

OTAGO SOUTHLAND



Director's message

Kia ora

Our region largely consists of stable areas, with small or moderate growth, or stable populations. Our two areas of significant population, Queenstown and Wanaka, are included in the National Education Growth Plan. In general, our numbers of Māori students are growing, but overall numbers are small. Over the past few years, we have seen

increasing numbers of Pacific and migrant students, which has led to increasingly multi-ethnic communities across the region.

Key priorities for us across the region are a focus on improving equitable access to education, improving attendance and engagement, wellbeing for learning, supporting school and early learning curriculum and connecting education and employment. This includes working through educationally powerful connections with rūnaka, the sector and supporting agencies.

We are committed to growing schools in areas of population growth and where local demand exceeds the level of schooling provision. Where needed, enrolment schemes are reviewed and new schemes implemented, to make best use of existing schooling across communities. We want all families to have confidence to attend their local school, and access inclusive, quality education.

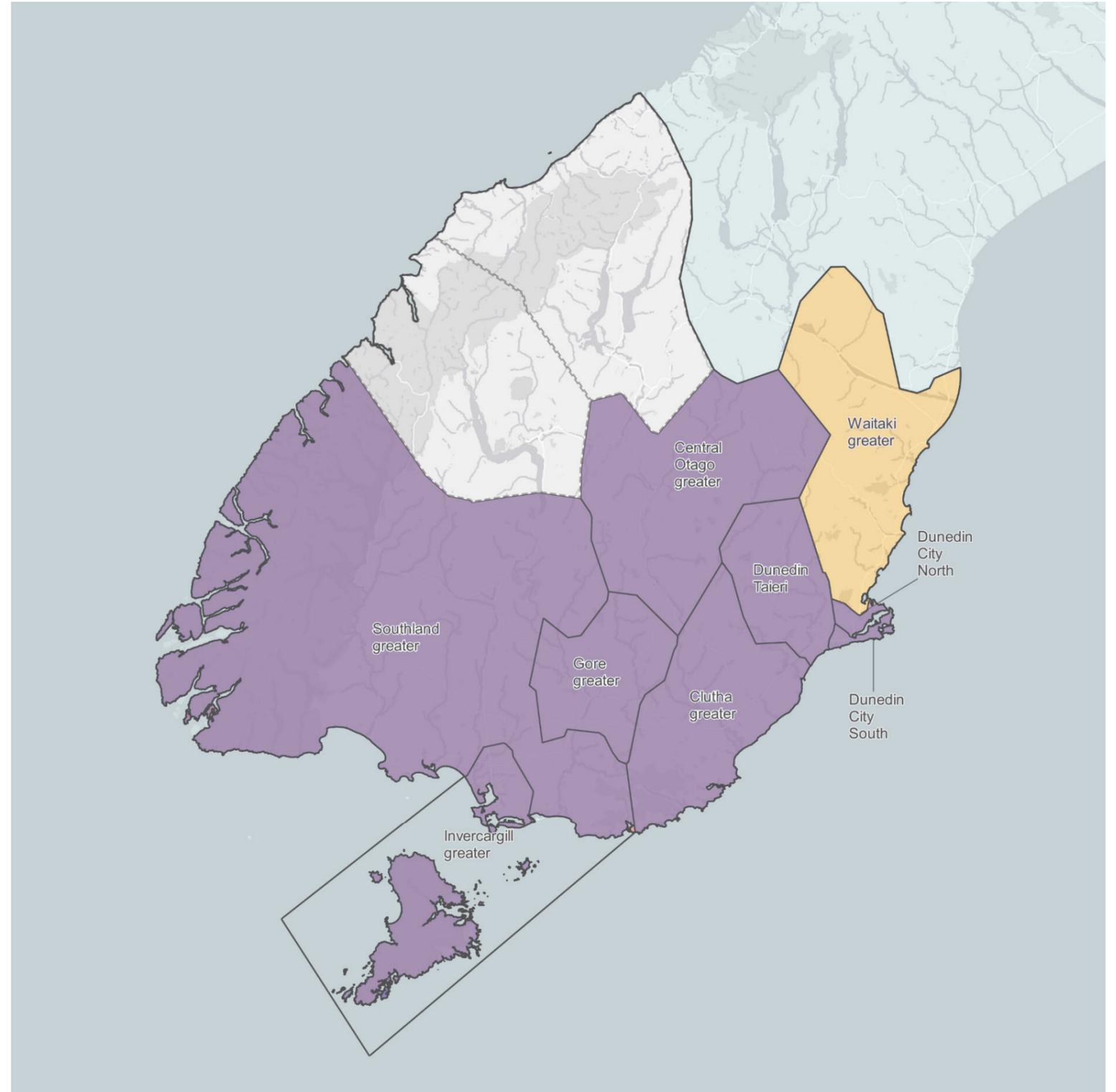
Nurturing and developing culturally responsive and inclusive practice is a priority focus of our work. This includes supporting networks of schools and services to collaboratively work together for the needs of their communities and strengthening pathways across all part of the education system, from early learning to tertiary and employment.

We have a large number of small, rural schools and some areas with surplus capacity for local demand. These areas are closely monitored to ensure they can continue to deliver high quality education.

Given both the challenges and opportunities, I am pleased to be able to present this plan for oversight of network management across Otago Southland out to 2030.

Mauri ora

Julie Anderson



Key education themes

Across the Otago Southland region, our education priorities are focused on improving equitable access to education, wellbeing for learning, supporting school and early learning curriculum and connecting education and employment. This includes working through educationally powerful connections with the sector and working with other agencies to support the vision of Ka Hikitia to ensure there are equitable outcomes for all students.

We want all students and their whānau to have confidence to attend their local school. We are also dedicated to improving pathways across the region to support Māori Medium learning from Kōhanga reo to tertiary provision and providing a learning support system that will deliver the best possible educational outcomes for students with additional needs.

Otago Southland has two main cities that service a widespread rural area. We also have areas that are heavily reliant on tourism, and have therefore been adversely impacted with COVID-19 travel restrictions. We will continue working closely with secondary schools, wharekura and local employers to develop employment pathways and training opportunities across the catchment to help build a skilled work force that best meets regional needs.

There are many small, rural schools across the region. Smaller communities can face challenges in attracting staff, especially for specialist roles. We also have a high number of first-time principals that are a priority to support.

Property investment is planned across the region including pockets of roll growth classrooms, short term roll growth classrooms and property maintenance and re-development programs in order to meet local demand.

Schools and early learning services responded quickly to the needs of their communities during the COVID-19 lockdown period. We will continue to work closely with schools and services around emergency preparedness and readiness to deliver distance learning at short notice.

Regional Profile

Across the Otago Southland Region there has been an increase in the total population of 9% (26,841 people) between 2013 and 2018, compared to an increase of 4% (11,133 people) between 2006 and 2013. Most of this growth has been in the Otago region.

No. of schools in these plans	2018 roll	2019 roll	2020 roll	2021 roll
215	44,773	45,090	45,087	44,098

The Otago Southland education region is divided across 11 catchments for analysis. Nine catchments are profiled in this plan. Two catchments, Wakatipu Basin and Wanaka, are summarised in the National Education Growth Plan. Our other catchments cover diverse areas, with some pockets of growth, such as Fiordland within the Southland Greater catchment. Most of the catchments in the Otago Southland will remain stable out to 2030. One catchment is predicted to maintain steady growth, and several other catchments, although noted as stable, have pockets of growth within them

Catchment	Population Profile
Waitaki greater	Steady Growing
Central Otago	Steady and Stable
Clutha greater	Steady and Stable
Dunedin North	Steady and Stable
Dunedin South	Steady and Stable
Dunedin Taieri	Steady and Stable
Gore greater	Steady and Stable
Southland greater	Steady and Stable
Invercargill greater	Steady and Stable

Future Demand

An analysis of projected school rolls in the region shows that there will be some areas of steady growth and additional capacity required to accommodate local students in the long term. However, the overall picture is of a stable or slowly growing student population. Enrolment schemes are a necessary tool to ensure growth is managed appropriately across communities, and roll growth prioritized for the schools that have local demand.

Māori medium education

We are developing a network plan for the provision of Māori Medium education which aims to see the number of learners in Māori medium and in reo rua and reo rumaki grow, and establish Māori medium provision where there is currently none. This plan will be further developed through partnering with rūnaka and ensuring mana whenua aspirations are incorporated into future planning. Our numbers of Māori ākonga accessing Māori medium are low, and our aspiration is to grow this from 3% to 6%.

Māori Medium education	Otago Southland
No. of schools/kura offering Level 1 & 2	5
No. of Level 1 ākonga Māori	242
No. of Level 2 ākonga Māori	41
% of students who identified as Māori	17.7%
% of Māori students at MME Level 1 & 2	3%
% of all students at MME Level 1 & 2	0.6%

Schools offering Māori Medium Level 1 & 2 by level

Level 1	Level 2
Te Wharekura o Arowhenua	Mataura School
TKKM o Ōtepoti	North East Valley Normal School

Learning Support

We are committed to ensuring that all children receive the best possible education that is inclusive and best meets their needs.

ORS numbers across the region are relatively stable, with a modest increase over time, and we would expect this to continue. In March 2020 we had 450 ORS-verified students in Otago Southland; in March 2021 this has increased to 476.

Most ORS verified students are enrolled in mainstream schools, with only 2 specialist education providers across the region. We are working with Kāhui Ako and clusters across the region to implement the Learning Support Delivery Model.

Specialist Schools	Satellites	2021 enrolments
Ruru Specialist School	Donovan Primary School Salford School Verdon College Southern Institute of Technology	93
Sara Cohen School	Concord School Bathgate Park School	51

Early Learning

There are a range of early learning options across the region, with high levels of prior participation (98%) when children start school. In many areas, especially rural communities, early learning providers are linked with Kāhui Ako and clusters

Early Learning	No. of ECE	Licensed ECE roll	% Māori	% Pacific
Education & Care	136	7,464	15.0%	3.5%
Home-based	23	957	1.7%	2.6%
Kindergarten	63	2,202	17.7%	4.2%
Kōhanga Reo	11	192	91.1%	2.6%
Playcentre	38	607	11.5%	1.6%

What have we done so far?

Between 2018-2020 we have implemented 19 enrolment schemes to help distribute population growth across schools in the region where there are established areas of growth or future growth.

