



**Notice of Requirement
&
Assessment of Environmental Effects Report
for the Minister of Education
for an Alteration of Designation under s181 of
the RMA**

Sir Keith Park School, 31 & 33S Robertson Road,
Māngere, Auckland

April 2022



Quality Control

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Reviewed by	Katie Smith, Te Tāhuhu o te Mātauranga Ministry of Education
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Limitations:

The report has been prepared for the Ministry of Education on behalf of the Minister of Education, according to their instructions, to support a Notice of Requirement to alter a designation under the Resource Management Act 1991. This report has been prepared on the basis of information provided by the Ministry of Education and technical reports provided by various specialist consultants. Incite has not independently verified the provided information and has relied upon it being accurate and sufficient for use by Incite in preparing the report. Incite accepts no responsibility for errors or omissions in the provided information.

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Overview

Requiring authority: The Minister of Education

Territorial authority: Auckland Council

Nature of Notice: To add the land legally described as Lot 1 DP 104430 and denoted on the attached land requirement plan to Designation 4992, Educational Purposes – Special School (Years 0-13), for the purpose of expanding the school as part of a redevelopment of the site.

Site address: 31 and 33S Robertson Road, Māngere, Auckland 2024

Legal description: Lot 1 DP 104430, Lot 1 DP 54762 and Part Lot 1 DP 19439

Landowner: Her Majesty the Queen (the Crown)

Auckland Unitary Plan - Operative in Part:

Zones:

- Residential – Mixed Housing Suburban Zone

Precincts:

- Nil

Overlays:

- Nil

Controls:

- Macroinvertebrate Community Index - Urban

Designations:

- ID 4992 Educational Purposes – Special School (years 0-13), Minister of Education
- ID 1102 Protection of aeronautical functions – obstacle limitation surfaces, Auckland International Airport Limited

Additional consents: No other consents are being sought as part of this notice.

1.0 Introduction

The following document supports a Notice of Requirement (Notice) by the Minister of Education (the Minister), under s181 of the Resource Management Act 1991 (RMA) to alter the boundaries of existing Designation 4992 in regard to Sir Keith Park School, 33S Robertson Road, Māngere. This document includes an Assessment of Environmental Effects (AEE).

The Crown has purchased the adjacent site at 31 Robertson Road to enable the school to expand onto the site as part of a masterplan development. Sir Keith Park School is to be redeveloped to accommodate the sustained roll growth due to a demand for specialist schooling at the site. As such, it is proposed to alter the designation boundaries of the school to include the newly acquired piece of land.

Section 171 of the RMA sets out the matters the territorial authority (Auckland Council) shall have regard to in considering this requirement for an alteration of designation and making its recommendation to the requiring authority. This report assesses the proposed designation conditions changes against the relevant parts of s171.

2.0 Sir Keith Park School

Sir Keith Park School is one of ten specialist day schools in Auckland. The school operates throughout the Māngere catchment, providing specialist programmes for students aged 5 to 21 years who have complex learning needs. These include intellectual impairment, communication and hearing disorders, visual and/or physical impairments and multiple complex disabilities.

Sir Keith Park School is comprised of a base school at 33 Robertson Road and has eight satellite unit classes in four local primary, intermediate and secondary schools. The base school is the hub of school life, with classrooms and specialist teaching facilities located on the site. The satellite unit classes operate in order for students to get the specialist teaching they require in a regular school environment.

Students with more complex learning needs attend the base site at 33 Robertson Road. The site caters for a wide schooling age range on the base site, with there being different student needs in relation to age, learning, maturity and behaviour. Students are generally separated according to age and other learning needs, with this requiring a high level of organisational management and planning.

As the school provides for children and young people with complex learning needs, different professional services are provided which differ from what is typical at a standard primary, intermediate or secondary school. These services operate from the base site and support students at the satellite units. These include:

- classroom teachers
- specialists: speech language therapists, psychologists, occupational therapists, and physiotherapists
- specialist teachers such as music therapists and art specialists
- teacher aides to support learning programmes and attend to the individual care needs of students.

Overall, Sir Keith Park School provides a specific level of critical community infrastructure to students who have a high level of need.

3.0 Site Description and Surrounding Area

The site is located at 33S Robertson Road, Māngere, Auckland and is owned by the Crown for educational purposes. The extent of the site is shown in Figure 1 below. The site is legally described as Lot 1 DP 54762 and Part Lot 1 DP 19439 and is approximately 1.0117ha in area. The site adjacent to the school which the Crown has acquired is at 31 Robertson Road and legally described as Lot 1 DP 104430, which is 2456m². This site previously had dwellings located on it, but these have since been demolished.

As of March 2022, the school roll is 166 students, with 78 students attending the base site. The school comprises of the following:

- Buildings; including classrooms, hall/gymnasium, specialist teaching areas (e.g. whare oranga (house for teaching activities of daily living), teaching kitchen, sensory studio), heated indoor pool, library, administration office space, staff workspace, caretaker's facilities, sick bay, etc;
- Outdoor play area;
- Vehicular, pedestrian and cycle access and egress, parking space for staff and visitors, on-site student drop-off/pick-up bays;
- Landscaping; and
- Infrastructure services including water, sewerage, stormwater, telecommunications and outdoor lighting.

An aerial photo showing the location and configuration of the existing school and additional land acquired is shown in Figure 1 below. The site and wider area are zoned Residential – Mixed Housing Suburban in the Auckland Unitary Plan. Land uses in the area generally comprise of suburban residential development, with immediately adjoining and opposite sites comprising of single level housing. The Samoan Assemblies of God Church is located on the corner of Robertson Road and Wakefield Road. Koru School, a primary school serving years 1-8, is located approximately 315m to the south further along Robertson Road.

Significant housing redevelopment is occurring in the wider area. Kāinga Ora is delivering a substantial urban regeneration project in the Māngere area which incorporates large scale housing

developments. Alongside Kāinga Ora additional public and private developments are also actively involved in Māngere.

The site has frontage to Robertson Road on its eastern frontage and Bingara Place on its southern frontage. Robertson Road hosts the main school vehicle access. Another vehicle access is located at the end of Bingara Place. The main access on Robertson Road allows for both left and right entry and exit movements onto the site. The Bingara Place access is gated and not used by taxi vans or as an entrance to the staff parking area.



Figure 1: Sir Keith Park School Site Location and Boundaries. The newly acquired site is shaded red (Source: Auckland Council GEOMAPS)

4.0 The Minister's Objectives

The Minister is a requiring authority under section 166 of the RMA. The Minister has financial responsibility for state owned and funded schools, so may give the Council a notice of requirement for a designation or alteration of designation for such works.

The Education and Training Act 2020 mandates the Minister of Education to designate schools. Those elected to the Board of Trustees are legally responsible for the management of their school, in the same manner as applies to all other State schools.

The alteration to the designation's boundaries is required as a direct response to the growth currently being experienced in the wider Māngere area. The base site and additional satellite unit classes are currently operating over capacity, with new enrolments being managed to a minimum. The purchase of 31 Robertson Road and the wider redevelopment of the site is a direct response to the school currently operating over capacity and the forecast future enrolment demand as a result of the sustained roll growth due to a demand for specialist schooling at the site. As such, the alteration to

the designation's boundaries is required to provide opportunities for students to undertake their studies as provided for under the Education and Training Act 2020.

5.0 Alteration to Designation 4992 in the Auckland Unitary Plan

The site is designated in the Auckland Unitary Plan for the purpose of *'Educational Purposes – Special School (Years 0-13)'*.

The alteration of designation sought in this application is to expand the boundaries of the current designation to include the newly acquired property at 31 Robertson Road, Māngere (Lot 1 DP 104430). A land requirement plan is included in Appendix A. This plan shows the existing school designation boundary shaded in yellow and the acquired property which the designation alteration is to include shaded in red.

The site at 31 Robertson Road has been purchased by the Crown in order to expand the school, has had the existing houses removed in preparation for redevelopment.

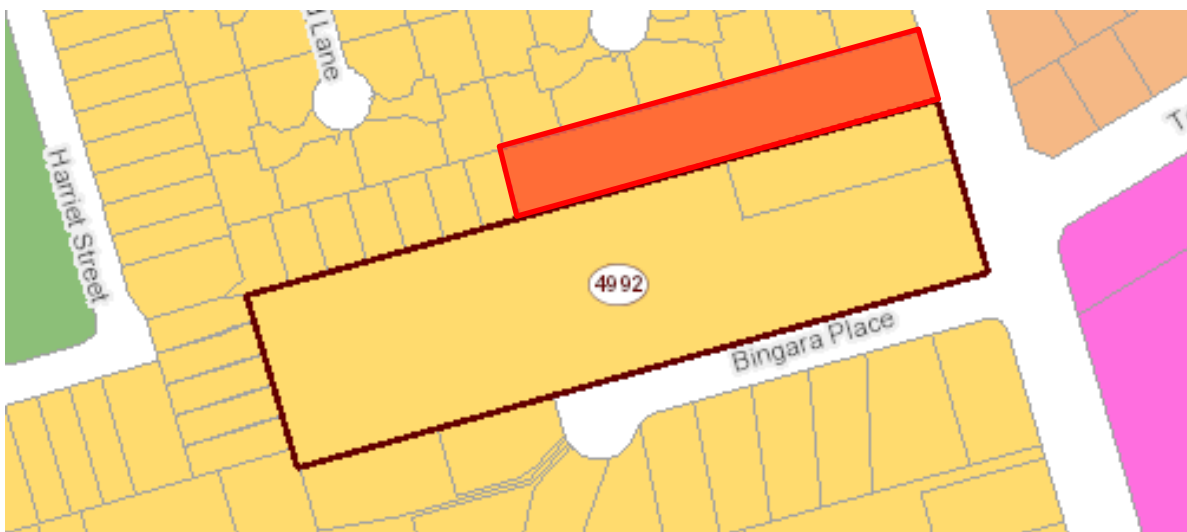


Figure 2: Existing Designation and Proposed New Designation Boundaries Illustrated in Red (Source: Auckland Council GEOMAPS)

No detailed design of the redeveloped school site has been undertaken at this stage, and as such plans for the development of the site are not included with this Notice. A masterplanning exercise has been undertaken to show that the proposed redevelopment of the school on the existing site and acquired piece of land can be accommodated. The feasibility plan attached to this Notice has been prepared purely for the purposes of confirming the feasibility of accommodating the redeveloped school on the site at the feasibility plan roll size. Abley Consultants have also assessed this feasibility plan in their Traffic Assessment, confirming that the feasibility plan is acceptable from a transport perspective, and represents a significant improvement for traffic movements associated with the site.

It is anticipated that the access and parking solution for the site, which will be confirmed through the outline plan process, will reflect this concept given the feasibility planning exercise undertaken and

site constraints. However, the Minister would not support any condition linking the designation to this plan as it is a feasibility assessment of the site only to confirm the redevelopment is fit for purpose and may not reflect the actual design.

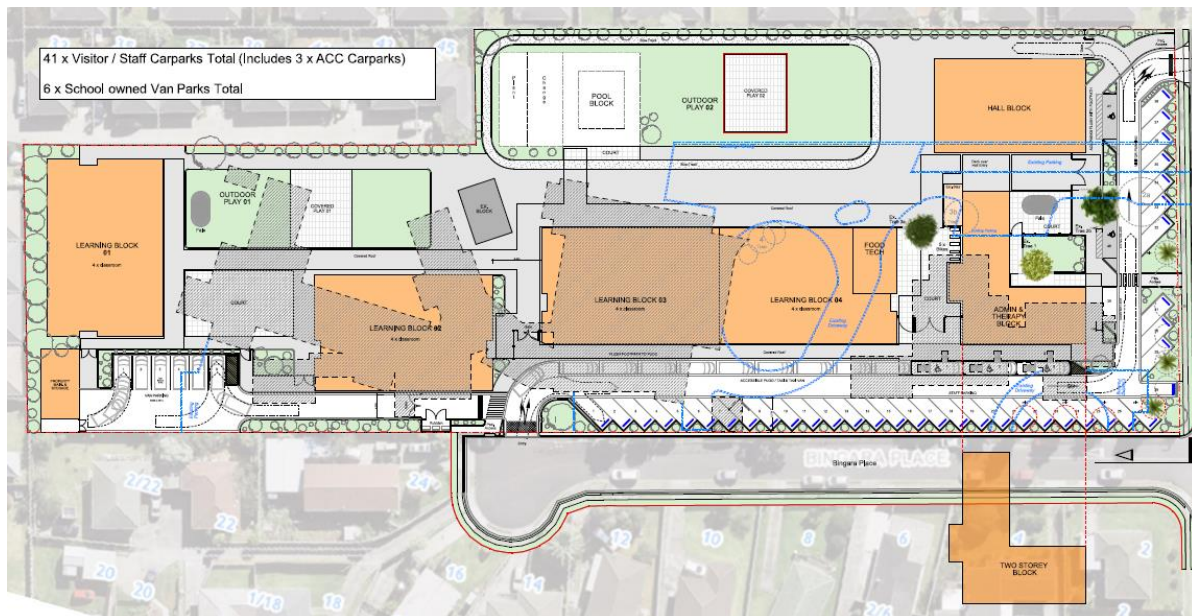


Figure 3: Proposed Site Plan (Source: Brewer Davidson 2022)

No change to the purpose is proposed.

The following changes to the conditions are proposed:

The standard conditions for all Minister of Education designations apply to this designation, except that where any standard condition conflicts with a site-specific condition below, the site-specific condition shall take precedence.

Outline Plan of Works requirements

- 1. The Requiring Authority shall, in accordance with the requirements of s176A of the Resource Management Act 1991, submit an Outline Plan of Works for the construction and development of the Sir Keith Park School which shall include the following information:**
 - a. Access to the school shall be redesigned and remarked to ensure a one way flow through the school site, with access onto the site from Bingara Place and egress onto Robertson Road.**
 - b. Sir Keith Park Special School concept plan and an assessment where required, including:**
 - i. General location of access points for vehicles, cyclists, scooters and pedestrians, on-site parking areas (including cars, cycle parks), and on-site pick-up and drop-off areas, and loading spaces to facilitate deliveries and rubbish removal.**

- ii. *Measures and treatments at all access points to manage conflict between pedestrians, cyclists, and vehicles.*
- iii. *General location of building platforms and open space (such as playgrounds and sports fields).*
- iv. *Details of the design of pedestrian paths, access arrangements and parking and loading facilities, including referencing where these designs differ from Auckland Transport's Transport Design Manual (TDM) (or updated equivalent).*
- v. *A summary of any staging of development of the school and the information covered by i) to iv) above for each stage of development. This shall be updated at the time of each outline plan of works applying to the school.*
- vi. *An assessment of on-site pick-up and drop-off and access for private vehicles and how it relates to any Van PUDDO.*
- vii. *Details of the school vans movements, and if they to be used during pick-up and drop-off times, confirmation that the vehicle can manoeuvre through gated van parking area during these time periods.*

2. Future changes to Sir Keith Park School

a. Any changes to road access design or arrangement onto Robertson Road as a result of Sir Keith Park, shall require a Transport Assessment (TA) undertaken by a suitably qualified traffic engineer/transportation planner addressing the matters required under the Auckland Unitary Plan (Operative in Part) for access to an arterial road as well as any proposed measures to avoid, minimise or mitigate any adverse effects on the operation or safety of the road.

b. Any outline plan that seeks to increase the number of teaching spaces for Sir Keith Park School or otherwise results in increases in transport demands from those outlined in the Transport Assessment prepared by Abley dated 8th March 2022 the Requiring Authority shall require a Transport Assessment (TA) undertaken by a suitably qualified traffic engineer/transportation planner. This shall address effects from these changes on the transport network as well as any proposed measures to avoid, minimise or mitigate any adverse effects on the operation or safety of traffic (all modes) to the school.

c. A draft copy of any TA shall be provided to Auckland Transport for the purposes of consultation and engagement. The submitted version shall include a summary of the Consultation and Engagement with Auckland Transport recording agreements or respective positions reached on transport matters.

