Education Report: Auckland Enrolment Scheme Programme

<table>
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<tr>
<th>To:</th>
<th>Hon Chris Hipkins, Minister of Education</th>
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<tr>
<td>Date:</td>
<td>18 October 2019</td>
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<td>Priority:</td>
<td>High</td>
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<td>Security Level:</td>
<td>In Confidence</td>
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<td>METIS No:</td>
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<td>Drafter:</td>
<td>Vince Fallon</td>
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<td>Key Contact:</td>
<td>Katrina Casey</td>
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<td>Messaging seen by Communications team:</td>
<td>No</td>
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<td>Round Robin:</td>
<td>No</td>
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Purpose of Report

This paper outlines the plan for an enrolment scheme programme across Auckland’s high growth catchments as signalled in the National Education Growth Plan (NEGP); incorporating the Auckland Growth Plan.

The NEGP outlines the Ministry’s programme to manage, maintain and grow the schooling network to meet increasing school age population forecasts across New Zealand in high growth areas to 2030.

The need for the Auckland enrolment scheme programme

1. The NEGP catchment plans forecast an additional 100,000 new student places to 2030; 60,000 of which are forecast for Auckland. The NEGP provides options for managing growth in the short to medium term, including a range of interventions at a regional and catchment level such as enrolment schemes to manage growth and help schools avoid the risk of overcrowding.

2. In Auckland, 300 out of 505 state and state integrated schools have enrolment schemes in place. This includes 218 primary, 49 secondary, 31 intermediate and 2 composite schools. The Auckland growth plan aligns enrolment patterns and growth trends with growth planning; and outlines where we need to amend and change existing school zones to balance available provision across the schooling network.

3. Due to large-scale growth in Auckland, we need a coordinated and accelerated approach to optimising the Auckland school network. Planning and prioritising enrolment schemes and amendments in line with the Auckland growth plan will mean we can proactively and effectively manage overcrowding at schools and available provision in the network.

4. We plan to introduce an accelerated programme of new enrolment schemes or amendments to existing schemes or zones at 135 state schools in Auckland over a three year period. It is likely that further enrolment schemes or amendments will be needed across the school network after this period.
expensive and takes time to fund, design, get consent for, and build. Providing roll growth classrooms typically takes 2-3 years and new schools 5-6 years.

6. Every classroom that doesn’t need to be built is an average of $650,000 in Auckland saved. Without the implementation or amendment of enrolment schemes in line with the Auckland growth plan, the demand and need for additional classrooms in Auckland would increase significantly; and the overall cost in additional property provision could run into the tens of millions of dollars.

7. Enrolment schemes and amendments save or defer the cost of additional classrooms; but are just as important to support a balanced, accessible and effective schooling network. They also provide more certainty to communities and whānau on the education pathways for children and young people.

The proposed Auckland enrolment scheme programme

8. To identify the schools and create a plan to complete the Auckland enrolment scheme programme a number of key criteria were considered:
   - growth forecasts, current and future utilisation and capacity; and out-of-zone students;
   - urgency and priority schools;
   - bundles and their expected impacts;
   - the readiness and capability of the school to consult; and
   - the complexity of consultation and implementation.

9. The Auckland enrolment scheme programme is proposed to be allocated into three phases over the next three years. These phases include the required priority enrolment schemes and amendments based on growth forecasts and the extent to which schools are at risk of overcrowding. See table 1 below:

<table>
<thead>
<tr>
<th>Phase</th>
<th>Number of new schemes or amendments</th>
<th>Implementation timing for new schemes or amendments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td>60 schools, 18 priority schools in progress, 24 new priority schools; and 18 schools included as part of the bundled approach.</td>
<td>Completed and approved by the Ministry by end of June 2020, to enter into Board processes and take effect in schools at the start of the school year, January 2021.</td>
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<tr>
<td>Phase 2</td>
<td>40 schools</td>
<td>Completed and approved by the Ministry by June 2021, to enter into Board processes and take effect in schools at the start of the school year, January 2022.</td>
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<tr>
<td>Phase 3</td>
<td>35 schools</td>
<td>Completed and approved by the Ministry by June 2022, to enter into Board processes and take effect in schools at the start of the school year, January 2023.</td>
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<tr>
<td>Total</td>
<td>135 schools</td>
<td></td>
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Table 1: Three year Auckland enrolment scheme programme
10. The schools in each phase are subject to change or movement in the overall programme if schools are not ready to consult; or a need or opportunity to engage with another school or bundle of schools is identified earlier than planned.

