



Frequently asked questions

A high level of interest and input

Having begun this engagement process to listen to our community more closely on the direction of the proposed master plan for facilities development, the Trust Board, Principals and Management Team have been pleased with the range of responses from across the whole of the Saint Kentigern community and the committed ongoing work of the reference groups that were formed.

To date, we have had over 200 comments and replies via the portal established on the website and other direct communication and emails.

This FAQ updates you on the questions received to date from all sources, including the reference groups, where we remain grateful for the input from parents and others. We have also re-posted key maps and diagrams below regarding the work on the proposed master plan to this point.

Questions that are closely related have been grouped together in some instances for a single reply.

Further information

We are happy to provide further information wherever possible. The work undertaken at this stage has been to inform the development of the proposed master plan. This has focused on identifying key factors and issues influencing potential master planning options and how they collectively impact all Saint Kentigern schools. More detailed analysis and design work will be undertaken once a decision has been made by the Trust Board.

We are also providing Town Planning and Traffic Engineering Consultants' reports to the reference groups.

Proposed master plan for Shore Road campus

- *Please provide a map showing construction areas on Roselle Lawn, required site lines, protected trees and any other features that have to be preserved.*
- *Are there protected or significant trees on Roselle Lawn?*
- *What is the position re removal of native trees?*

Please refer to the following diagrams:

- Figure 1 Proposed master plan layout, Phase One: Shore Road campus on page 3.
- Figure 2 Key planning considerations on page 4.

Arborist advice has been sought relating to protected trees and potential works within the coastal yard (protected tree locations are noted in the key planning considerations diagram).

- *Are there geotech/structural issues in building on Roselle Lawn? We understand that there has been subsidence in recent storms.*

The advice we have received from Beca for the proposed master plan is that there are no significant issues associated with this location that would preclude building development. Any building development would be the subject of further specific design based on detailed site analysis.

- *Are there any historic or wāhi tapu sites to be preserved, or which cannot be altered?*

There is a recorded archaeological site on the northern tip of Roselle Lawn identified in site analysis, although the campus is not identified as a Site or Place of Significance to Mana Whenua in the Unitary Plan.

More detailed analysis will be undertaken, once a master plan has been approved.

- *Are the new buildings designed, or does that work remain to be undertaken?*

No new buildings have been designed, as all work to date has been for the development of the proposed master plan. Once decided, the final master plan will set out the configuration of all development. It is only after that stage has been completed that new building design work will begin.

- *Across the Boys' School site, which parts of the school are able to be built vertically and up to how many floors, as opposed to horizontally across the campus?*

The key planning considerations diagram indicates the height controls associated with different locations on the campus. The proposed master plan has taken these controls into account when identifying new building locations and their prospective heights. Some areas of the campus can potentially accommodate buildings up to four storeys in height.

- *What is the proposal for separate entrances for the Preschool, Boys' School and Girls' School?*

The proposed master plan provides for the Preschool to be accessed via Gate 5.

Both the Girls' and Boys' Schools would be accessed via Gate 1 – which is proposed to be converted into an entry/exit to reduce further the need for vehicles to move through the heart of the teaching area and exit via Gate 2.

Pedestrian access and egress would remain at both Gate 1 and Gate 2 locations.

Gate 1 can be utilised primarily for Girls' School pedestrian access/egress and Gate 2 for the Boys' School if deemed by the management of both schools to be the most effective solution.

- *Is the Board prepared to look at areas that have been historically off limits – Roselle Lawn?*
- *Not explained as to why build on Roselle Lawn as opposed to elsewhere?*

In developing the proposed master plan the Board looked at all areas on the Shore Road campus including the Roselle Lawn area. The options and assessment criteria utilised for the proposed location of the new Girls' School are set out in more detail later in this FAQ.

- *Is there enough space for 1060 students?*

Yes. Advice from the consultant team confirms the campus can accommodate a combined student roll of this size across both primary schools on the campus and the Preschool.