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

We will continue to monitor school rolls across the Otago Southland network to ensure that all students are able to attend their local school and to ensure best use of existing schooling provision across the region. We're also looking at where further investment in roll growth classes will be required. We will continue work with local councils to understand local planning contexts, particularly in areas where growth is forecast. We will work with schools to develop enrolment schemes where needed to manage the risk of overcrowding.

Planning for medium term (3-10 years)

We are planning to accommodate the increasing demand for student places over the next 10 years. We will potentially establish new schools across the region in areas of rapid growth. We'll also look to acquire land in areas of planned growth to ensure when schools are needed that they're able to be delivered.

As enrolment schemes are implemented, we will provide roll growth classrooms when and where required and we will continue to work with schools, councils and local stakeholders to plan for and manage population changes. We expect that management of existing enrolment schemes and out of zone enrolments will also help to address roll growth pressures without the need for additional property investment.

Beyond 2030?

We will continue to monitor rolls and local population changes to provide timely and consistent forecasting scenarios and projections to inform the picture of overall growth in the region beyond 2030. We will continue to work with the local councils and other agencies to support our demand forecasting and modelling.

Catchment description

The Waitaki greater catchment area largely encompasses the Waitaki District Council area. The catchment includes the north Otago coastal area, including the regional centre of Oamaru, as far north as the Waitaki River; and the east Otago area including Palmerston and Waikouaiti.

The Waitaki District is traditionally a rural and farming district. Tourism is a growing industry. The Waitaki District Council's vision, articulated in its 10 year plan is "Waitaki – the best place to live, work and play" and includes actions and priorities aimed at enabling opportunities for new and existing business, keeping the district affordable with a range of services and facilities to attract families to stay, understanding the diverse needs of the community, maintaining a safe community, and valuing and protecting the distinctive environment of the district.

Across the Waitaki District, Census 2018 data shows that the population has increased by 7.1% since 2013, an additional 1,479 residents. Our projections for the school-age population indicate relatively steady growth through to 2030.

What's influencing the education system in this catchment:



Changing population profile

- Across the wider district, the Māori and Pacific population has increased since 2013. Pacific communities are predominantly based in the Oamaru area, primarily Tongan and Tuvaluan. These communities have been amongst the fastest growing Pacific populations across New Zealand.



Parental choice influencing utilisation of local schools

- Enrolment at local schools is affected by parental choice. This is most noticeable in the rural areas surrounding the regional townships, where a number of families are opting to enrol at larger primary schools based in towns.
- Secondary schools in this catchment have clear geographic catchment areas and pathways, although a significant number of students within the East Otago High School catchment choose to travel south to Dunedin, often for single sex or state integrated schooling.
- While there is sufficient capacity in the primary and secondary networks in this catchment to accommodate current population and any future projected growth, enrolment schemes are necessary in some parts of Oamaru to manage the risks of overcrowding.
- Flagswamp School (a rural full primary school located south of Palmerston) closed in April 2020 due to a continually declining roll.



Remote and disperse schooling networks

- A number of schools in this catchment are geographically isolated, small and can serve disparate school communities. As a result, it can be more difficult to recruit and attract staff, and Boards often have a limited pool of expertise within communities to draw upon.



Kāhui Ako

- Almost all schools within the wider Oamaru area are part of two Kāhui Ako – Whitestone Community of Learning or Waitaki Ara Kāhui Ako. The two Kāhui Ako work together to support the wider community, including through linking jointly with local agencies to support the implementation of the Learning Support Delivery Model.



Supporting vulnerable children

- Wider societal impacts affect a number of children and families in some areas within this catchment. This includes higher levels of disadvantage, evidence of increased drug use, limited access to agency support in some areas (especially mental health), high levels of transience and poor attendance.
- Secondary tertiary options for youth can be limited and disengaged youth can be at risk from anti-social influences.



Learning Support

- Children with additional learning needs are generally provided for through an inclusive approach across this catchment. There are some opportunities to strengthen inclusive practice so that all learners are able to access the support they need at their local school.



School leadership and governance

- Strength of governance and leadership has been varied across the district. A number of interventions have been in place, some for several years, to support schools with governance issues. In recent years, governance and leadership across the area has stabilised and many interventions have concluded, with support in place to sustain the improved governance capacity.

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



- Enrolment schemes are monitored to ensure they continue to meet legislative purposes and make best use of existing accommodation across the network. We are also looking at schools that may need enrolment schemes to manage the risk of overcrowding.



- Learning Support Coordinators have been allocated to the Whitestone Community of Learning and Waitaki Ara Kāhui Ako as part of the first allocation tranche. We are working with schools in East Otago to establish a Learning Support cluster and increase links with support agencies for at-risk students in this community.

- We are linked with other agencies to enhance support for students and their whānau, including a range of interagency forums, such as *Safer Waitaki* as well as *Rock On* in East Otago for a specific focus on attendance.



- We are working with several schools to support enhanced education delivery in the area. Professional learning and development is provided to enhance teaching and learning in priority areas and the majority of schools in this catchment have accessed this support.



- Roll growth funding has recently been provided for three primary schools in the Oamaru area due to in-zone growth and projected roll increases. As part of the allocation, the longer term needs of the wider area have been considered, including possible enrolment schemes to be implemented.

- Redevelopment investments are occurring due to the age and condition of schools, including those schools identified for roll growth.



- We are working closely with the Pacific community in Oamaru to support increased engagement in education. Talanoa Ako contracts (previously PowerUP) have been effective in empowering and building the Pacific community, and we are looking for this to continue.



- We have an iwi partnership with Te Rūnanga o Moeraki to better enable Māori learner success as Māori. This agreement supports the Kāhui Ako to co-design with mana whenua, understand cultural narratives and the rohe from an iwi perspective, and support schools to embed cultural narratives into curriculum.



The **Waitaki Catchment Plan** will meet the needs of New Zealand’s changing schooling network, benefitting an estimated **4,300 learners/ākonga** each year over the next decade to 2030. There are 26 schools/kura in this catchment.

July 2021	Primary	Composite	Secondary	Specialist	Total
Number of schools	22	0	4	0	26
Total funded roll	2,603	0	1,365	0	3,968
MME Level 1 & 2	0	0	0	0	0
ORS-funded roll	27	0	15	0	42
Māori roll	400	0	208	0	608
Pacific roll	230	0	119	0	349

Map key:
% roll change over 10-year period

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

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

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

Managing the school network

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



Educational support mechanisms

- We will continue to assist schools to strengthen governance, leadership and teaching capability, to enhance engagement and student outcomes.
- We will continue to support initiatives to increase Māori and Pacific engagement within their school communities.
- We will further develop links with agencies to increase the range of support or interventions to address poor attendance or engagement in education.



Education conversations

- We will continue to monitor equity in student achievement, and support schools to enhance teaching and learning capability. This can include school and Kāhui Ako responses to increased diversity, cultural responsiveness and increased support for students with additional needs.



Learning Support provision

- We plan to work with the sector to support inclusive practice, particularly at a systems level, so that all students are able to access the support they need at their local school.

Catchment description

This catchment encompasses the Central Otago district, including the regional towns of Alexandra, Clyde, Cromwell, Roxburgh and Ranfurly, and expansive rural areas.

Across the whole District, Census 2018 data shows that the population has increased by 20%, an additional 3,663 residents since 2013. Despite this growth in total population, our projections for school age population and roll growth show some growth in the short to medium term, followed by a relatively stable growth profile through to 2030.

The proximity of Cromwell to Queenstown and Wānaka, has meant it has become a transport, commercial and service hub for the wider Queenstown Lakes area and is a particular area of growth within this catchment. Alexandra is the main regional town for the Central Otago District and is also experiencing moderate growth.

The Central Otago District has developed *Eye to the Future*, a masterplan for the Cromwell area. The first stage of this plan was adopted in 2019. The Cromwell area is also included in the Spatial Plan being developed by Queenstown Lakes District Council, in partnership with MBIE (Housing and Development) and Ngāi Tahu.

What's influencing the education system in this catchment:



Recent roll growth funding

- Several primary schools in Cromwell and Alexandra have received roll growth funding over the last few years. Further growth is forecast for this area and some schools will require additional student spaces in the short to medium term.
- Some of the roll growth funding in these towns have been combined with redevelopment projects to future proof the network and upgrade facilities.



Leadership and governance

- Schools in this area are generally well performing, with effective governance and strong school leadership. Recent Principal changes have been effectively managed with strong pedagogical structures in place to support effective succession.
- Smaller schools in the rural areas often attract first time principals who may stay for shorter periods, and these schools can have higher turnover. Across the wider districts, school leaders have developed effective support networks that foster collaborative practice and professional learning networks.
- No bilingual or immersion te reo Māori options currently exist in this catchment, but school leaders are committed to developing cultural responsiveness, increased use of te reo and tikanga, and are connected with Māori community leaders.



Kāhui Ako

- Across this catchment there are 3 Kāhui Ako. The two main Kāhui Ako are Te Kāhui Ako o Ngā Awanui (comprising the three Cromwell schools) and the Dunstan Kāhui Ako that includes schools in the Alexandra area, and smaller primary schools in the surrounding rural catchment. The two area schools, Maniototo and Roxburgh Area Schools, are part of the Southern Area Schools' Community of Learning. The Kāhui Ako work collaboratively across the district and have linked with early learning centres to ensure effective transitions.



Learning Support

- Children with additional learning needs are generally provided for through an inclusive approach across this catchment. There is no specialist provision currently within the catchment.
- Both the Dunstan Kāhui Ako and Te Kāhui Ako o Ngā Awanui are implementing the Learning Support Delivery Model. Learning Support Coordinators were allocated to Dunstan Kāhui Ako as part of the first allocation tranche.
- Supporting children with additional learning needs to transition from early learning to school was the focus of a pilot in Cromwell in 2016. This has led to improved consistency in transition and improved learning outcomes for these students.



Enrolment schemes

- Five primary schools have enrolment schemes across this catchment. The enrolment schemes are effective in managing the primary network in Cromwell. These are monitored regularly to ensure growth in the district is equitably shared to balance the network.
- Parental choice has influenced historic patterns of enrolment at schools in Alexandra, but amendments to current schemes, and the introduction of a new scheme at Alexandra Primary School will enable more effective use of existing capacity across the town.