6.0 Statutory Assessment

The following section provides a statutory assessment of the proposal in accordance with the RMA. The statutory documents assessed include:

- RMA;
- National Policy Statement on Urban Development 2020; and
- Auckland Unitary Plan (operative in part).

6.1 Resource Management Act 1991

The RMA provides for the use and development of New Zealand's natural and physical resources through:

- Part 2, which establishes the purpose and principles applying to resource consents and designations;
- Section 181, which enables a requiring authority to lodge a notice of requirement with the relevant territorial authority to alter a designation; and
- Section 171, which subject to Part 2, prescribes the matters to which particular regard must be had in considering the effects on the environment of allowing the requirement.

The following sections of the RMA are most relevant to this notice.

Section 5 – Purpose

The purpose of the RMA is to promote the sustainable management of natural and physical resources. Sustainable management is defined in section 5(2) as:

... managing the use, development, and protection of natural and physical resources in a way, or at a rate, which enables people and communities to provide for their social, economic, and cultural wellbeing and for their health and safety while:

- (a) Sustaining the potential of natural and physical resources (excluding minerals) to meet the reasonably foreseeable needs of future generations; and*
- (b) Safeguarding the life-supporting capacity of air, water, soil, and ecosystems; and*
- (c) Avoiding, remedying, or mitigating any adverse effects of activities on the environment.*

The proposed alteration to the existing designation's boundaries is consistent with the principles of Part 2 of the RMA as they enable the community to provide for their social, cultural and economic well-being by providing necessary community infrastructure to service the existing and projected demand on the roll at Sir Keith Park School. The existing site is currently constrained by space, with new enrolments being managed to a minimum. This limits the ability for the Minister to provide the necessary space for students with high learning needs in the Auckland region. The purchase of the adjacent property at 31 Robertson Road allows for the school to redevelop and expand, which in turn provides for wider social, cultural and economic opportunities for both students and staff. Given Sir Keith Park School is only one of ten specialist schools operating within Auckland, the opportunity to expand the base site onto 31 Robertson Road allows the Minister to provide a redeveloped learning

environment which is tailored to the individual needs of its students, which differ to that of students who attend a standard primary, intermediate or secondary school within New Zealand.

The actual and potential effects of the proposal, including effects on the roading network are evaluated later in in this report and the supporting Transportation Assessment in Appendix E, and will be able to be avoided, remedied or mitigated.

Section 6 – Matters of National Importance

Section 6 requires the certain matters of national importance to be recognised and provided for. There are no matters of importance relevant to this alteration of designation proposal.

Section 7 – Other Matters

This section lists certain matters to which particular regard is to be had in making resource management decisions. The relevant matters are as follows:

- (b) The efficient use and development of natural and physical resources;*
- (c) The maintenance and enhancement of amenity values;*
- (f) Maintenance and enhancement of the quality of the environment;*

The expansion of the existing designation's boundaries to include 31 Robertson Road and changes to the parking, pick-up and drop-off area of the site allows for more efficient use of the existing school and enables current and future demand projections in the area to be met. The inclusion of site-specific conditions in regard to the design of the carpark, on-site pick-up and drop-off and pedestrian connections also reflect the unique traffic dynamics for the school given the unique nature of the pick-up and drop-off requirements. A condition is also included for the provision of a Transport Assessment for future development work that expands teaching spaces or altered access arrangements to Robertson Road. As set out in the Transport Assessment in Appendix E, the feasibility plan prepared as part of the feasibility planning exercise is considered acceptable from a transport perspective and represents a significant improvement to the current transport network. The proposal creates a more efficient transport system, providing a one-way flow system through the parking and drop-off areas. Two vehicle accesses to the school are demonstrated on the feasibility plan, one being an ingress and the other an egress. Separating these from each other creates a better transport system with fewer conflicts.

In regard to amenity values and the quality of the environment, the existing standard condition addressing height in relation to boundary from adjacent residential zoned sites will protect those sites from unreasonable dominance and shading, namely for residential sites adjacent to the northern boundary of 31 Robertson Road. Landscape buffers along the northern and western boundaries will ensure buildings are appropriately set back from this boundary, with landscaping also providing some screening.

As shown on the feasibility plan, it is intended to have additional open space areas in the form of play fields and adventure play areas which will provide generous open space. The location of these open

space areas is adjacent to residential sites as well, also providing another buffer to the adjacent residential land uses.

The feasibility plan has sought to ensure that the pick-up/drop-off and parking area is located along the Bingara Road/Robertson Road boundaries, with buildings generally towards the middle of the site and open space areas adjacent to residential properties. These factors will be taken into account in final design as part of the outline plan process.

Section 8 – Treaty of Waitangi

This section requires those exercising powers or functions under the RMA to take into account the principles of the Treaty of Waitangi. No Treaty issues have been identified that are relevant to the changes in condition proposed.

Section 181 – Notice of Requirement for Alteration of Designation

The Minister of Education is a Minister of the Crown. This notice has been lodged with the relevant territorial authority under section 181(1) of the RMA.

Section 171 – Recommendation by the Territorial Authority

Under section 171, the territorial authority may recommend to the requiring authority one of the following:

- confirm the requirement
- modify the requirement
- impose conditions
- withdraw the requirement

This recommendation is based on matters the territorial authority is required to have particular regard to when considering a notice of requirement. The matters to be considered are set out in section 171(1) of the RMA and are as follows:

- (1) *When considering a requirement and any submissions received, the territorial authority must, subject to Part 2, consider the effects on the environment of allowing the requirement, having particular regard to—*
 - (a) *Any relevant provisions of—*
 - (i) *a national policy statement,*
 - (ii) *a New Zealand coastal policy statement,*
 - (iii) *a regional policy statement, or proposed regional policy statement; and*
 - (iv) *a plan or a proposed plan; and*
 - (b) *Whether adequate consideration has been given to alternative sites, routes, or methods of undertaking work if—*
 - (i) *the requiring authority does not have an interest in the land sufficient for undertaking the work; or*
 - (ii) *it is likely that the work will have significant adverse effect on the environment; and*

- (c) Whether the work and designation are reasonably necessary for achieving the objectives of the requiring authority for which the designation is sought; and*
- (d) Any other matter the territorial authority considers reasonably necessary in order to make a recommendation on the requirement.*

The proposal to alter the designation property boundaries that apply to this site has taken into account the relevant statutory planning documents as listed above.

The requiring authority has an interest in the land which has been acquired for educational purposes, and the work (change in designation boundaries and conditions) is not likely to have significant adverse environmental effects. Accordingly, it is not necessary to assess alternative sites, routes or methods.

The proposed changes to the designation boundaries and conditions are considered reasonably necessary for the provision of educational services by the Minister. The Minister's objectives are outlined earlier within this report.

No relevant "other matters" in regard to s171(1)(d) have been identified.

Section 176A – Outline Plan

An outline plan of works is required for each stage of future development once the designation changes are confirmed¹, so that the territorial authority is able to understand in detail the nature of proposed physical works, and if necessary, request any changes prior to development. At this stage no detailed design work for site such as building layouts, parking and pick-up and drop-off (PUDO) arrangements or landscaping have been undertaken. However, the feasibility exercise for the site had included input from a traffic engineer to ensure it is workable and fit for purpose. Future development and outlined plans for works will be guided by the high-level feasibility study as included in Appendix C.

6.2 National Policy Statement on Urban Development 2020

The proposal is consistent with the National Policy Statement on Urban Development 2020 (NPS-UD). The changes to the existing designation's boundaries will allow the site to expand and provide critical social infrastructure capacity to support urban development to occur in accordance with the AUP, which supports the outcomes envisaged by NPS-UD.

Whilst it is appropriate to provide for some level of car parking on the school site to support a well-functioning urban environment, the level of car parking proposed is assessed as being appropriate in this instance, particularly given that the school features a high level of staff due to the needs of the students on the site. This is supported by the Transport Assessment in Appendix E, which also confirms that the feasibility plan in regard to the number of carparks being provided complies with the car parking condition on the existing designation.

¹ Other than as provided for in standard school designation condition 6 which sets out certain minor works that can be undertaken without an outline plan

6.3 Auckland Unitary Plan – Operative in Part (AUP)

The AUP fulfils a number of statutory planning functions including a regional policy statement, regional coastal plan, regional plan and district plan to guide development in the Auckland region.

The following provisions of the Regional Policy Statement are of particular relevance to the proposal.

B2 Issues of regional significance – Tāhuhu whakaruruhau ā-taone » 2.1 Urban growth and form

Auckland's growing population increases demand for housing, employment, business, infrastructure, social facilities and services. Growth needs to be provided for in a way that does all of the following:

- *enhances quality of life for individuals and communities.*
- *supports integrated planning of land use, infrastructure and development.*
- *optimises the efficient use of the existing urban area.*
- *encourages the efficient use of existing social facilities and provides for new social facilities.*
- *maintains and enhances the quality of our environment, both natural and built.*
- *enables Mana Whenua to participate and their culture and values to be recognised and provided for.*

B.2.8.1 Social Facilities Objectives

- 1) *Social facilities that meet the needs of people and communities, including enabling them to provide for their social, economic and cultural well-being and their health and safety.*
- 2) *Social facilities located where they are accessible by an appropriate range of transport modes.*
- 3) *Reverse sensitivity effects between social facilities and neighbouring land uses are avoided, remedied or mitigated.*

B.2.8.2 Social Facilities Policies

- 1) *Enable social facilities that are accessible to people of all ages and abilities to establish in appropriate locations as follows:*
 - a) *Small-scale social facilities are located within or close to their local communities*
- 2) *Enable the provision of social facilities to meet the diverse demographic and cultural needs of people and communities.*
- 3) *Enable intensive use and development of existing and new social facility sites.*
- 5) *Enable the efficient and flexible use of social facilities by providing on the same site for:*
 - a) *Activities accessory to the primary function of the site; and*
 - b) *In appropriate locations, co-location of complementary residential and commercial activities.*

6) *Manage the transport effects of high trip-generating social facilities in an integrated manner.*

The explanation to the social facilities objectives and policies states that *Social Facilities* include facilities that provide for education. The proposal will enable further growth of an essential education facility to accommodate the existing pressure on the school roll, and for the provision of special education to support the growing population of Auckland. The proposal specifically promotes Policy B2.8.2 (3) as it enables more intensive use of an existing social facility. Accommodating students in their local area will help manage travel demand by avoiding a need to travel to other specialist schools within the Auckland Region. The proposal also promotes Policy B2.8.2(6) as the proposed PUDO and parking area allows for a more efficient transport system, with parking also available on site for staff and visitors. The facility therefore promotes the social well-being of the community.

The site is located in the Residential – Mixed Housing Suburban Zone. Suburban residential areas are typical locations for schools throughout New Zealand. The Mixed Housing Suburban Zone includes a suite of objectives and policies to enable intensification including multi-unit development whilst maintaining a suburban built character.

The zone policy framework seeks to enable a mix of housing choice compatible with the planned intensity of development for these zones along with consideration of on-site amenity for residents, provision of safe and attractive streets and public open spaces and restrictions on impervious areas to manage stormwater runoff. Whilst the zone is primarily designed to accommodate housing of differing densities, it includes an objective and policy that seeks to provide for non-residential activities that support social, economic and cultural well-being of the communities in which they are located. It is also sought to keep with the scale and intensity of development anticipated in the zone and avoiding, remedying or mitigating adverse effects on residential amenity².

In this instance, providing for further intensity of the school, and in particular for the provision of special education, is required to serve growth enabled by the Auckland Unitary Plan on a large site that enables any adverse effects to be mitigated on the amenity of surrounding residential areas. Modern school buildings include high-quality architectural designs to address their interaction with the surrounding environment and public realm, consideration of crime prevention through environmental design (CPTED) principles and environmental sustainability including water and energy conservation. Due to the nature of the school, Sir Keith Park School focuses on the promotion of safe and easy access to transport with a particular emphasis on the use of vans, taxis and private transport via parents. This is embodied in the Ministry of Education's national design guidelines that are mandatory of school design projects³.

Accordingly, the proposal is assessed as being consistent with the relevant residential zone objectives and policies of the AUP.

² See AUP H4.2(4), H4.3(9)

³ Designing Schools in New Zealand, Requirements and Guidelines – Ministry of Education, October 2015.

The Objectives and Policy for Transportation are set out in Chapter E27. Key outcomes promoted include⁴:

- Managing adverse effects on the transport system;
- Parking and loading supports a compact urban form;
- Travel planning is promoted to manage adverse effects on the transport system;
- The number, location and type of parking spaces supports:
 - The safe, efficient and effective operation of the transport network;
 - The use of more sustainable transport options;
 - The functional and operational requirements of activities;
 - The efficient use of land;
 - The recognition that different activities having different trip characteristics; and
 - The efficient use of on-street car parking.
- Provision of a minimum level of on-site car parking in recognition of the more limited alternatives to private vehicle travel for zones such as Residential - Mixed Housing Suburban Zone)

In this instance, the expansion of the existing designation's boundaries gives the school an opportunity to expand on the adjacent site and provide a more efficient PUDO and parking area and improved access and circulation arrangements than what currently exists. The inclusion of site-specific conditions in regard to the design of the carpark, on-site pick-up and drop-off and pedestrian connections also reflect the unique traffic dynamics for the school given the unique nature of the pick-up and drop-off requirements. A condition is also included for the provision of a Transport Assessment for future development work that expands teaching spaces or altered access arrangements to Robertson Road. These changes to the conditions of the designation are considered to be consistent with the Transport objectives and policies of Chapter E27.

7.0 Assessment of Environmental Effects

7.1 Overview of Approach

A Transport Assessment prepared by Abley Limited and the feasibility plan for future growth prepared by Brewer Davidson Architecture and Urban Design have been provided to support information for assessing the effects of the change in designation boundaries.

