

Submitter Name	Section / Sub-section / Provision	Submission number / Point Number	Position	Summary of Submission	Relief Summary
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	Planning Maps /General /General	231.1	Amend	Submitter refers to an attached document for their full submission. Submitter outlines the bases of their submission and states they have interest in the parts of the plan that either directly or indirectly, have the potential to impact on the Ministry's interests such as the management and operation of existing educational facilities or the establishment of new educational facilities. The submitter then provides a list of provisions that impact them along with a little detail. Refer to Submission for full details.	Seeks that Amendments requested within the submission points are made. Explains that the Ministry's relief sought is shown in red underscore for additions and red strikethrough for deletions. For further detail is referred to in a document attached to the submission.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	Definitions /Definitions /ACTIVITIES SENSITIVE TO AIRCRAFT NOISE	231.2	Support	The Ministry supports the inclusion of day care facilities, educational facilities and child care centres in the definition of 'activities sensitive to aircraft noise', as they are activities sensitive to noise. The Ministry acknowledges that there is a valid reason for excluding educational facilities that have an aviation purpose and supports this.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	Definitions /Definitions /ACTIVITIES SENSITIVE TO NOISE	231.3	Amend	Requests to change the definition to encompass all environments at educational facilities rather than restricting this to classrooms. outdoor environments are a key part of educational facilities. Most schools have curriculums that are taught outside. making it important to protect outside environments from noise. Recommend that the term education facilities be changed to educational facilities, for maintained consistency.	Seeks to amend definition to say: Means any dwelling, visitor accommodation, boarding house, marae, papakāinga, integrated residential development, retirement village, supported residential care, care centres, lecture theatres in tertiary education facilities, classrooms in educational facilities, and healthcare facilities with an overnight stay facility.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	Definitions /General /General	231.4	Amend	Amend definitions to include a new definition of additional infrastructure to the plan, which is derived from the National Policy Statement on Urban Development 2020 (MPS-UD).The definition for 'Infrastructure' does not include educational facilities. Under the NPS-UD educational facilities are included in the definition of 'additional infrastructure'. The Ministry recommends the inclusion of 'additional infrastructure' in the definitions chapter to provide for educational facilities. This will ensure that subdivision and development include provision for the expansion of existing or new educational facilities to accommodate the demand of the development. It will allow for activities that provide broadly for communities' social, economic, and cultural well-being and for their health and safety, to be captured within specific policies and objectives and will be consistent with the NPS-UD wording.	Seeks to Amend Infrastructure Definition to: <u>Additional infrastructure means:</u> a. <u>Public open space.</u> b. <u>Community infrastructure as defined in section 197 of the Local Government Act 2002.</u> c. <u>Land transport (as defined in the Land Transport Management Act 2003) that is not controlled by local authorities.</u> d. <u>Social infrastructure, such as schools and healthcare facilities.</u> e. <u>A network operated for the purpose of telecommunications (as defined in section 5 of the Telecommunications Act 2001).</u> f. <u>A network operated for the purpose of transmitting or distributing electricity or gas.</u>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	Definitions /Definitions /AIRPORT RELATED ACTIVITIES	231.5	Amend	The Ministry supports the inclusion of 'educational facilities' solely related to aviation to be included in the definition of Airport related activities, which aims to protect airport activities. Request that 'education facilities' be amended to read 'educational facilities' for consistency across the plan.	Seeks that 'education facilities' be amended to read 'educational facilities' for consistency across the plan. means third party ancillary activities or services that provide support to the airport. This includes: a. land transport activities; b. buildings and structures; c. servicing and infrastructure; d. police stations, fire stations, and medical facilities; e. educational facilities provided they serve an aviation related purpose; f. retail and commercial services and industry associated with the needs of Airport passengers, visitors and employees and/or aircraft movements and Airport businesses, and g. Administrative offices, provided they are ancillary to an airport or airport related activity.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	Definitions /Definitions /EDUCATIONAL FACILITY	231.6	Support	The Ministry supports the definitions for 'Educational facility' as it is consistent with the National Planning Standards.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	Definitions /Definitions /HABITABLE ROOM	231.7	Support	The Ministry supports the proposed definition for Habitable Room as it is consistent with the National Planning Standards.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	Definitions /Definitions /NOISE SENSITIVE ACTIVITY	231.8	Amend	Supports the inclusion of educational facilities in the definition of noise sensitive activity, which aims to protect educational facilities from noise. Understands that trade and industry training is excluded from this definition. Seeks to amend definition to read educational facilities rather than education facilities.	Amend definition to: Any use of land and/or buildings which is likely to be susceptible to the effects of noise emitted from nearby land uses in the course of their legitimate operation and functioning; and for the purposes of this plan, includes day care centres, educational facilities (but not any trade training or other industry-related educational facility), health care centres, hospitality activities, office accommodation, places of assembly, residential activities, retirement complexes, travellers' accommodation, and camping grounds
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	Definitions /Definitions /RECREATIONAL ACTIVITY	231.9	Amend	Opposes the inclusion of 'use of outdoor school grounds between the hours of sunrise and sunset'. Some schools have evening events after dark, which utilise field lighting, which can be used for trainings for games during the winter. Requests that this part of the definition is removed.	Seeks to amend definition as follows: Any use of land and/or buildings which is likely to be susceptible to the effects of noise emitted from nearby land uses in the course of their legitimate operation and functioning; and for the purposes of this plan, includes day care centres, educational facilities (but not any trade training or other industry-related educational facility), health care centres, hospitality activities, office accommodation, places of assembly, residential activities, retirement complexes, travellers' accommodation, and camping grounds.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	Definitions /Definitions /SENSITIVE ACTIVITIES	231.10	Support	The Ministry supports the inclusion of educational facilities in the definition of "sensitive activities". This proposed definition is acceptable and provides protection to educational facilities.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	Definitions /Definitions /KŌHANGA REO	231.11	Support	The Ministry supports the inclusion of this definition. The definition of educational facility includes day care centres which reflects a broad range of activities, including Kōhanga reo.	Retain as proposed.

Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	Definitions /Definitions /MĀORI PURPOSE ACTIVITIES	231.12	Amend	Amend definition as it does not include Kura or Kōhanga Reo. Both Māori schools and childcare services should also be specifically provided for under this definition. Including both terms is important, as Māori purpose activities are enabled in the Māori purpose zone as permitted activities. All Māori educational facilities should be permitted in the Māori purpose zone.	Seeks to Amend definition to: Means activities relating to the expression and revitalisation of Māori culture, including mahinga kai activities, performing arts/sporting activities, tangihanga and other mourning activities, Matariki and Pūanga observance activities, wānanga, kura, kōhanga reo, hui, shorter-term (under seven days) events or festivals, temporary (under 14 days) camping that facilitates involvement in Māori customary activities, and other activities that reflect the special relationship mana whenua have to place, including any ancillary structures.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	Definitions /Definitions /General	231.13	Amend	The Ministry request a new definition is included to outline who vulnerable road users are. The Ministry have recommended this term be used in the plan.	Amend to: <u>Vulnerable users</u> Means non-motorised road users, such as pedestrians, cyclists, children, the elderly, the disabled and users of mobility devices.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	SD - Transport and Infrastructure Provision /Issues /SD-TI-13: Adverse effects arising from infrastructure	231.14	Support	The Ministry acknowledges that infrastructure is an important aspect of a functional community, and that poor management of infrastructure can lead to adverse environmental effects on the quality of the environment and the wellbeing of the community. The Ministry supports this provision as a key issue.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	SD - Transport and Infrastructure Provision /Strategic Objectives /SD-TI-02: Transport	231.15	Support	Supports objective as it promotes a safe efficient and integrated transport network for the district including an active transport network.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	SD - Urban Form and Development /Issues /SD-UFD-11: Compact urban form	231.16	Amend	Considers the importance of compact urban form and the pressure growth can put on the district. A growing population increases a demand for educational facilities. The term 'social facilities' is not defined under the the proposed plan, making it unclear if it included educational facilities or not. Requests that educational facilities are explicitly recognised in this objective, to highlight they are a crucial form of social infrastructure required to support the district.Considers the adoption of the Ministry requested amendments would better enable the Ministry to respond to growth and manage its existing and future school network.	Seeks to Amend SD-UFD-11 to: Napier's growing population increases demand for housing, employment, business, infrastructure , social and educational facilities, and services. Growth needs to be provided in a way that optimises the efficient use of the existing urban area and supports integrated land use, infrastructure and development.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	SD - Urban Form and Development /Objectives /SD-UFD-01: Compact urban form	231.17	Support	Supports SD-UFD-01 as it encourages an integrated urban form and the growth of the districts public transportation networks.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	SD - Urban Form and Development /Objectives /SD-UFD-08: Social and community facilities	231.18	Amend	Considers community facilities do not include education facilities within its definition, and the term social facilities are not defined in the plan. educational facilities are a critical part of social infrastructure required to support the wellbeing of learning communities. Requests that educational facilities are provided for within SD-UFD-08.	Amend SD-UFD-08 to: Social, educational and community facilities support the wellbeing of all members of our growing community.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	SD - Urban Form and Development /Objectives /SD-UFD-09: Infrastructure and land use planning	231.19	Support	Supports integrated planning outcomes.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	SD - Urban Form and Development /Objectives /SD-UFD-010: Quality environment	231.20	Support	Supports SD-UFD-010, as it encourages safe environments for students to reside in, engage in recreational activities, and commute to school.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	TPT - Transport /Objectives /TPT-01: Safe and efficient integrated transportation network	231.21	Support	Supports the objective as it promotes an efficient and integrated transport network for the district with a focus on encouraging active modes. Supports the uptake of students using active modes to get to and from school.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	TPT - Transport /Objectives /TPT-03: Public health and community wellbeing	231.22	Support	Supports the objective as it promotes safe transport routes and encourages active and healthy transport modes for the district.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	TPT - Transport /Policies /TPT-P1: Roads and connections	231.23	Amend	Supports the objective as it promotes safe and active modes of transport that contribute to health, safety and the wellbeing of the community.However, requests the following amendments are made, including the removal of 'where practicable' from b) as this provision should promote optimal road networks that encourage safe modes of transport for all active mode users, not just when it is practicable. The policy should encourage continuous improvements to the road network that enables active mode travellers in a way that also protects the vulnerable demographics, such as students, commuting to schools each day.	Amend to: Roads and connections Identify and maintain an integrated network of roads and other transport connections that: a. recognise and relate to their primary function(s) and supporting land use; b. are progressively upgraded to where practicable provide for different modes of land transport; c. supports growth, and d. contributes to the health, safety, and wellbeing of the community.

Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	TPT - Transport /Policies /TPT-P4: Connectivity	231.24	Amend	The Ministry supports provision TPT-P4. As students and staff utilise and rely on safe routes and road networks; cycleways and walkways; and the safe design of intersections and crossings everyday in their commute to schools. The Ministry supports the uptake of students choosing active modes of travel to schools as it has health benefits and reduces traffic congestion on the road network at peak pick up and drop off time. Amend item a) with the removal of 'where practicable'. The intent of the use of the word 'where practicable' is already achieved by saying cul-de-sacs must be minimised. The Ministry generally supports the avoidance of cul-de-sacs altogether to enable well connected road networks. The Ministry also supports amendments to part (e) to encourage vulnerable road users, like children, to be at the forefront of Council and developer's minds when designing roading infrastructure. The Ministry would support the inclusion of a new definition to the Proposed Plan, outlining who vulnerable users are.	Seeks to amend as followed: Connectivity Manage the design and location of subdivision, use, and development of land to optimise connectivity, including through: a. providing a connected roading network, including minimising the use of cul-de-sacs where practicable ; b. establishing safe cycleways and walkways and enhancing the safety of existing cycle and pedestrian routes; c. implementing CPTED (Crime Prevention Through Environmental Design) principles; d. supporting initiatives to increase use of public transport; e. ensuring that infrastructure associated with active transport and public transport modes is safe, convenient, and accessible to all sectors of the community, <u>including vulnerable users</u> , and designing intersections to facilitate safe and efficient crossing for all vehicles, cyclists, and pedestrians.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	TPT - Transport /TPT - Transport - Rules Table /TPT-R5: Vehicle trip generation	231.25	Amend	Schools would often be considered high vehicle generating activities. The ministry's notice of requirement process is often accompanied by an integrated transport assessment. Therefore, supports the requirement to manage traffic effects of schools on the road network. Requests to Amend TPT-R5A to reference the correct standard.	Amend the Following: Vehicle trip generation TPT-R5A Activity Status: Permitted Where: 1. Compliance is achieved with TPT-S6 TPT-S7. TPT R5B Activity Status where activity conditions are not met: Restricted Discretionary Matters of discretion are: 1. The relevant matters of discretion for the standard infringed. Section 88 information requirements for applications: Applications under this rule must provide an Integrated Transport Assessment by a suitably qualified transport engineer or transport planner. The Waka Kotahi NZ Transport Agency guidelines 'Research Report 422: Integrated Transport Assessment Guidelines, November 2010' should be used to inform any Integrated Transport Assessment. A basic ITA should focus on effects on the site's road frontage and the nearby intersections only. A full ITA requires a broader assessment of how the proposed activity fits within the wider transport networks including integration with public transport and cycle networks. A basic ITA should be provided for activities that generate less than 1,000 vehicle trips per day, and a full ITA for activities that generate more than 1,000 vehicle trips per day.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	TPT - Transport /TPT - Transport - Standards Table /TPT-S7: Vehicle trip generation	231.26	Support	The Ministry supports provision TPT-S7 as an acceptable trigger for a restricted discretionary activity for high trip generating activities.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	TPT - Transport /Assessment Criteria /TPT-AC1: High trip generating activity (TPT-R2)	231.27	Support	The Ministry considers this assessment criteria to be appropriate and can be addressed in an Integrated Transport Assessment.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	TPT - Transport /TPT - Transport - Standards Table /TPT-S2: Bike parking	231.28	Support	The Ministry supports the requirements of provision TPT-S2 to provide bike stands and end of trip cycling facilities (showers) and considers them appropriate.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	SUB - Subdivision /Objectives /SUB-O3: Infrastructure, transport, and connectivity	231.29	Support	The Ministry supports this objective as it requires subdivisions to provide safe, efficient and accessible connectivity and active modes of transport. The Ministry supports the uptake of students choosing active modes of travel to schools as it has health benefits and reduces traffic congestion on the road network at peak pick up and drop off time.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	SUB - Subdivision /Policies /SUB-P7: Providing for connectivity	231.30	Support	Supports this policy to enable well connected neighbourhoods through the active and public transport modes. The ministry supports the uptake of students choosing active modes. Supports the uptake of students choosing active modes of travel to schools as it has health benefits and reduces traffic congestion on the road network at peak pick up and drop off times.	Retain as proposed.

<p>Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')</p>	<p>LIGHT - Light /LIGHT - Light - Standards Table /LIGHT-S1: Light spill and lighting design</p>	<p>231.31</p>	<p>Amend</p>	<p>Supports the control of light spill hours of 10pm to 7am and the overall light spill and lighting design standards. Amend provision LIGHT-S1 to read 'habitable room' rather than habitable space to allow for consistency in the plan.</p>	<p>Amend to:</p> <p>Light spill and lighting design</p> <p>All Residential Zones and all Open Space, Sports Parks, and Conservation Zones (except for McLean Park Sports Stadium)</p> <p>1. Light spill conditions for all land uses other than for the purposes of illuminating a road: c. between the hours of 10.00 p.m. and 7.00 a.m. the following day, any outdoor lighting must not cause an added illuminance in excess of 10 lux, measured horizontally or vertically as an average (at any window of a habitable space <u>room</u> within a building located on any other site), and d. outdoor lighting</p>
<p>Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')</p>	<p>NOISE - Noise /Issues /NOISE-I2: Noise generation can detract from amenity values</p>	<p>231.32</p>	<p>Amend</p>	<p>Supports that educational facilities are generally located within residential zones. requests that 'education facilities' be amended to read 'educational facilities for consistency across the plan.</p>	<p>Amend to:</p> <p>Noise generation can detract from amenity values</p> <p>The degree of quiet or peacefulness in an area contributes to the amenity values appreciated by its occupants. Suburban residential areas, for example, are generally quieter than commercial centres. However, non-residential activities such as neighbourhood shops, cafes, education <u>al</u> facilities, and churches can be accommodated in these communities even though they generate noise. Appropriate noise standards need to be established and complied with to ensure that these activities are enabled while maintaining the amenity values of the residential area.</p> <p>Excessive noise can also be created by the use of high-powered stereo systems by residents.</p>
<p>Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')</p>	<p>NOISE - Noise /Issues /NOISE-I3: Noise-sensitive activities can impact on the operation of noise-generating activities</p>	<p>231.33</p>	<p>Amend</p>	<p>The link for the definition for activity sensitive to noise in NOISE-13 is not consistent to the plan's definition for 'Activities Sensitive to noise'. The ministry seeks the link to this definition be amended to match the proposed definition in the definitions chapter.</p>	<p>Amend to:</p> <p>Noise-sensitive activities can impact on the operation of noise-generating activities</p> <p>Where there is high noise-generating activities and infrastructure it is not reasonable or practicable for the noise generators to internalise their noise effects. Therefore, the surrounding land use needs to be managed to avoid the potential for reverse sensitivity. Depending on the level of noise, activity sensitive to noise may need to be avoided or acoustically treated to insulate from external noises and prevent potential reverse sensitivity effects.</p> <p>Definition link states:</p> <p>Activities sensitive to noise</p> <p>means any dwelling, visitor accommodation, boarding house, marae, papakāinga, integrated residential development, retirement village, supported residential care, care centres</p> <p><u>means any dwelling, visitor accommodation, boarding house, marae, papakāinga, integrated residential development, retirement village, supported residential care, care centres, lecture theatres in tertiary education facilities, education facilities, and healthcare facilities with an overnight stay facility.</u></p>
<p>Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')</p>	<p>NOISE - Noise /Policies /NOISE-P1: Amenity values, health, and wellbeing</p>	<p>231.34</p>	<p>Amend</p>	<p>Supports the allowance of higher levels of noise from educational facilities during school hours and the occasional temporary event. Educational facilities are a critical form of social infrastructure required to meet the needs of surrounding residential catchments. Educational facilities often do generate noise from various outdoor activities, like sports events or lunchtime play. These noise events are periodic and only occur during daylight hours mostly on weekdays. The Ministry support any provisions that accommodates noise generated from educational facilities. The Ministry does request that 'education facilities' be amended to read 'educational facilities' for consistency across the plan and to match the definition of the term.</p>	<p>Amend to:</p> <p>Amenity values, health, and wellbeing</p> <p>Maintain the anticipated amenity values of the zone and provide for the health and wellbeing of the community by:</p> <p>a. controlling the noise effects throughout the city to meet the relevant objectives for the zone; b. managing the interface of different zones to protect the amenity values of residential and other less noisy areas of the city, and</p> <p>providing for higher levels of noise generation for educational <u>al</u> facilities during the day on weekdays and a limited number of temporary events where these activities contribute to community wellbeing and potential adverse effects on amenity values are minimised.</p> <p>Relates to NOISE-O1</p>

Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	NOISE - Noise /Policies /NOISE-P2: Noise-sensitive activities	231.35	Amend	Supports the provision NOISE-P2 which protects noise sensitive activities from the effects of high noise-generating activities. Recommends the removal of a) as it is not clear what an 'inappropriate location' would be and b) already address's the concerns of a). Also considers the removal of the word unreasonable form b) as unreasonable noise cannot be measured. This should be amended to discourage noise that exceeds the permitted noise levels in the relevant zoning provisions.	Seeks to Amend NOISE-P2 to the following: Noise-sensitive activities Enable the functional operation of noise sensitive activities by: a. preventing noise sensitive activities from establishing in inappropriate locations; a. preventing high noise-generating activities other than roads and railway lines from establishing in residential zones, and b. where noise-sensitive activities establish in areas exposed to high noise- generating activities, require the acoustic treatment to achieve an appropriate internal noise level to enable uninterrupted sleep at night and an internal environment for uses that do not involve overnight accommodation that protects people from unreasonable noise <u>that exceeds the noise standards for the zone as defined in this District Plan.</u>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	NOISE - Noise /NOISE - Noise - Rules Table /NOISE-R1: Noise generation (general)	231.36	Support	Supports a restricted discretionary activity status when the noise standards in NOISE-S2 are not meet. As the Ministry recognises that educational facilities can generate noise from outdoor activities like sports and children playing.	Retain as Proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	NOISE - Noise /NOISE - Noise - Rules Table / NOISE-R9: Noise sensitive activities in the City Centre Zone, Mixed Use Zone, or Industrial Zone	231.37	Support	Supports the proposed noise standards for noise sensitive activities (which includes educational facilities). The Ministry excepts restricted discretionary activity status if compliance cannot be met.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	NOISE - Noise /NOISE - Noise - Standards Table / NOISE-S2: Noise from education facilities	231.38	Amend	Amend NOISE-S2, the Ministry requests that 'education facilities' be amended to read 'educational facilities' for consistency across the plan and to match the proposed definition of the term. The Ministry also requests that noise is measured from the boundary not within the school site. Often the Ministry school sites can be designed in ways to locate the noise generating activities away from the boundary of residential areas so noise can dissipate before reaching the boundary. However, the Ministry supports a restricted discretionary activity status when the noise standards in NOISE-S2 are not meet.	Seeks to Amend the following: Noise from educational facilities 1. Noise generated from any educational facility when measured from within <u>from within</u> the boundary of any <u>adjacent or adjoining site</u> in a residential zone or any adjacent or adjoining notional boundary within a rural zone must not exceed the levels below unless the relevant zone in which the facility is located provides for higher noise levels in Rule NOISE-S1: ... Matters of discretion are:...
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	NOISE - Noise /Assessment Criteria /NOISE-AC1: General assessment criteria for activities generating noise and/or vibration	231.39	Amend	Amend NOSIE-AC1, to refer to the 'learning environment' rather than the 'learning process', as council's proposed wording is unclear. 'Learning environment' provides clarity to plan users that effects on productive classroom environment need to be assessed. However, the Ministry does support NOISE-AC1 as it allows the effects of noise generating activities to be assessed in relation to the effects on education to reduce or prevent interference or disruption to productive learning environments.	Seeks to Amend the following: Public health a. ... ii. interference with speech communications, the learning <u>environment and process and education</u> , instruction from caregivers or teachers, and mental activity, and existing background levels and the total cumulative level of noise.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	GRZ - General Residential Zone /Objectives /GRZ-O2: Community wellbeing	231.40	Amend	Considers Amending GRZ. Supports the management of development and general activities that encourage safe, active and interactive communities. The Ministry recognises the primary purpose of the GRZ is to prioritise residential activities. However, the Ministry considers that educational facilities particularly early childhood centres and schools need to be located in residential areas to enable all members of the community to have adequate access to education.The GRZ objectives do not sufficiently provide for educational facilities in the objectives. There are also no clear objectives that correlate with Policy GRZ-P6 for non-residential activities (which educational facilities are). Therefore, the Ministry request GRZ-O2 is amended to recognises that some activities like educational facilities should be enabled in the zone provided the contribute to social, economic and cultural wellbeing.	Seeks to Amend the following: Community wellbeing Development and activities contribute to safe, active, and interactive communities <u>that provide for the community's social, economic, and cultural wellbeing.</u>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	GRZ - General Residential Zone /Policies /GRZ-P6: Non-residential activities	231.41	Amend	Considers Amending GRZ-P6. The Ministry recognises the primary purpose of the GRZ is to prioritise residential activities. However, the Ministry considers that educational facilities particularly early childhood centres and schools need to be located in residential areas to enable all members of the community to have access to education. If schools cannot locate in residential areas, traffic congestion can increase as parents have to drive their kids across town to school. Educational facilities are a crucial form of social infrastructure that is required to meet the education needs and wellbeing of the community. To achieve best planning practice, educational facilities should be represented in the objectives and policies as well as its own rule framework. Although the Ministry use the Notice of Requirement (NoR) process for its school sites, in the Ministry's experience the objectives and policies of the relevant zone are important provisions used to assess NoRs. The Ministry request that an additional provision is included that enables non-residential activities (like educational facilities) if they support the community needs and wellbeing. This will allow the Ministry to provided schools for the community and better respond to growth over time.	Seeks to make the following Amendment: GRZ-P6: Non-residential activities Limit Non-residential activities in the zone to: a. prioritise efficient use of the zone for residential activities; b. minimise effects on the vitality of centre zones, and c. minimise effects on residential amenity d. only those required to support well-functioning urban environments.

<p>Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')</p>	<p>GRZ - General Residential Zone /GRZ - General Residential Zone - Rules Table /GRZ-R8: Educational facility</p>	<p>231.42</p>	<p>Amend</p>	<p>Requests rule GRZ-R8A is amended to provide for educational facilities, such as childcare services, for up to 50 students (excluding staff and permanent residents) as a permitted activity. This would better align with the typical sizes of pre-school facilities established in the Residential zones in either established buildings or in new-builds as well as the Ministry's pre-school license requirements. This also recognises the accepted actual effects of these facilities as established in the Residential area.</p> <p>The sixth matter of discretion listed under rule GRZ-R8B will allow council to assess matters outside of the Ministry control and could imply the Ministry may need to fund the upgrade of the roading network to provide these multi modal facilities. Any road upgrades should be funded and provided by the council or developers who are enabling the residential growth that the Ministry must respond to. The Ministry request the removal of this matter of discretion.</p> <p>The Ministry also does not support the third matter of discretion either, as they allow council to assess additional matters that are outside of the Ministry's control. The Ministry has no control over the location and connectivity into the street network and surrounding public open space. The safety and attractiveness of the street are already covered by the second matter of discretion, as it allows council to assess the effects of the school on the streetscape and neighbourhood character. The Ministry consider this an appropriate matter of discretion, as it is a matter the applicant / Ministry can control through careful design.</p> <p>Anything beyond the boundary of the school site should not be assessed as the applicant has no control over it.</p>	<p>Seeks to make the following amendments:</p> <p>Educational facility GRZ-R8A</p> <p>Activity Status: Permitted</p> <p>Where:</p> <ol style="list-style-type: none"> 1. The educational facility does not cater for more than ten 50 students, and 2. The total number of people accommodated/catered for on the site by activities GRZ-R6 – GRZ-R8 is no more than ten 50 (excluding staff and permanent residents). <p>GRZ-R8B</p> <p>Activity Status where activity conditions are not met: Restricted Discretionary</p> <p>Matters of discretion are:</p> <ol style="list-style-type: none"> 1. Contribution to local community wellbeing; 2. Neighbourhood character; 3. Safety, attractiveness and connectivity of streets and public open spaces; 4. Quality living environments; 5. Infrastructure capacity and stormwater management; 6. Safety and efficiency of multi-modal transport network, and 7. Vibrancy and vitality of centres.