11. Although the enrolment schemes programme is prioritised into three key phases the plan is for a rolling programme of work that prepares for the next phase by early forward planning and preparation, enrolment zone mapping and analysis; and preparatory discussions with schools.

12. This education report focuses on phase one of the Auckland enrolment schemes programme as the planning for phase two and three is yet to be completed and Subsequent planning and proposed funding for phases two and three would form part of a further education report on Auckland enrolment schemes.

13. The Auckland enrolment scheme programme will address priority schemes and amendments, help avoid a build-up and backlog of schemes; and optimise the network.

14. Once the three year programme is completed the majority of Auckland schools will have an enrolment scheme. This will be a significant step forward for Auckland in managing capacity, demand and growth in the school network. This will also provide certainty for families, children and young people as to which school is the local zoned school.

15. However, we also know that even with the Auckland enrolment scheme programme that a significant amount of enrolment schemes and amendments will still be required at schools as the population growth arrives and enrolment patterns change and shift.

**A collaborative and bundled approach**

16. The enrolment scheme programme focuses on supporting an approach to school network change that fosters collaboration between schools and their local communities to the greatest extent possible. Annex one to this report outlines the principles of best practice scheme implementation and annex two outlines the enrolment scheme programmes' high level stakeholder and communication plan.

17. Where it is efficient and opportune to do so; we plan to work collaboratively with a number of schools to develop enrolment schemes as part of a bundle or cluster of schools. The bundled approach will allow schemes to be developed in local, related and connected school clusters, manage the effects of scheme changes on related schools, streamline the engagement and consultation process and reduce implementation timeframes.

18. When developing an enrolment scheme a board must consult with persons and organisations it considers may be affected. This would include the boards of other schools that could be impacted by the proposed enrolment scheme.

19. The Auckland enrolment scheme programme ensures that all those schools likely to be impacted by the proposed enrolment schemes or amendments are consulted in a joined up and coordinated way. This mitigates a key risk of not adequately engaging with or consulting all relevant boards; which can lead to school boards and communities considering that they have been excluded from the process.

20. The bundled approach also supports Ministry best practice engagement with boards and communities. Proactive, timely and supportive school, board and community engagement is important because outcomes for school network changes are not predetermined and the voices of the community matter.

**implementing enrolment schemes**

21. On average it takes 12 months to implement an enrolment scheme. This 12 month lead in time allows for options analysis, engagement with boards and adequate time for boards to consult with their communities. See annex three for the processes to implement an enrolment scheme over a 12 month period.
22. There is also a need to plan enrolment schemes and amendments well ahead of time to proactively manage the growth and demand as enrolment schemes do take time to take effect.

23. Implementing an enrolment scheme does not fully impact immediately. It will normally have the greatest effect on the entry year level roll. In subsequent years, that smaller entry level cohort will flow through to higher year levels and gradually impact the roll of the whole school. Typically it will take as many years as there are year levels at the school to realise the full benefit of the scheme; i.e. eight years for a full primary school. See annex four for an example of the lag time for an enrolment scheme to take effect.

**Resourcing the programme**

24. KPMG have been procured to support the Auckland planning team to manage the enrolment scheme and amendment programme at a cost of \(9(2)(i)(v)\) for phase one, beginning late-October 2019 through to 30 June 2020. Phase two and three have not been committed to at this stage.

25. KPMG will support the Auckland network planning team to implement new schemes and amendments for phase one. Services will include:
   a. Programme management, providing two full-time programme managers and a lead director for new enrolment schemes and amendments
   b. Expert advice and additional resources to establish and amend enrolment schemes in agreed areas.

26. The maps and bundles of the 80 schools for phase one are included in annex five to this report.

27. The funding for the consultancy services will come from existing appropriated education network funding available to June 2020.

28. The KPMG resource will assist in:
   - Allowing a focused and uninterrupted effort to significantly reduce the expected timeframe for completion of the programme of work.
   - Creating capacity for strong programme management and ensure more schemes get over the line in the expected timeframe, due to coordinated consultation and focused effort on bundles.
   - Allowing for more bundles to begin consultation, getting ahead and ensuring schemes are in place to meet forecasted growth rates and reducing the risk of schools reaching overcapacity.
   - Ensuring current priority bundles are completed ahead of more bundles becoming urgent.
   - Allowing more support to schools consulting with their local communities and provide certainty to children and young people on their education pathway.