As the school already exists, the assessment of effects focuses on changes enabled by the change in designation boundaries. As such this largely focuses on the school's ability to accommodate more built form on the additional acquired land and the change in traffic and transport effects associated with enabling a higher student roll.

⁴ See AUP E27.2(1), (3), (4) and E27.3 (1), (3) and (8)

The feasibility plan prepared by Brewer Davidson confirms the feasibility of accommodating the necessary project components on the site (see Appendix C). This is not intended to be a design and accordingly should not be referred to in any designation conditions. It is intended that the detailed design including its detailed traffic solutions, urban design and infrastructure solutions are dealt with at the future outline plan of works stage.

7.2 Visual and Amenity Effects

The site is subject to standard conditions that apply to most designated school sites in Auckland relating to height in relation to boundary controls form adjacent residential zoned sites and noise restrictions. The school roll of 120 students is to be accommodated across up to 18 classrooms, with the number of teaching spaces increasing from seven to 16 spaces. There will be the potential for future expansion to teaching spaces in the future. Changes to the site includes the removal of the older building stock on the site and replacement with new stock. Across the site, all buildings except for the admin and therapy block are to be one level, given the physical limitations of some students. The admin and therapy block are anticipated to be up to two levels. A new hall block, admin/therapy and pool block are also to be built.

Accordingly, the height of any replacement and future classroom blocks is expected to remain consistent with the expected height of built form in the underlying zone (8-9m). The hall block can be well set back from residential boundaries to mitigate its larger built form. The feasibility plan indicated Learning Block 1 can be also suitably set back from nearby residential boundaries. Further, the existing height in relation to boundary designation condition will ensure the interface of the site adjoining residential sites is appropriately managed. The northern and eastern boundaries to the site where it adjoins residential properties will be well-screened with dense vegetation. The additional introduction of vegetation along these boundaries will create a privacy screen along the residential boundary so views from these properties towards the school will be minimised.

Any future outline plans to add buildings to the site can consider where any further landscaping is appropriate in the circumstances.

As shown in the feasibility plan, the visual relief from built form that is provided by outdoor play areas will be retained and expanded upon onto the newly acquired site nearby the northern residential boundary.

As mentioned previously, the hall block has an appropriate setback inclusive of vegetation and a wide maintenance access, which in turn provides both an acceptable setback from this residential boundary alongside the vegetation being planted along this boundary.

Aural amenity will be protected by the standard school noise condition which will continue to apply.

7.3 Transport and Traffic Effects

A Transport Assessment prepared by Abley Limited is attached as Appendix E. The transport assessment concludes that the acquired land to be added to the existing designation for educational purposes, and the subsequent effects of the redevelopment on the local roading network can be accommodated. The transport assessment concludes that the proposed feasibility plan from a traffic perspective represents a significant improvement from the current existing transport system. It also concludes that the feasibility plan and proposed transport system can satisfy the outcomes sought by the regional and local transport strategies and plans. Key findings from the transport assessment are summarised below:

- The proposed transport system creates a more efficient transport system, with the feasibility plan indicating that the site can accommodate a one-way flow system through the parking and drop-off areas. It creates two vehicle accesses onto the school, one being an ingress on Bingara Place, and the other an egress onto Robertson Road. Separating the ingress and egress from each other creates a better transport system with fewer conflicts. It provides a more efficient drop-off area for the taxi vans, reducing the impact on the wider parking area.
- The feasibility plan demonstrates that 41 parking spaces can be accommodated on the site, including three accessible spaces to cater for staff and visitors. Additionally, there are 12 parking spaces in the accessibility pick-up/drop-off area for tvans and parents to collect or drop-off their children.
- The number of parking spaces is considered to be acceptable based on the number of additional parking spaces available on Bingara Place, the assumption that not all people will drive and park their car at the school, and the upgraded transportation facilities. More parking has been provided for the school to help with the new demand created by the redevelopment. Parking spaces have been assessed and there are no issues that prevent a safe and appropriate car park design at the site.
- The site is also able to accommodate a dedicated parking area for school-owned vans, allowing them to be easily accessed and not take up parking for staff and visitors.
- There are improved pedestrian facilities as indicated on the feasibility plan, with a direct pedestrian gate, three pedestrian crossings and wide footpaths. The feasibility plan demonstrates that five cycle parks can be accommodated. Further details of car and cycle parking, access arrangements and pedestrian crossings will be considered further during the Outline Plan of Works stage.

The transport assessment concludes that there are no traffic issues that would preclude Auckland Council from recommending confirmation of the Notice to alter the existing designation boundaries and include the acquired land adjacent to the existing site.

It is acknowledged that any expansion of a school will inevitably have some effects on the transport system in the vicinity of the school, particularly at peak times. However, given the existing transport system on the site, the feasibility plan demonstrates a significant improvement to the site. The transport assessment indicates that it is anticipated that most parking spaces would be occupied during the school day due to the increase in the number of staff on the site. Bingara Place would act

as an overflow parking area if the school parking were at capacity, which is how the current transport system operates. If the school has a particularly busy day with the carpark and Bingara Place reaches near capacity, it is important to note that flow to schools is tidal, so the only likely conflict with any traffic would be with refuse trucks. Any refuse trucks would still be able to navigate Bingara Place as there is enough room for trucks even with cars parked on either side of Bingara Place.

Overall, the transport assessment concludes that the feasibility plan prepared as part of the masterplanning process is considered acceptable from a transport perspective, with the site being able to accommodate what is proposed.

8.0 Additional Consents Required

In general, no further land-use resource consents will be required from the Auckland Council in terms of its District Council consent functions once the site is designated. Any potential regional resource consents such as for bulk earthworks cannot be determined until detailed design for any further development of site has been undertaken. Accordingly, no resource consent from Auckland Council under the AUP can be applied for at this stage and will be applied for as necessary in the future when a sufficient level of detail for resource consents is available. This would occur concurrently with any outline plan submitted to the council under the designation.

9.0 Alternative Locations and Methods

As the alteration to designation refers to the expanding the existing designation boundaries to include the newly acquired piece of land, no alternative locations have been considered.

The main alternative is retaining the status quo. Retaining the existing designation boundary around the existing school and not utilising the adjacent property that the Minister has purchased would inappropriately restrict the student capacity of the school. Sir Keith Park School is a specialist school catering for students with a wide variety of learning needs. Given the variety and complexity of learning needs across the students attending the school, it would be seen as onerous and inappropriate to require them to attend and travel to another specialist school within the Auckland area.

Use of designation as a tool for providing for educational facilities for which the Minister has financial responsibility is the mechanism used widely by the Minister as part of a national strategy for establishing, maintaining and operating school sites. This is considered to be a more appropriate mechanism to provide for ongoing operational certainty for the school that seeking incremental resource consents to authorise further works on the site.

10.0 Notification

As per Section 149ZCB(2)(b) of the RMA, the Minister requests this alteration of designation notice is publicly notified.

11.0 Consultation

Local Community

A project information mail-out was sent to the rate payer addresses of adjacent properties including those along both sides of Bingara Road, properties on the opposite side Robertson Road and some properties located at the entrance of Te Motu Way (see mail-out listed in Appendix F). No feedback was received as a result of the project information mail-out.

Auckland Council

A pre-application meeting was held on the 17th August 2022 with Auckland Council Plans and Places along with representatives of Auckland Transport.

Auckland Transport

Auckland Transport was involved in the pre-application meeting and provided initial feedback on the proposed masterplan and the scope of the transport assessment.

A copy of the draft transport assessment was provided to Auckland Transport for comment. A summary of how feedback from Auckland Transport was addressed is included in Appendix A to the transport assessment. Auckland Transport have confirmed that they are supportive of the changes to the new one-way access system which are proposed and understand the bespoke transport requirements due to the nature of the school. Auckland Transport have requested the inclusion of site-specific conditions which include an expanded Outline Plan of Works Requirement condition and a condition around any future requirements to the school. These conditions have been included within the alteration.

12.0 Conclusion

The requiring authority has assessed the relevant matters as set out in s171(1) of the RMA and concludes that is appropriate for the alteration of designation conditions to be confirmed. The alteration of the existing designation's boundaries will enable the delivery of essential community infrastructure in the form of a specialist school to accommodate the sustained pressure on the existing roll and support the overall population growth in the area due to various housing developments.

As mentioned earlier in this report, the Minister requests that this alteration of designation requirement be publicly notified.

Appendix A

Designation Plan

**DISCLAIMER:**

This map/plan is illustrative only and all information should be independently verified on site before taking any action. Copyright Auckland Council. Land Parcel Boundary information from LINZ (Crown Copyright Reserved). Whilst due care has been taken, Auckland Council gives no warranty as to the accuracy and plan completeness of any information on this map/plan and accepts no liability for any error, omission or use of the information. Height datum: Auckland 1946.

Sir Keith Park School Alteration of Designation

0 6.5 13 19.5
Meters

Scale @ A4
= 1:1,000

Date Printed:
22/04/2021

Appendix B

Certificate of Titles

Resignation of Member of the Special Town and Country Planning Appeal Board

His Excellency the Governor-General has accepted the resignation of

Alistair Murray Linton, C.B.E.

of Rotorua, of his appointment as a member of the Special Town and Country Planning Appeal Board.

Dated at Wellington this 28th day of September 1973.

A. M. FINLAY, Minister of Justice.

(J. 10/13/45 (5))

Portions of Public Reserves Set Apart for the Onehunga-Manurewa (Via Mangere) Motorway in the Borough of Onehunga

PURSUANT to section 25 of the Public Works Act 1928, the Minister of Works hereby declares the land described in the Schedule hereto to be set apart for the Onehunga-Manurewa (via Mangere) Motorway from and after the 29th day of October 1973.

SCHEDULE

NORTH AUCKLAND LAND DISTRICT

ALL those pieces of land situated in the Borough of Onehunga, North Auckland R.D., described as follows:

A. R. P.		Being
0 0 6.15	{	Lot 4, D.P. 24966, and Lot 7, D.P. 24966;
0 0 23		parts certificate of title, Volume 109, folio 175, North Auckland Land Registry.

Dated at Wellington this 5th day of October 1973.

F. M. COLMAN, for Minister of Works.

(P.W. 71/2/9/0; Ak. D.O. 71/2/9/0)

Public Reserve Set Apart for Police Purposes (Residences) in the City of Invercargill

PURSUANT to section 25 of the Public Works Act 1928, the Minister of Works hereby declares the land described in the Schedule hereto to be set apart for police purposes (residences) from and after the 29th day of October 1973.

SCHEDULE

SOUTHLAND LAND DISTRICT

ALL that piece of land containing 1 rood, being subdivision 2 of sections 21 and 22, Block XLI, Town of Invercargill, as shown on a plan lodged in the office of the Chief Surveyor at Invercargill as No. S.O. 5736.

Dated at Wellington this 5th day of October 1973.

F. M. COLMAN, for Minister of Works.

(P.W. 25/443; Dn. D.O. 25/57/0)

Land Held for State Housing Purposes Set Apart for a Special School in the City of Manukau

PURSUANT to section 25 of the Public Works Act 1928, the Minister of Works hereby declares the land described in the Schedule hereto to be set apart for a special school from and after the 29th day of October 1973.

SCHEDULE

NORTH AUCKLAND LAND DISTRICT

ALL that piece of land containing 2 acres and 2 roods situated in the City of Manukau, North Auckland R.D., and being Lot 1, D.P. 54762 and part Lot 1, D.P. 19439. All certificate of title, Volume 631, folio 107, North Auckland Land Registry.

Dated at Wellington this 5th day of October 1973.

F. M. COLMAN, for Minister of Works.

(P.W. 31/3199; Ak. D.O. 23/513/0)

Notice of Intention to Take Land in Block II, Turanganui Survey District, City of Gisborne, for State Housing Purposes

NOTICE is hereby given that it is proposed, under the provisions of the Public Works Act 1928, to execute a certain public work, namely, the development of land for State housing purposes as defined in the Housing Act 1955, and for the purposes of that public work the land described in the Schedule hereto is required to be taken; and notice is hereby further given that the plan of the land so required to be taken is deposited in the post office at Mangapapa and is there open for inspection, that all persons affected by execution of the said public work or by the taking of the said land should, if they have any objections to the execution of the said public work or to the taking of the said land, not being objections to the amount or payment of compensation, set forth the same in writing and send the written objection, within 40 days of the first publication of this notice, to the Minister of Works at Wellington and that, if any objection is made in accordance with this notice, a public hearing of the objection will be held unless the objector otherwise requires and each objector will be advised of the time and place of the hearing.

SCHEDULE

GISBORNE LAND DISTRICT

ALL those pieces of land situated in Block II, Turanganui Survey District, City of Gisborne described as follows:

A. R. P.		Being
1 2 32	{	Lot 2, D.P. 3332. All certificate of title No. 2C/27, Gisborne Land Registry.
7 0 12		Lots 28 and 29, D.P. 2895. All certificate of title No. 2A/926, Gisborne Land Registry.
3 1 4	{	Lot 31, D.P. 2895, being part Whataupoko 3 Block. All certificate of title No. 112/169, Gisborne Land Registry.
5 2 10		Lots 32 and 33, D.P. 2895, being part Whataupoko 3 Block. Part certificate of title No. 102/156, Gisborne Land Registry.
12 3 38.4	{	Lot 14, D.P. 2895, being part Whataupoko 3 or 5 Blocks. All certificate of title No. 111/189, Gisborne Land Registry.
15 1 15.7		Lot 13, D.P. 2895. All certificate of title No. 2A/1006, Gisborne Land Registry.
13 3 13	{	Lot 12, D.P. 2895. All certificate of title No. 1D/1204, Gisborne Land Registry.
9 2 30		Lot 1, D.P. 4570, being part Whataupoko 3 and 5 Blocks. All certificate of title No. 114/281, Gisborne Land Registry.
5 1 20	{	Lot 2, D.P. 4570, being part Whataupoko 3 and 5 Blocks. All certificate of title No. 114/282, Gisborne Land Registry.
0 1 6		Part Lot 1, D.P. 3249. All certificate of title No. 2C/432, Gisborne Land Registry.
10 1 25	{	Lot 10, D.P. 2895. All certificate of title No. 2C/1444, Gisborne Land Registry.
8 0 31.5		Lot 9, D.P. 2895. All certificate of title No. 2C/645, Gisborne Land Registry.
7 3 9.8	{	Lot 8, D.P. 2895. All certificate of title No. 2A/639, Gisborne Land Registry.

Area
m²

Being

9553	{	Lot 2, D.P. 5742. All certificate of title No. 3D/625, Gisborne Land Registry.
4610		Lot 1, D.P. 5742. All certificate of title No. 3D/624, Gisborne Land Registry.