- *The Boys' School will need a swimming pool expansion/aquatic centre at some point, where would that be located? Where does that sit in the master plan in terms of location and timing?*

- *An indoor pool would be good for boys and girls – plans for/timing?*

This is provided for in the proposed master plan, adjacent to the Sports Centre. However, it is not currently part of the proposed initial phase of development. Proceeding with this will be dependent on financial resources available to the Board and prioritisation of projects across the organisation. Any changes to the proposed master plan will have flow-on effects to the location and timing of any development.

- *Has any consideration been given to accommodation for teachers, given the housing constraints and costs in Auckland?*

This is the subject of a separate exercise being undertaken by the Leadership Team on behalf of the Board.

- *If girls move to Shore Road can we see the three options?*

Based on assessment of a range of options against key criteria, two options stood out for the location of a new Girls' School – the eastern side of the Roselle Lawn area and the tennis courts/rental property area.

Tables 1 and 2 summarise how the two preferred locations for the Girls' School building were assessed.

Figure 1: Proposed master plan layout, Phase One: Shore Road campus

Key

- ▬ Boundary
- ▬ Buildings to be demolished
 - 4 classrooms (Middle School building)
 - Library building
 - Staff room
 - 2 relocatable classrooms
- Proposed new buildings
 - Girls' School building
 - Boys' Senior School building
 - Specialist facilities building
 - Preschool



Figure 2: Key planning considerations diagram

- Key :
- Boundary
 - Stormwater Watercourse
 - 5m Riparian Yard
 - 3m Yard
 - 25m Coastal Yard (measured from MHWS - assuming MHWS at 3.5m)
 - Maximum Permitted Height = Up to 12m (Subject to HIRB + Volcanic View Shaft Overlay)
 - Maximum Permitted Height = Up to 16m (Subject to HIRB +Volcanic View Shaft Overlay)
 - Height in Relation to Boundary (Residential Boundary) = 3m + 45 degrees
 - Height in Relation to Boundary (Non Residential Boundary) = 8m + 45 degrees
 - Volcanic Viewshaft H7 (Mount Eden Volcanic Viewshaft)
 - Volcanic Viewshaft E13 (Mount Hobson Volcanic Viewshaft)
 - Extent of Place Overlay
 - Heritage Listed Buildings
 - Protected Trees
 - Protected Coastal Yard
 - Midden Site - Location and Extent TBC by Archaeologist



Table 1: Eastern side of Roselle Lawn

Criteria	Comment
Town planning controls, resource consent process	Proposition largely compliant – minor height infringement. Neighbour interest: Low risk. Notification risk: Low – assuming minor infringement only. Substantive risk: Low. Overall consenting risk: Low. Time delay risk: Low.
Transportation – student, staff and visitor movements	Replication of junior student drop-off achievable for Junior Girls. Roll growth will require a change in culture and movement towards a greater use of public/private bus transportation. Master plan allows for this via widening parking lane along street front to accommodate buses (fall-back position is use of Gate 5 parking area for bus pick-up/drop-off if lane widening cannot be achieved).
Transportation – provision of on-site parking	Will comply with statutory requirements under Unitary Plan. Will provide for a level of parking amenity for staff and visitors (compares well with Kings School). Master plan allows for creation of up to 42 new parking spaces on the 70 Shore Road site. Potential to utilise to assist pick-up and drop-off girls.
Arboricultural matters	Some loss of existing bush but not protected trees. Building located East side of lawn area part within the area of bush on the outside of the school fence line.
Infrastructure services	Infrastructure services are available to support this location and can be adapted to support the new facilities.
Extent of enabling works to allow re-development	Relocation of pool pump house to facilitate the new Girls' School building. Demolition of library and Middle School building to facilitate the new Specialist and Senior School buildings. Library relocated to Roselle House and Middle School building old and in need of replacement. Demolition of rental property to allow additional car parking.
Potential loss of existing facilities	Reduction in size of Roselle open grassed area and loss of use by boys as a recreational space.
Construction impact/ disruption	Roselle Lawn will allow a reasonable self-contained laydown area for the Girls' School. Proposed enabling works to create new parking and widen Gate 1 driveway and entranceway will assist. Roselle project has confirmed that this can be achieved with appropriate planning and management.
Construction risk	Potential issue with piling in this location. Ditto archaeological on the point.
Level of recreational and social space	Lawn area in front of Roselle House provides good opportunity for recreational and social areas. Good aspect and opportunity for natural shading (trees).
Growth	Does not prevent opportunity for further growth in roll in the very long-term.
Potential impact on neighbours	Viewed as low given the location away from neighbours' properties.
Fitness for purpose of existing buildings	Existing buildings assessed as having a long-term use retained. Buildings assessed as poor demolished – Middle School building. Library building redundant with completion of Roselle House.
Practical	Anticipated low overall risk supports goal for new girls' and boys' facilities on campus as soon as reasonably practicable.