**Assessing the options for enrolment schemes in Auckland**

29. The current level of enrolment schemes completed by the Auckland planning team is 10-12 per year. Graph 1 outlines if we continue with this current rate of completion this will result in 135 schools having enrolment schemes or amendments in place in ten years time. This level is not adequate if we are to meet the growth and demand outlined in the
Auckland growth plan; and would result in a backlog and bow wave of enrolment schemes and amendments.

30. Graph 1 also illustrates the level of new enrolment schemes and amendments through the three phases over the next three years by applying additional resources to implement more enrolment schemes and amendments, compared to a business as usual approach. This results in a rate of completion that shortens the timeframes from ten to three years.

Graph 1: rate of completion

31. As part of our planning we considered reducing the number of new enrolment schemes or amendments and/or extending establishment processes over longer timeframes; e.g. 5 or 8 years. However, this did not align with the growth and demand; or include enough of the priority schools in each phase to manage the growth and the risk of overcrowding at those schools.

32. Longer timeframes and phases with less schemes or amendments would limit the ability for bundled consultation with affected schools and put a number of priority schemes or amendments into a later phase or timing where they would likely take a further year, in line with board processes, to take effect.

33. Not introducing enrolment schemes in line with growth would also create uncertainty of enrolment for families and impact children and young people who may need to move schools when an enrolment scheme is applied later.

34. As in zone growth is continuing across the Auckland catchments, if we unreasonably delay enrolment schemes and amendments then many schools may well be at capacity, limiting the ability to provide in zone places for students without additional property provision. In this scenario we would need to respond quickly and the increased use of temporary teaching spaces would be needed.

35. Further, if we do not introduce enrolment schemes at the level and pace outlined in the Auckland enrolment scheme programme, we will have a backlog and bow-wave of enrolments schemes and amendments that will become unmanageable due to the pace and scale of the growth.
Recommended Actions

The Ministry of Education recommends you:

a. **note** the plan for an enrolment scheme programme to implement new schemes or amendments at 135 schools across Auckland’s school network, in line with the Auckland growth plan, over the next three years to balance and optimise available provision in the schooling network.

   Noted

b. **note** that phase one of the Auckland enrolment scheme programme plans to implement new schemes or amendments at 60 schools; comprised of 18 schools currently in progress, 24 priority schools; and 18 schools included as part of the bundled approach.

   Noted

c. **note** that the funding for phase one of the Auckland enrolment scheme programme comes from existing appropriated education network funding available to June 2020; 9(2)(f)(iv)

   Noted

d. **note** that we will develop an education report and plan for phase two and three of the Auckland enrolment scheme programme.

   Noted

e. **agree** that this Education Report is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

   Release / Do not release

Katrina Casey  
Deputy Secretary  
Sector Enablement and Support  
18/10/2019

Hon Chris Hipkins  
Minister of Education
Background

1. Auckland is New Zealand’s gateway to the world and generates around a third of the country’s GDP. It provides the key opportunity to drive New Zealand’s productivity growth and economic diversification. With the city projected to account for 75% of growth in the working age population out to 2043, widespread planning for Auckland’s growth is crucial.

2. Auckland Council has a Development Strategy, set out in the Auckland Plan 2050, that describes how Auckland will grow and change over the next 30 years. Around 1.66 million people currently live in Auckland and over the next 30 years this number could grow by another 720,000 people to reach 2.4 million.

3. We continue to work particularly closely with Auckland Council in relation to current and projected housing development activity and projected school age population growth, given this is where a large portion of government investment will be directed.

4. Auckland has the largest student population with over 275,000 school students in its education system. The school-age population in Auckland is experiencing significant growth and this is expected to continue at an increased pace over the next decade. This results in pressure to provide the right physical space and associated infrastructure within schools and to deliver a system that enables all children and young people to reach their potential.

5. The NEGP catchment plans forecast an additional 100,000 new student places to 2030, 60,000 in Auckland and 40,000 for other high growth areas outside of Auckland.