As the same are more particularly delineated on the plan marked M.O.W. 27436 deposited in the office of the Minister of Works at Wellington, and thereon edged red.

The land is situated on both sides of a portion of Nelson Road and is bounded in part on its southern boundary by the Taruheru River, on the west by the city boundary, and is part bounded by Lytton High School in the east.

Dated at Wellington this 19th day of October 1973.

F. M. COLMAN, for Minister of Works.

(H.C. 2/52; Na. D.O. 32/62/3)

Notice of Intention to Take Land in Block XVI, Pakaumanu Survey District, Waitomo County for Road (State Highway 30 Approximately 5 Miles North-east of Benneydale)

NOTICE is hereby given that it is proposed, under the provisions of the Public Works Act 1928, to take for road the land described in the Schedule hereto: and notice is hereby further

Appendix C

Feasibility Plan

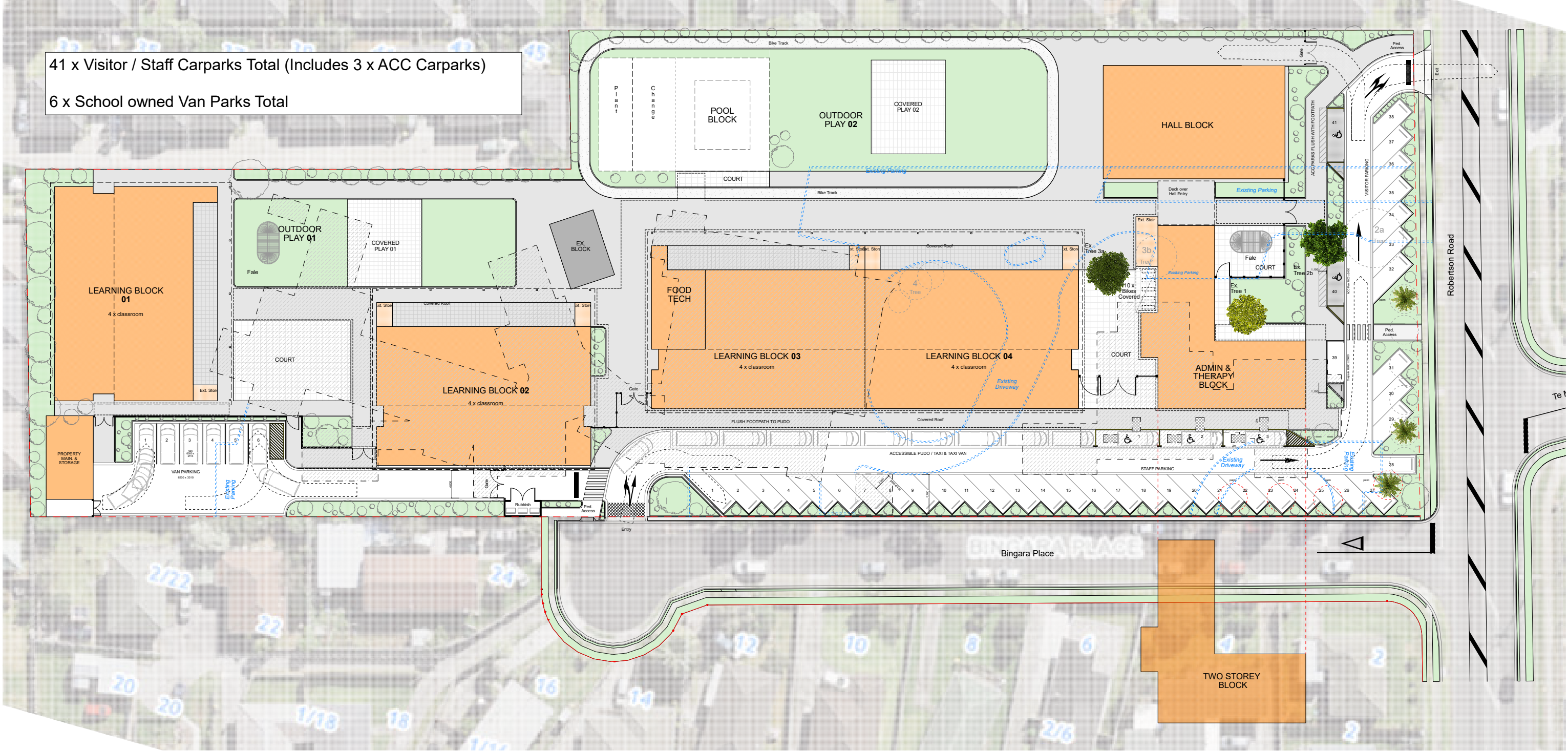


PHOTO "A"



PHOTO "B"




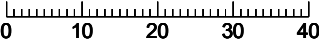


PHOTO "C"



PHOTO "D"

Rev. A 2022/02/09	- Updated to align with comments from School
Rev. B 2022/03/04	- Cycle parking updated to show covered area to accomodate 10No. bikes

ARCHITECT	CLIENT	PROJECT	DRAWING TITLE	N	DRAWING INFO	JOB No.	DRAWING No.	REV.
BREWER DAVIDSON architecture / urban design Brewer Davidson Architects Ltd	 MINISTRY OF EDUCATION Te Tāhuhu o te Mātauranga	Sir Keith Park Special School 	Proposed Site Plan		Date 4/03/2022	1919	16	B
					Original Scale (A3) 1:560			
								

Appendix D

Standard Designation Conditions for Schools in AUP

Standard Conditions for All Education Designations

Explanatory Notes

1. Each of these designations enables the establishment of a school that is able but is not required to cater for all the school years listed in the designation description.
2. "Educational Purposes" for the purposes of these designations shall, in the absence of specific conditions to the contrary:
 - (i) Enable the use of the facilities on the designated site by and for the educational benefit of any school age students (ie: years 0 to 13) regardless of whether they are enrolled at any institution located on that designated site.
 - (ii) Enable the provision of supervised care and study opportunities for students outside school hours in school facilities
 - (iii) Enable the provision of community education (eg: night classes for adults) outside school hours in school facilities
 - (iv) Include but not be limited to the provision of academic, sporting, social and cultural education including through:
 - Formal and informal recreational, sporting and outdoor activities and competitions whether carried out during or outside school hours;
 - Formal and informal cultural activities and competitions whether carried out during or outside school hours; and
 - The provision of specialist hubs and units (including language immersion units and teen parent units) for students with particular educational requirements or special needs.
 - (v) Enable the use of facilities for purposes associated with the education of students including school assemblies, functions, fairs and other gatherings whether carried out during or outside school hours.
 - (vi) Enable the provision of associated administrative services; carparking and vehicle manoeuvring; and health, social service and medical services (including dental clinics and sick bays).
 - (vii) Enable the housing on site for staff members whose responsibilities require them to live on site (eg: school caretaker) and their families.
3. Where any standard condition conflicts with a site specific condition, the site specific condition shall take precedence.

Conditions

1. Height in Relation to Boundary

Any new building or building extension (excluding goal posts and similar structures) shall comply with the height in relation to boundary controls [attached to this Schedule] from any adjoining land zoned primarily for a residential purpose, or zoned for an open space/outdoor recreation purpose.

2. Noise

The noise (rating) level arising from the operation of the school must comply with the following noise levels when measured within the boundary of any residentially zoned site, or within the notional boundary of any site in any rural zone:

Time	Noise level
Monday to Saturday 7am to 10pm	55dB L _{Aeq}
Sunday 9am to 6pm	
All other times	45 dB L _{Aeq} 75 dB L _{AFmax}

These noise limits do not apply to noise from school sports and school recreational activities occurring between 8am and 6pm Monday to Saturday.

Noise levels shall be measured and assessed in accordance with NZS 6801:2008 "Measurement of Environmental Sound" and NZS 6802:2008 "Environmental Noise".

Noise from construction shall not exceed the limits recommended in, and shall be measured in accordance with, New Zealand Standards NZS 6803:1999 "Acoustics – Construction Noise".

3. On-Site Car Parking – Schools

Additional on-site car parking shall be provided at the rate of two carparks per new classroom or classroom equivalent, except where the council accepts, on the basis of a specifically commissioned parking study by an appropriately qualified engineer and/or transportation planner, that a lesser level is appropriate. For the avoidance of doubt, this condition shall only apply where there is a net increase in the number of classrooms or classroom equivalents.

4. On-Site Car Parking – Early Childhood Education (Preschool)

In addition to any car parking required for the school, on-site car parking for early childhood education (preschool) shall be provided at the rate of one car park per every 10 children the facility is licensed or designed to accommodate, plus one per each full time equivalent staff member required for the license or design capacity of the centre, except where the Council accepts, on the basis of a specifically commissioned parking study by an appropriately qualified engineer and/or transportation planner, that a lesser level is appropriate.

5. Scheduled Trees

No tree or group of trees specifically scheduled in the Unitary Plan may be cut, damaged, altered, injured, destroyed or partly destroyed, or works undertaken within the drip line of any such tree(s), other than in accordance with an outline plan submitted and processed in accordance with the s176A of the Resource Management Act 1991. This condition shall not apply to minor trimming or maintenance undertaken by hand operated secateurs or pruning shears in accordance with accepted arboricultural practice, or where removal or trimming is required to safeguard life or property.

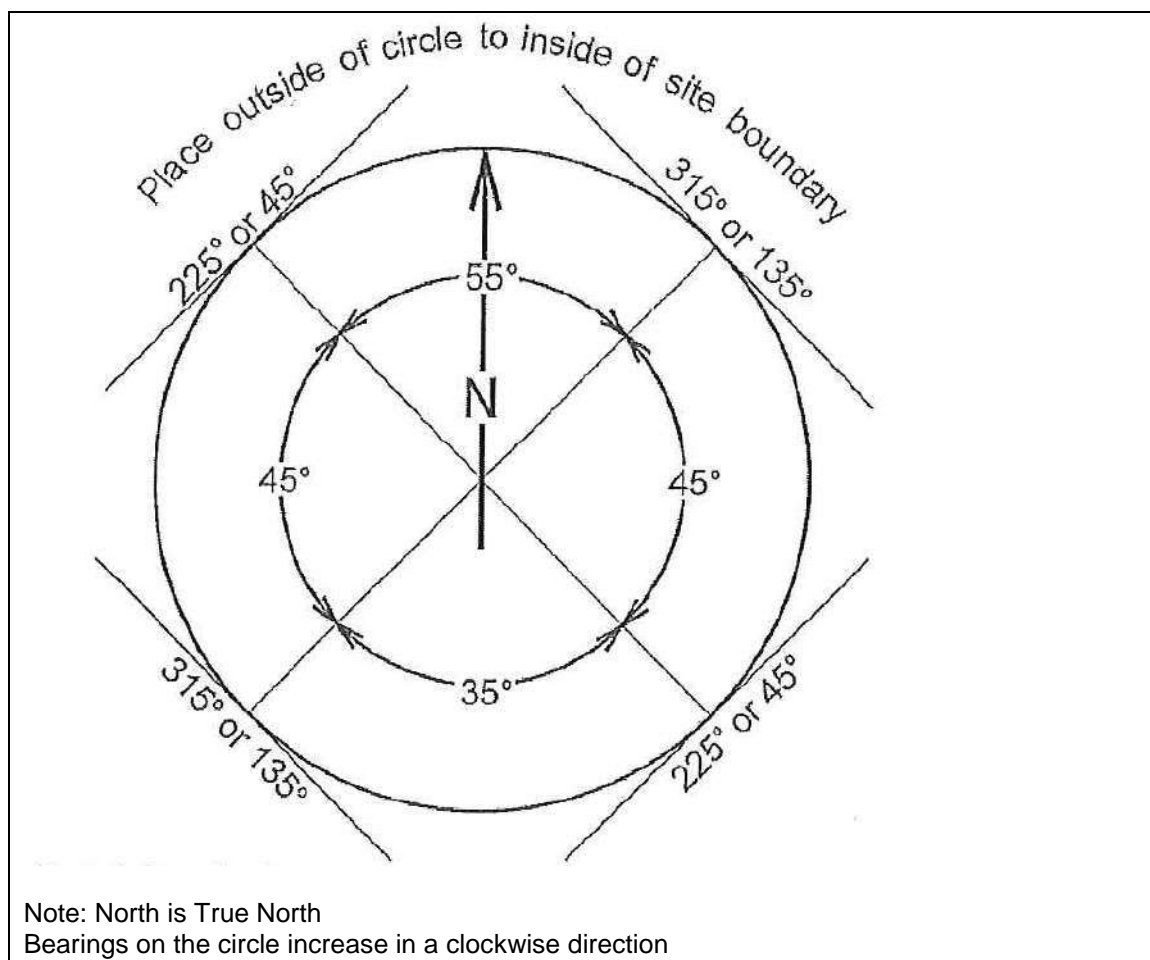
6. Outline Plans

That an outline plan of works shall not be required for:

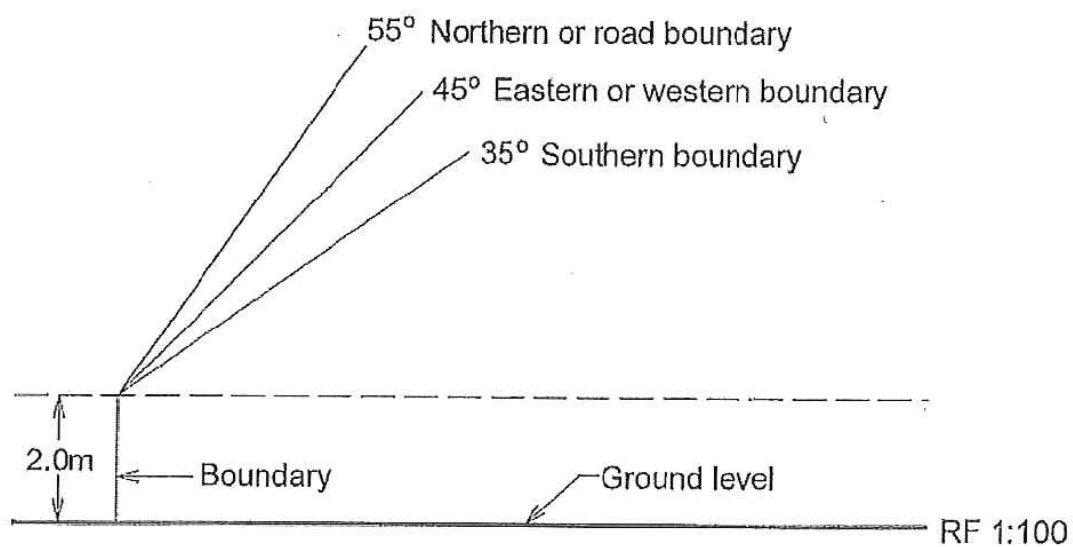
- a) Any internal building works other than those that result in a net increase in the number of classrooms or classroom equivalents;
- b) General building maintenance and repair work including but not limited to re-painting, re-cladding and re-roofing;
- c) Installing, modifying and removing playground furniture and sports structures (e.g. goal posts);
- d) Amending any internal pedestrian circulation routes/pathways;
- e) Installing, maintaining or repairing any in ground infrastructure services such as stormwater, sewerage and water lines and connections, including any ancillary earthworks;

- f) Provision of landscaping and gardens, provided that it does not conflict with any designation condition or alter landscaping required as mitigation as part of an outline plan for other works; or
- g) General site maintenance and repair work, or boundary fencing otherwise permitted by the Unitary Plan.