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



- Enrolment schemes are being implemented and reviewed to enable more effective management of existing and planned capacity.



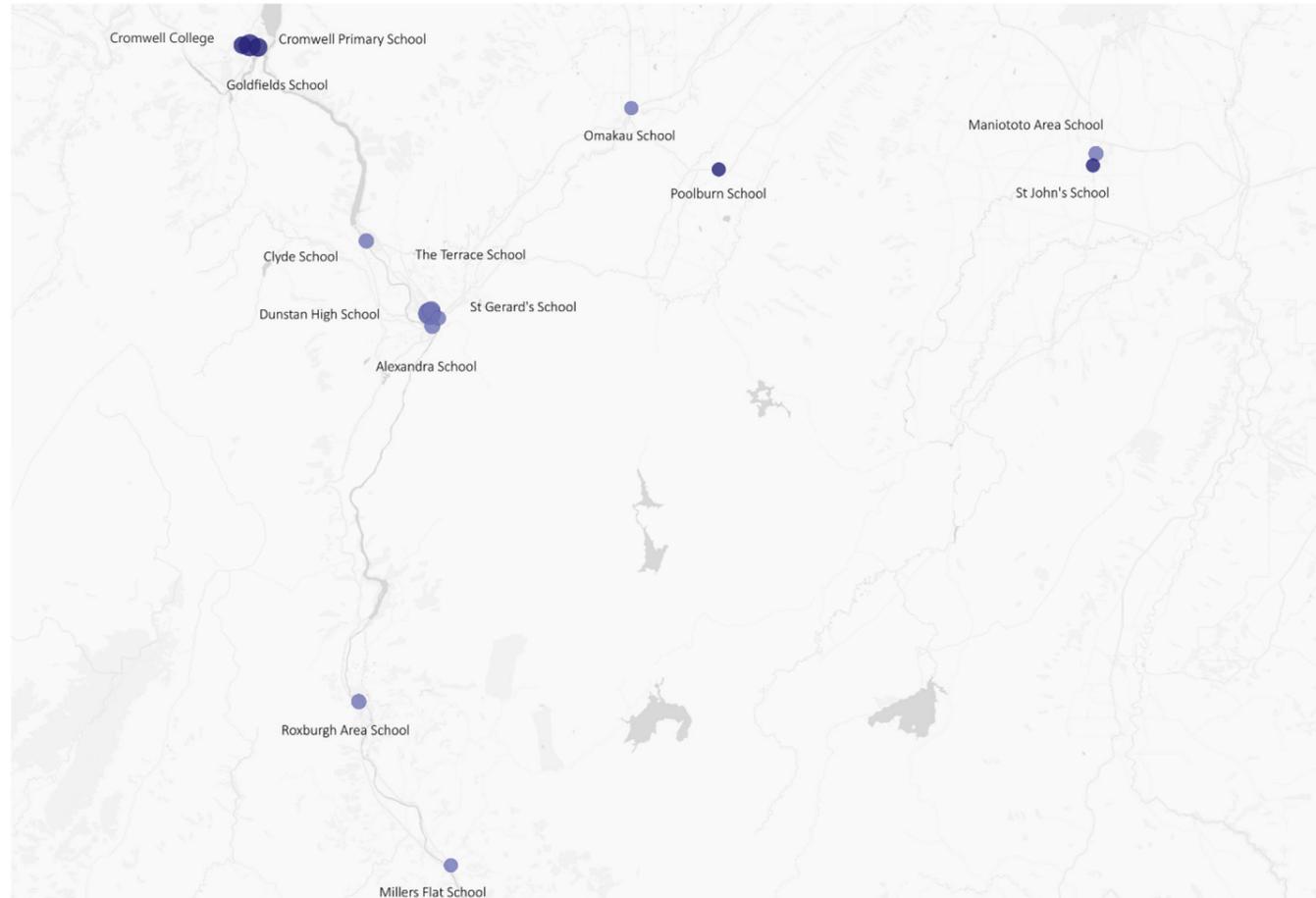
- Significant redevelopment is underway at Maniototo Area School to rationalise, redevelop and remediate buildings.
- Planning is underway for a significant redevelopment of Cromwell College, including providing additional teaching spaces to cater for future growth.
- Roll growth funding to provide additional student spaces at Alexandra and Cromwell Primary Schools has been allocated.



- We are linked with other agencies to enhance support for students and their family and whānau, including a range of interagency forums, as well as Rock On for a specific focus on attendance.
- Professional learning and development is provided to enhance teaching and learning in priority areas and the majority of schools in this catchment have accessed this support.



- We are working with the Area Schools to implement a tailored Learning Support Delivery Model to support students with additional needs within these schools.
- We have supported the establishment of an ESOL cluster link between Cromwell and Queenstown, with bilingual support workers for Portuguese, Tagalog and Afrikaans students and families introduced for early learning centres.



The **Central Otago Catchment Plan** will meet the needs of New Zealand’s changing schooling network, benefitting an estimated **3,200 learners/ākonga** each year over the next decade to 2030. There are 14 schools/kura in this catchment.

July 2021	Primary	Composite	Secondary	Specialist	Total
Number of schools	10	2	2	0	14
Total funded roll	1,670	313	1,131	0	3,114
MME Level 1 & 2	0	0	0	0	0
ORS-funded roll	13	0	12	0	25
Māori roll	256	85	190	0	531
Pacific roll	37	9	27	0	73

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

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

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

Managing the school network

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

Engagement and collaboration

- We will continue to grow our relationship with the Central Otago District Council to enable alignment of our respective strategic priorities and further our understanding of growth and the planning context in this district.
- We will continue to link with agency partners and other non-government organisations to ensure education plans for students and whānau are connected and aligned.
- We will continue to link with tertiary and training providers to ensure personalised pathways for students can be developed and implemented.

Education conversations

- We will continue to monitor equity in student achievement, and support schools to enhance teaching and learning capability. This can include school and Kāhui Ako responses to increased diversity, cultural responsiveness and increased support for students with additional needs.
- We will explore the aspirations of ākonga and whānau Māori in the catchment for bilingual or immersion Māori medium options, and support the development of these options with schools.

Catchment description

The Clutha greater catchment largely encompasses the Clutha District Council area, including the regional towns of Milton, Lawrence, and Balclutha, and the rural surrounding areas, including the Catlins.

Across the Clutha District, Census 2018 data shows that the population has increased by 4.6%, an additional 777 residents. Despite this growth in total population, our projections for school age population and roll growth are relatively static through to 2030.

The Clutha District is characterised by low population density and small settlements with services spread thinly across the district. Primary industries account for nearly half of all economic activity in the district.

Small pockets of development are occurring, and the Clutha District Council's Economic Development Strategy 2015 includes a set of actions and programmes to work towards economic and district growth.

What's influencing the education system in this catchment:



Remote and dispersed schooling networks

- A number of schools in this catchment are rural, small and can serve disparate school communities.



Parental choice influencing utilisation of local schools

- Enrolment at local schools is affected by parental choice. This is most noticeable in the rural areas surrounding the regional townships, where a number of families are opting to enrol at larger schools based in towns.
- In some instances, secondary students travel significant distances to attend their school of choice, although secondary schools in this catchment have clear geographic catchment areas and pathways.
- There is sufficient capacity in the primary and secondary networks to accommodate the current population and any future projected growth.



Changing population profile

- Between 2013 and 2018, Census data shows that the population of Māori within the district has grown 37%, with an additional 588 people identifying as Māori.
- Conversion of farms to dairy has also seen an increase in diverse labour groups, including an increase of Asian and Pacific workers. Seasonal work has also increased the diversity of ethnicities within some parts of the district. This is particularly noticeable in Balclutha with a growing Samoan community.



Early childhood education

- There are a number of options for early learning in this catchment, and these have been supported through the Targeted Priority Families programme.



Kāhui Ako

- Almost all schools within this catchment belong to one of three Kāhui Ako across the area – Tokomairiro Kāhui Ako, Big River Community of Learning and Southern Area Schools.



Supporting vulnerable children

- Wider societal impacts affect a number of children and families in some areas within this district. This includes higher levels of disadvantage, evidence of increased drug use, limited access to agency support in some areas (especially mental health), high levels of transience and some issues with attendance.



Learning support

- Children with additional learning needs are generally provided for through an inclusive approach across this catchment. There are some opportunities to strengthen inclusive practice so that all learners are able to access the support they need at their local school.

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



- Enrolment schemes are being monitored to ensure they continue to meet legislative purposes and make best use of existing accommodation across the network.