6. The NEGP provides options for managing growth in the short to medium term, including a range of interventions at a catchment level, such as:
   - Recomfiguration of enrolment zone boundaries to better accommodate growth
   - Redeveloping existing schools to add capacity
   - Building new schools on greenfield sites
   - Developing new schools on brownfields sites – responding to urban intensification
   - Investigating options for change of class of existing schools
   - Investigating where revitalisation of less popular schools could improve utilisation
   - Assessing how we use the existing state integrated network
   - Considering innovative types of schooling that could emerge within the network, for example an inner-city, vertically integrated urban school.

7. In Auckland 300 out of 506 state and state integrated schools have enrolment schemes in place. Due to the overall pace and scale of growth in Auckland and the risk of overcrowding at some schools, the Ministry plans to accelerate the introduction of enrolment schemes and amendments across the Auckland school network, in line with the Auckland Growth Plan. This will provide certainty about education pathways for children and young people though their local school community.

Enrolment Scheme programme

8. The November 2018 education report on the NEGP to you outlined that 133 schools in Auckland have no scheme and at least 100 of these will need to implement a home zone as growth pressures necessitate network interventions prior to property solutions. [Metis No: 1163683 refers]. We have since refined that information to 135 schools in Auckland that need new enrolment schemes or amendments to manage growth and help avoid the risk of overcrowding.
9. The July 2019 NEGP to 2030 cabinet paper noted that enrolment schemes are a key demand management tool to manage growth; particularly in catchments of high growth and of significant urban density such as Auckland [METIS 1191779 refers].

10. We plan to implement new schemes or amendments to existing schemes or zones at 135 state schools in Auckland over a three year period. Once completed the majority of Auckland schools will have an enrolment scheme.

11. The implementation of enrolment schemes or changes in Auckland’s high growth catchments will most often only defer the requirements for additional places for the increasing student numbers, as the demand will outstrip the supply or the management of the supply.

12. To develop a prioritised programme of work, the Auckland network planning team has leveraged the Auckland growth plan to support prioritisation and take a data-driven and evidence based-approach to managing the capacity of Auckland schools, while also considering seamless student pathways.

13. The Auckland enrolment scheme programme has been allocated into three phases over the next three years. Phase one will implement new schemes or amendments for 60 schools. This is comprised of 18 priority schools the Auckland network planning team currently has in progress, 24 new priority schools; and 18 schools included as part of the bundled approach.

14. Phase two will implement new schemes, or amendments for 40 schools. The enrolment schemes or amendments are to be completed and approved by the Ministry by June 2021, to enter into Board processes and take effect in schools at the start of the school year, January 2022.

15. Phase three will implement new schemes, or amendments for 35 schools. The enrolment schemes or amendments are to be completed and approved by the Ministry by June 2022, to enter into Board processes and take effect in schools at the start of the school year, January 2023.

16. Phase one is planned to start in October this year so that the enrolment schemes and amendments are approved by the Ministry by the end of June to take effect at the start of the school year in 2021; given that new or amended enrolment schemes most commonly take effect at the beginning of term one each year.

17. The schools included in phase one have been prioritised based on key criteria such as growth forecasts; and the extent to which schools are at risk of overcrowding. However, the schools in phase one are subject to change or movement in the overall programme if schools are not ready to consult or a need or opportunity to engage with another school or bundle of schools is identified earlier than planned, or as part of the options analysis.

18. In some cases, for those schools included only as part of a bundled approach to allow schemes to be developed in local, related and connected school clusters there may be only limited or no change to those schools zones.

19. The Auckland enrolment scheme programme takes into account the Kāhui Ako (Community of Learning) relationships across the Auckland school network.

20. Quarterly reporting on phase one will identify progress across bundles, including each enrolment scheme project’s progress; as well as where there may be shifts or changes in the programme.

21. The programme phasing is subject to annual scanning and growth forecasting which will be conducted each year to identify schools at risk of becoming overcapacity.

22. The Ministry continues to work with schools to review existing schemes and ensure they are still operating efficiently. Out-of-zone student enrolments occur across high growth areas. Factors influencing out of zone enrolments can vary but might include accessibility, specialised curriculum, historical schooling patterns, reputation, and school size or
transportation. The Auckland network planning team network management includes ongoing work with schools to manage down out of zone enrolments, where needed, across the school network.

23. It should be noted that any changes to enrolment schemes management resulting from Tomorrow Schools will be included as part of enrolment scheme implementation and future management across the school network.

Communications and Stakeholder management

24. The overall objective of the stakeholder management plan is to deliver relevant and timely messaging to each stakeholder group, ensuring that they successfully make the desired progress towards their optimum level of commitment.