Recession Plane Indicator



Recession Plan Cross Section



Appendix E

Transport Assessment



Sir Keith Park School Transport Assessment

Ministry of Education

Sir Keith Park School Transport Assessment

Ministry of Education

Quality Assurance Information

Prepared for: Ministry of Education
Job Number: MED-J035
Prepared by: Liam Bramley, Graduate Transportation Engineer
Reviewed by: Jo Draper, Associate Transportation Planner

Date issued	Status	Approved by
		Name
8 December 2021	Draft (Pending Final Masterplan)	Jo Draper
8 March 2022	Revised Draft	Jo Draper

01

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1. Introduction

The Ministry of Education (MED) commissioned Abley to prepare a Transport Assessment (TA) in support of the NOR for an expansion of the existing Sir Keith Park School located at 33 Robertson Road, Mangere.

Sir Keith Park School is one of ten specialist day schools in Auckland. Sir Keith Park School provides specialist programmes for students who have complex learning needs from ages 5 to 21 years. The existing school has 78 students who attend the base site at Sir Keith Park School, with a total school roll of 166 students that operate through the satellite school network. Sir Keith Park School has 54 regular staff and seven itinerant teachers, and seven teaching spaces.

The proposal is to expand the roll on the site from 78 regular students to 120, seven teaching spaces to 16, and from 54 staff plus seven itinerant staff to 40 teachers, 40 teacher aides, 12 therapist and eight management staff, totalling 100 employees. The proposal of the Transport Assessment is to understand the transport issues currently facing the school and address the requirements needed to ensure it meets the needs of the master plan roll of approximately 120 students.

The location of the site is shown in **Figure 1.1**.



Figure 1.1 Site Location



Figure 1.2 AUPOP Zoning

The site and most of the surrounding area on the western side of Robertson Road are zoned as Residential – Mixed Housing Suburban Zone. Across Robertson Road, most of the area is zoned as Residential – Mixed Housing Urban Zone, with some Business – Local Centre Zoned areas.

2. Existing Site

The current school roll is 166 students, with 78 students attending the base site, and the rest attending satellite schools. The satellite schools include Waterlea Primary, Robertson Road Primary, Sir Douglas Bader Intermediate, Southern Cross Secondary, and Mangere College. Sir Keith Park School has 54 regular staff and seven itinerant teachers and around seven teaching spaces. The school has no room to expand numbers with new enrolments kept to a minimum. The base school site is running at 104% of capacity and the satellite unit network at 137% of capacity.

The base site hosts whole school events once a month where all students from the satellite schools gather at Sir Keith Park school. This can result in up to double the amount of taxi vans that arrive to the school. However, not all vans would arrive during peak times.

A high-level plan of the site is shown below in **Figure 2.1**.

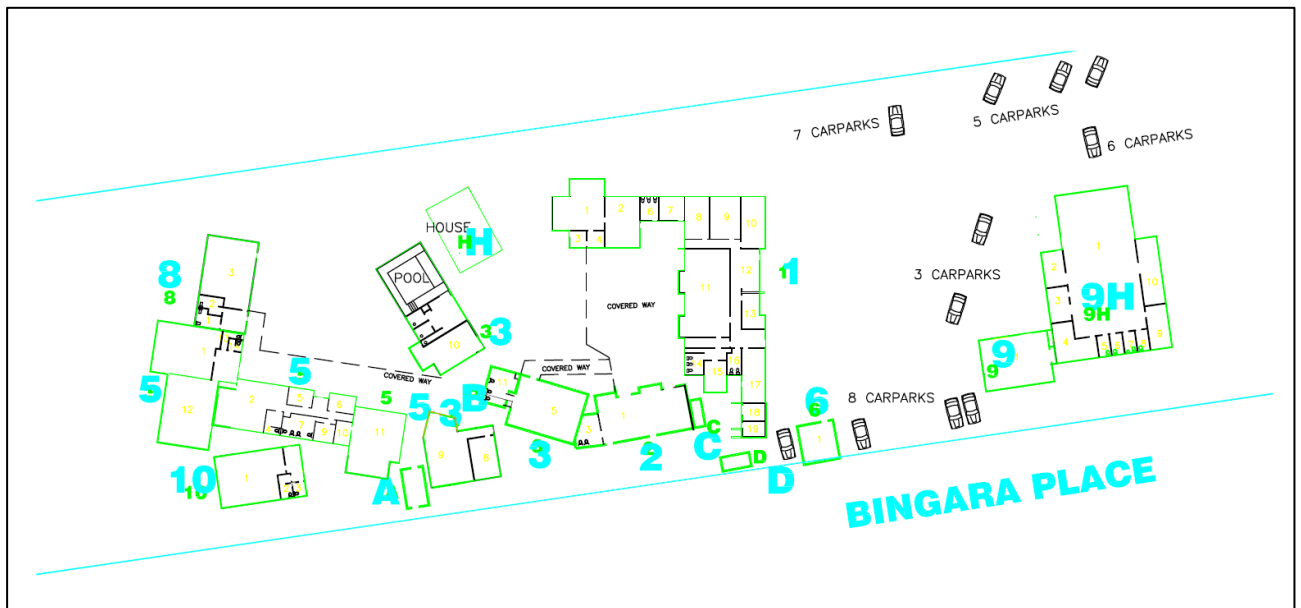


Figure 2.1 Plans of Current School

2.1 Vehicle access arrangement

Robertson Road is one of the frontage roads to the site and hosts the main school vehicle access. The other vehicle access is located at the end of Bingara Place. The Bingara Place access is gated and not used by taxi vans or as an entrance to the staff parking area. The main access on Robertson Road is approximately 6m wide and leads onto an arterial road. The access allows for both left and right entry and exit movements to the site. The access narrows to one-way approximately 5-10m after the entrance, and then widens again where the internal car parking starts as seen in **Figure 2.1**.

This access was observed to cause issues when a vehicle was trying to exit the school, and two vehicles were trying to enter the site at the same time. There was one observed instance where vehicles had to wait on the road to enter the school during the site visit. This access is used by all vehicles that enter the site, including staff, maintenance vehicles, taxi vans carrying students, parents, and therapists/specialists.



Figure 2.1 School Front Entrance

2.2 Existing car parking

There are currently 38 parking spaces in the existing site in the parking area. The internal car parking of the school is for the staff, with the entry located on Robertson Road. There is a one-way loop system and a covered entranceway (porte-cochère), which the taxi vans and parents use when dropping off or picking up students.



Figure 2.2 Staff Car Parking seen within Site

2.3 Existing van parking

The current school vans are parked within the school car park. There are no designated locations for the vans to park. Currently there are five vans owned by the school, with some having wheelchair hoists. Different vans may need to be accessed at different times of the day, so it is important that the school has easy access to all vans at all times.

2.4 Pedestrian access

Robertson Road

There is no pedestrian access to the school via Robertson Road. To enter, pedestrians must walk on the vehicle access, which is not safe or comfortable as seen in **Figure 2.1**. It is important to note that no students currently arrive to school via active modes of travel. The students are all escorted to the school by taxis or private vehicles and dropped off at a specific location. Additionally, most staff arrive via private vehicles.

Bingara Place

There is pedestrian access gate on Bingara Place which leads into the school. This gate is located on the north side of Bingara Place. There is no pedestrian footpath on the north side of the road where the gate is located as seen in **Figure 2.3**, providing no separation between vehicles and pedestrians.



Figure 2.3 Pedestrian Access Bingara Place

2.5 Cycle Parking

No cycle facilities are provided on site.

2.6 Loading/Refuse Collection

Rubbish and refuse collection occurs on Bingara Place. Wheelie bins are placed on the road adjacent to the back entrance of the school as seen in **Figure 2.4**.



Figure 2.4 Refuse Collection

3. Existing Transportation Environment

This section describes the existing frontage roads, walking, cycling and public transport facilities.

3.1 Road Network

Robertson Road

Robertson Road is categorised as an Arterial Road under the One Network Road Classification by Waka Kotahi and runs along the front (east) boundary of the school site. The carriageway of Robertson Road is approximately 12 metres wide and divided with one traffic lane in either direction. A flush median of approximately 2.2m wide is provided within the frontage of the site, which is also used as a right turn bay. The speed limit is 50km/hr. **Figure 3.1** shows Robertson Road at the frontage of the school site looking south.



Figure 3.1 Robertson Road Looking South

Bingara Place

Bingara Place is categorised as low volume road under the One Network Road Classification by Waka Kotahi and is a no-exit cul-de-sac. It runs along the southern boundary of the school. The carriageway is approximately 7.7m wide with parking available on both sides. There is enough width to allow vehicles to be parked on both sides of the road while still allowing for a refuse truck to traverse the road. There is a footpath located on the southern side of Bingara Place, which runs around the apex of the cul-de-sac.



Figure 3.2 Bingara Place Looking East

3.2 Walking and Cycling Facilities

No walking and cycling facilities are provided in the area, other than footpaths as described on both sides of Robertson Road, and the southern side of Bingara Place. The nearest signalised pedestrian crossing is approximately 350m north of the school at the intersection of Robertson Road and Favona Road. It is understood that no students currently (or would in future) walk or cycle to the school.

3.3 Public Transport

We understand no students would use public transport due to the nature of the school. The nearest public transport bus stop is located on Wakefield Road, approximately 200 metres away from the school. This is serviced by bus route 309 and the 309x which run from Mangere town centre to the city centre as seen in **Figure 3.3**.



Figure 3.3 Public Transport Routes in Vicinity of the School

3.4 Crash History

To understand the existing safety performance of the road network near the school, a crash analysis using the Waka Kotahi Crash Analysis System (CAS) was conducted on the surrounding roads of Robertson Road, Bingara Place and Te Motu Way for a five-year period between 2016 – 2021 (inclusive). The extent of the crash search area is shown in **Figure 3.4**. One crash was recorded in this time frame, which was classified as a minor injury crash.

This crash was the result a head on collision between a car and a truck. The car had turned into Te Motu Way from Robertson Road and went over the centre line and collided with a truck. The accident is not considered to be related to the school as it occurred at 12:30pm which is not during the school pick up and drop off times.

No safety issues are identified from the CAS analysis.

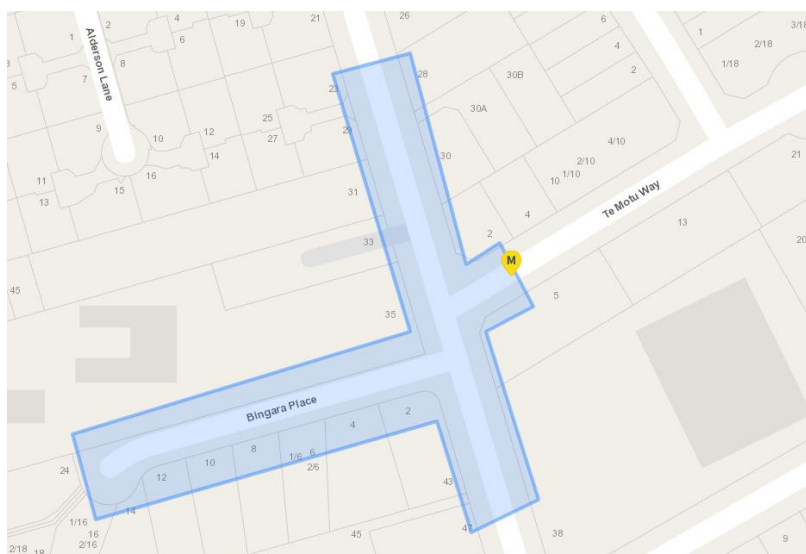


Figure 3.4 CAS Analysis Area

4. Data Collection / Surveys

A site visit was undertaken on the afternoon of Tuesday 15 June from 2:30 – 3:30pm and on the morning of Wednesday 16 June from 7:45 to 9am, 2021.

Surveys were carried out on the afternoon of Tuesday the 15 June from 2:30 – 3:30pm and the morning of Wednesday the 16 June from 7:45 to 9am. These represent typical school days. School bell times were observed to be 8.45am in the morning and 2.45pm in the afternoon. The following datasets were collected:

- Current Pick up Drop Off Arrangements
- Unloading / Loading Time Summary
- Parking Survey of Bingara Place
- Arrival Times (arrival times of taxi vans, as well as unloading/loading time of the vans)
- Traffic Movements to and from Site (the school entrance on Robertson Road, Bingara Place and Te Motu Way).
- Queuing Behaviour

These are expanded upon in the sections below.

4.1 Current Pick up Drop Off Arrangements

A one-way loop system operates in the car park, which is used for pickups and drop-offs for students at the school. This includes a covered drop off zone (porte-cochère), providing a safe environment for the students to load and unload from the vehicles. Taxi vans (and parents) queue in a line until they reach the front of the queue. Unloading and loading of taxi vans occur one at a time under the porte-cochère. The school has specific staff in hi-vis clothing responsible for helping students get in and out of the vans and escort students into the premises. Most students (over 80%) arrive to the school via taxi van. The school accommodates approximately 15 taxi van trips picking up and dropping off children in the morning and afternoon. During the site visit, 13 different taxi vans were observed, with two vans doing more than one trip. One van (EUQ) did three trips, and another van (GYN) did two trips. It is important to note that all thirteen vans did not arrive at the same time as discussed in the Morning and Afternoon sections below.

Morning

Taxi vans were observed to arrive at the site starting from 7:50am. The taxis vans are not allowed to unload students until 8:15am. The taxi vans were observed to queue in the one-way loop and wait for their time to unload. At 8:15am, seven vans and one car were queued, waiting to unload students. Unloading of the vans were observed to take some time, resulting in vans unloading after the bell at 8:30am.

It was observed that some parents drove their children to school. The parents are supposed to follow the same procedure as the taxi vans and wait in the queue to unload their children at the porte-cochère. However, some parents did not adhere to this rule and dropped their children off without waiting in the queue.

Parents were also observed to arrive after the bell in the morning, where wait times to get to the drop off area were less as the majority of taxi vans have unloaded their students and departed. The staff who unload children stay out until 9:00am for this reason.