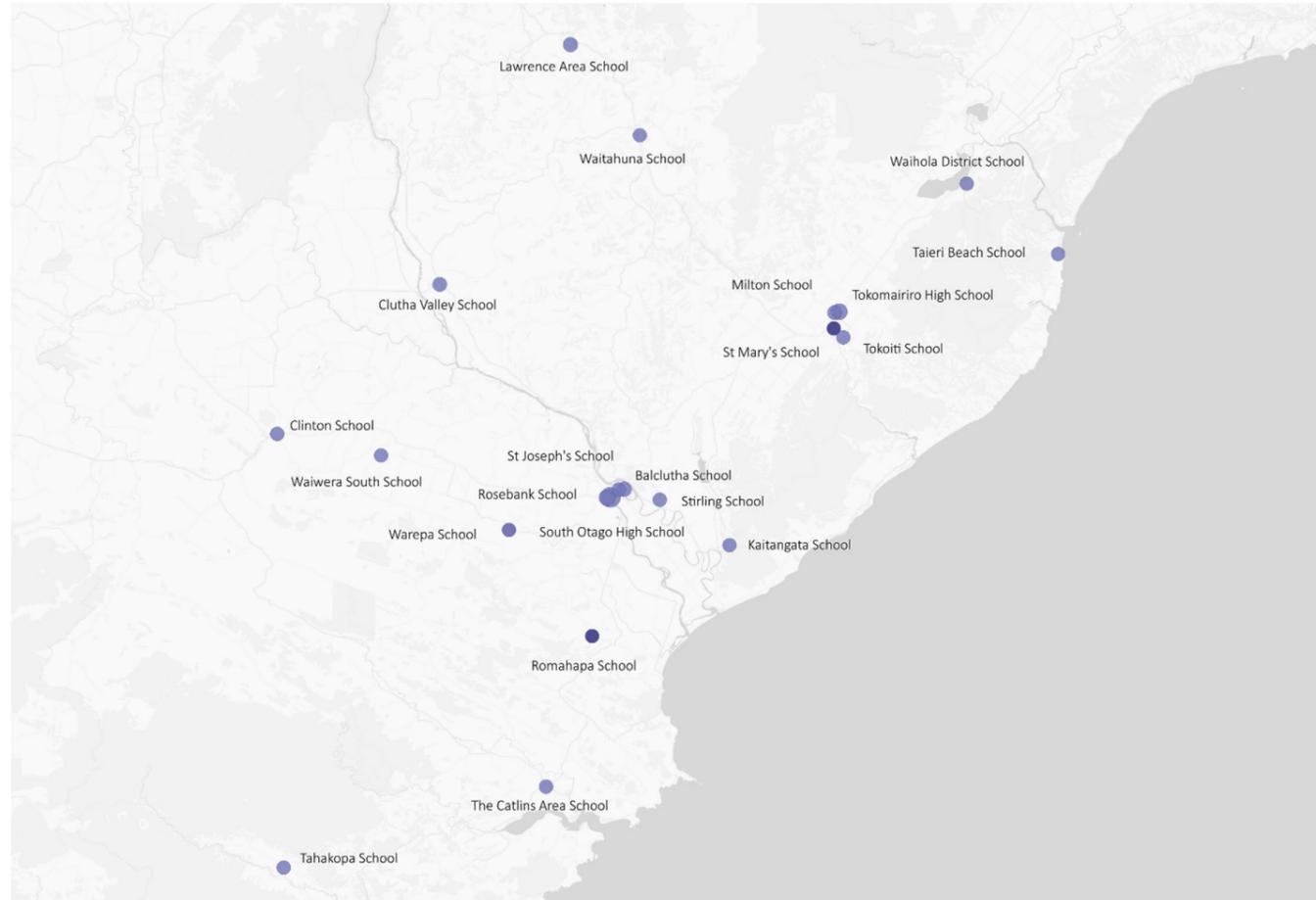
- Clutha Valley School is being rebuilt due to weathertightness issues.
- Significant redevelopment is occurring at Lawrence Area School to rationalise, redevelop and remediate buildings.



- We are working with several schools to support enhanced education delivery in the area. Professional learning and development is provided to enhance teaching and learning in priority areas and the majority of schools in this catchment have accessed this support.
- We are working with schools in some areas such as Balclutha to provide additional ESOL support and develop capacity within schools as growing diversity within schools becomes more evident.



- A Learning Support Coordinator has been allocated to the Tokomairiro Learning Support Cluster as part of the first allocation tranche.
- We have initiated an inclusion pilot with some schools to support students with complex needs, and are looking at further opportunities to support school leaders and teachers to strengthen inclusive practice.
- We are linked with other agencies to enhance support for students and their family and whānau, including a range of interagency forums, as well as Rock On for a specific focus on attendance.



The **Clutha Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefitting an estimated **2,200 learners/ākonga** each year over the next decade to 2030. There are 21 schools/kura in this catchment.

July 2021	Primary	Composite	Secondary	Specialist	Total
Number of schools	17	2	2	0	21
Total funded roll	1,233	255	697	0	2,185
MME Level 1 & 2	0	0	0	0	0
ORS-funded roll	22	2	9	0	33
Māori roll	241	63	142	0	446
Pacific roll	64	7	17	0	88

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

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

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



Managing the school network

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



Education conversations

- We will continue to monitor equity in student achievement, and support schools to enhance teaching and learning capability. This can include school and Kāhui Ako responses to increased diversity, cultural responsiveness and increased support for students with additional needs.



Educational support mechanisms

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



Learning Support provision

- We plan to work with the sector to support inclusive practice.

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:



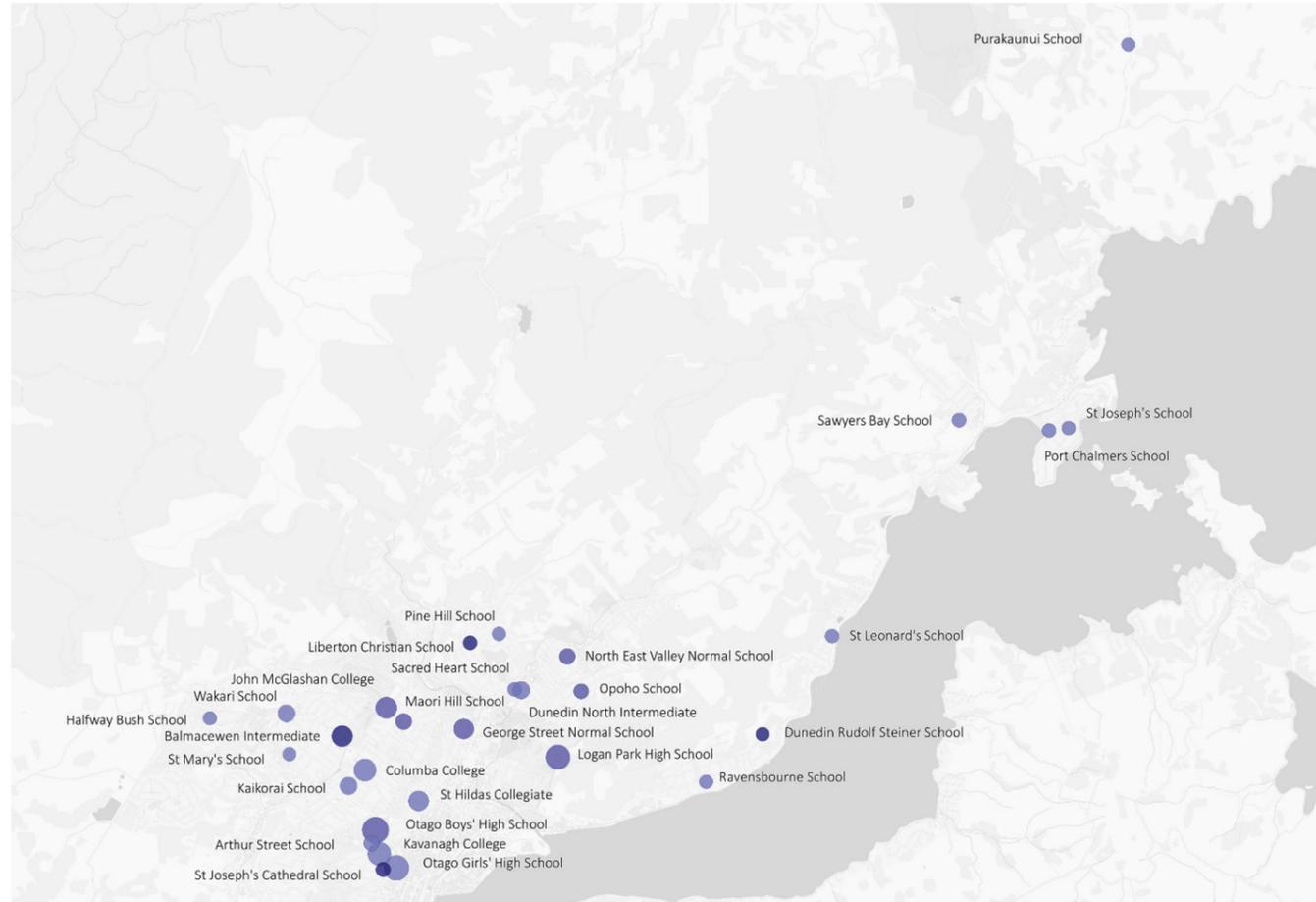
- We have considered the long-term needs of some schools across this catchment and are looking to ensure enrolment schemes and property investments are aligned to catchment needs rather than being driven mainly by parental choice influences. Enrolment schemes are monitored to ensure they continue to 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 Whāngaiā 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	29
Total funded roll	3,491	562	3,816	0	7,869
MME Level 1 & 2	40	0	0	0	40
ORS-funded roll	30	0	22	0	52
Māori roll	513	50	536	0	1,099
Pacific roll	136	10	156	0	302

Map key:
% roll change over 10-year period

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

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

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



Managing the school network

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



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.

Catchment description

The Dunedin South catchment covers the southern and southwestern suburbs of Dunedin, including the Peninsula, through to Fairfield in the southwest. Across this catchment there is a wide range of socio-economic factors, with some parts of the catchment with high levels of disadvantage, and other more affluent areas. Economic drivers and key industries are centred around the health care, social assistance and education and training sectors, with the University of Otago and Otago Polytechnic large employers in the city. Access to significant natural resources (such as mineral wealth in the hinterland) and increasing strength in high value niches of the economy related to health technologies, food processing, ICT, creativity, niche manufacturing and engineering, along with growing tourism within the city are also key economic drivers.

Local government is driving economic development through the Grow Dunedin Partnership, which includes the Dunedin City Council, Ngāi Tahu, Otago Chamber of Commerce, Otago Polytechnic, Otago Southland Employers' Association and the University of Otago. The Dunedin Economic Strategy 2013-2023 vision is that "Dunedin is one of the world's great small cities". Closures such as the Cadbury chocolate factory, have had an impact across wider Dunedin over recent years, but major infrastructure projects such as the rebuild of the Dunedin Hospital are expected to have a positive impact in coming years.

What's influencing the education system in this catchment:



Student pathways

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



Parental choice influencing utilisation of local schools

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



Kāhui Ako

- There is only one Kāhui Ako active in the Dunedin South catchment – the Dunedin Catholic Community of Learning. This Kāhui Ako extends beyond this catchment and includes Catholic schools across Dunedin city.
- The nature of the Dunedin city network and multiple pathway options means that most schools across the wider Dunedin area are not part of a Kāhui Ako. Although not part of Kāhui Ako, a number of Learning Support clusters have formed to implement the Learning Support Delivery Model across this catchment.



Strong leadership and governance

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



Desire for pathways for Māori learners/ākonga

- There is a desire across the wider Dunedin area to increase the Māori medium pathway options. The city's only full immersion kura (Te Kura Kaupapa Māori o Ōtepoti) is located in this catchment but draws from the wider Dunedin area. A change of class application has been approved and we have supported the change to become a wharekura in 2021, to provide a full pathway for ākonga to Year 13.
- Bilingual and immersion options also exist in two primary schools in this catchment area, and there are two kōhanga reo in this catchment.