Table 2: Tennis courts/rental property site to left of Gate 1 Driveway

Criteria	Comment
Town planning controls, resource consent process	<p>Proposition more complex – due to location much higher risk of potential notification. Protected open stream and vegetation adjacent.</p> <p>Neighbour interest: High risk.</p> <p>Notification risk: Medium.</p> <p>Substantive risk: Medium.</p> <p>Overall consenting risk: Medium.</p> <p>Time delay risk: Medium.</p>
Transportation – student, staff and visitor movements	<p>Replication of junior student drop-off more complex – would likely need to utilise a Victoria Ave property for some off-street parking and pedestrian walk through to the campus (potential consent issue).</p> <p>Roll growth will require a change in culture and movement towards a greater use of public/private bus transportation. Master plan allows for this via widening parking lane along street front to accommodate buses (fall-back position is use of Gate 5 parking area for bus pick-up/drop off if lane widening cannot be achieved).</p>
Transportation – provision of on-site parking	<p>Will comply with statutory requirements under Unitary Plan.</p> <p>Will provide for a level of parking amenity for staff and visitors (compares well with Kings School).</p> <p>Slightly less new parking than East side of Roselle Lawn.</p> <p>Option for vehicular access direct from Victoria Ave property through 70 Shore Road and exiting via Gate 1 driveway considered. However, changes in level between properties, the open stream and protected vegetation and close proximity to neighbouring properties make it a medium/high risk proposition.</p>
Arboricultural matters	<p>Some loss of existing bush but not protected trees.</p> <p>Potential for neighbour/Council concern over some trees being removed although not protected (loss of natural privacy screening).</p> <p>Potential impact on the existing stream vegetation.</p>
Infrastructure services	Infrastructure services are available to support this location and can be adapted to support the new facilities.
Development	<p>Demolition of one property (also applies to Option A if additional parking is created as proposed).</p> <p>Demolition of library and Middle School building to facilitate the Specialist & Senior School buildings.</p>
Potential loss of existing facilities	<p>Loss of rental property at 70 Shore Road (applicable to all options).</p> <p>Potential loss of one or two Victoria Ave properties (to facilitate a pick-up and drop-off facility for the Girls' School in this location) if the existing 70 Shore Road property access lane cannot be utilised as part of a one-way system.</p>
Construction impact/ disruption	<p>Construction impact will be greater for both students and neighbours than Roselle location due to closer proximity to both.</p> <p>Larger vehicle movements will still entail “looping” around Roselle House and exiting via Gate 1 driveway.</p>
Construction risk	<p>Potential issue with piling in this location.</p> <p>Ditto contamination.</p> <p>More constrained construction site and closer to neighbours and teaching facilities.</p>
Level of recreational and social space	<p>Open space immediately around building restricted due to bank and trees.</p> <p>Lot of South facing classrooms.</p> <p>Recreational areas slightly divorced from building (West of Roselle House).</p>
Impact on opportunity for further roll growth	Does not prevent opportunity for further growth in roll in the very long-term.
Potential impact on neighbours	Viewed as high given the close proximity to neighbouring properties to the North, South and West.
Fitness for purpose of existing buildings	<p>Existing buildings assessed as having a long-term use retained.</p> <p>Buildings assessed as poor demolished – Middle School building. Library building redundant with completion of Roselle House.</p>
Practical	Perceived higher overall risk in terms of consent approval and time to obtain than East side of Roselle Lawn.