Afternoon

In the afternoon, taxi vans were observed to show up and park on Robertson Road from 1:30pm onwards. The taxi vans are not allowed to enter the premises until 2:15pm. At this time, seven taxi vans entered the site. From 2:15pm, vans queue and wait until they can load the students. Loading occurs at 2:45pm, one vehicle at a time. The queue of vans in the afternoon was observed to back up to the entrance of the site on Robertson Road. Some vans were observed to park in a parking space and not wait in the one-way loop to collect children. However, the majority of vans queue in the one-way loop. Parents, who were picking up their children, tended to arrive after 2pm in a spread distribution until around 3pm. There were a few parents who arrived after 3pm, with the last observed parent arriving at approximately 3:18pm.

4.2 Unloading/Loading Time Summary

The following tables summarise the average unloading/loading time for taxi vans and vehicles observed on the two site visits.

Unloading Wednesday morning and Loading Thursday afternoon

Table 4.1 Morning and afternoon dwell times for vans & vehicles to unload/load students

	Average dwell time (mins)	Range	Notes
Wednesday Morning Survey (7:45am to 9:00AM)	1.5 minutes	0 to 5 minutes	Vans and Cars
Thursday Afternoon Survey (2:15PM to 3:30PM)	2 to 3 minutes	0 to 6 minutes	15 vans

Note: Approximately 40% of vans in the morning had at least one child in a wheelchair. The morning records have been assumed to be analogous to the afternoon in terms of the number of vans that collect students in wheelchairs. The vans that had wheelchairs were not recorded in the afternoon.

Morning average van dwell time with and without wheelchairs

In the morning survey, vans that had students in wheelchairs were noted in order to determine the difference in loading time between vans with and without wheelchairs.

Table 4.2 Morning average dwell times for vans with and without wheelchairs

AM	Average dwell time (mins)	Range	Notes
With wheelchair	2 to 3 minutes	1 to 5 minutes	7 vans and 2 vehicles
Without wheelchair	1 minute	0 to 3 minutes	10 vans and 9 vehicles

As demonstrated in **Table 4.1** and **Table 4.2****Error! Reference source not found.**, the average dwell/unloading time for vans is longer in the afternoon (2 to 3 minutes) when pick-up occurs in comparison to drop-offs in the morning (1.5 minutes). This is likely due to the extra time needed in the afternoon to get students into the van and get their seatbelts on. In the morning, unloading was observed to occur relatively quickly and efficiently, with vans stopping in the porte-cochère, staff members unclipping seatbelts and escorting the students out. Vans that have at least one student in a wheelchair take longer to unload than vans without. This is assumed to be the same for loading in the afternoon.

4.3 Staff Travel to Site

The teaching and administration staff arrive before the students. The majority of staff park in the school car park. The support staff such as the teaching aides and therapists arrive and leave at the same time as the students which is around 8:30am and 2:45pm. They tend to park in the school car park.

It was observed that some staff were dropped off within the school premises. Other staff were observed to park on Bingara Place and enter the school through the pedestrian gate. A couple of people were observed to walk on the vehicle access on Robertson Road to enter the school during Abley's site visit. These people are likely to have been dropped off on or near Robertson Road or potentially be people who have walked or used public transport.

4.4 Parking Survey

Parking surveys were conducted on Bingara Place during both site visits (morning and afternoon) as seen in **Table 4.3** and **Table 4.4**

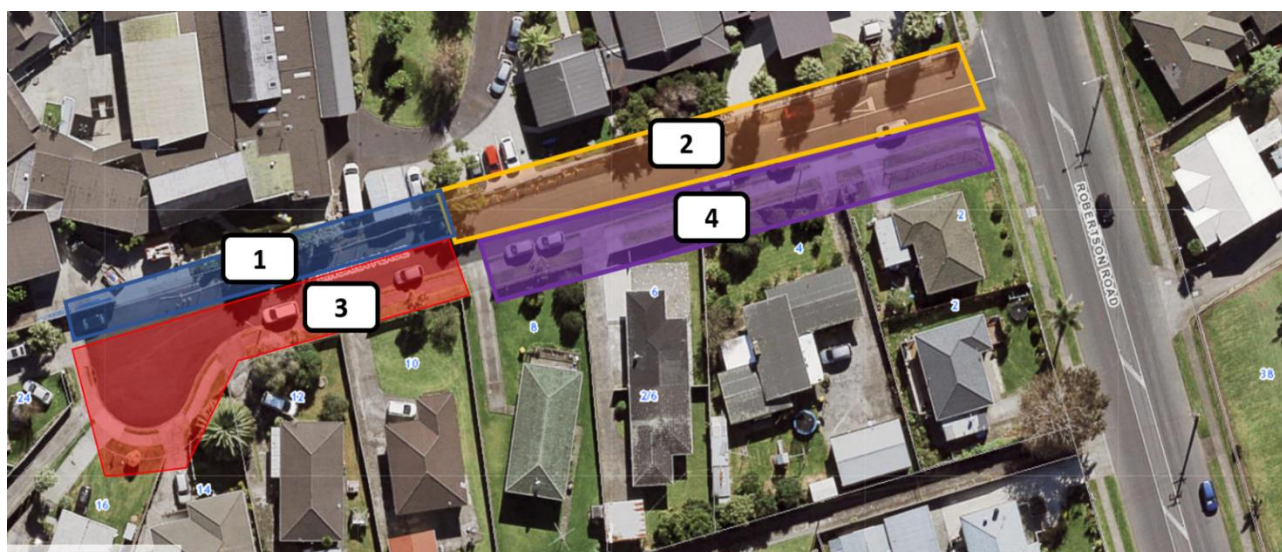


Figure 4.1 Bingara Place Parking Sections

Table 4.3 Morning Parking Survey Bingara Place

2015 10 Morning Parking Survey - Singora Place

Morning Parking Survey									
Date	Time	Section							
		1		2		3		4	
Approx No. Spaces in Section		10	Spaces available	10	Spaces available	7	Spaces available	9	Spaces available
16/06/2021	7:45am	3	7	0	10	0	7	0	4
	9:05am	4	6	5	5	0	7	1	3

Table 4.4 Afternoon Parking Survey Bingara Place

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The parking surveys indicate Bingara Place is currently used by some staff for parking. Staff appear to primarily choose to park adjacent to the school in sections 1 and 2. From the parking survey, it can be seen that Bingara Place always has some spare capacity as not all the kerb-side parking is used.

4.5 Traffic Movements to and from Site and Surrounding Area

Please see Appendix A. This shows the traffic movements for Bingara Place, Te Motu Way and the site entrance to Sir Keith Park School. It records all the turning movements in and out of these accesses for the morning and afternoon surveys.

4.6 Arrival Times

Arrival times can be seen in Appendix B below.

In the morning, taxis arrive around 7:50am. The taxi vans wait in a queue before the porte-cochère until 8:15am, when unloading begins. From the survey, the last taxi van arrived at 8:52am. Four parent drops offs occurred after the last taxi van arrived, with the last student drop off occurring at 8:58am.

In the afternoon, several taxi vans were observed to wait outside the school from 1:30pm, parked on Robertson Road. Taxi vans are not allowed to enter the school premises until 2:15pm. At this time, seven taxi vans entered the site and queued in front of the porte-cochère. Taxi vans kept arriving past 3:00pm. The final taxi van left the site at approximately 3:20pm. Several parents were also observed to arrive between 2:30pm and 3:00pm.

4.7 Queuing Behaviour

During the site surveys on 15 June, between 2:15pm and 3:30pm, and 16 June between 7:45am – 8:20am, queuing behaviour was observed on Robertson Road to determine whether there were any instances of vehicles queuing in the median to turn into Te Motu Way which could block back and impede access into Bingara Place in future. No instances of queuing were recorded as detailed in Appendix A.

5. Proposal

Sir Keith Park School will be expanded in the future from the current roll of 78 to 120 students, from seven teaching spaces to 16, with provisions for 18 in the future. The staff will change from 54 teaching staff plus seven itinerant staff, to 40 teachers, 40 teaching staff, 12 therapists and 8 management staff. The following section provides a high-level summary of the transport proposal for the full masterplan build.

5.1 Car Parking Proposed

The proposed design has 41 parking spaces, including two accessible spaces located outside the Admin and Therapy block. 37 of the parking spaces are angled 45-degree parking, one space is 90-degrees, and three are parallel parking as seen in **Figure 5.1** on the next page. The Accessible PUDO / Taxi Van area is located parallel to Bingara Place and has space for 12 vans, as well as space for an additional van on the corner by the vehicle access if needed. The PUDO will be flush to the footpath to cater to students in wheelchairs, with the footpath area to be 3m wide.

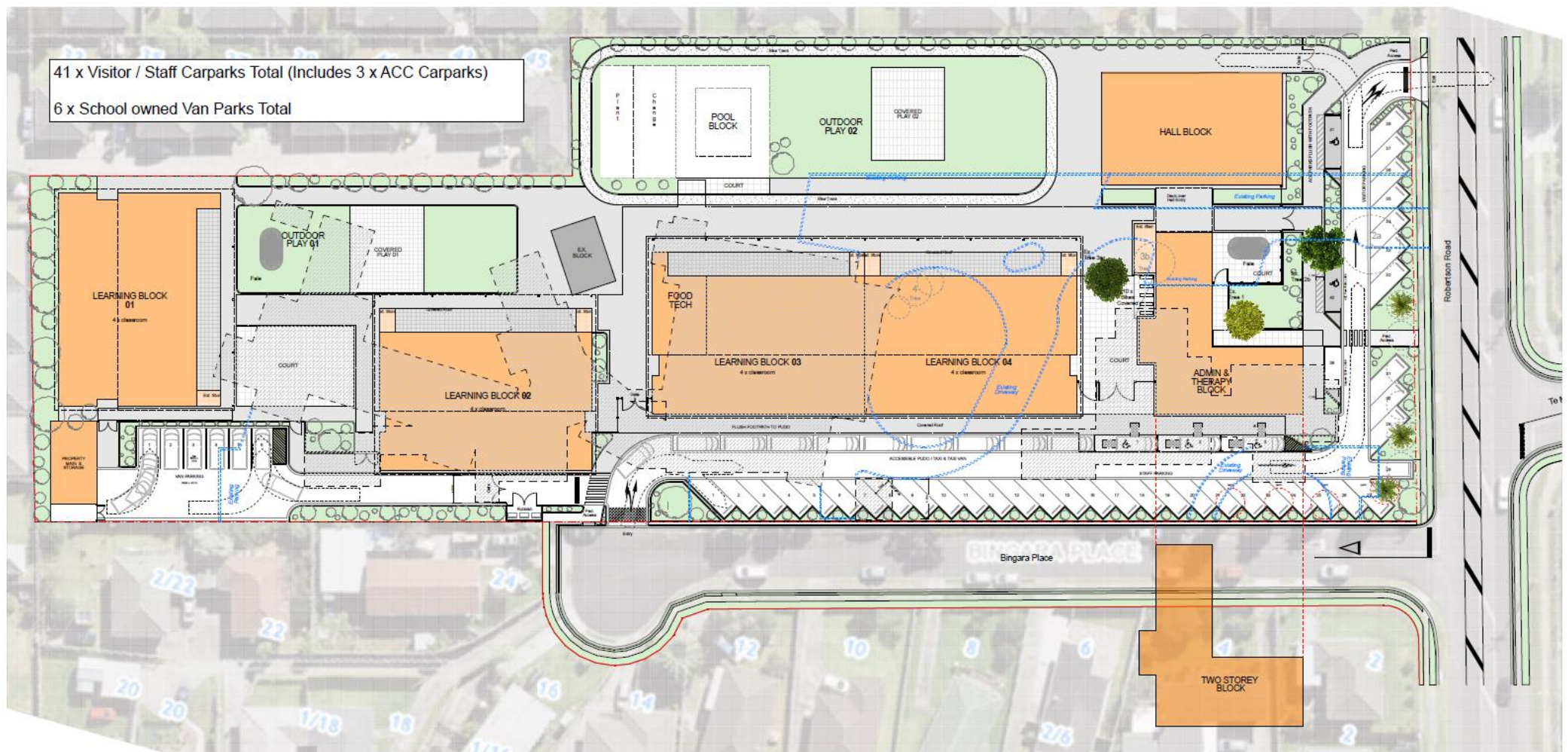


Figure 5.1 Site Layout and Parking Area

With this scenario, two vans can be loaded at the same time. Again, five additional vans arrive at 3:00pm. With this scenario, all 15 vans are loaded and departed by 3:09pm as seen in **Figure 5.3**.

Figure 5.3 Loading Scenario 2

With this scenario, two vans can be loaded at the same time. Again, five additional vans arrive at 3:00pm. With this scenario, the 15 vans are loaded and gone by 3:09pm. At 3:10pm, an additional five vans arrive, with them being loaded and cleared by 3:18pm as seen in **Figure 5.4**.

Figure 5.4 Loading Scenario 3

These scenarios indicate that if more than one van could be loaded with children in pick-up time, the proposed design will work very effectively.

Even with the worst-case scenario of one van being loaded at a time in **Figure 5.2**, the proposed site design will cater to this demand. The school surveys showed that the taxi vans were not at carrying capacity, and no more than 10 vans were present at the site at the same time. The proposed site can accommodate up to 12 vans in the PUDO area. Based upon the 3-minute loading time per van, five of the vans will have loaded and left the premises within 15 minutes. Assuming a further five vans arrive every 15 minutes, there would still be excess capacity in the PUDO for a further five vehicles at 3pm, meaning the site can accommodate up to 20 vans within a half hour period without the vans backing up onto Bingara Place.

Van loading requirements on the site is an operational consideration. If two vans could be loaded simultaneously, the loading operation would be very efficient, with the site cleared completely within around half an hour of bell time even with an increased number of vans. However, additional PUDO capacity provides resilience for delays or the scenario where only one van can be loaded/unloaded at a time. With appropriate operational considerations the PUDO area will be able to cater to the increased demand with the school expansion.

5.3 Cycle Parking

Ten covered cycle parks will be provided in the site next to the admin and therapy block as illustrated in **Figure 5.1**. Although there is no specific requirement for cycle parking at NOR stage, this exceeds the AUPOP standard.

5.4 Pedestrian Access

The site plan includes three pedestrian accesses to the school, with two on Robertson Road and one on Bingara Place.

The pedestrian accesses on Bingara Place and Robertson Road by the school admin and therapy block have pedestrian crossings over the internal school car park. The pedestrian access next to the egress on Robertson Road does not require a pedestrian crossing as the path does not go over the internal school car park. It is important to note that no student will walk to school. These pedestrian accesses are for staff and visitors to safely enter and exit the school. Normally for schools, it is common practice to design wide footpaths on the street frontage. However, since Sir Keith Park is a special school, with all pick up and drop offs occurring within the site, this is not necessary. Wide internal footpaths up to three metres will be provided in the site by the PUDO area.

5.5 Loading and Servicing

Loading and servicing will occur in the PUDO. It is understood that loading will mainly occur outside the times when the PUDO will be in use for pick-up or drop-off of students.