<p>Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')</p>	<p>GRZ - General Residential Zone /Assessment criteria /GRZ-AC2: Home business (GRZ-R4); Residential care facilities, visitor accommodation, educational facilities, community facilities, hospitality activity and dairies (GRZ-R6 - GRZ-R8)</p>	<p>231.43</p>	<p>Support</p>	<p>Supports GRZ-AC2 as educational facilities (as non- residential activities) are a critical part of contributing to the wellbeing of the local community by improving access to education.</p>	<p>Retain as proposed.</p>
<p>Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')</p>	<p>LLRZ - Large Lot Residential Zone /Objectives /General</p>	<p>231.44</p>	<p>Amend</p>	<p>Considers Amending Large Lot Residential (LLRZ), recognises that the primary purpose of the LLRZ is to prioritise large lot residential development. However, Educational facilities are typically located within residential zones as they are required to support the surrounding residential catchment. It is important that the objectives and policies of residential zones reflect the requirement for educational facilities to locate in each residential zone. Although the Ministry uses the NoR process for its school sites, in the Ministry's experience the objectives and policies of the relevant zone are important provisions used to assess NoRs. Therefore, without these supporting provisions the NoR process can become challenging for the Ministry.</p> <p>The LLRZ objectives do not sufficiently provide for educational facilities. Therefore, the Ministry supports the inclusion of a new objective that will allow educational facilities to be recognised as a non-residential activity to provide for the social and economic wellbeing of the surrounding communities. This will also create an objective that correlates with the Ministry's requested changes in LLRZ-P1 to enable educational facilities to support the needs of the surrounding community. Correlating objectives and policies achieve best planning practices as well.</p>	<p>Seeks to make the following Amendment, to include a new objective that allows educational Facilities to be recognised as a non-residential activity, and to create an objective that correlates with the Ministry's requested changes in LLRZ-P1 to enable educational facilities to support the needs of the surrounding community:</p> <p><u>LLRZ-OX</u></p> <p><u>Non-Residential activities</u></p> <p><u>Non-residential activities align with the overall character and amenity of the Large Lot Residential Zone and provide for the community's social, economic, and cultural wellbeing.</u></p>
<p>Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')</p>	<p>LLRZ - Large Lot Residential Zone /Policies /LLRZ-P1: Landscape character, ecological, and mana whenua values</p>	<p>231.45</p>	<p>Amend</p>	<p>Recognises the importance of maintaining the character of the LLRZ, however wherever there is a residential population, there can be a requirement for the Ministry to provide educational facilities. The Ministry request this zone enables the establishment of any childcare facilities or schools that are required to meet the education needs of the LLRZ.</p> <p>The Ministry also requests that an operational needs test is added to subpart (d). This this will allow council the confidence that non- residential activities that detract from the peri-urban character will be avoided while acknowledging that some activities, like schools, may have an operational need to locate in the LLRZ. Schools are designed in a way that trys not to detract from the surrounding character.</p> <p>However, 'character' is subjective. Including an operational needs test would still allow the Ministry to provide educational facilities for communities in the LLRZ should there be a demand for it.</p>	<p>Seeks to make the following amendments.</p> <p>Landscape character, ecological, and mana whenua values</p> <p>..</p> <p>a. ...</p> <p>d. avoiding non-residential activities that detract from the peri-urban character, <u>unless there is a functional or operational need for it to locate there.</u></p>
<p>Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')</p>	<p>LLRZ - Large Lot Residential Zone /LLRZ - Large Lot Residential Zone - Rules Table /LLRZ-R9: Educational facility</p>	<p>231.46</p>	<p>Amend</p>	<p>Opposes and wishes to amend the discretionary activity status for educational facilities and requests that educational facilities are provided for as a Restricted Discretionary activity in the LLRZ.</p> <p>The Ministry recognises the importance of maintaining the character and amenity of the LLRZ zone. The Ministry feels that any effects that arise from educational facilities can be appropriately managed and mitigated through carefully crafted matters of discretion. The matters of discretion proposed have been taken from other chapters in the Plan. However, if council does not support these, the ministry would appreciate the opportunity to work with council to refine these matters of discretion.</p> <p>The Ministry considers that educational facilities should be provided for in this zone as educational facilities are considered essential social infrastructure that may need to locate within the LLRZ.</p>	<p>Seeks to add the following to LLRZ-R9:</p> <p>Educational Facility</p> <p>Activity Status: Discretionary Restricted Discretionary</p> <p><u>Matters of discretion are:</u></p> <ol style="list-style-type: none"> 1. <u>Scale, design, layout, setbacks and screening</u> 2. <u>Contribution to local community wellbeing;</u> 3. <u>Neighbourhood character and visual amenity;</u> 4. <u>Open space character</u> 5. <u>Reverse sensitivity on surrounding properties and any rural activities</u> 6. <u>Infrastructure capacity and stormwater management.</u>

Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	MRZ - Medium Density Residential Zone /Introduction /	231.47	Amend	Considers Amending Medium Density Residential Zones (MRZ) introduction to allow for social infrastructure such as educational facilities. The Ministry does acknowledge that the purpose of the MRZ is to provide for residential activities. However, they still have an obligation to provide educational support and facilities for these communities.	Seeks to make the following Amendments. The purpose of the Medium Density Residential Zone is to provide predominantly for residential activities with moderate concentration and bulk of buildings, such as detached, semi-detached, and terraced housing, low-rise apartments, and other compatible activities.... The Medium Density Residential Zone provisions provide for the following: ... · Limiting non-residential activities (<u>except for educational facilities</u>) to enable efficient use of the land for medium-density housing and to encourage vibrancy in centres.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	MRZ - Medium Density Residential Zone /Objectives /MRZ-O2: Community wellbeing	231.48	Support	Supports Development and activities that contribute to safe, secure communities that provide for social well-being. Considers the establishment of any educational facilities within Medium Density Residential Zones (MRZ) to contribute to social well-being.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	MRZ - Medium Density Residential Zone /Policies /MRZ-P6: Non-residential activities	231.49	Amend	Considers that educational facilities, particularly early childhood centres and schools, should be provided for where there is potential for a residential population to need educational support. If schools cannot locate in residential areas, traffic congestion can increase as parents have to drive their kids across town to school. Educational facilities are an essential form of social infrastructure required to meet the growing needs of the MRZ, and should therefore be enabled within the zone policies. To achieve the best planning practice, educational facilities should be represented in the objectives and policies as well as its own rule framework. Although the Ministry use the NoR process to designate school sites, in the Ministry's experience the objectives and policies of the relevant zone are important provisions which are used to assess NoR's. The Ministry request that an additional provision is included that enables non-residential activities (like educational facilities) if they support the community needs and wellbeing. This will allow the Ministry to provide schools for the community and better respond to growth over time.	Seeks to make the following amendment: MRZ-P6: Non-residential activities Limit non-residential activities in the zone to: a. prioritise efficient use of the zone for residential activities; b. minimise effects on the vitality of centre zones, and c. minimise effects on residential amenity d. <u>only those required to support well-functioning urban environments.</u>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	MRZ - Medium Density Residential Zone /MRZ - Medium Density Residential Zone - Rules Table /General	231.50	Amend	Considers rule MRZ-R9 acknowledges that activities which are not otherwise provided for are non-complying. Educational facilities are not provided for within the MRZ and are therefore a non-complying activity. Educational facilities are crucial social infrastructure required to support the surrounding residential catchments. Schools located in residential areas enable sustainable travel modes and walkable communities, as children can walk and cycle to school easily. Walkable communities reduce pressure on the road network and reduce carbon emissions. Therefore, the Ministry requests that educational facilities are enabled in the MRZ to serve the educational needs of the residential community as a restricted discretionary activity status. The Ministry proposes the following matters of discretion to restrict councils' assessment to the relevant effects. The matters of discretion we have proposed have been taken from other chapters in the Plan. However, if council does not support these, we would love the opportunity to work with council to refine these matters of discretion.	Seeks to Amend MRZ and add the following rule: <u>MRZ-RX Educational Facility</u> <u>Activity Status: Restricted Discretionary Matters of discretion are:</u> <u>1. Scale, design and layout,</u> <u>2. Contribution to local community wellbeing;</u> <u>3. Neighbourhood character;</u> <u>4. Vibrancy and vitality of centres.</u>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	HRZ - High Density Residential Zone /Introduction	231.51	Amend	Considers that the Ministry has an obligation to provide educational support and facilities for High Density Residential Zones (HRZ). While acknowledging that the purpose of HRZ is to provide for residential activities with a higher concentration of buildings, the ministry requests that amendments be made to the introduction to allow for social infrastructure such as educational facilities.	Seeks to make the following amendment: The purpose of the High Density Residential Zone is to provide predominantly for residential activities with a higher concentration and bulk of buildings than previously provided for and other compatible activities. This zone provides for urban residential living in the form of terrace housing and apartments. The zone is predominantly located around the city centre and Taradale town centre to support the highest levels of intensification in areas where this is appropriate... The High-Density Residential Zone provisions provide for the following.. · Limiting non-residential activities (<u>except for educational facilities</u>) to enable efficient use of the land for high-density housing and to encourage vibrancy in centres.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	HRZ - High Density Residential Zone /Objectives /HRZ-O2: Community wellbeing	231.52	Support	Supports development and activities that contribute to safe, secure communities that provides for social wellbeing. The Ministry considers the establishment of any educational facilities within the HRZ to contribute to social well-being.	Retain as proposed.

Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	HRZ - High Density Residential Zone /Policies /HRZ-P6: Non-residential activities	231.53	Amend	<p>Considers it is essential that educational facilities are enabled to support High Density Residential Zones (HRZ). Educational facilities, particularly early childhood centres and schools, need to be located within all residential zones to enable all members of the community to have adequate access to education.</p> <p>The Ministry typically use the NoR process for its school sites. In the Ministry's experience the objectives and policies of the zone are important provisions used to assess NoRs. Therefore, it is important to have strong objectives and policies that tell council and plan users that educational facilities are anticipated within the Zone.</p> <p>The Ministry request that an additional provision is included that enables non-residential activities (like educational facilities) if they support the community needs and wellbeing. This will allow the Ministry to provided schools for the community and better respond to growth over time.</p>	<p>Seeks to Amend to add an additional provision:</p> <p>activities</p> <p>Limit Non-residential activities in the zone to:</p> <ol style="list-style-type: none"> prioritise efficient use of the zone for residential activities; minimise effects on the vitality of centre zones, and minimise effects on residential amenity <p><u>only those required to support well-functioning urban environments.</u></p>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	HRZ - High Density Residential Zone /HRZ - High Density Residential Zone - Rules Table /General	231.54	Amend	<p>Considers Rule HRZ-R9 states that activities not otherwise provided for under rules HRZ-R1 – HRZ-R8 are non-complying. Any non-residential activities including educational facilities that fall under this rule would be non-complying. Educational facilities are not provided for and would therefore be a non-complying activity. The Ministry does not support this.</p> <p>Requests that educational facilities are provided for and enabled in the HRZ to serve the educational needs of the residential community and recommend a restricted discretionary activity status. The Ministry acknowledges that educational facilities can have effects on the surrounding environment, but these can be managed through appropriate matters of discretion. The Ministry proposes the following matters of discretion to restrict council's assessment to relevant effects.</p> <p>The matters of discretion we have proposed have been taken from other chapters in the Plan. However, if council does not support these, the Ministry would appreciate the opportunity to work with council to finalise this provision and come to an agreement on these matters of discretion.</p>	<p>Seeks to Amend HRZ to add the following provision:</p> <p><u>HRZ-RX Educational Facility</u></p> <p><u>Activity Status: Restricted Discretionary Matters of discretion are:</u></p> <ol style="list-style-type: none"> <u>Scale, design, layout, setbacks and screening;</u> <u>Contribution to local community wellbeing;</u> <u>Effects on the streetscape and neighbourhood character;</u>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	RLZ - Rural Lifestyle Zone /Objectives /RLZ-O4: Services and infrastructure	231.55	Amend	<p>Recommends the inclusion of 'additional infrastructure' into RLZ-O4 as it includes educational facilities within the definition.</p> <p>The Ministry is responsible for providing educational facilities to meet the demand and needs of growing communities. Educational facilities are a crucial form of infrastructure to allow communities to meet their social and economic wellbeing. The proposed amendment will allow for the residential communities in RLZ zones to have access to early childhood education or schooling should they need it.</p> <p>To achieve the best planning practice, educational facilities should be represented in the objectives and policies as well as its own rule framework of any zone that enables a residential population of some sort. The Ministry has a responsibility to provide educational support to those residential communities enabled by the RLZ. Therefore, the policy framework should recognise the need for educational facilities to support any rural community. Although the Ministry use the NoR process to designate school sites, in the Ministry's experience the objectives and policies of the relevant zone are important provisions which are used to assess NoR's.</p> <p>If this amendment is not supported by council, the Ministry would support a similar provision to what we have recommend in row 59 of this submission.</p>	<p>Seeks to make the following Amendment:</p> <p>Services and infrastructure</p> <p>Subdivision, use, and development supported by adequate servicing infrastructure <u>and additional infrastructure.</u></p> <p>Relates to RLZ-13</p>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	RLZ - Rural Lifestyle Zone /Policies /RLZ-P2: Protect rural character and amenity values	231.56	Support	Supports the principles set out in this provision. The Ministry would expect that educational facilities would be assessed against these values and criteria.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	RLZ - Rural Lifestyle Zone /Policies /RLZ-P4: Manage development in the Rural Lifestyle Zone	231.57	Support	Supports RLZ-P4 as it manages the effects of development on the rural environment. The Ministry would expect that educational facilities would be assessed against these criteria as well.	Retain as proposed.

Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	RLZ - Rural Lifestyle Zone /RLZ - Rural Lifestyle Zone - Rules Table /RLZ-R5: Minor residential unit, a residential care facility, an education facility	231.58	Amend	<p>Amend RLZ-R5 to allow for 30 people, as this will cater for day care facilities.</p> <p>Recommends that the term 'education facility' be changed to 'educational facility' to maintain consistency throughout the plan.</p> <p>The Ministry requests that educational facilities are provided for and enabled in the RLZ to serve the educational needs of the residential community and recommend a restricted discretionary activity status. The Ministry acknowledges that educational facilities can have effects on the surrounding environment and cause reverse sensitivity, but these can be managed through appropriate matters of discretion. The Ministry proposes the following matters of discretion to restrict council's assessment to relevant effects.</p> <p>The Ministry is responsible for providing educational facilities to meet the demand and needs of growing communities. Educational facilities are a crucial form of infrastructure to allow communities to meet their social and economic wellbeing. The proposed amendment will allow for the residential communities in RLZ zones to have access to early childhood education or schooling should they need it.</p>	<p>Seeks to Amend RLZ-R5 to the following:</p> <p>Minor residential unit, a residential care facility, an educational facility</p> <p>RLZ-R5A Activity Status: Permitted</p> <p>Where:</p> <ol style="list-style-type: none"> The activity does not cater for more than ten 30 people; <p>RLZ-R5B</p> <p>Activity Status where activity conditions are not met: Discretionary Except for Educational Facility: <u>Restricted Discretionary</u> Matters of discretion are:</p> <ol style="list-style-type: none"> <u>Scale, design, layout, setbacks and screening;</u> <u>Reverse sensitivity on surrounding properties</u> <u>Contribution to local community wellbeing;</u> <u>Effects on the streetscape and neighbourhood character;</u>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	RLZ - Rural Lifestyle Zone /Assessment criteria for particular land uses /RLZ-AC4: Residential care facilities, retirement complexes, travellers' accommodation, day care centres, and education facilities	231.59	Amend	<p>Requests that 'education facilities' be amended to read 'educational facilities for consistency across the plan. The Ministry is also comfortable with the proposed assessment criteria on educational facilities.</p>	<p>Seeks to make the following amendment so education facilities be changed to educational facilities.</p> <p>Residential care facilities, retirement complexes, travellers' accommodation, day care centres, and educational facilities</p> <p>Compatibility with rural land use</p> <p>a. ...</p>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	RPROZ - Rural Production Zone /Objectives /General	231.60	Amend	<p>Understand the importance of protecting the purpose of the zone, the rural character and productive soils from non-rural activities. However, the Ministry still has an obligation to provide educational support to rural communities. If any communities within the RPZ zone were to grow, they may require a new school or day care centre to provide for their social well-being. The Ministry only provides these educational facilities in rural zones if there is a demand for them. Rural educational facilities are often small in scale to cater for the small rural communities and to minimize the impact on amenity.</p> <p>The Ministry requests that a new objective is added to the RPROZ to acknowledge that some non-rural activities are required in rural zones to support those rural communities.</p> <p>The Ministry can also appreciate that council would likely prefer that educational facilities were located in nearby settlement zones.</p> <p>However, it is hard to predict how rural communities will change and grow over the next 10 years, and it is important that any zone that enables a residential community of some sort provides for educational facilities within the zoning provisions. This will enable the Ministry to continue to supply access to education for all of Napier.</p>	<p>Seeks to Amend RPROZ to add the following new objective:</p> <p><u>RPROZ-OX</u></p> <p><u>Non-Rural activities</u></p> <p><u>Non-rural activities align with the character and amenity of the Rural Production Zone and provide for the community's social, economic, and cultural wellbeing.</u></p>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	RPROZ - Rural Production Zone /Policies /RPROZ-P6: Reverse sensitivity	231.61	Support	<p>Supports RPROZ-P6 as it encourages sensitive activities (like educational facilities) to avoid locating in RPZ where possible. However, the wording does allow for the establishment of these facilities as long as the effects can be mitigated to prevent any reverse sensitivity effects.</p>	<p>Retain as proposed.</p>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	RPROZ - Rural Production Zone /RPROZ - Rural Production Zone - Rules Table /RPROZ-R8: Day care centre	231.62	Oppose	<p>Opposes RPROZ-R8 Childcare services are included within the definition of educational facilities. A separate activity status for daycare centres is not required and can be covered by PROZ-R9. Few other chapters have provided daycare centres is a separate activity status from educational facilities.</p>	<p>Seeks to delete RPROZ-R8.</p>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	RPROZ - Rural Production Zone /RPROZ - Rural Production Zone - Rules Table /RPROZ-R9: Education facility	231.63	Amend	<p>Considers that educational facilities should be provided for in the RPROZ as educational facilities are considered essential social infrastructure that may need to be located within rural areas to provide for the educational needs of rural communities.</p> <p>Notwithstanding this, the Ministry acknowledges the potential effects and reverse sensitivity issues to be considered. The Ministry requests amendment of activity status to Discretionary for educational facilities in this zone.</p>	<p>Seeks to make the following amendment:</p> <p>Educational facility</p> <p>Activity Status: Non-complying <u>Discretionary</u></p>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	SETZ - Settlement zone /Objectives /General	231.64	Amend	<p>Considers the RPROZ objectives do not sufficiently provide for educational facilities. Considers that educational facilities, particularly early childhood centres and schools, should be enabled where there is a residential population. The Ministry supports amending SETZ to include a new objective taken from MRZ-o2 to allow development activities if they contribute to social well-being. The ministry considers that educational facilities support social well-being. States the adoption of this objective would align with part 2 section 5(2) of the RMA, it would provide local communities with essential social infrastructure to service the residential catchment in rural areas.</p>	<p>Seeks to Amend SETZ to add the following objective:</p> <p><u>SETZ-OX</u></p> <p><u>Community wellbeing</u></p> <p><u>Development and activities contribute to safety, security, social wellbeing, and connectivity in communities.</u></p>

Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	SETZ - Settlement zone /Policies /General	231.65	Amend	Considers that educational facilities particularly early childhood centres and schools, should be provided for in the SETZ as educational facilities should be provided in any zone that enables residential development. To achieve best planning outcomes educational facilities should be represented in the objectives and policies as well as it's own rules framework. Although the Ministry use the Notice of Requirement process for it's school sites, in the Ministry's experience the objectives and policies of the zone are important provisions used to assess the NoRs. The Ministry request that SETZ is amended to add an additional provision is included that enables non-residential activities (like educational facilities) if they support the community needs and wellbeing. This will allow the Ministry to provided schools for the community and better respond to growth over time.	Seeks to Amend SETZ to add the following objective: <u>Non-residential activities</u> Limit Non-residential activities in the zone to: a. <u>prioritise efficient use of the zone for residential activities;</u> b. <u>minimise effects on the vitality of centre zones, and</u> c. <u>minimise effects on residential amenity</u> d. <u>only those required to support well-functioning urban environments.</u>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	SETZ - Settlement zone /SETZ - Settlement Zone - Rules Table /General	231.66	Amend	Considers educational facilities are currently not provided for under the plan but rather fall under the proposed rule SETZ-R4 as a Discretionary activity. The Ministry acknowledges that the primary purpose of the settlement zone is to provide for a cluster of residential, commercial, light industrial, and/or community activities located in rural areas or coastal environments. The Ministry considers that educational facilities, particularly early childhood centres and schools, should be provided for where there is potential for a population to support them including in the settlement zone. They are typical in small settlements and should be enabled in this zone as educational facilities are considered essential social infrastructure. The Ministry therefore requests the following new policy educational facilities in the Rural Zone. The matters of discretion proposed, have been taken from other chapters in the Plan. However, if council does not support these, the Ministry would appreciate the opportunity to work with council to come to an agreement on these matters of discretion.	Seeks to Amend SETZ to add the following provision: <u>SETZ-RX</u> <u>Educational Facility</u> <u>Activity Status: Restricted Discretionary Matters of discretion are restricted to:</u> 1. <u>Scale, design, layout, setbacks and screening;</u> 2. <u>Reverse sensitivity on surrounding properties</u> 3. <u>Contribution to local community wellbeing;</u> 4. <u>Effects on the streetscape and rural/settlement character;</u>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	PREC4 - Jervoistown Precinct /Objectives /General	231.67	Amend	Considers the establishment of any educational facilities necessary within the Jervoistown Precinct to contribute to social well- being. This small rural community enabled by this precinct may need the support of day care centres or a small school. this should be reflected with the provisions.	Seeks to Amend to include community well-being to the objectives: <u>Community wellbeing</u> <u>Development and activities contribute to safety, security, social wellbeing, and connectivity in communities.</u>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	PREC4 - Jervoistown Precinct /PREC4 - Jervoistown Precinct - Rules /PREC4-R4: Retirement complexes, residential care facilities, day care centres, travellers' accommodation, education facilities	231.68	Amend	Does not support educational facilities as a discretionary activity. States educational facilities should be provided for as a restricted discretionary activity to enable daycare centres or small schools to support the small community enabled by Jervoistown Precinct. Effects can be well managed through appropriate matters of discretion. The matters of discretion proposed have been taken from other chapters in the plan, if council does not support these, the ministry would appreciate the opportunity to work with council to come to an agreement on these matters of discretion.	Seeks to make the following amendments: Retirement complexes, residential care facilities, day care centres , travellers' accommodation, educational facilities Activity Status: Discretionary Educational facilities Activity Status: Discretionary <u>Restricted Discretionary Matters of discretion are restricted to:</u> 1. <u>Scale, design, layout, setbacks and screening;</u> 2. <u>Reverse sensitivity on surrounding properties</u> 3. <u>Contribution to local community wellbeing;</u> 4. <u>Effects on the streetscape and rural/settlement character;</u>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	NCZ - Neighbourhood Centre Zone /Objectives /NCZ-O1: Neighbourhood centre function	231.69	Amend	Supports this objective and seeks an amendment to explicitly recognise and provide for educational activities in the NCZ as these activities are necessary to service residential growth. Educational facilities do not meet the definition of community activities and should therefore be outlined clearly here.	Seeks to make the following amendment: <u>Neighbourhood centres have small-scale commercial and community activities including educational facilities</u> that service the needs of the immediate residential neighbourhood.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	NCZ - Neighbourhood Centre Zone /Objectives /NCZ-O4: Access and connectivity	231.70	Support	Supports this objective to enable well connected neighbourhoods through the establishment of multi-modal infrastructure.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	NCZ - Neighbourhood Centre Zone /Policies /NCZ-P1: Neighbourhood centre function	231.71	Amend	Seeks an amendment to explicitly recognise and provide for educational activities in NCZ as these activities are necessary to service residential growth. Amendments requested will align with changes requested to NCZ-O1.	Seeks to amend NCZ-P1 to: Protect the function of the neighbourhood centre as a service centre for the immediate residential catchment including by: a. <u>providing for a range of commercial and community activities and educational facilities;</u> and b. <u>restricting large format retail and industrial activities.</u>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	NCZ - Neighbourhood Centre Zone /Policies /NCZ-P4: Access and connectivity	231.72	Support	Supports this objective to enable well connected neighbourhoods through the establishment of multi-modal infrastructure. The Ministry supports the uptake of students choosing active modes of travel to schools as has health benefits and reduces traffic congestion on the road network at peak pick up and drop off time.	Retain as proposed.

Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	NCZ - Neighbourhood Centre Zone /NCZ - Neighbourhood Centre Zone - Rules Table /NCZ-R9: Educational activities	231.73	Amend	<p>The Ministry does not support educational facilities as a discretionary activity. Educational facilities should be provided for as a restricted discretionary activity in the neighbourhood centres, as educational facilities are essential pieces of social infrastructure required to support the surrounding residential and commercial activities. Any effects council are concerned about can be well managed through appropriate matters of discretion. The matters of discretion proposed, have been taken from other chapters in the Plan. However, if council does not support these, the Ministry would appreciate the opportunity to work with council to come to an agreement on these matters of discretion.</p> <p>The Ministry also requests to amend the title to 'educational facilities' to be consistent with the rest of the Plan and use a term that is defined in the definitions chapter.</p>	<p>Seeks to amend the title to read 'educational facilities' rather than education facilities.</p> <p>Seeks to make the following amendment to make educational facilities a restricted discretionary.</p> <p>NCZ-R9: Educational facility activities.</p> <p>Activity Status: <u>Restricted</u> Discretionary</p> <p><u>Matters of discretion are restricted to:</u></p> <ol style="list-style-type: none"> <u>Scale, design, layout, setbacks and screening;</u> <u>Contribution to local community wellbeing;</u> <u>Effects on the streetscape and neighbourhood character;</u>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	LCZ - Local Centre Zone /Objectives /LCZ-O1: Local centre function	231.74	Amend	<p>Seeks an amendment to explicitly recognise and provide for educational activities in the LCZ. Any zone that enables residential activities in or around it should provide for schools and day care centres as essential social infrastructure required to support the surrounding residential and commercial catchment as educational facilities do not meet the definition of community activities and should be outlined clearly here.</p>	<p>Seeks to Amend LCZ-O1 to recognise and provide for educational activities:</p> <p>LCZ-O1: Local centre function</p> <p>Local centres have a range of commercial and community activities, <u>including educational activities</u> that service the needs of the residential catchment.</p>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	LCZ - Local Centre Zone /Objectives /LCZ-O4: Access and connectivity	231.75	Support	<p>Supports this objective to enable well connected local centres through the establishment of multi-modal infrastructure. The Ministry supports the uptake of students choosing active modes of travel to schools as has health benefits and reduces traffic congestion on the road network at peak pick up and drop off time.</p>	<p>Retain as proposed.</p>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	LCZ - Local Centre Zone /Policies /LCZ-P1: Local centre function	231.76	Amend	<p>Seeks an amendment to explicitly recognise and provide for educational activities in the LCZ as educational facilities are necessary to service residential activities. These amendments will align with the changes requested to the correlating objective - LCZ-O1.