The Carpark 5/synthetic field area was also initially considered for a Girls' School building, however, it was set aside for the following reasons:

- Loss of synthetic turf and full-size hockey pitch for both boys and girls
- Loss of parking from Gate 5 car park
- Potential for Tsunami and flooding events to impact the reclaimed land
- Foul water would need pumping – long-term maintenance and disruption issues
- Potential issue over foundations for a large multi-level building/s on reclaimed land
- Potential for residual contamination if extensive building works were proposed
- Town Planning controls would impact positioning of building/s
- Potential for future growth of Girls' School in very long-term – difficult to accommodate
- Distant from prospective specialist facilities building
- Would impact potential Preschool location
- Would impact pick-up and drop-off of boys at Gate 5
- Potentially impact the long-term Aquatic Centre location and build
- Potential Martyn Wilson upgrade to compensate for the loss of the synthetic field viewed as high risk – both in terms of time and outcome. This would also likely involve an overbridge which again would be high risk in terms of outcome sought.

Two options for the Preschool also stood out – the current rental property location on Shore Road adjacent to the Gate 5 car park entrance and the tennis courts/rental property site.

The two Victoria Avenue properties were also assessed as potential Preschool options but were found to be too small to accommodate a new Preschool facility inclusive of parking.

The Board will always consider strategic acquisitions should the opportunity arise.

Girls' School today

- *What happens to the Girls' School in the interim if they move to Shore Road in three years?*

Our commitment to offering an excellent education continues and the physical environment will be maintained to support and ensure this outcome.

Option to retain Girls' School at Remuera Road site

- *What would it mean for the Girls' School if it were to remain at Remuera Road and re-develop there?*
- *Is it financially viable to remain at Remuera Road?*
- *What were the key Board concerns in staying at Remuera Road and re-developing?*
- *From a facilities point of view, why is re-development of the Girls' School an issue if staged over time, and if enhanced facilities were added to attract students, e.g. Aquatic Centre?*

- *What facilities could be achieved on the Remuera Road site if it were re-developed – or would it still be dependent on Shore Road or Pakuranga?*
- *What are the potential plans for a temporary site should the Remuera Road site be re-developed?*
- *What are the budgetary estimates for the re-development [of the Girls' School], estimated shortfall and potential to fund the gap in alternative ways?*
- *What are the implications for the Preschool if the Remuera Road site were re-developed?*

In developing a master plan that makes the best use of all facilities available to Saint Kentigern, the proposal to locate a new Girls' School at the Shore Road campus was seen by the Board to bring, on balance, the most advantages.

It addresses the need to ensure we offer the best quality of facilities to our students at the Girls' School and delivers significant new investment in the Boys' School. It enables both primary schools on the Shore Road campus to share some defined new specialist facilities on a time-tabled basis. It also realises value for significant further investment in all Saint Kentigern schools and the Preschool as set out in the proposed master plan.

The Board's view has been that a progressive rebuild of the Remuera Road site over a potentially long timeframe would not bring the same benefits. The Girls' School is performing very well and the Board's view is that it will be best positioned to continue to thrive in purpose-built new premises. Based on these decisions, the Board has not pursued more detailed analysis of some of the options outlined in the questions above.

In summary, some of the more specific disadvantages in remaining at the site include:

- Current buildings have evolved in a haphazard manner, and not in accordance with a master plan
- Altering existing buildings for a new purpose often results in a compromise when compared to purpose-built buildings and the cost is often similar to that of a new building
- The site is fully built-out, making it harder to rebuild and there would be a much higher potential for significant disruption to students and staff over a prolonged period of time
- There are very limited potential options to house students while construction is undertaken
- The site is too small to provide an optimum facility for the long term
- The Preschool would probably need to be relocated during development and would not be easy to extend in its current location.
- *Has the Girls' School site already been sold, or are there offers on it? Is the Trust Board in discussion with any purchasers?*

No.