5.6 Maintenance Access

A maintenance access is proposed from the northeast section of the school site as seen in **Figure 5.5**. This access will allow maintenance vehicles to enter the school premises if required. The accessway is proposed to be 4m wide and can accommodate a 6.3m van. This access has a gate which can be locked to stop unwanted people entering the school site.

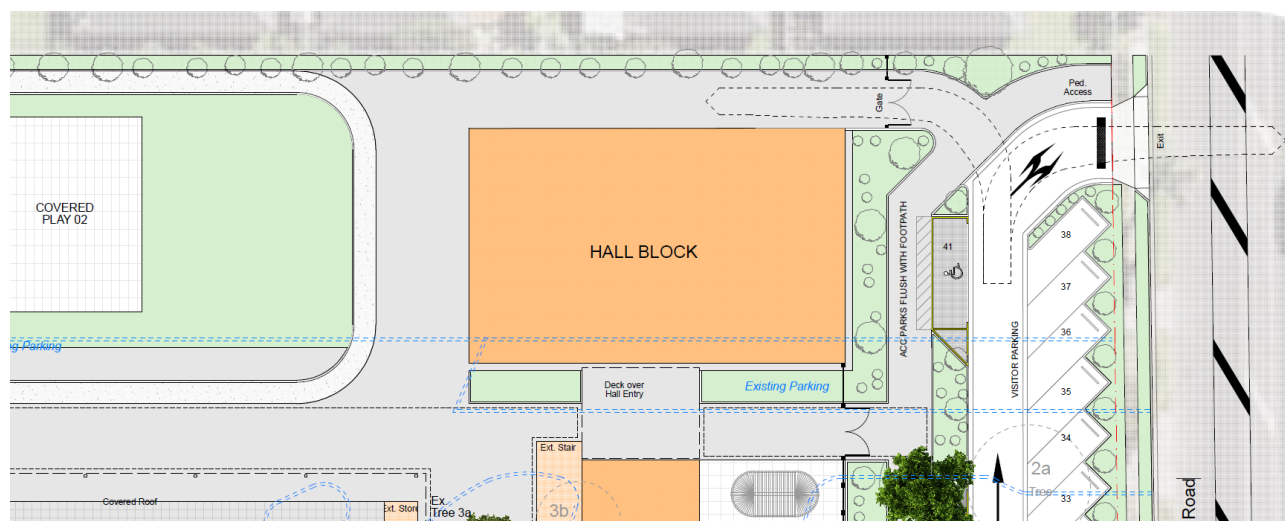


Figure 5.5 Maintenance Access

5.7 School Van Parking

A parking area is proposed for the vans owned by the school. This will accommodate up to six parking spaces and can be accessed from the vehicle ingress on Bingara Place. The school have some vans which have wheelchair hoists, and some that don't, so vans are not interchangeable. It is important that the school can access any van when required. The proposed parking spaces allows the school to access any van needed as seen in **Figure 5.6**. The parking area contains six 90-degree angle parking spaces with manoeuvring space for all vans to exit in a forward direction. The area will be gated to stop unwanted people entering the van parking area. The gate is located sufficiently far back from the internal pedestrian crossing such that a van will not block the crossing when waiting for the gate to open.

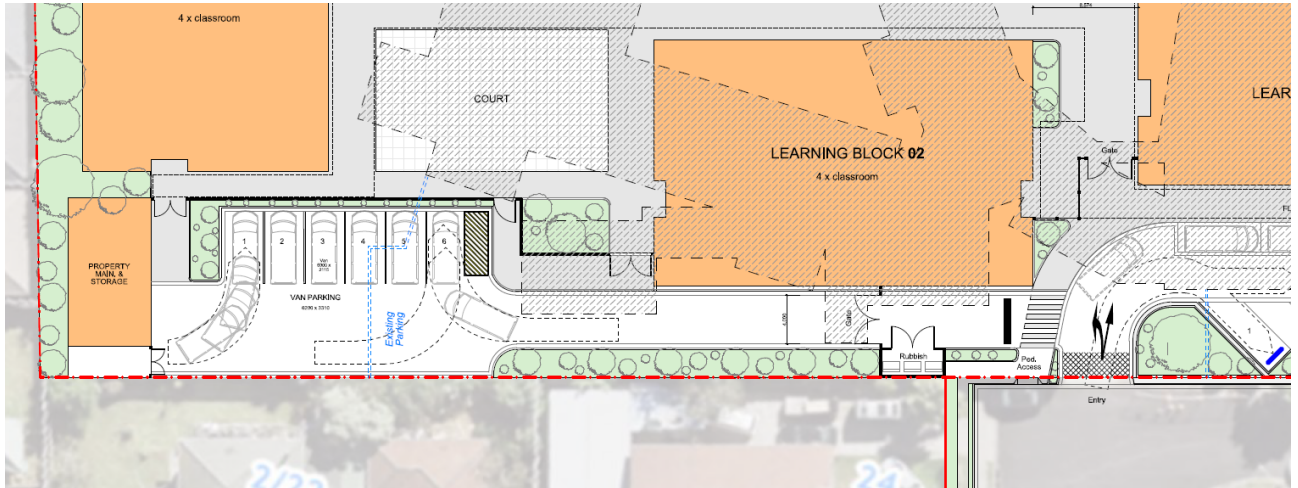


Figure 5.6 School Van Parking Vehicle Tracking

5.8 Refuse Collection

Refuse will be collected on Bingara Place, like the current refuse collection at the school. Bins will be wheeled out from the bin area located adjacent to the Bingara Place ingress as seen in **Figure 5.7**. Refuse trucks will stop on Bingara Place and collect the rubbish.

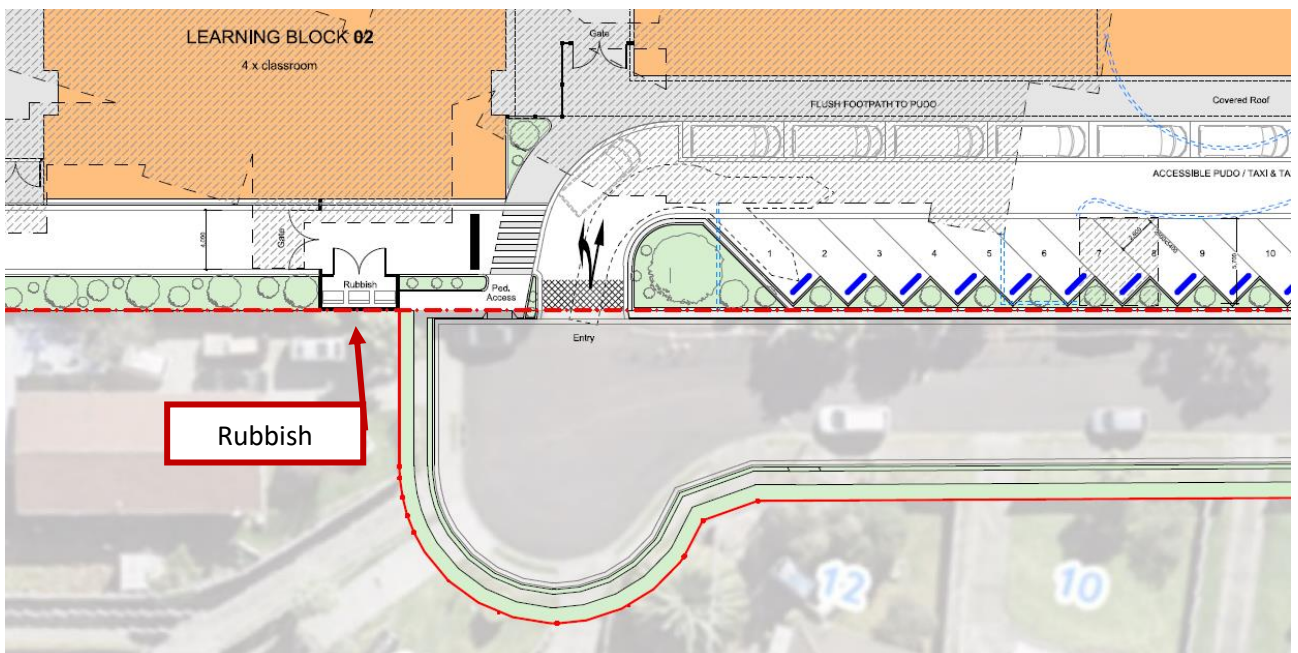


Figure 5.7 School Rubbish

6. Future Demand

The proposed design aims to create a more efficient pick up and drop off area for the students, improve the school parking and create a design with better transportation outcomes.

6.1 Future Pick up and Drop off Demand

The school roll is expected to increase to 120 students, accommodated in 16 classrooms. There will be an increase in the number of teaching spaces, from seven to 16 spaces, with potential for future expansion to teaching spaces in future. The proposed one-way flow internal parking area and PUDO is aimed to create a more efficient system which can cater to these increased numbers.

It was observed that the current 15 taxi van trips are not at capacity in terms of the number of students each van carries. Some vans were observed to carry as few as one student. Although additional students can be carried by filling more seats in each taxi van, it is expected that the number of vans needed in the future will increase. We have assumed that the number could increase up to 20 van arrivals, and as illustrated above, this number can be accommodated through the PUDO design.

6.2 Car Parking Demand

National Policy Statement – Urban Design

The National Policy Statement on Urban Development 2020 issued by the Ministry for the Environment in July 2020 includes a new policy (Policy 11) which removes minimum car parking requirements from district plans. This is effective immediately nationwide.

The purpose of Policy 11 is to enable more housing and commercial developments, particularly in high density areas where there is good accessibility to public transport and alternative travel modes. It enables the space to be used for higher value purposes rather than car parking. This change in development planning allows the number of car parks provided by the developer to be driven by market demand.

It should be noted that the change in policy does not affect the requirement for accessible car parks which remains as existing.

Given the removal of parking minimums, this parking review has taken guidance from the AUPOP, the existing modal share of the school and other rationale provided throughout the report to support the provision of the proposed parking for the masterplan build. This is discussed in the sections below.

Car parking Requirements as per Auckland Unitary Plan – Operative in Part.

The number of car parks recommended for the masterplan school build has been assessed against the transport rules of the Auckland Unitary Plan (Operative in Part) Chapter K Designations for Ministry of Education. The parking guidance for primary schools in Chapter E27 have also been used for comparative purposes.

Chapter K – School Standard Designation Requirements

The standard designation conditions for the number of required car parks is stated below:

On-Site Car Parking – Schools: Additional on-site car parking shall be provided at the rate of two car parks per new classroom or classroom equivalent, except where the council accepts, on the basis of a specifically commissioned parking study by an appropriately qualified engineer and/or transportation planner, that a lesser level is appropriate. For the avoidance of doubt, this condition shall only apply where there is a net increase in the number of classrooms or classroom equivalents.

There are currently 38 parking spaces as well as a one-way loop which leads through a porte-cochère which can be used by visitors outside of school start and finish times.

It is understood that the masterplan build will accommodate 16 new teaching spaces/classrooms with potential for 18 spaces in future. Referring to the above condition, two car parks per classroom results in a required total of 36 car parks for staff and visitor parking. The total number of staff and visitor parking spaces proposed is 41 spaces. Additionally, there are 12 spaces in the Accessibility PUDO area for the taxi-vans and parents to collect or drop off their children. It is important to note, Sir Keith Park is a special school which has different parking requirements and demands compared to most other schools.

Chapter E27 Auckland Unitary Plan

While it is not necessary to compare the proposal against the AUPOP, by way of comparison, the requirements under the AUPOP have been analysed. For Primary School Activities, E27.6.2.3 recommends a minimum parking provision of 0.5 carparks per FTE employee plus one visitor space per classroom. Based on a primary school, it is recommended 50 parks are provided for the number of FTE staff alone, with an additional 16 visitor parks. However, Sir Keith Park School is a special school and does not fit into any criteria under the unitary plan. There are 41 car parks proposed, including two accessible parking spaces, and an additional 12 PUDO spaces for taxi vans and parents. Additionally, there are six school van parks proposed. The school upgrade is expected to be able to cater for up to 40 teachers, 40 teacher aides, 12 therapists and eight management staff, which totals 100 FTE staff. Given the 12 PUDO spaces and 41 car parks, the requirement is nearly met within the site.

There is also the availability of on-street parking on Bingara Place, which can accommodate approximately another 35 spaces if required. However, it is important to note that not all these spaces will be available as residents may park on the street. Some staff may get dropped off at the school, some may walk, cycle, or use public transport. According to the 2018 Census, approximately 9.2% of commuters walk, 14% are passengers in a car or a company bus, and 10.8% use public transport. As such, for 100 staff, we might expect approximately 35 not to drive themselves to the school, resulting in demand for 65 spaces, which can easily be accommodated on site or on neighbouring streets. Therefore, the proposed amount of parking on site with the addition of on-street parking nearby is considered appropriate.

Accessible Parking

The AUP-OP refers to the NZS 4121-2001 standard which defines the following accessible parking requirements:

Total no. of car parks	Number of accessible parks
1-20	Not less than 1
21-50	Not less than 2
For every additional 50 car parks or part of a car park	Not less than 1

The activity proposes 41 parking spaces to service the school; therefore, two mobility parking spaces are required. Two mobility parks are provided. The provision for accessible parks at the school is considered appropriate, noting that the PUDO area is also available and will accommodate level access from vehicles.

6.3 Cycle Parking

It is important to note that this school extension is not a resource consent and does not require compliance with the AUPOP. However, the AUPOP bicycle requirements are a good indicator as to how many cycle parking spaces should be supplied. The AUPOP has requirements for educational facilities. However, there is no requirement for special needs schools. This is of significance due to the nature of the school, as no student will ride to the premises as they will come via taxi van or be escorted in a vehicle. As such, the student related cycle parking criteria can be ignored.

Visitor (Short stay minimum rate) for primary schools is 1 space plus one space per 400 students and FTE employees.

For secure (long-stay) minimum rate 1 per 20 employees.

Based on these rates and the proposed staff numbers of 100 FTE employees, this would require five long-stay cycle parks plus two spaces for visitor parking, totalling seven cycle parks. It is proposed that ten covered cycle parks will be provided within the school.

6.4 Impact of Parking Demand

Currently, most parking spaces are occupied during the school day in the existing parking arrangement. Some staff also park on Bingara Place. It is expected that in the proposed design most parking spaces would be occupied during the school day due to the increase in the number of staff (approximately double). Bingara Place would act as an overflow parking area if the school parking were at capacity, like how the current arrangement works.

The number of parking spaces are considered acceptable. Some staff will use other modes to get to the school such as public transport, walking, cycling, be a passenger, or get dropped off. This will be accommodated with the cycle parking which will be supplied by the school, the two new pedestrian crossings and upgraded pedestrian facilities proposed in the new site plan, and the easy entry and exit layout of the school parking area.