Implications of increasing ethnic diversity

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



Learning support

- Learners/ākonga with high learning support needs are generally provided for through an inclusive approach across this catchment. Sara Cohen School is located in this catchment and provides specialist education through a base school (currently in a rebuild project) and two satellite classes in two primary schools. A further satellite class will be provided at Concord School.

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

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



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



- We are delivering four additional classrooms to Anderson's Bay School and Grants Braes School to address roll growth pressures at these schools.
- A major rebuild project is underway at Sara Cohen School due to significant weathertightness issues. A similar project at Te Kura Kaupapa Māori o Ōtepoti has been completed.
- Other investments are occurring due to the age and condition of schools, including some rationalisation of surplus property.
- The development of cultural narratives has been supported as part of the education briefs for schools undertaking property redevelopment. These narratives, developed through mana whenua, are also enhancing school relationships with local rūnaka.

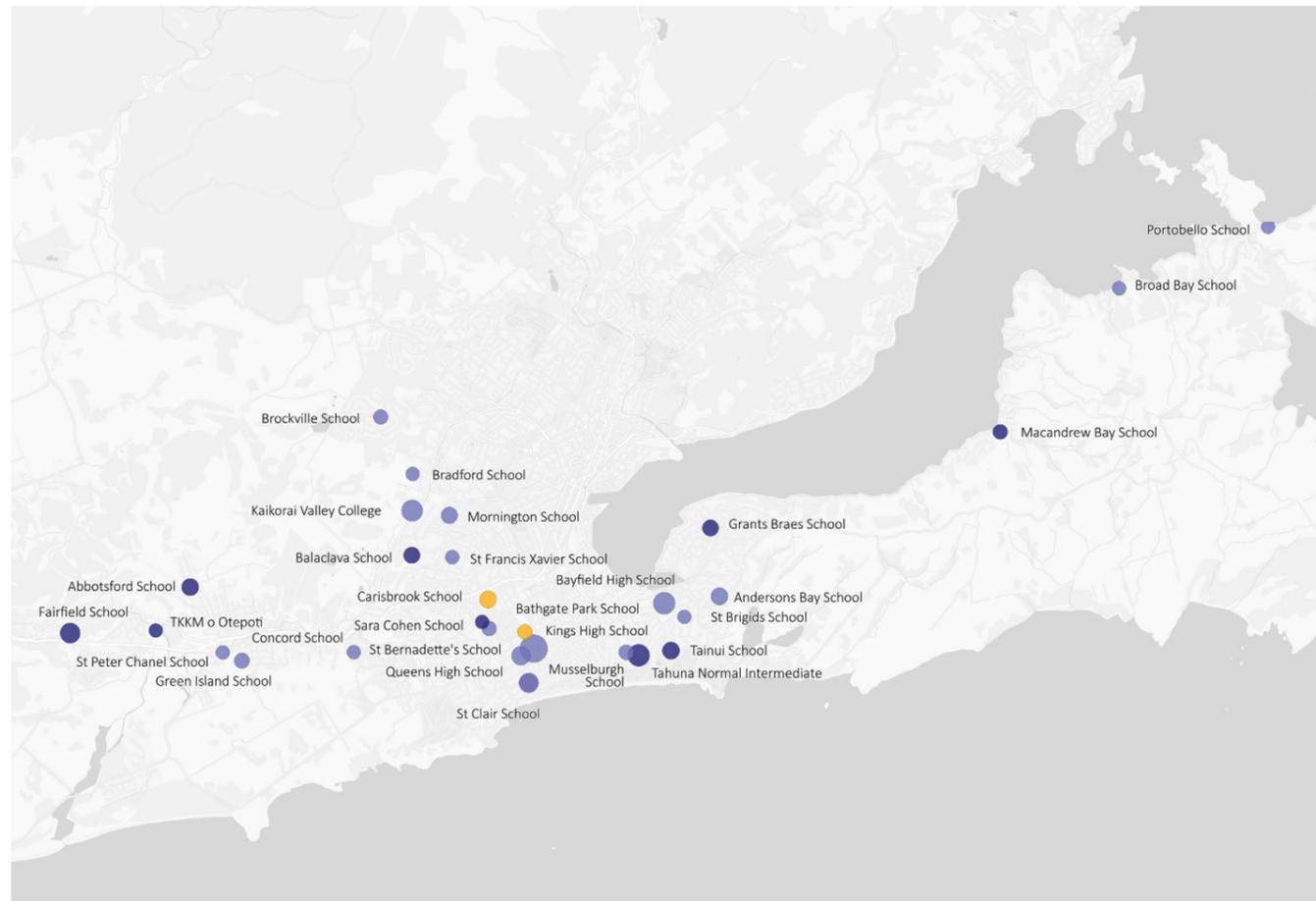


- We are working with several schools to support enhanced education delivery in the area. We also provide funding to support at risk students, and support for migrant and former refugee students. Professional learning and development is provided to enhance teaching and learning in priority areas and the majority of schools in this catchment have accessed this support.

- Six schools in the Dunedin South catchment are included in the Ka Ora Ka Ako (Free and Healthy Lunches) initiative. There are other pilot programmes also being run that support whānau in areas with high levels of disadvantage, such as Communities of Readers.



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



The **Dunedin South Catchment Plan** will meet the needs of New Zealand’s changing schooling network, benefitting an estimated **7,500 learners/ākonga** each year over the next decade to 2030. There are 29 schools/kura in this catchment.

July 2021	Primary	Composite	Secondary	Specialist	Total
Number of schools	23	1	4	1	29
Total funded roll	4,790	44	2,303	51	7,188
MME Level 1 & 2	9	44	0	0	53
ORS-funded roll	49	0	54	50	153
Māori roll	911	44	472	9	1,436
Pacific roll	289	0	128	0	417

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

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

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

Managing the school network

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

Education conversations

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

Learning Support provision

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

Educational support mechanisms

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

Investment in school property

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

Strengthening the Māori medium pathway

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

Catchment description

Dunedin city covers a large geographic area, extending as far north as Waikouaiti, as far east as Middlemarch and as far south as Taieri Mouth. The Dunedin Taieri catchment extends westwards from the main urban area of Dunedin and includes Mosgiel, Brighton and the hinterland through to Middlemarch. This catchment has more potential greenfield development space than the Dunedin North and South catchment areas.

Across this catchment there is a wide range of socio-economic factors. Some parts of the catchment experience high levels of disadvantage, and others are more affluent.

What's influencing the education system in this catchment:



Parental choice influencing utilisation of local schools

- Enrolment at local schools is affected by parental choice, but to a lesser degree across this catchment compared to the wider Dunedin city areas. This is partly because of the geographic separation from Dunedin city, and due to enrolment schemes operating at several primary schools in Mosgiel.
- Dunedin has a high number of secondary schools relative to its total population, and a high proportion offering single sex schooling compared to co-educational. This enables whānau to exercise choice in schooling, however changes in schools or perceptions of schools in the community can have a significant impact across the wider city network. While there is a clear pathway within the Mosgiel area to Taieri College, some families choose to access single sex or integrated provision in the city area. This has reduced over time, with growth at Taieri College showing an increase in local students.



Student pathways

- There is a clear mainstream schooling pathway within the wider Mosgiel area, following the 2004 network review. Primary schools are predominately Years 1-6, with Taieri College as Year 7-13. Rural primary outliers are Years 1-8, although some families choose to transition to Taieri College at Year 7.
- The transition pathway for Big Rock is not as clear with many families opting to attend city schools.



Kāhui Ako

- There are no Kāhui Ako predominately based in this catchment. St Mary's School, Mosgiel belongs to the Dunedin Catholic Community of Learning. It also links closely with Mosgiel schools.
- Although not part of a Kāhui Ako, a Taieri Learning Support cluster has formed to implement the Learning Support Delivery Model across the majority of this catchment.



Desire for pathways for Māori learners/ākonga

- While there is no Māori medium provision in this catchment, there is a desire across the wider Dunedin area to increase the Māori medium pathway options. The city's only full immersion kura (Te Kura Kaupapa Māori o Ōtepoti) is located in the Dunedin south catchment area, but draws from the wider Dunedin area. We have worked to support the kura to extend this pathway to full wharekura with a change of class application approved in March 2021 and implemented in July 2021.



Learning support

- Learners/ākonga with high learning support needs are generally provided for through an inclusive approach across this catchment. Sara Cohen School provides specialist education through a base school (currently in a rebuild project) and satellite classes in two primary schools. These are all located in the Dunedin south catchment but draw from across the wider Dunedin city area, including this catchment.
- There is demand for access to Sara Cohen School, which has had strong roll growth over the past 3 years. Any further provision will be considered through additional satellites, with a particular focus on secondary and post-secondary age students.



Strong leadership and governance

- School leadership and governance is stable across this catchment. Smaller primary schools often attract first time principals, which can result in leadership changes as other positions become available. However, these schools are well supported by their rural communities.
- Taieri College is part of the Dunedin Secondary Schools Partnership (DSSP), which was formed in 2000 and supports the 12 secondary schools across the city to work together particularly in support of at risk youth, students disengaging, and the placement of excluded students.



Investment in school property

- Schools are generally in good condition. Building age and condition are key drivers for investment in school property redevelopment across Dunedin city.



Implications of increasing ethnic diversity

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

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



- Enrolment schemes are monitored to ensure they continue to meet legislative purposes and make best use of existing accommodation across the network.



- All schools undergoing redevelopment or investment are being supported to create Education Briefs, including the development of a cultural narrative with mana whenua to support their planning.
- Taieri College has recently had redevelopment projects completed, including a hall rebuild following a fire. We are anticipating roll growth at this school in the medium to long term will trigger the need for funding to provide additional teaching spaces.