25. Any shift in our strategy for engagement will impact the type of communications planned. The aim of the Stakeholder Management plan for the Programme is:

'To engage and obtain support from internal and external stakeholders for the Programme - creating change in behaviours and facilitating new zoning practices.'

26. To support this aim, the communication objectives are to:

- Deliver appropriate messaging
- Communicate at the right time
- Use the most effective channels
- Act or, and respond to feedback and improve messaging

27. The proposed Communications Plan is tailored for each stakeholder group. This contains the key messages for each stakeholder and is driven from the objectives set out below in table 2.

<table>
<thead>
<tr>
<th>Objective</th>
<th>How this will be achieved</th>
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<tbody>
<tr>
<td>1. Deliver appropriate messaging</td>
<td>By delivering targeted messaging within these three communication themes: 1) This is a two way process, we will work alongside you to develop a solution 2) The proposed changes will benefit both you and Auckland education 3) A new enrolment scheme is one of the ways in which the wider overcrowding issue is being addressed.</td>
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<tr>
<td>2. Communicate at the right time</td>
<td>Targeted communications will be delivered as appropriate for each of the following programme phases: 1. Options Analysis 2. Engagement with Bundle Board Chairs and Principals 3. Map Development 4. Community Consultation 5. Decision Period 6. Implementation Each phase is a new opportunity to refresh communications, ensuring that stakeholders are continually engaged throughout the process.</td>
</tr>
<tr>
<td>Objective</td>
<td>How this will be achieved</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------</td>
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<tr>
<td>3. Use the most effective channels</td>
<td>To be successful the Programme must identify the channels that will most effectively engage with different stakeholder groups. Numerous communications channels have been identified and the Communication Plan describes how each channel will be used throughout the delivery plan.</td>
</tr>
<tr>
<td>4. Act on Feedback and improve messaging</td>
<td>Feedback is an essential part of the Stakeholder Management plan and will confirm the validity of messaging and selected channels. This will inform the Stakeholder Management plan as the Programme progresses.</td>
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Table 2: Key communication messages

28. The programme governance structure and reporting has been set up to ensure effective management of the communications and stakeholder management plan including the effective management of key risks to the overall success of the completion of the enrolment scheme programme.

29. A full stakeholder and communication plan is currently being worked on by the Auckland network planning team and KPMG; in line with creating the plan for engaging with schools and boards. Annex two to this report provides details on the high level communications and stakeholder management plan.

Enrolment Schemes Consultation

30. The Ministry’s priority is to have all schools able to accept enrolments from students who are entitled to attend their local school. The Ministry works with school boards to implement enrolment schemes to help schools manage their rolls and avoid the risk of overcrowding, so local students who live in the home zone can enrol at the school. Either the Ministry or the board might become concerned about potential overcrowding at the school and may initiate discussions with the other party.

31. When developing an enrolment scheme a board must consult with persons and organisations it considers appropriate. In particular, the Education Act 1989 states that a board must consult with:
- the parents of students at the school;
- the people living in the area for which the school is a reasonably convenient school;
- the students and prospective students of the school (depending on their age and maturity); and
- the boards of other schools that could be affected by the proposed enrolment scheme.

32. Boards should note that consultation means more than just informing others of their intentions. The legislation requires a board to “discover and consider” the views of those it consults. This means that an objection cannot simply be ignored. The board must make a considered response to the person or group objecting, even if there is ultimately no change to the content of the scheme.

33. Boards can choose whatever method of consultation is appropriate for them. It is possible to streamline consultation without sacrificing thoroughness. Some boards may choose to use social media as an important element in their consultation but should also consider how to reach people who are unfamiliar or uncomfortable with social media.
34. The Ministry is specifically required to be satisfied about the adequacy of a board’s consultation before approving an enrolment scheme. Even though the content of a scheme might appear satisfactory, we will not approve the scheme if there is little or no evidence that the board has complied with the consultation requirements.

35. As part of the Auckland enrolment scheme programme the Ministry will follow best practice engagement with school boards in implementing or amending enrolment schemes across the Auckland school network.

36. Where possible, the Ministry will engage with a group of schools to work collaboratively to develop enrolment schemes as a bundled approach. Bundling supports schemes being developed in the local context and streamlines the engagement and consultation process.