- *Is there capacity for the targeted 400+ capacity of girls on the Remuera Road site?*

Yes. But this would require very extensive rebuild work, which is seen to be outweighed by the advantages of the current proposed master plan.

- *There is no expansion land in Remuera for a school, and the Girls' School site is a scarce resource – if sold, no land will ever be able to be acquired in the future for Saint Kentigern expansion. It therefore seems a remarkable decision to sell the land on a 10 or 20-year view, and values will explode further. How has this factored into decision making?*

The Trust Board believes there is sufficient land for two primary schools at the Shore Road campus to accommodate future growth – making Remuera Road surplus to educational requirements. It also believes that realising capital from this site will be more valuable in allowing further investment in our schools as shown in the proposed master plan. The Trust Board has to manage its assets to support its strategic educational objectives and retain a viable organisation for the long-term, and believes the proposed master plan sets out the most effective way of achieving this.

Two separate schools on one campus

- *What facilities will be shared by the Boys' and Girls' schools? How will facility-sharing work in terms of access routes and separation of boys and girls?*

- *How will separate schools on the same site work operationally in reality – can't keep boys and girls totally separated throughout the day?*
- *How will the separation of boys and girls work in reality – lunchtimes etc? Information on day-to-day management would be helpful.*
- *More operational advice relating to how girls and boys will be independent outside of classrooms – school times, management of breaks. Is it essentially co-ed outside of the classroom?*
- *How is the unique Girls' School ethos (and Boys') to be maintained?*

The Trust Board is committed to single-gender education for both these schools, and is strongly supported in this by both school Principals. The special ethos of each school would be preserved through the creation of a new stand-alone Girls' School and managed time-tabling of access to those new or specialist facilities that would be available to both schools.

Table 3 below shows how each school would use the facilities at the Shore Road campus. Shared facilities such as the gym, swimming pool, astro turf, hall and specialised/technical classrooms will all be timetabled separately.

The Principals of both schools will be happy to talk through in more detail how this would work operationally on a day-to-day basis.

Table 3: Facilities to be used by each school

Facilities to be used by each school			
	Boys' School	Girls' School	Available to both schools at separate times
Year 1-6	17 classrooms Collaborative resources and office space Collaborative learning spaces	13 new classrooms Collaborative resources and office space	
Year 7-8	10 new classrooms 2 new collaborative/office spaces Collaborative learning spaces 250 lockers	6 new classrooms 2 new collaborative/office spaces 150 lockers	
Admin	Roselle House Reception Office Principal's office, and PA Interview/meeting room DP/AP office Health Centre Learning Commons	New Girls' Building Reception Office Principal's office, and PA Interview/meeting room DP/AP office Health Centre Learning Commons Learning support	

Facilities to be used by each school			
	Boys' School	Girls' School	Available to both schools at separate times
Learning support	Learning support and enrichment in vacated administration area under JC Chalmers Hall		
Science, Arts and Technology block			Science: Labs, robotics, makerspace Creative: Visual art, performance, music and drama Technology Design: Hard materials, soft materials, ICT
Hall	A smaller gathering space for syndicates to assemble		Timetabled for larger gatherings
Gymnasium Field Turf Pool Martyn Wilson Field			Available to both schools at separate timetabled periods
Recreational / Play areas	Own recreational space	Own recreational space	

- *If the Girls' School is on Roselle Lawn, how will it be separated from the Boys' School? Will there be any facility sharing at lunchtimes, or play time e.g. tennis courts, fields, turf?*

Wherever the Girls' School is located, timetabling will ensure single-gender education and designated play spaces will mean separate recreational areas for girls and boys during intervals, lunchtime and after school.

- *Will girls have equivalent facilities to Roselle House Learning Commons – which will likely be boys only?*

The proposed new Girls' School will include a dedicated learning commons which would match the facility available to the Boys' School in quality, and specifically cater for girls.

- *Whilst it's two schools it's one Saint Kentigern – how do you prevent girls from feeling like second class citizens?*

The proposed master plan is focused on meeting the needs of all Saint Kentigern students. Girls and boys would both get new facilities. The girls would get a brand new purpose-built school, while the boys would get significant reinvestment in their school.