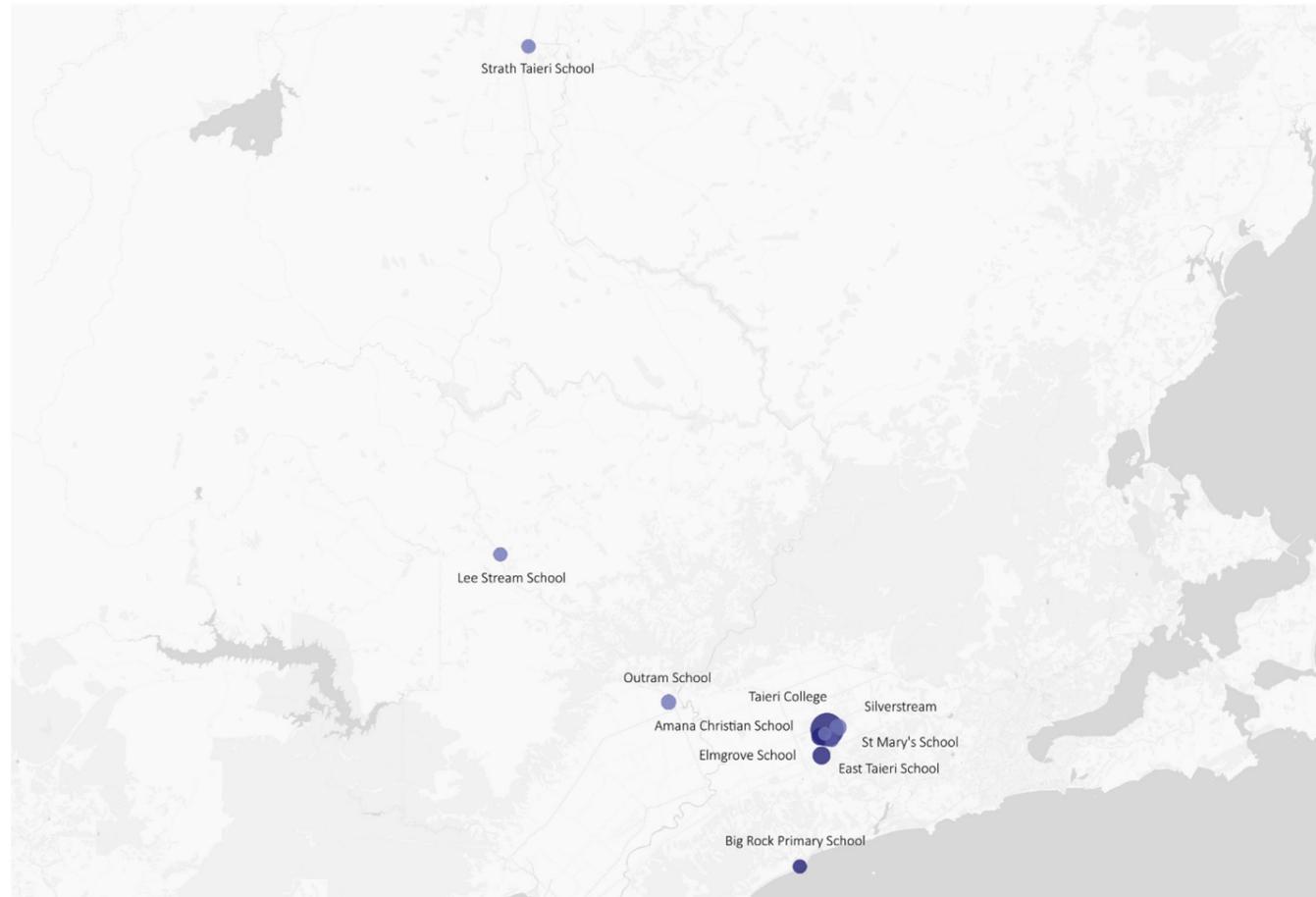
- We are working with several schools to support enhanced education delivery in the area. We also provide regional mentoring and other funding to support at risk students, and support for migrant and former refugee students. Professional learning and development is provided to enhance teaching and learning in priority areas and the majority of schools in this catchment have accessed this support.



- Learning Support Coordinators have been allocated to the Taieri Learning Support Cluster as part of the first allocation tranche.
- We have linked with other agencies to enhance support for students and their family and whānau, including broad agency support in governance oversight of the Learning Support Delivery Model. We are a partner agency in Whāngaia Ngā Pā Harakeke (reducing family harm). We are also working in partnership with local government, other agencies and NGOs to support the Ōtepoti Youth Vision.



- We are connecting with Dunedin City Council to understand longer term planning intentions for land use and development in this catchment, to inform our planning and decision making around the potential impact on school rolls.



The **Dunedin Taieri Catchment Plan** will meet the needs of New Zealand’s changing schooling network, benefitting an estimated **2,500 learners/ākonga** each year over the next decade to 2030. There are 10 schools/kura in this catchment.

July 2021	Primary	Composite	Secondary	Specialist	Total
Number of schools	8	1	1	0	10
Total funded roll	1,384	17	1,200	0	2,601
MME Level 1 & 2	0	0	0	0	0
ORS-funded roll	11	0	23	0	34
Māori roll	191	0	185	0	376
Pacific roll	27	12	14	0	53

Map key:
% roll change over 10-year period

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

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

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



Managing the school network

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



Educational support mechanisms

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



Learning support provision

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



Investment in school property

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



Education conversations

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



Strengthening the Māori medium pathway

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

Catchment description

The Gore greater catchment largely encompasses the Gore District Council area, and includes the main service town of Gore and the surrounding rural areas. Schools in the north of the catchment are within the Otago region (Clutha District) but largely link with Southland schools.

Census 2018 data shows growth in Gore District of 3% between 2013 and 2018, an additional 396 people. Local government is part of the wider Southland regional strategy to attract people and business to the area. The Southland Regional Development Strategy has an aspirational goal to increase the population of the wider Southland Region by 10,000 by 2025. The Provincial Growth Fund has provided \$3.74M for projects linked to this aspiration and to improve outcomes for people living in the area. The most significant of these is \$2.09M for the Hokonui Huanui (Highway) project which supports rangatahi who are at risk of long-term unemployment.

What's influencing the education system in this catchment:



Kāhui Ako

- All schools in this Gore greater district are part of 2 Kāhui Ako – Eastern Southland Community of Learning (13 schools) or Pomahaka Kāhui Ako (5 schools). Local early learning services are linked to both Kāhui Ako.
- Both Kāhui Ako were allocated Learning Support Coordinators as part of the first tranche allocation in 2019. They also link with local agencies to support the implementation of the Learning Support Delivery Model.



Parental choice influencing utilisation of local schools

- Enrolment at local schools is affected by parental choice. This is most noticeable in the rural areas surrounding the regional townships, where a number of families are opting to enrol at larger primary schools based in towns.
- Secondary schools in this catchment have clear geographic catchment areas and pathways. There has been an increased market share at St Peter's College in Gore over recent years.
- There is sufficient capacity across the network to accommodate the current population and any future projected growth. There is an oversupply of capacity when compared to local demand in the majority of schools in the district.



School leadership and governance

- Strength of governance and leadership has been varied across the district. There are a high number of small, rural schools across the district, that can at times struggle to recruit and retain staff, and boards can have a limited pool of expertise within communities to draw upon.
- There have been several first time principals within the area, and supporting these principals is a priority focus of the region.



Supporting vulnerable children

- Wider societal impacts affect a number of children and families in some areas within this district. This includes higher levels of disadvantage, impacts of drug use, a reduced level of access to agency support in some instances (especially mental health), high levels of transience and some issues with attendance.
- Hokonui Huanui project was developed through the Social Sector Trial in Gore and is a collaboration of agencies (central and local government), iwi, education sector and other non-government organisations to support rangatahi in the area. The project runs a number of initiatives, including supporting NEET (not in employment, education or training) in the area.



Learning Support

- Children with additional learning needs are generally provided for through an inclusive approach across this catchment. Some students are opting to enrol at the only specialist school in the wider Southland area, located in Invercargill.
- There are opportunities to strengthen inclusive practice so that all learners are able to access the support they need at their local school.



Investment in school property

- Redevelopment investment is occurring in one school due to the age and condition of the buildings. This will also provide an opportunity to rationalise surplus capacity.

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



- Only 2 schools across this catchment have enrolment schemes. These are monitored to ensure they continue to meet the legislative purposes, but an oversupply of capacity provides a higher level of choice for families than in other areas.



- We have an iwi partnership with Hokonui Rūnaka to better enable Māori learner success as Māori. This includes whānau engagement and as an alternative education provider.
- We have agreed to extend the Māori immersion class at Mataura School to include Years 7 & 8, which provides another immersion option. There is no secondary Māori medium provision in the area.
- A Māori Achievement Collaborative has been established in the area, which supports local principals to develop their own cultural capability and leadership, to then extend to their staff and schools.