37. School and community engagement is important because outcomes for school network changes are not predetermined and the voices of the community matter. We are focused on supporting an approach to school network change that fosters collaboration between schools and their local communities to the greatest extent possible.

Risks

38. The following key risks in table 3 have been identified to the overall success of the completion of the enrolment scheme programme.

39. Potential and known risks to the successful implementation or amendment for each schemes at each school in phase one have also been identified.

<table>
<thead>
<tr>
<th>Risk</th>
<th>Proposed key mitigations</th>
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<tr>
<td>Reduced consultation time means less time allocated for schools to consult with their community which may make stakeholders feel rushed or not given enough time to consider, feeling dissatisfied with the process</td>
<td>A comprehensive consultation and engagement plan and approach to support Boards through the process. This will lessen the load for the schools during this time, providing multiple avenues that can be used to gain feedback rather than waiting for set meetings</td>
</tr>
<tr>
<td>Schools do not want to engage or are disengaged through the process</td>
<td>The Ministry will support the Boards through a range of guidance, tools and support systems and processes</td>
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<td>A shortened process gives the community less time to get used to the idea of zones or changes coming into effect</td>
<td>Support for Boards to provide strong visibility and engagement with their communities on the process and timelines. The bundled approach will allow schemes to be developed in local, related and connected clusters, streamline the engagement and consultation process and reduce implementation timeframes.</td>
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<tr>
<td>Waiting for discussion in board meetings can cause delays.</td>
<td>We will look to create feedback mechanisms through the bundled approach to respond to our requests and to progress the programme.</td>
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<tr>
<td>Significant media attention and/or push back from communities</td>
<td>Development of a robust risk management and communication strategy.</td>
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<tr>
<td>Not consulting all relevant parties.</td>
<td>A comprehensive approach will be taken to planning so that all relevant stakeholders are consulted. A comprehensive stakeholder list and consultation programme will be managed by each programme manager for each bundle</td>
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### Risk and Mitigation

<table>
<thead>
<tr>
<th>Risk</th>
<th>Proposed key mitigations</th>
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<tbody>
<tr>
<td>School governance and leadership capacity may constrain schools and</td>
<td>Greater resources and support may need to be directed to these schools to ensure progress</td>
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<tr>
<td>cause delays.</td>
<td>against the plan.</td>
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<tr>
<td>Decision makers can take time to approve a scheme. Decision makers</td>
<td>Decision-makers will be well informed throughout the programme (no surprises) and will</td>
</tr>
<tr>
<td>may also request additional engagement or options analysis causing</td>
<td>prioritise approval within standard timeframes.</td>
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<td>delay.</td>
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**Table 3: Risk and mitigation**

### Financial Implications

40. **Consideration has been given to the Auckland network planning teams’ resources when assessing the additional resources needed to accelerate the Auckland enrolment schemes programme.**

41. **The funding to accelerate the Auckland enrolment scheme programme and resource phase one comes from existing appropriated education network funding available to June 2020.**

### Proactive Release

42. **It is intended that this Education Report is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.**

### Annexes

**Annex One:** Principles of best practice scheme implementation  
**Annex Two:** High level communications and stakeholder management plan  
**Annex Three:** Implementing an enrolment scheme over 12 months  
**Annex Four:** Lag time for enrolment schemes to take effect  
**Annex Five:** Maps and bundles for phase one.
Annex One: Principles of best practice scheme implementation

The Ministry follows best practice during the engagement process and has developed a standard for effective engagement to help develop, inform and measure engagement on network change.

Engagement is important because outcomes for school network changes are not predetermined and the voices of the community matter.

We are focused on supporting an approach to school network change that fosters collaboration between schools and their local communities to the greatest extent possible. The principles of good engagement that we apply and work with are that:

1. Engagement is genuine, fair and transparent
2. Engagement is collaborative, well informed, constructive and open minded
3. We listen to schools and their communities and remember education is about the children
4. Engagement is principle based, authentic and collaborative

While the Ministry may initiate change, schools and their communities will have opportunities to have significant say on the proposed school changes in their part of the network, and where possible, will be encouraged to co-design and take greater ownership of network change.

The below process outlines 6 important steps to the implementation or amendment process. Starting with internal processes to gather data of the network and prepare an options analysis, followed by engagement with the Board Chairs and Principles. Consultation is required by the Education Act 1989 that extends a genuine invitation to schools who might be impacted by a proposed change to have their views heard and considered as part of the decision making process before a final outcome is determined.