Each school would retain its own Saint Kentigern identity, strengthened by overarching core values. The Girls' and Boys' Schools would have their own Principals, staff and facilities. Operationally and pastorally the two schools would remain distinct and separate. At the same time there would be new opportunities to maximise use of some facilities across the two schools and also to support new professional development opportunities for teachers at both schools.

- *Will the two schools eventually morph into co-ed?*

The Board is committed to single-gender education at the two primary schools.

- *Are there any other independent schools either in New Zealand or overseas that have two separate schools Boys'/ Girls' on the same site? If yes – has anyone visited or found out the benefits/disadvantages with these schools?*

We are aware of at least one other school adopting this approach but have not studied it in detail.

- *Are there any educational risks/disadvantages or educational impact of a Girls' School on a Boys' School site?*

The two schools will be separate entities on the one campus. This means they will each retain the benefits of single-gender education which is well evidenced by research.

Traffic / parking

- *There is significant congestion around the Boys' School at present at key times, and often insufficient parking at key times. What studies have been undertaken on traffic flows and parking?*
- *Who has been consulted in the course of undertaking those studies?*
- *How will traffic be managed?*
- *When forming the report can you tell us with respect to the increased numbers arriving at the Shore Road campus did you look at their ages and how they would travel to school? What assumptions did you make? For example, for the*

Preschool numbers did you assume that all those children would need to be driven to and from the Preschool rather than any portion of them using public transport? Did you consider that the younger girls might not arrive on a bus at the same percentage as the boys have historically? (It appears fewer parents are keen for their primary aged girls to travel by bus than boys).

These and other factors have been considered in the advice received from technical experts (Flow Transportation Specialists). Initial assumptions about future travel modes to/from the campus have been based on the existing mode share of the Boys' School supplemented with broader data available to the consultant. The strategy is to encourage and support a gradual change in travel behaviour over the years of the implementation of the proposed plan. It has been assumed that all Preschool children will be driven to/from school. It has also been assumed that a high proportion of Year 1-3 students would continue to be dropped off and picked up.

- ***When can we see the traffic management plan?***

We are making the current Flow report available to reference groups. Implementation of a master plan is likely to take place in stages over many years and as each stage is implemented, an updated transport assessment would be prepared to form part of the Assessment of Environmental Effects which will support resource consent applications as and when required.

- ***It is already difficult to see teachers before or after school. The half dozen or so car parks available around Roselle House are invaluable. Will the parents of the Girls' School also be using these car parks?***

Yes, they would. However, the proposed master plan makes provision for the creation of approximately 42 new parking spaces on the rental property (70 Shore Road). The current parking along the Gate 1 driveway and in the vicinity of Roselle House will also be reconfigured as far as practicable to accommodate parking.

Currently, any parent who wants to see a teacher arranges an appropriate time via email/phone. This ensures that the teacher is available and can give the parent the time required. Parking would be available within the grounds or on Shore Road depending on the time of the meeting.

- ***What assumptions have been made around separate Boys' and Girls' School entrances, and staggered start times for the Preschool, Boys' School and Girls' School?***

In undertaking the master plan transport assessment, no assumptions were made about the possibility of implementing staggered start and/or finish times for the Preschool, Boys' and Girls' Schools, as flexibility of operations strategies was seen as important. The master plan does not, however, preclude such an option, which would assist in managing the level of transport demand to and from the schools.

The Preschool is envisaged to have its own dedicated parking via a basement car park which will be accessed via Gate 5. No assumptions have currently been made

about separate access and egress for the Boys' and Girls' Schools. However, there is flexibility to consider such scenarios given the multiple vehicular and pedestrian access points into the campus.

- ***Already the bus stop is too small with the number of buses collecting children from school particularly in the afternoon. With the addition of so many extra children where will all these buses be able to pull in safely outside the school? What is the planning around extra bus drop-offs and pick-ups, including buses that collect College students?***

Public/private bus transportation is a key component of the proposed future traffic management strategy. This is in line with Auckland Transport's strategy and is also reflected in trends being adopted by parents with the numbers coming to the Boys' and Girls' Schools by bus increasing gradually over recent years. For example, currently 36% of Boys' School students travel to school by bus, a figure that has gradually been increasing over the years.