If the school has a particularly busy day with the carpark and Bingara Place reaching capacity, it is important to note that flow to schools are tidal, so the only likely conflict will be with refuse trucks. The trucks will still be able to navigate

Bingara Place as there is enough space for the trucks even with cars parked on either side on Bingara Place. No parking restrictions are required on Bingara Place. Disruption is unlikely to spill out to Robertson Road due to the one-way arrangement for accessing the school. Ultimately, the proposed 41 parking spaces is considered to be acceptable based on the number of additional parking spaces available on Bingara Place, the assumption that not all people will drive and park their car at the school, and the upgraded transportation facilities.

7. Conclusions

This report provides a high-level assessment of the current and future access to and use of the school, including a parking strategy to determine the best approach to cater for student pick-up and drop-off facilities for taxi vans, parents, staff and visitor parking. The infrastructure proposed for the masterplan roll of 120 students is considered appropriate, including:

- Provision for a total of 41 parking spaces including two accessible spaces to cater for staff and visitors
- A more efficient Pick-up/Drop-off area within the school site to ensure safe and efficient traffic movements at school start and finish times, with 12 spaces
- Three pedestrian accesses to the school
- Cycle parking
- Maintenance Access
- Taxi van parking

Overall, the proposal outlined in this report for the masterplan roll of Sir Keith Park School is considered acceptable from a transport perspective and represents a significant improvement in access and internal site circulation. The proposal creates a more efficient transport system, providing a one-way flow system through the parking and drop off areas. It creates two vehicle accesses to the school, one being an ingress on Bingara Place, and the other an egress onto Robertson Road. Separating the ingress and egress from each other creates a better transport system with fewer conflicts. It provides a more efficient pickup and drop off area for the taxi vans, reducing the impact on the wider parking area. There are improved pedestrian facilities, with a direct pedestrian gate, two pedestrian crossings and wide footpaths. Dedicated parking is provided for the school vans, allowing them to be easily accessed and not take up parking for staff and visitors. More parking is provided for the school to help with the new demand caused by the school expansion.

Appendix A



A1 Traffic Movements

Morning Survey

Time	Bingara Place					Te Motu Way				Site Entrance				Comments
	Left In	Right In	Right Out	Left Out	Queue Flush	Left In	Right In	Left Out	Right Out	Left In	Right In	Right Out	Left Out	
7:45														
7:47														
7:49														
7:51														
7:53										1 (3vans)				
7:55								1	1	1				
7:57								1						
7:59				1						1				
8:01			1						1 (1 van)		1			
8:03			1								1			
8:05														
8:07							1		1					
8:09		1						1	1		1			
8:11	1					1		1	1					
8:13								1		1 (3vans)				
8:15	1		1				1	1	1					
8:17												1	2	
8:19	2			1				2	1	2	1	2	1	
8:21				1				1		2 (1van)		1	1	
8:23				1							1		1	

Morning Survey continued

8:25							1			1		(1van)	(1van)	
8:27	1							2	1		2	1		
8:29	1			1						2 (2vans)		(1van)		
8:31	1	1		1				1		(3vans)				3 vans in
8:33								1				(1van)		1 van out
8:35	1		1					1			1			
8:37							1	1		1		(2vans)		1 van out
8:39	2	1						1	1	1		1		
8:41	1		1	1						2		(1van)	(1van)	2 vans out
8:43	1							1	1			1 1 (1van)		1 van out
8:45			1			1	1						1	
8:47														
8:49														
8:51														
8:53														
8:55														
8:57														
8:59														
Totals	12	3	6	7	0	2	5	17	10	28	8	12	9	

Afternoon Survey

	Bingara Place					Te Motu Way				Site Entrance				
Time	Left In	Right In	Right Out	Left Out	Max Queue Flush	Left In	Right In	Left Out	Right Out	Left In	Right In	Right Out	Left Out	Comments
2:15										9				
2:17														
2:19														
2:21														
2:23														
2:25														
2:27														
2:29														
2:31	1						1	1		1(LKL)			1(LKL)	had to reverse
2:33	1													
2:35							1	1			1	1		
2:37	2		1					1						
2:39		1	1							1?				
2:41									2	2(Vans)				
2:43														
2:45	1		2				1						1 EEG	
2:47			4	3			1		1				1	
2:49			1	2				1				1	1	
2:51										2(Vans)				
2:53			1				1						1	2 Pedestrians entered?

Afternoon Surveys continued

2:55	1			1			1	1	2 (van)		1	1	
2:57									2		1	1	
2:59		1						1	1(van)			1	
3:01	2	1	1				2	1	2				
3:03	1						2	1	2		1		
3:05		1					1				1	1	
3:07								1			1	1	
3:09													
3:11			1					3			1		
3:13								1	1				
3:15									3		1	1	
3:17													
3:19													
3:21													
3:23													
3:25													
3:27													
3:29													
Totals	9	4	12	6	0	0	11	13	6	23	3	9	11

Appendix B

Dwell and Arrival Times



B1

Morning Survey

Dwell Times and Movements of the School Entrance (AM)

Number Plate	Van	Start Time	Unloading Start Time	Unloading End Time	Unloading Time	Approx Number of children	Approx Number of Wheel Chairs	Comment
3 characters	Y/N	minutes						
EUQ	Y	7:53	8:15	8:16	0:01	1		
GYN	Y	7:53	8:16	8:17	0:01	2		
EEG	Y	7:54	8:17	8:17	0:00	2		
LGE	N	7:56			0:00			Car/staff
GSG	Y	8:02			0:00			staff
JEL		8:14	8:17	8:19	0:02	3		Parent drop off
GFH	Y	8:15	8:19	8:19	0:00	4		
GTP	Y	8:15	8:20	8:20	0:00	2		
HPL	Y	8:15	8:20	8:22	0:02	2		
JQT	Y	8:20	8:22	8:24	0:02	3 to 4		
GTD	Y	8:22	8:24	8:26	0:02		1	
ENM	Y	8:23	8:26	8:29	0:03	1	2	
GUB	Y	8:23	8:30	8:33	0:03	1	2	
ELN		8:25			0:00			Parent drop off
JTE		8:25			0:00			Parent drop off
GUR	Y	8:29	8:33	8:37	0:04	3	1	
EUQ	Y	8:30	8:36	8:37	0:01	2		
EUH	Y	8:32	8:40	8:41	0:01	?	1	
GYN	Y	8:32	8:41	8:41	0:00	1		
EUQ	Y	8:33	8:42	8:44	0:02	1	1	
MPU			8:37	8:39	0:02			Parent drop off
CHI		8:50	8:51	8:53	0:02	1		Parent drop off
KNM		8:52	8:52	8:53	0:01		1	Parent drop off
KWQ	Y	8:52	8:54	8:57	0:03		1	Not Company Van
JEC			8:54	8:57	0:03	2		Parent drop off
HLL			8:55	9:00	0:05		1	Parent drop off
HRU			8:58	8:59	0:01	1		Parent drop off

Afternoon Survey

Dwell Times and Movements of the School Entrance (PM)

Number Plate	Van	Entry Time	Leave Time	loading Start Time	loading End Time	loading Time	Approx Number of children	Approx Number of Wheel Chairs	Comment
3 characters	Y/N	minutes							
LKL		2:17							
EEG	Y	2:18					3		
GUB	Y	2:18		2:44	2:48	0:04			
ENM	Y	2:18		2:48	2:55	0:07			
HPL	Y	2:18		2:55	2:57	0:02	3		
GFH	Y	2:18		2:57	2:58	0:01	5		
GUR	Y	2:18		2:58	3:03	0:05	5		
GYN	Y	2:18		3:04	3:04	0:00	1		
MPU		2:21							
LKL			2:22						Parked on kerb at entrance
EUQ	Y	2:27		3:06	3:08	0:02	3		
JTE		2:28							
EUH		2:28							
DTJ		2:29							
LKK		2:32							
RIT			2:36						
HPN		2:40	2:56						Picked up kid in car park
EWG		2:42							
EUQ		2:43							
NKW		3:03							
MPU	Y			3:05	3:06	0:01	1		
JQT		3:05							
KNA	Y			3:04	3:07	0:03	1	1	
NKW	Y			3:06	3:12	0:06	1	1	
EUH	Y			3:08	3:11	0:03	4		
GTD	Y			3:11	3:12	0:01	1		
EUQ	Y			3:13	3:14	0:01	3		
GYN	Y			3:15	3:18	0:03	2		
GTP	Y			3:18	3:20	0:02	3		
JQT							2		

T +64 9 486 0898 (Akld)
T +64 3 377 4703 (Chch)
E office@abley.com

Auckland
Level 1, 70 Shortland Street
PO Box 613
Auckland 1140
New Zealand

Christchurch
Level 1, 137 Victoria Street
PO Box 36446
Christchurch 8146
New Zealand

www.abley.com



Appendix F

Consultation Mail-Out

20 November 2021

**National
Property
Services**

Northern Region

Maungawhau Office
Eden 5 Building
12-18 Normanby Road
Mt Eden
Private Bag 92644
Symonds Street
Auckland
New Zealand

Phone: 0-9-632 9400
Fax: 09 632 9401
www.education.govt.nz

Tēnā koe,

We are writing to property owners in the area to inform the community of the Ministry of Education's proposal to alter the designation at Sir Keith Park School to include the adjacent land recently acquired at 31 Robertson Road, Mangere.

It is intended to lodge the Notice of Requirement to designate the site with Auckland Council for the proposed school in February 2021.

The attached Project Summary is intended to inform you about the work.
Should you have any feedback on the proposal we would appreciate receiving this by 31 December 2021. Please contact me on 09 632 9445 or katie.smith@education.govt.nz or Steph Taylor on 027 352 1081 or Steph@incite.co.nz if you would like further information about the proposal.

Regards,



Katie Smith
Assistant Delivery Manager
Acquisitions and Designations
Te Puna Hanganga, Matihiko

Proposed School Designation Change, Sir Keith Park School: Proposal Summary

Project Background and Overview

Sir Keith Park School (School) operates from a base site located at 33 Robertson Road, Māngere. The School is one of 10 specialist day schools in Auckland. It provides specialist programmes for students aged 5 to 21 years who have complex learning needs. The School operates throughout the Māngere catchment and also has eight satellite unit classes in four local schools.

As of April 2021, the School roll is 166 students, with 78 students attending the base site. The base site and additional satellite unit classes are currently operating over capacity, with new enrolments being managed to a minimum.

The School is to be redeveloped to accommodate the sustained roll growth and the forecast future enrolment demand due to significant housing development in the locality (an additional 60 students based on the current enrolment patterns in Auckland specialist schools). Master planning for redevelopment of the School is currently in progress.

The Ministry of Education (Ministry) has acquired a piece of adjacent land at 31 Robertson Road (Acquired Land) for extension of the School site. The Acquired Land is approximately 2457m² in area and is currently vacant (houses shown in Figure 1 below have been removed).

The Minister of Education (Minister) proposes an alteration of the School's existing designation to incorporate the Acquired Land.

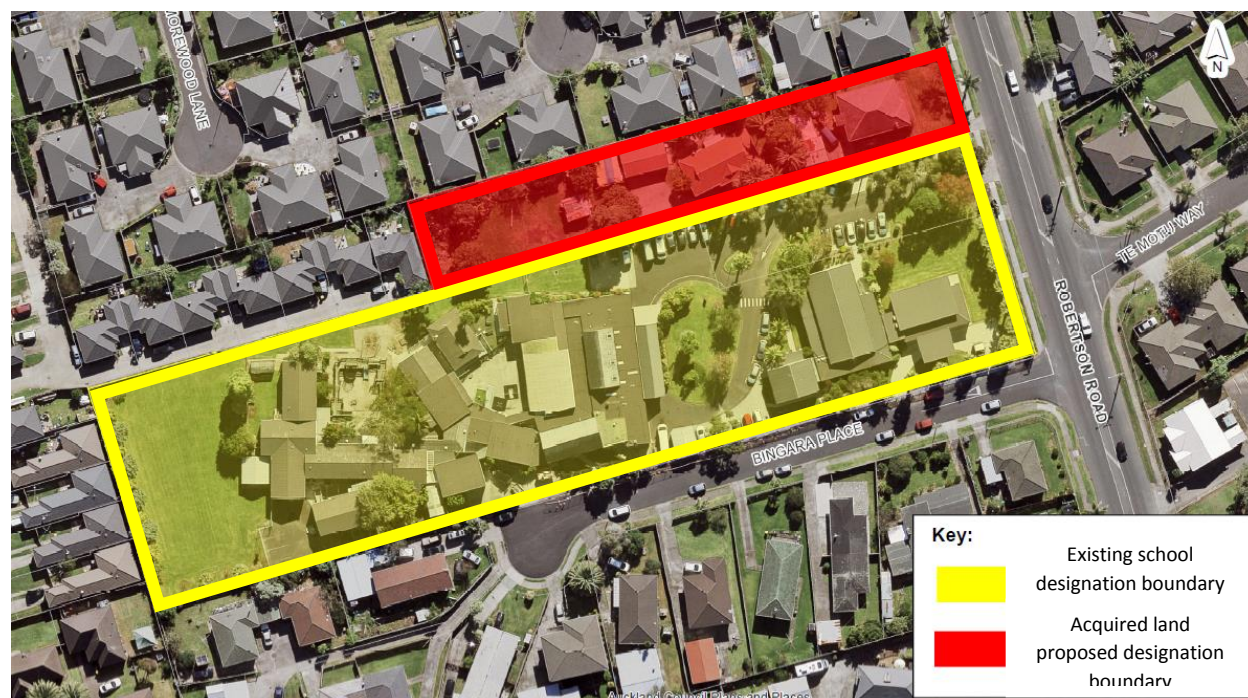


Figure 1: Sir Keith Park School and Acquired Land at 31 Robertson Road

Proposed alteration to designation

The School site is 'designated' for Educational Purposes – Special School (Years 0-13). The designation includes a number of restrictions standard to most schools in Auckland dealing with matters such as car parking, noise and building location in relation to boundaries.

Master planning for the School redevelopment over the extended site includes detailed design of buildings, landscaping, site access, parking and transportation.

To establish school infrastructure on the Acquired Land, the Minister seeks to have the designation extended. Accordingly, the Minister intends to lodge a Notice of Requirement to alter the designation boundaries to include the Acquired Land.

Next steps

Following engagement with affected parties and mana whenua, the Ministry (on behalf of the Minister) will finalise its proposal with a view to lodging with Auckland Council a Notice of Requirement include the Acquired Land within the existing designation. At this stage it is envisaged that the Notice of Requirement be 'limited notified'; ie formal notification will be limited to adjacent affected parties.

Should you have any feedback on this proposal we would appreciate receiving this by December 31 2021. Please contact Katie Smith on 09 632 9445 or katie.smith@education.govt.nz, or Steph Taylor on 027 352 1081 or steph@incite.co.nz.