At the end of Phase 1 we will produce a reflective design guide on the process we have taken in Auckland, so that it can be replicated subsequently with lessons learned, modelling different behaviours and ways of working in the Auckland Ministry of Education team.

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**Options Analysis and Supporting Data Gathering**
- Prepare options analysis for bundles.
- Prepare updated dot maps considering surrounding school zones.
- Prepare market share and network table.
- Prepare demand analysis.

**Output**
1. Documents for informal meeting with each bundle.

**Engagement with Board Chair and Principals**
- Discussions with all schools in bundles, and other schools as required.

**Output**
1. Agreement on implementation and amendment approach for bundle.
2. Creation and agreement of a sub-committee for each bundle.
3. Agreement to a timeframe (record board meeting times).

**Map Development & Document Preparation**
- Directions letters issued to bundles to implement or amend.
- Complete proposed draft zone maps and written descriptions draft.

**Output**
1. Agreement to draft zone maps end of Oct - mid Nov.
2. Written descriptions drafted and final map made available for consultation.

**Consultation**
- Bundle to consult their community.
- MoE to provide consultation advice and collateral.

**Output**
1. Schools to send the MoE collated feedback, copies of consultation and responses, and any recommendations.

**Decision Period**
- Support school to consolidate feedback.
- MoE to consider all feedback.
- Decision paper prepared and presented to decision-maker.
- There will be a central QA on the sign-off of all enrolment schemes.

**Implementation**
- Written description, cover letter and final map issued to schools with notice as to when it will take effect.

**Output**
1. New zone published and in effect, with approval from MoE and School Boards end of June.
Annex Two: High level communications and stakeholder management plan

Auckland Enrolment Scheme Programme: Stakeholder Management and Communication Plan

This paper outlines the plan for Stakeholder Management and Communications over the period of the accelerated programme.

Key information about the programme:
- Effective network demand management and prioritisation of enrolment schemes and amendments to manage growth and demand in the short to medium term (2-4 years) is critical for the Auckland Schooling Network.
- The Auckland enrolment scheme programme plans to introduce new enrolment schemes or amendments at 135 state schools in Auckland in three phases over a three year period.

Focusing on key risks
- There are an array of risks and issues that could delay an enrolment scheme implementation and/or amendment process.
- These risks are enhanced when considering streamlining the timeframe. The risks highlighted below will be carefully managed to ensure effective and thorough programme management.

Potential risk areas
- Trust and confidence and Stakeholder relationships: Engagement with bundles, communities, key stakeholders and the Ministry to establish two-way trusted relationships is critical to the success of the programme.
- Partnering for outcomes: While the Ministry may initiate changes, schools and their communities will have opportunities to have significant say on the proposed school changes. Stakeholders must not feel rushed or under-informed, feeling disengaged with the process.

Assurance
- The Ministry follows best practice during the engagement process and has developed a standard for effective engagement to help develop, inform and measure engagement on network change.
- We are focused on supporting an approach to school network change that fosters collaboration between schools and their local communities to the greatest extent possible. Engagement is important because outcomes for school network changes are not predetermined and the voices of the community matter.

Key messages
- Enrolment schemes are one approach in which the Ministry is responding to the growth of Auckland
- Implementing or amending a scheme is a two-way process, we will work alongside Schools and Boards to develop options and solutions
- The proposed changes will benefit schools and the wider Auckland Network

Bundled approach
Where possible, we will engage with a group of schools to work collaboratively to develop enrolment schemes as a bundled approach. Benefits include:
- Schemes are developed in the local context and will help to protect and define pathways.
- Streamlines the engagement and consultation process, ensures schools’ voices are heard.
- Allows us to help more schools to implement this roll management tool consensually, and therefore more quickly.

Aims and Objectives of Stakeholder Management
The aim of the Stakeholder Management Plan is: To engage and obtain support from internal and external stakeholder for the programme, creating change in behaviours and facilitating new enrolment scheme practices.