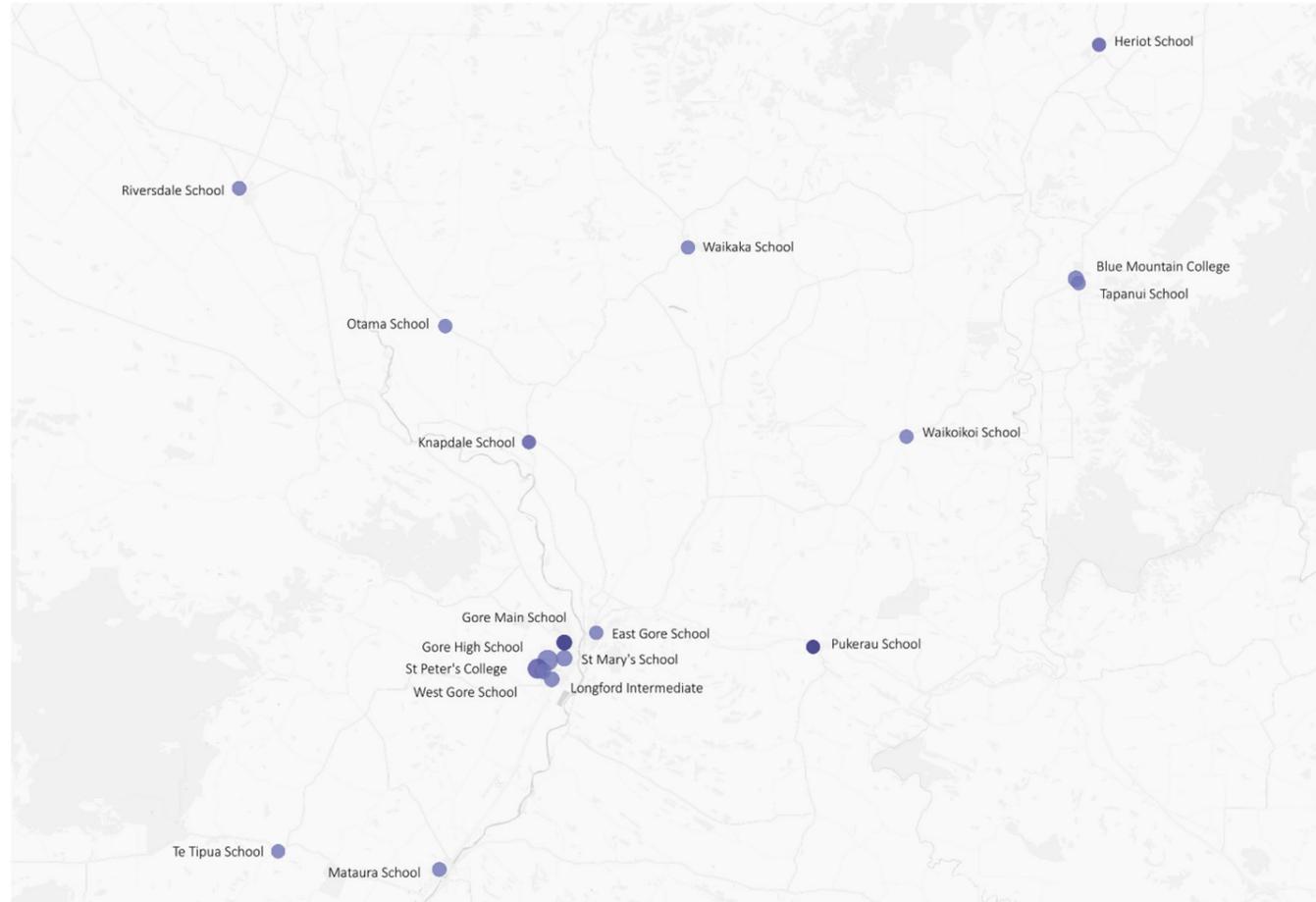
- An independent facilitator was contracted in 2020 to engage with the wider community about aspirations for Year 7-13 schooling in the Gore area. This engagement process looked at future options for Year 7-13 education provision, including retaining the current structure of Intermediate and High School. This identified community preferences for greater collaboration and cohesion across schooling, and the Boards have requested a merger process be initiated.



- We are working closely with schools to support enhanced education delivery. This includes advancing the learning support delivery model, professional learning and development to enhance teaching and learning, and supporting the development of local curriculum within the Kāhui Ako.



- School transport is closely monitored in the area to ensure equity in the implementation of the school transport assistance policy.



The **Gore Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefitting an estimated **2,600 learners/ākonga** each year over the next decade to 2030. There are 18 schools/kura in this catchment.

July 2021	Primary	Composite	Secondary	Specialist	Total
Number of schools	15	0	3	0	18
Total funded roll	1,503	0	1,105	0	2,608
MME Level 1 & 2	21	0	0	0	21
ORS-funded roll	18	0	19	0	37
Māori roll	318	0	179	0	497
Pacific roll	24	0	23	0	47

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

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

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

Managing the school network

- We will continue to monitor local school rolls and population change in the catchment. This will include monitoring the existing enrolment schemes and ensuring that new schemes are implemented if needed in other parts of the catchment.
- We will work with Gore High School and Longford Intermediate School in relation to Year 7-13 provision and ensuring community engagement feedback can support strengthened education provision in the area.

Investment in school property

- We will invest in improving the quality of teaching and learning space at Gore High School through redevelopment of learning areas.

Growing Māori medium provision

- We plan to work with rūnaka and schools to develop options for growing a Māori medium pathway option for Gore.

Education support mechanisms

- We will continue to assist schools to strengthen governance, leadership and teaching capability, to enhance engagement and student outcomes.
- We will continue to support initiatives in partnership with rūnaka to increase Māori engagement within their school communities.
- We will further develop links with agencies to increase the range of support or interventions to address poor attendance and engagement in education.

Learning Support provision

- We will continue to prioritise work to develop the learning support delivery model for both Kāhui Ako.

Catchment description

The Southland greater catchment encompasses the Southland District Council area, which spreads across the wider Southland region, excluding Invercargill City and Gore District. This is a large geographic area, and includes the towns of Te Anau in the west, Lumsden in the north, Winton in the central south part of the catchment and Edendale in the east. The catchment includes expansive rural areas adjacent to Fiordland National Park in the western part of the catchment.

Census 2018 data shows growth in Southland District of 4.2% between 2013 and 2018, an additional 1,251 people. Local government is part of the wider Southland regional strategy to attract people and business to the area. The Southland Regional Development Strategy (SoRDS) has an aspirational goal to increase the population of the wider Southland Region by 10,000 by 2025. The Provincial Growth Fund has provided just over \$30M for projects linked to this aspiration, specifically for tourism infrastructure and to develop Milford Highway Fibre in the more remote parts of the catchment.

There is a high degree of diversity across the region, with agriculture and farming being predominant economic drivers along with a growing tourism industry in some parts of the catchment. COVID-19 is expected to have an impact on those parts of the catchment more reliant on tourism, such as Te Anau and Fiordland and this will be closely monitored.

What's influencing the education system in this catchment:



Parental choice influencing utilisation of local schools

- Enrolment at local schools is affected by parental choice. Across the catchment there is a mix of schools at risk of overcrowding and those that are underutilised. In most cases the risk of overcrowding has arisen through enrolling out of zone students.
- Enrolment schemes are necessary in some parts of the catchment to manage the risks of overcrowding. There is sufficient capacity across the majority of the network to cater for local students.
- Secondary schools in the area have geographic catchment areas and pathways, although a number of students are opting to attend other secondary options, both within this catchment and in Invercargill.



Collaboration and Kāhui Ako

- There are two Kāhui Ako within the catchment – Lower Maitaia Valley Kāhui Ako in the eastern part of the catchment and FiNSCOL (Fiordland and Northern Southland Community of Learning) in the north and north-western part of the catchment.
- Although not formally Kāhui Ako, schools in Western and Central Southland work together as learning support clusters, implementing the learning support delivery model. This means that across the catchment, almost all schools participate in collaborative models of practice to support learners at schools.



Supporting vulnerable children

- Wider societal impacts affect a number of children and families in some of the more remote and isolated parts of this catchment. These are often areas where there is limited access to support agencies and social services, especially for mental health.



Secondary-tertiary opportunities

- Secondary-tertiary options for youth can be limited in some parts of the catchment, and some students will opt into other programmes in Invercargill. This means there are some secondary schools with lower senior student numbers, which can impact the ability of these schools to deliver a broad range of specialist curriculum areas.



Remote and disperse school networks

- A number of schools in this catchment are geographically isolated, small and can serve disparate school communities. As a result, it can be more difficult to recruit and attract staff, which is especially evident for specialist subject teachers in secondary schools.
- The remote and disperse schooling networks can also mean Boards have a limited pool of parents within communities to draw upon.



School leadership and governance

- Strength of leadership and governance has been varied in some parts of this catchment. There have been a number of first time principals, and supporting these principals is a priority focus for the Ministry.

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



- Enrolment schemes are monitored to ensure they continue to meet legislative purposes and made best use of existing accommodation across the network. Ongoing monitoring of all rolls and enrolment patterns has led to the introduction of new schemes, and we are also looking at other schools may need schemes.



- At the start of the 2020 school year, Waianiwa School (northwest of Invercargill) changed from a Y1-6 contributing primary school to a Y1-8 full primary school.



- Roll growth funding has recently been provided to Te Anau School and Garston School due to in-catchment growth and projected roll increases. The longer-term needs for this area have also been considered as further growth is anticipated.



- Learning Support Coordinators have been allocated to both Kāhui Ako, as well as the Western and Central Southland clusters as part of the first tranche. We are working with these clusters and Kāhui Ako to implement the learning support delivery model and increase access to agencies for at-risk students.
- We are linked with other agencies to enhance support for students and their whānau, including a range of interagency forums, such as *Rock On* for a specific focus on attendance.



- We are working with local rŭnaka in support to better enable Māori students to enjoy and achieve educational success as Māori. Toikuranui funding has been used to support specific rŭnaka priorities in the area, including supporting engagement of at-risk ākongā, and development of localised science curriculum resources.
- Schools and early learning services in the Lower Maitaia Valley are part of Te Hurihanganui pilot. This work partners with iwi and community to develop culturally responsive practice within schools and services, through developing educationally powerful connections.
- We have been working with rŭnaka and some local schools to support increased Te Reo Māori language programmes in schools. Apart from bilingual provision at Riverton Primary School, there is no Māori medium provision in the catchment.



The **Southland Catchment Plan** will meet the needs of New Zealand’s changing schooling network, benefitting an estimated **4,300 learners/ākonga** each year over the next decade to 2030. There are 36 schools/kura in this catchment.

July 2021	Primary	Composite	Secondary	Specialist	Total
Number of schools	30	1	5	0	36
Total funded roll	2,612	129	1,529	0	4,270
MME Level 1 & 2	20	0	0	0	20
ORS-funded roll	16	2	12	0	30
Māori roll	498	37	326	0	861
Pacific roll	33	0	14	0	47

Map key:
% roll change over 10-year period

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

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

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

Managing the school network

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



Educational support mechanisms

- We will continue to assist schools to strengthen governance, leadership and teaching capability, to enhance engagement and student outcomes.
- We will further develop links with agencies to increase the range of support or interventions to address poor attendance or engagement in education.



Learning Support provision

- We will continue to work with the sector to support inclusive practice, particularly at a systems level, so that all students are able to access the support they need at their local school.
- We will continue to implement the learning support delivery model.



Investment in school property

- We are planning to invest in roll growth teaching spaces in areas where there is forecast population growth.

Catchment description

Invercargill is the only city in the Southland region, and is the commercial hub. Key economic and employment sectors are primary production and process industries. The long-term future of the Tiwai Point aluminium smelter remains uncertain and, if closed, could result in significant changes to the distribution of the labour force, which could impact the schooling network.