</p>	<p>Seeks to Amend LCZ-P1 to recognise and provide for educational activities:</p> <p>LCZ-P1: Local centre function</p> <p>Protect the function of the local centre as a service centre for the residential catchment including by:</p> <ol style="list-style-type: none"> providing for a range of commercial and community activities, <u>including educational facilities</u>, and restricting large format retail and industrial activities.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	LCZ - Local Centre Zone /Policies /LCZ-P5: Access and connectivity	231.77	Support	<p>Supports this objective to enable well connected local centres through the establishment of multi-modal infrastructure. The Ministry supports the uptake of students choosing active modes of travel to schools as has health benefits and reduces traffic congestion on the road network at peak pick up and drop off time.</p>	<p>Retain as proposed.</p>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	LCZ - Local Centre Zone /LCZ - Local Centre Zone - Rules Table /LCZ-R6: Educational activities	231.78	Amend	<p>Considers LCZ-R6 is unclear as it does not outline what the activity status would be if the educational facility could not comply with the permitted developments standards. Some matters of discretion are listed next to each development standard but nowhere in the chapter does it clearly outline that educational facilities would become a restricted discretionary activity if they cannot comply with the standards.</p> <p>The Ministry requested greater clarity is provided. The Ministry propose that a restricted discretionary status is applied to the activity status box for each educational facility. The Ministry also requests that educational facilities have their own matters of discretion, as often schools cannot comply with the development standards and matters of discretion should be restricted to the relevant effects.</p> <p>The matters of discretion we have proposed have been taken from other chapters in the Plan. However, if council does not support these, the Ministry would appreciate the opportunity to work with council to come to an agreement on these matters of discretion.</p> <p>The Ministry also request the title be changed to 'educational facilities' to be consistent with the rest of the Plan and use a term that is defined in the definitions chapter.</p>	<p>Seeks to have more clarity on LCZ-R6.</p> <p>Seeks to amend the title to read educational facilities rather than education facilities.</p> <p>Seeks to amend LCZ-R6 so that a restricted discretionary status is applied to the activity status:</p> <p>LCZ-R6: Educational facility activities Activity status: Permitted</p> <p><u>Activity Status where permitted development standards are not met: Restricted Discretionary</u></p> <p><u>Matters of discretion are restricted to:</u></p> <ol style="list-style-type: none"> <u>Scale, design, layout, setbacks and screening;</u> <u>Contribution to local community wellbeing;</u> <u>Effects on the streetscape and neighbourhood character;</u>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	MUZ - Mixed Use Zone /Objectives /MUZ-O1: Mixed use of activities	231.79	Amend	<p>Amend MUZ-O1 to include educational facilities. As any zone that enables residential activities should provide for schools and day care centres as well to support the residential and commercial catchment.</p>	<p>Seeks to amend MUZ-O1 to include educational facilities:</p> <p>Mixed use of activities</p> <p>A mix of compatible residential, commercial, light industrial, recreational and/or community activities, <u>including educational facilities</u> are able to establish and operate.</p>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	MUZ - Mixed Use Zone /Policies /MUZ-P1: Mix of activities	231.80	Amend	<p>Amend MUZ-P1 so that educational facilities are explicitly provided for. Any zone that enables residential activities in or around it should provide for schools and day care centres as essential social infrastructure required to support the surrounding residential and commercial catchment.</p> <p>The changes align with the changes requested on the correlating objective - MUZ-O1</p>	<p>Seeks to amend MUZ-P1 to include educational facilities:</p> <p>MUZ-P1: Mix of activities</p> <p>Encourage a compatible mix of activities within the zone by:</p> <ol style="list-style-type: none"> .. enabling residential, recreational, and/or community activities, <u>including educational facilities</u> outside of identified areas of risk, and ..

Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	MUZ - Mixed Use Zone /MUZ - Mixed Use Zone - Rules Table /MUZ-R8: Day care centres	231.81	Oppose	Opposes MUZ-R8, Day care centres are included within the definition of educational facilities as childcare services. Therefore, this activity status is a duplication of MUZ-R10A which also provides for daycare centres as permitted activity if they have less than 10 people. Recommends this activity status is removed; any daycare centre can apply for the same activity through MUZ-R10A.	Seeks to Delete MUZ-R8.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	MUZ - Mixed Use Zone /MUZ - Mixed Use Zone - Rules Table /MUZ-R10: Educational facility	231.82	Amend	Amend MUZ-R10A to provide for educational facilities, such as childcare services for up to 50 students as a permitted activity. states this would better align with the typical sizes of pre-school facilities in either established buildings or in new-builds as well as the Ministry's pre-school license requirements. This also recognises the accepted actual effects of these facilities as established in the Mixed Use Zone. Requests the removal of MUZ-R10A.2 as its intent is achieved by MUZ-R10A.1. The Ministry does not support educational facilities as a discretionary activity where compliance cannot be achieved with the permitted activity standards. Educational facilities should be provided for as a restricted discretionary activity in the Mixed Use Zone as educational facilities are essential pieces of social infrastructure required to support the surrounding residential and commercial activities. Any effects council are concerned about can be well managed through appropriate matters of discretion. The matters of discretion we have proposed have been taken from other chapters in the Plan. However, if council does not support these, the Ministry would appreciate the opportunity to work with council to come to an agreement on these matters of discretion. The Ministry also request the title be changed to 'educational facilities' to be consistent with the rest of the Plan and use a term that is defined in the definitions chapter.	Seeks to amend the title to read educational facilities rather than education facilities. Seeks to amend as follows to provide for educational facilities: MUZ-R10A Educational facility Activity Status: Permitted Where: 1. The educational facility does not cater for more than ten 50 students, and 2. The total number of people accommodated/catered for on the site by activities MUZ-R6 – MUZ-R10 is no more than ten (excluding staff). MUZ-R10B Activity Status where activity conditions are not met: <u>Restricted</u> Discretionary <u>The matters of discretion are:</u> 1. <u>Scale, design, layout, setbacks and screening;</u> 2. <u>Contribution to local community wellbeing;</u> <u>Effects on the streetscape and neighbourhood character;</u>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	TCZ - Town Centre Zone /Objectives /TCZ-O1: Quality town centre	231.83	Amend	Amend TCZ-O1 so that educational facilities are included. As any zone that enables residential activities in or around it should provide for schools and day care centres as essential social infrastructure required to support the surrounding residential and commercial catchment.	Seeks to amend TCZ-O1 so that educational facilities are included as follows: Quality town centre Taradale town centre has a range of commercial, community, recreational, and residential activities <u>and educational facilities</u> that service the needs of the immediate and neighbouring suburbs.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	TCZ - Town Centre Zone /Objectives /TCZ-O4: Access and Connectivity	231.84	Support	Supports this objective to encourage the establishment of multi-modal infrastructure and public transport. The Ministry supports the uptake of students choosing active modes of travel to schools it has health benefits and reduces traffic congestion on the road network at peak pick up and drop off time.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	TCZ - Town Centre Zone /Policies /TCZ-P1: Vibrant town centre	231.85	Support	Supports TCZ-P1 as it provides the establishment of a wide range and diverse mix of compatible activities. If the Ministry's submission point on TCZ-O1 above is accepted in the correlating objective to TCZ-P1, it will be clear that educational facilities would be considered a compatible activity for this zone and be provided for under this policy.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	TCZ - Town Centre Zone /Rules /TCZ-R4: Educational activities	231.86	Amend	Amend TCZ-R4, Requests that activity status is corrected to 'educational facility' as this is a term defined in the plan. States that TCZ-R4 is unclear as it does not outline what the activity would be if the educational facility could not comply with the permitted developments standards. Some matters of discretion are listed next to each development standard but nowhere in the chapter does it clearly outline that educational facilities would become a restricted discretionary activity if they cannot comply with the standards. The Ministry proposes that a restricted discretionary status is applied to the activity status box for each educational facility. The Ministry also requests that educational facilities have their own matters of discretion, as often schools cannot comply with the development standards and matters of discretion should be restricted to the relevant effects.	Seeks to Amend the following: Educational activities facility Activity Status: Permitted <u>Activity Status where activity conditions are not met: Restricted Discretionary The matters of discretion are:</u> 1. <u>Scale, design, layout, setbacks and screening;</u> 2. <u>Contribution to local community wellbeing;</u> <u>Effects on the streetscape and neighbourhood character;</u>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	CCZ - City Centre Zone /Objectives /CCZ-O1: Quality city centre	231.87	Support	Supports CCZ-O1 as it recognizes the vital role education plays in the city centre.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	CCZ - City Centre Zone /Objectives /CCZ-O3: Access and connectivity	231.88	Support	Supports this objective to encourage the establishment of multi-modal infrastructure and public transport. The Ministry supports the uptake of students choosing active modes of travel to schools, as it has health benefits and reduces traffic congestion on the road network at peak pick up and drop off time.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	CCZ - City Centre Zone /Policies /CCZ-P1: Quality city centre	231.89	Support	Supports CCZ-P1 as it provides the establishment of a wide range of compatible activities. The correlating objective to this policy (CCZ-O1) has already listed education as a key activity within the city centre. Therefore, the Ministry is comfortable that educational facilities would be considered a compatible activity.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	CCZ - City Centre Zone /Policies /CCZ-P5: Access and connectivity	231.90	Support	Supports this objective to encourage the establishment of multi-modal infrastructure and public transport. The Ministry supports the uptake of students choosing active modes of travel to schools, as it has health benefits and reduces traffic congestion on the road network at peak pick up and drop off time.	Retain as proposed.

Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	CCZ - City Centre Zone /CCZ - City Centre Zone - Rules /CCZ-R4: Educational activities	231.91	Amend	Amend CCZ-R4, considers activity status is corrected to 'educational facility', as this is a term defined under the Proposed Plan. States CCZ-R4 is unclear as it does not outline what the activity status would be if the educational facility could not comply with the permitted developments standards. Some matters of discretion are listed next to each development standard but nowhere in the chapter does it clearly outline that educational facilities would become a restricted discretionary activity if they cannot comply with the standards. The Ministry requested greater clarity is provided. The Ministry propose that a restricted discretionary status is applied to the activity status box for each educational facility. The Ministry also requests that educational facilities have their own matters of discretion, as often schools cannot comply with the development standards and matters of discretion should be restricted to the relevant effects.	Seeks to Amend CCZ-R4 as follows: <u>Educational activities facility</u> Activity Status: Permitted Activity Status where activity conditions are not met: Restricted Discretionary The matters of discretion are: <u>1. Scale, design, layout, setbacks and screening;</u> <u>2. Contribution to local community wellbeing;</u> <u>Effects on the streetscape and neighbourhood character;</u>
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	LIZ - Light Industrial Zone /Policies /LIZ-P4: Non-industrial and ancillary activities	231.92	Support	Supports this policy as it enables nonindustrial activities where they are compatible with the zone, including educational facilities like work skills training centres where people are trained on industrial based skills. These facilities are only compatible with industrial zones and should be provided for within the provisions.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	LIZ - Light Industrial Zone /LIZ - Light Industrial Zone - Rules Table /General	231.93	Amend	Seeks to amend LIZ as certain industrial training facilities that can only be located in industrial areas should be allowed. However, agrees that schools and childcare facilities should be a non-complying activity within the industrial zones.	Seeks to amend as follows: <u>Educational facilities</u> Where: It is a training facility that is ancillary to industrial activities Activity Status: Discretionary
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	GIZ - General Industrial Zone /Objectives /GIZ-O2: Non-industrial and ancillary activities	231.94	Support	Supports both GIZ-O2 and GIZ-P2, as they enable nonindustrial activities or sensitive land uses where they are compatible with the zone. The Ministry considers some educational facilities to be compatible where they include work skills training centres where people are trained on industrial based skills. These facilities are only compatible with industrial zones and should be provided for within the zone.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	GIZ - General Industrial Zone /Policies /GIZ-P6: Non-industrial and ancillary activities	231.95	Support	Supports both GIZ-O2 and GIZ-P2, as they enable nonindustrial activities or sensitive land uses where they are compatible with the zone. The Ministry considers some educational facilities to be compatible where they include work skills training centres where people are trained on industrial based skills. These facilities are only compatible with industrial zones and should be provided for within the zone.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	GIZ - General Industrial Zone /GIZ - Taradale Road Specific Control Area - Rules Table /General	231.96	Amend	Amend LIZ as certain industrial training facilities that can only locate in industrial areas should be allowed. However, agrees that schools and childcare facilities should be a non-complying activity within the industrial zones.	Seeks to amend as follows: <u>Educational facilities</u> Where: It is a training facility that is ancillary to industrial activities Activity Status: Discretionary.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	MPZ - Maori Purpose Zone /MPZ - Maori Purpose Zone - Rules Table /MPZ-R4: Training and educational facilities	231.97	Support	Supports educational facilities being permitted activity in the Māori Purpose Zone.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	MPZ - Maori Purpose Zone /Assessment criteria - Maori Purpose Zone /MPZ-AC1: All infringements	231.98	Amend	The Ministry request that any maximum capacity limits on educational facility are removed. Maximum capacity limits need to be assessed by the education provider. Effects associated with an increased number of students can be managed through other matters of discretion or assessment criteria to manage the specific effects of concern.	Seeks to amend as follows: Education and services The extent to which adverse effects may be mitigated by imposing conditions on: i. hours of operation; ii. maximum person capacity, and iii. unreasonable noise.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	DEV1 - Te Awa Development Area /General /General	231.99	Support	Supports the development areas as long as the amendments requested to any zone that enables residential development is adopted to provide educational facilities. The adoption of these provisions would enable educational facilities to support these development areas in the future.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	DEV2 - Wharerangi Road Development Area /General /General	231.100	Support	Supports the development areas as long as the amendments requested to any zone that enables residential development is adopted to provide educational facilities. The adoption of these provisions would enable educational facilities to support these development areas in the future.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	DEV3 - Mission Development Area /General /General	231.101	Support	Supports the development areas as long as the amendments requested to any zone that enables residential development is adopted to provide educational facilities. The adoption of these provisions would enable educational facilities to support these development areas in the future.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	MEDU - Ministry of Education /General /General	231.102	Support	Supports all Ministry of Education Designations listed in the Plan's Designation section and Shown in the plan Maps except as shown below in submission points.	Retain as proposed.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	MEDU - Ministry of Education /Ministry of Education Designations /MEDU-1: Arthur Millar School	231.103	Amend	Amend MEDU-1 as it is incorrectly listed. Requests it is amended to match the designation confirmation dated 6 August 2019.	Seeks to amend plan as follows. "Lots 36 and 37 and Pt Lots 35 and 38 Deeds Plan 120 Taradale contained in Gazette Notice 1967 page 1212 1312"
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	MEDU - Ministry of Education /Ministry of Education Designations / MEDU-2: Bledisloe/Fairhaven Schools	231.104	Amend	Considers the schools access way has not been included within the designation, which is located on the eastern boundary of the MEDU-2 designation. The access way is an important part of the school's operation. Therefore, the Ministry requests that the access way be included within the designation (Legal Description Lot 2 DP 22229). The Ministry is the owner of Lot 2 DP 22229.	Seeks to amend MEDU-2, so that the designation be extended to include the whole of the school's driveway.

Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	MEDU - Ministry of Education /Ministry of Education Designations / MEDU-3: Central School	231.105	Amend	Considers MEDU-3 title is inaccurately identified as "Central School" the Ministry requests that the proper name of the school is used here "Napier Central School".	Seeks to amend to read "MEDU-3: Napier Central School".
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	MEDU - Ministry of Education /Ministry of Education Designations / MEDU-4: WILLIAM COLENSO COLLEGE / HAWKE'S BAY SCHOOL FOR TEENAGE PARENTS	231.106	Amend	Considers that MEDU is missing an allotment from its description. "Pt Lot 1 DP 4206 contained in Gazette Notice 1958 page 1810" needs to be added to the site identifier in accordance with the Ministry's confirmation notice dated 6 August 2019. The missing allotment from the description is shown as designated on the maps.The Ministry requests the following amendments are made to the proposed site identifiers to match the Council Maps.	Seeks to amend the following: "21 Arnold Street, Onekawa · Pt Lot 1 DP 4206 contained in Gazette Notice 1958 page 1810 · Pt Lots 30-37 DP 4219 contained in Gazette Notice 1958 page 1810 Lot 26 DP 11015 contained in Gazette Notice 1985 page 1157
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	MEDU - Ministry of Education /Ministry of Education Designations / MEDU-16: Pirimai School	231.107	Amend	Considers an allotment on the north-west side of Pirimai School has not been included within the designation extent (Lot 1 Deposited Plan 11689).The Ministry requests that the designation boundary be adjust only include Lot 1 DP 11689 (79 Bill Hercock Street) and Section 1 SO 539821 (3A Allen Berry Avenue) as outlined in red, and remove all other lots.The Ministry also requests the site identifier description be amended to match these changes.	Seeks to amend so that the designation boundary be adjust only include Lot 1 DP 11689 (79 Bill Hercock Street) and Section 1 SO 539821 (3A Allen Berry Avenue) and remove all other lots. Also requests the site identifier description be amended to match these changes.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	MEDU - Ministry of Education /Ministry of Education Designations / MEDU-23: Taradale High School	231.108	Amend	Considers MEDU-23 is missing some correct site identifier details.	Seek to amend to read "50 Murphy Road, Taradale"
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	MEDU - Ministry of Education /Ministry of Education Designations / MEDU-26: Te Awa School and Napier Community High School	231.109	Amend	Considers the designation purpose is inaccurately reading "Education purposes –". The Ministry requests the removal of the hyphen for tidiness and consistency with the other designations.	Seeks to amend to read "Education purposes", with removal of the hyphen.
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	MEDU - Ministry of Education /Ministry of Education Designations / MEDU-29: Parkside Christian SDA School	231.110	Amend	Considers the designation purpose is inaccurately reading "Education purposes – Parkside Christian SDA School". The Ministry requests the removal of the additional information for consistency with the other designations.	Seeks to Amend to read:Education purposes – Parkside Christian SDA School
Ministry of Education Te Tāhuhu o Te Mātauranga ('the Ministry')	MEDU - Ministry of Education /Ministry of Education Designations / MEDU-29: Parkside Christian SDA School	231.111	Amend	Considers a section from the northern portion of the site was missed from the designation.The Ministry requests that the designation boundary is reduced to the left to sit along the fence line.	Seeks to amend the designation boundary to be reduced to the left to sit along the fence line. Refer to full submission for details.