- ***Having a preschool so close to such a busy road what safety developments would be required to be put in place; i.e. height of fences, movement of students, etc?***

Safety of all our students will always remain the first consideration. The management of both primary schools and Preschool would be closely involved to ensure the safety of students and staff and specific building design will include the necessary features to ensure safety.

- ***Can a bus system be set up similar to the College to assist in easing traffic congestion?***

Yes, this is a key part of the strategy for future traffic management at the Shore Road campus.

- ***How big is the proposed new car park – multi-storey?***

This will be around 42 spaces, and it will not be multi-storey.

- ***How will the satellite car parks work? Will there be a separate car park for the Preschool? If so, where and how will that operate in terms of entry and egress from Shore Road? What safety planning has been undertaken?***

The potential use of satellite parking areas is not a fundamental part of the proposed master plan parking provision strategy, but is a potential operational initiative to consider.

The Preschool would have its own staff parking, while Gate 5 would be used for entry/exit for the Preschool.

There is currently a very effective pick-up and drop-off operation for students and this would be further developed for both Boys' and Girls' Schools.

Safety will always remain the first consideration. Several strategies are available to address concerns, including the removal of existing conflict between vehicles and pedestrians across Gate 2 access, separating vehicle and pedestrian access, and implementing new footpaths within the campus. The possibility of reducing single child pick-up and drop-off in itself, is a safety measure.

- ***What are the views of Auckland Council and Auckland Transport?***

Work to date has been on the proposed master plan

only and broader consultation has not been sought at this stage. We have, however, obtained informal comment on key traffic points from Auckland Transport. Engagement on specific proposals will be sought once a master plan proposal has been approved and work on specific building developments begins.

Construction / timing

- *How long is the construction phase of the current proposal? Is there a program to validate this?*
- *What are the realistic timeframes for any construction of a Preschool and the other facilities? How confident are you of these given the shortage of builders etc in Auckland?*
- *What timeframe is being proposed for the Stage 1 developments?*
- *What level of confidence is there on approval and build times?*

Once a master plan inclusive of building developments and prioritisation has been approved a detailed project programme can be developed.

The proposed master plan for the Shore Road campus allows for the construction of a new Girls' School building, specialist facilities and a ten-classroom Senior Boys' School block in parallel to reduce overall construction time. A new Preschool facility would commence construction as the other buildings were nearing completion as it is not viewed as practicable to have three separate construction projects occurring at the same time.

Actual construction commencement will be influenced by the time required to obtain the necessary consents for specific projects.

Once design and documentation work, consenting and tendering have been completed and construction activity begins, we estimate a total construction period of approximately 38 months.

It is not currently envisaged that any prospective demolition or specific foundation works could be commenced until possibly January 2020, with building construction occurring through the 2020 – 2021 period.

A contractor procurement strategy that reflects the current construction market and offers the best possibility of delivering the developments on time once commenced will be adopted.

Costs

- *What are the estimated costs of all the developments?*
- *Will there be funding for the Preschool on the Shore Road site?*

Work on the master plan for the Pakuranga campus is still in progress and associated new developments and costs are to be confirmed. However, the proposed Shore Road master plan supports a total investment of \$76m at the Shore Road campus, including:

- \$24m for new, stand-alone Girls' School
- \$10m for Preschool
- \$24m for specialist and Senior Boys' classrooms

- \$2.1m for Junior Boys' refurbishment
- \$2.3m for Senior School refurbishment
- \$8.2m for new hall
- \$4m for enabling works (car parking, driveway widening, temporary classrooms, etc.)
- An aquatic centre
- Sports facilities and playground spaces.

Options for Pakuranga campus

- *It has been said that the Board looked at placing the Girls' School at the Pakuranga campus; what were the reasons that you believe it is better served at the Shore Road campus?*

See the answers above (in questions about the need to move from the Remuera Road site) for the broad factors behind the Trust Board decision to support the new location for the Girls' School.