To support this, the communication objectives are:
- Deliver appropriate messaging
- Communicate at the right time
- Use the most effective channels
- Respond and act on feedback to improve
Annex three: Implementing an enrolment scheme over 12 months

<table>
<thead>
<tr>
<th>12 months average lead in time</th>
<th>School ballot time</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>Aug</td>
</tr>
<tr>
<td>2-4 weeks</td>
<td>6-8 weeks</td>
</tr>
</tbody>
</table>

Options Analysis and Supporting Data Gathering
- The purpose of completing an options analysis is to determine the proposed home zone for the schools, taking into consideration the regional network, market share, student pathways, student distribution and expected growth in the area.
- This enables the Ministry to deliver of Section 11A principle “to make best use of existing network of State Schools”.

Engagement with Bundle Board Chairs and Principals
- Conducting informal and formal discussion with Board, network schools, community representatives and Ministry to agree on a home zone and written description for consultation.
- When drawing up a home zone, The Ministry and a Board cannot work in isolation.

Map Development & Document Preparation
- Once the home zone is agreed for consultation, the Ministry issues direction letters and completes proposed draft zone maps and written descriptions draft.
- The Ministry also provides all necessary guidance and collateral to schools so that they can conduct consultation to the standard required in the guidelines.

Consultation
- When developing an enrolment scheme a board must consult with personnel and organisations it considers may be affected.
- Boards should note that consultation means more than just informing others of their intentions. The legislation requires a board to “discover and consider” the views of those it consults.
- Boards will choose whatever method of consultation is appropriate.

Decision Period
- Before approving a home zone the Ministry will need to be satisfied that:
  - the zone meets requirements 1-6, set out on pages 2 and 3 of the Guidelines;
  - there has been adequate consultation, as required under Section 11H(3);
  - the enrolment scheme complies, as far as possible, with the purposes and principles set out in Section 11A.

Implementation
- Written description, cover letter and final map issued to schools with notice as to when it will take effect.

Ballot Process
- New zone published with approval from Ministry and School Board.

Scheme Takes Effect
- Unless circumstances demand an earlier or later date for the scheme to take effect, the Ministry aims that the scheme is implemented in time to effect the September–October ballots for 2020, for enrolments for 2021.

- An enrolment scheme for a primary school commences 3 months after the day of its adoption.
- An enrolment scheme for a secondary or composite school commences on 1 January in the year following.
- However, on application from the board concerned, the Secretary may authorise the early commencement of a scheme if the Secretary considers it appropriate.
Annex Four: Lag time for enrolment schemes to take effect

When a school implements an enrolment scheme, it takes a number of years to see a change in the composition of eligible and non-eligible students, depending on the type of the school.

Example
Tamaki Makaurau Primary School (Year 1-6) has 300 students. In the year 2020 their new enrolment scheme will take effect. They anticipate their roll to grow to 450 by 2025.

Currently, they have 150 students on their roll that would not be considered eligible under the new enrolment scheme as they do not live in the home zone. These students will continue to go to the school until they leave for intermediate.

From the year 2020, Tamaki Makaurau Primary School will fill their Year 1 student places with children that live in the home zone and over time the number of non-eligible students decreases. For Tamaki Makaurau Primary School it will take six years for all non-eligible students enrolled before the scheme took effect, to pass through the school.
Annex Five: Phase one maps and bundles

Phase 1 Schools – Map of North Auckland

- Wellsford School
- Kaipara Flats School
- Waitoki School
- Kaipara College
  Auckland Region
- Albany School
- Target Road School
- Marlborough School
- Scott Point Primary School (new school)
- Royal Road School
Phase 1 Schools – Map of South Auckland

Category Type
- Complete in bundle
- In progress
- Priority

South inset

- Onehunga High School
- Mangere College
- Southern Cross campus
- Aorere College
- Bairds Mainfreight Primary School
- Flat Bush School
- Puhinui School
- Wiri Central School
- Homai School
- Manurewa West school
- Manurewa East School
- Manurewa South School
- Rowandale School
- Leabank School
- Papakura Intermediate
- Rosehill Intermediate
- Hingata South (Park Estate new school relocation)
- Drury West Primary (new school)
- Paerata School
- Drury West Primary (new school)
- Paerata School
- Pukekohe West School
- Pukekohe East Primary
- Pukekohe North School
- Pukekohe Hill Primary
- Mauku School
- Drury West Primary (new school)
Phase 1 Schools – Map of West Auckland

- Birdwood School
- Rutherford School
- Waitakere College
- Henderson High School
- Sunnyvale School
- Pasadena Intermediate
- May Road School
- Marshall Laing School
- Hay Park School

Category Type:
- Complete in bundle
- In progress
- Priority