 2   | 40      | 0         | 0         | 0          | <b>40</b>    |
| ORS-funded roll   | 30      | 0         | 22        | 0          | <b>52</b>    |
| Māori roll        | 513     | 50        | 536       | 0          | <b>1,099</b> |
| Pacific roll      | 136     | 10        | 156       | 0          | <b>302</b>   |

**Map key:**  
% roll change over 10-year period

- Opened in last 10 years
- High growth
- Moderate growth
- Low growth
- Stable/decline

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

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



#### Managing the school network

- We will continue to monitor local school rolls and population change in the catchment.
- We will work with schools to develop, implement and where necessary amend boundaries of enrolment schemes.
- We will support schools to manage their enrolment schemes effectively, and where needed, reduce the number of out of zone enrolments.



#### Learning Support provision

- We plan to work with the sector to support inclusive practice, and to determine the balance to provide in the network between specialist schools and satellites.



#### Educational support mechanisms

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



#### Investment in school property

- Funding for additional teaching spaces will be considered where in-zone demand is increasing, and where out of zone enrolments are managed.



#### Strengthening the Māori medium pathway

- We are developing a regional plan for Māori medium education provision in Otago. The key priority was to expand the Māori medium pathway for secondary, through supporting Te Kura Kaupapa Māori o Ōtepoti to develop into a wharekura. The change of class request was approved in March 2021 and effective from July 2021.
- Engagement with iwi, communities, whānau and the education sector will inform the demand and opportunities for expanding provision in dual medium settings.



#### Education conversations

- We will continue to monitor equity in student achievement, and support schools to enhance teaching and learning capability.