Local government is driving a city centre redevelopment to attract people and business to Invercargill. The Provincial Growth Fund provided \$1M for preliminary work to guide the project which is one of the key initiatives of the Southland Regional Development Strategy (SoRDS). The aspirational goal of SoRDS is to increase the population of the wider Southland Region by 10,000 by 2025. Census 2018 data shows growth in Invercargill City of 4.9% between 2013 and 2018, an additional 2,500 people. It is estimated that more than 500 construction workers will be needed in the next 5 years as workforce for multiple planned developments in the city centre.

We are working with Murihiku rūnaka, local and regional agencies as part of the Murihiku Regeneration project, which looks to support local initiatives for priority areas across Southland through a locally-led, centrally-supported governance and leadership model. The Just Transitions Partnerships is one priority area currently underway, to support transition of the workforce and community in light of Rio Tinto's proposed intention to eventually close the Tiwai Point smelter.

The total school roll across the catchment increased by more than 600 learners between 2010 and 2021.

What's influencing the education system in this catchment?



Parental choice influencing utilisation of local schools

- Enrolment at local schools is affected by parental choice. This has been enabled by the mismatch between school capacity and local demand, which allows for a high level of parental choice to be exercised.
- To date, enrolment zones have not been an effective tool to manage high levels of parental choice, due to the level of supply of student spaces across the network.



Kāhui Ako

- There are 2 Kāhui Ako within this catchment – Invercargill Community of Learning and the Special Character Community of Learning.



Investment opportunities at secondary schools

- The proposed redevelopments at both Aurora College and James Hargest College are in the early planning stages. Property condition and removal of surplus capacity are the key drivers for what is anticipated to be a significant investment in secondary education provision in Invercargill. In order to support an equitable and sustainable secondary network, there is a need to provide "local provision for local students". A comprehensive and holistic approach to investment decision making will ensure the best educational outcomes for the current and future learners/ākonga
- The growth of demand for Māori medium education has led to investment in additional teaching spaces for Te Wharekura o Arowhenua.



Long term population change

- Population projections for school age students across the wider Invercargill catchment indicate a slight increase between 2020 and 2023, while after 2023 the school age population is projected to decline slightly. Forecast future population change beyond 2030 anticipates there are likely to be fewer learners in this catchment.



Māori medium pathways

- Our data shows an increase in the proportion of the school-aged population identifying as Māori. In 2021, 27% of all children enrolled in Invercargill schools identified as Māori. This has increased from 21% in 2010.
- A Māori immersion education pathway is available for Y1-13 ākonga in Invercargill through Te Wharekura o Arowhenua. Growing and expanding this provision is a priority focus area for the catchment.
- While a full immersion pathway exists in Invercargill, there is a gap in bilingual provision. We also need to better understand the demand for bilingual pathways as historical provision has not been sustained. There is opportunity to consider how to provide a bilingual pathway through existing primary schools as well as the proposed secondary school redevelopment.



Learning Support

- Students with high learning support needs are generally provided for through an inclusive approach across this catchment. Ruru Specialist School provides specialist education through a base school and a number of satellites. Satellite options exist across the full pathway – from primary education through to post-secondary/tertiary. There is a high demand for access to Ruru Specialist School from across the community and the School is experiencing pressure from growing demand.
- There is an opportunity to work with all schools in the area about inclusive practice and how to meet the needs of all students through the Learning Support Delivery Model.

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



- We have had initial discussions with primary and secondary schools about the need to address enrolment pattern issues. More work is required in this regard to progressively reduce out of zone enrolments where capacity is under pressure, and ensure schools understand property is only provided to schools with in zone growth.



- We have assessed the current schooling infrastructure and business cases have been developed to inform investment in ageing school property. As part of this process, we have been working with Aurora College and James Hargest College to develop education briefs that will inform the future of education provision within these schools.



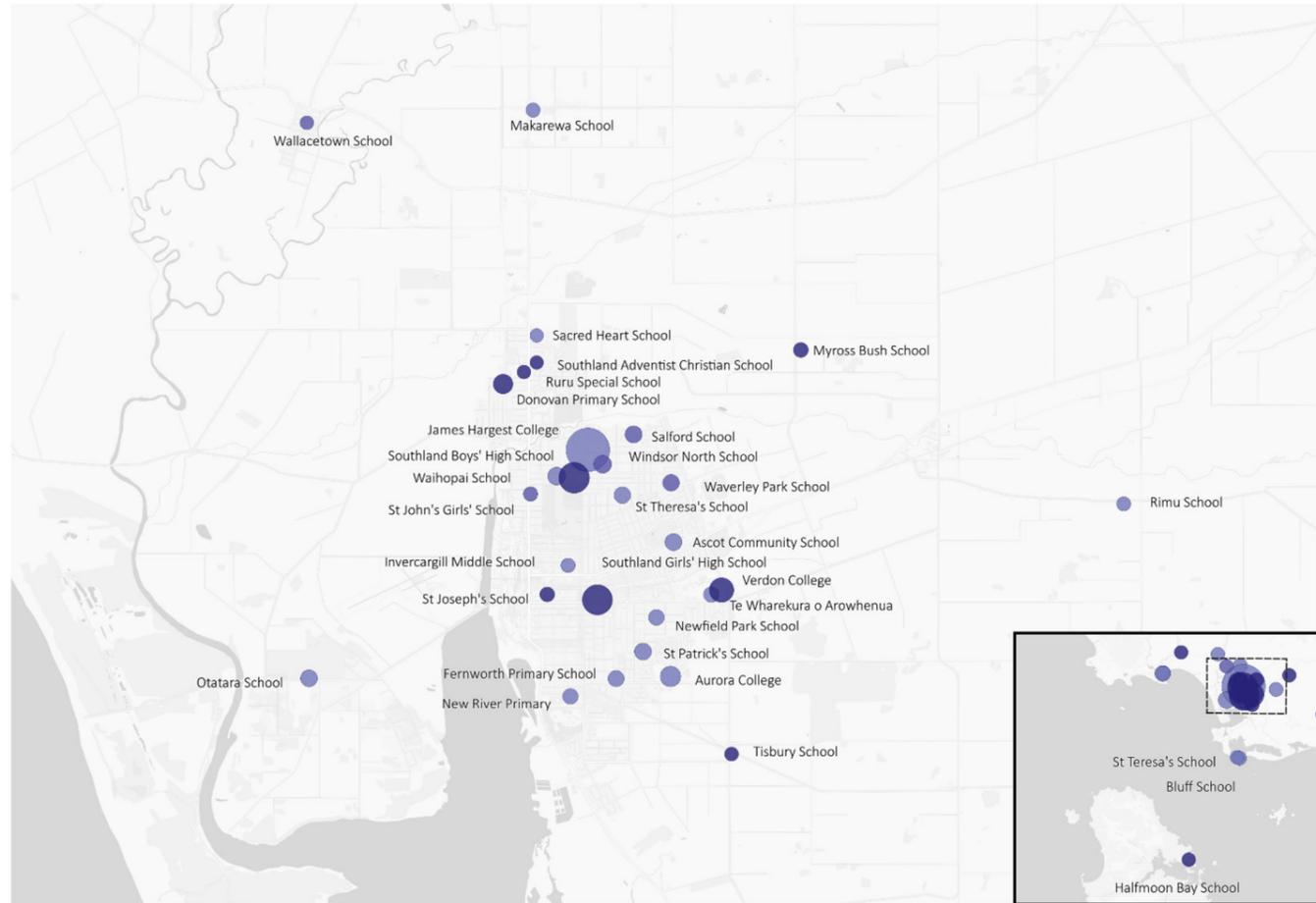
- We support schools across the catchment to enhance teaching and learning. This includes prioritising professional learning and development, providing regional mentoring, local curriculum development support, brokering support for at risk students, and funding specialist support for migrant and former refugee students. Attendance and engagement has been a key focus area across this catchment, particularly following the COVID-19 lockdown in 2020.



- Learning Support Coordinators have been allocated to both Kāhui Ako and the Poutokomanawa learning support cluster as part of the first tranche of appointments. The coordinators are supporting the development of the Learning Support Delivery Model across clusters.



- A review of school transport provision has been completed with changes made to some routes to provide more equitable implementation of transport funding policy. This has resulted in more efficient and targeted services to enable children to access their closest school.



The **Invercargill Catchment Plan** will meet the needs of New Zealand's changing schooling network, benefiting an estimated **10,000 learners/ākonga** each year over the next decade to 2030. The Invercargill catchment comprises the city of Invercargill and the outlying areas of Bluff and Stewart Island. There are 32 schools/kura in this catchment.

July 2021	Primary	Composite	Secondary	Specialist	Total
Number of schools	25	1	5	1	32
Total funded roll	4,870	205	5,127	93	10,295
MME Level 1 & 2	0	203	0	0	203
ORS-funded roll	54	2	38	80	174
Māori roll	1,233	205	1,320	28	2,786
Pacific roll	254	0	219	4	477

Map key:
% roll change over 10-year period

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

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

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



Managing the school network

- We will continue to monitor local school rolls and population change. We will work with schools to develop, implement and where necessary amend boundaries of enrolment schemes. We will actively support schools to manage their enrolment schemes effectively and reduce out of zone enrolments. This may include reviewing secondary school schemes to encourage increased numbers of local students to attend their local schools.



Secondary-tertiary opportunities

- The redevelopment of both Aurora College and James Hargest College provides a unique opportunity to consider what additional transitional support and vocational training could be provided or enabled through the property redevelopment, building on existing relationships with Southern Institute of Technology.



Educational support mechanisms

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



Investment in school property

- Funding of additional teaching spaces will be considered for several primary schools where rolls are increasing, however this requires out of zone enrolments to be carefully managed.
- We will work with Ruru School to understand what their current and future property needs are.



Strengthening the Māori medium pathway

- We are beginning work on implementing a regional plan for Māori medium education provision in Southland.
- Engagement with iwi, communities, whānau and the education sector will inform the demand and opportunities for expanding provision for dual medium pathways, such as through planned investment in secondary schools.



Education conversations

- Historical education reform and network changes continue to be reflected in engagement with the community. Lessons learnt from these changes will inform future education conversations.
- The planned investment in secondary schooling in the Invercargill community provides an opportunity for broader and future-focussed discussion with secondary principals about what education could look like in 10-20 years, and how to ensure equitable access to education for all learners/ākonga in Invercargill.



Learning Support provision

- We plan to work with the sector and whānau to understand the future demand for learning support provision across mainstream schools, as well as to determine the balance to provide in the network between specialist school and satellites.