More specifically, the Trust Board also saw disadvantages in locating a new Girls' School at Pakuranga as most students are drawn from the surrounding central suburbs. The opportunity for parents with both boys and girls at the primary schools and/or Preschool to travel to only one campus was considered a further positive.

Subsequent feedback from this engagement process and reference groups has confirmed parents at the Girls' School do not wish to send their daughters to Pakuranga.

- *Would relocating [the Girls' School] to the Pakuranga Campus give the desired educational outcomes that Board and parents are seeking?*

In principle, yes. But note above answers on the broader benefits seen from using the Shore Road campus, and the strong wish of Girls' School parents not to have their daughters travel out to Pakuranga.

- *Is the preference for the Shore Road campus as opposed to Pakuranga or staying put for the good of educational or financial reasons?*

The proposed master plan aims to support the Saint Kentigern vision for excellence in education. Locating two separate schools on the Shore Road campus has been seen as the best option for this for the reasons set out above. Making best use of the capital available to us has been an important part of this process.

The Trust Board has seen a valuable and unique opportunity in being able to locate a preschool and two single-gender primary schools at this location in meeting parent need for an assured, high-quality pathway.

Town planning

- *What is the consent process? Is it publicly notified, and what are the timeframes? Does the school get any favoured treatment, or is it a normal process? What are other areas around the Shore Road campus are marked for future developments? e.g. Rest Homes etc.*

- *What are the key planning considerations?*
- *What advice has been given on what is consentable on the Shore Road campus?*
- *What are the site constraints impacting location options at Shore Road?*
- *Risk of neighbours lobbying against traffic or other consent issues?*

The principle adopted in the master planning process has been to seek options and solutions that are largely, if not fully compliant with applicable key planning controls to reduce the risk of consent refusal or protracted time to obtain approval.

As part of this process, expert advice has been received from town planning consultants, Civitas Ltd.

- *Have resource consent applications been prepared? Submitted?*

No, we have not reached that stage, as all work to date has been for the proposed master plan. Progressing to consent preparation and application is a second and more detailed stage of work, which will be commenced once a master plan has been agreed and specific building developments confirmed.

- *What assumptions have been made about expansion of other amenities in the vicinity, e.g. expansion at Baradene, Rest Homes, development of the Palmers site, developments at Orakei Bay?*

The proposed master plan makes no assumptions about the above. The Board is currently not aware of any specific confirmed development proposals by property owners in the immediate vicinity of the campus. Auckland Transport has no specific plans for the area and advised it was not currently aware of other developments in the area that needed to be taken into consideration.

- *Has the Board considered selling off some College land to gain some additional funding for the Girls' School project?*

The current proposed master plan would make this unnecessary. Moreover the Board sees significant benefits in retaining all the land at Pakuranga to provide for future growth and additional facilities at the Colleges.

Other

- *Is the Board pursuing the acquisition of the remaining house – Victoria Ave?*

The acquisition of No. 267 Victoria Avenue has been considered as part of the proposed master plan. However, the property is a multi-unit title (6) and the potential acquisition of all titles is viewed as high risk in terms of time to acquire and associated cost.

- *Please describe the issues with construction at other locations at the Shore Road campus, e.g. tennis court and owned house areas, or Gate 5. What work has been done around alternative sites on the campus, and to what level of detail? Has any thought been given to acquiring the Palmers site and building on that?*

- *What happens after the decision on May 10th – if the Board decides that yes they will move the Girls' School but the location at Boys' may change, will there be further consultation or have further investigations been done, so we can move forward?*

Depending on the decision the Board makes, further work may be required to evaluate other options.

- *Has there been any consideration given to building the Preschool first in whatever location is suitable – especially due to the Preschool's extended waiting list – which will have a flow straight into Boys' and Girls' Schools once the construction concludes?*

Yes, the Preschool could potentially be constructed first. However, the need to address both the Girls' and Boys' schools needs is viewed on balance as a greater priority.



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