learning about nationhood

Wellington: a capital destination for education

Dr Sarah Rusholme
Head of Strategic Development
Wellington Museums Trust
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a research project led by Wellington Museums Trust with support from Ben Parsons & Associates and funding from Wellington City Council
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1. Executive Summary

1.1 Wellington City Council commissioned a project to better understand the nature of school visits to the capital

The motivators for and barriers against visits to the capital city from school groups from outside the Greater Wellington Region are currently poorly understood. Wellington City Council commissioned a project to better understand the nature of these visits, the type of out-of-region schools that plan a visit to Wellington and why, which schools aren’t visiting and why, what the major draws of the capital are, how such visits can be facilitated in the future, and what opportunities exist to maximise visitation.

1.2 The work was undertaken by Wellington Museums Trust in conjunction with Ben Parsons and Associates.

This work included data-sharing across 9 Wellington attractions, a survey of 305 schools, phone interviews with 20 teachers, plus an online survey and interviews with 12 low-cost accommodation providers, and a range of other partners and stakeholders.

1.3 This study has established a benchmark for non-Greater Wellington Region (non-GWR) schools visitation to the capital.

Using data from partner institutions it is estimated that between 9,500 and 10,500 non-GWR students and their teachers visit the capital every year. Most trips involve a full class, generally between 20-40 students. Most trips last 3-5 days and most frequently occur in Term 4. Costs vary from $100 - $1,000 per head with a budget average per head of $350. Trips tend to be funded by parents. Visiting biennially is a common pattern; with Years 7 & 8 being the most common visitors. Visiting schools tend to travel by bus or plane. They come from the closest regions, and those connected by arterial transport links. Once in the city they prefer to travel by bus or on foot. Safe, secure low-cost accommodation in the CBD was preferred – but a number of teachers talked about opportunities offered by out-of-town resources, like Silverstream Retreat.

1.4 Teacher feedback was supportive and informative

Many teachers felt that visiting Wellington was an important part of a New Zealand education. Three quarters of schools agreed that Wellington plays an important role in the
constitutional leadership of the country and shaping our national identity, and two thirds felt that all children should at some stage during their formal education visit the capital.

Wellington’s combination of unique, nationally-significant institutions, access to attractions offering quality curriculum-linked programmes, plus a ‘big’ city experience that was vibrant yet safe kept schools coming back. Opportunities to learn about nationhood and national identity were important, and institutions like Parliament and Te Papa are central to that.

Teachers felt that a capital visit could raise student aspirations. Visiting Wellington’s universities and our nation’s heart of government and democracy were powerful, formative experiences that opened up conversations about future study options and career choices. (Australian national achievement scores for civics and citizenship show a significant increase in Year 6 and Year 10 students who have participated in a visit to parliament, local government or law court.)

1.5 An opportunity presents itself for a Wellington-based learning experience based on collaborative partnerships

A timely opportunity exists for a powerful Wellington learning experience that draws together fundamental aspects of nationhood, national identity, civics and citizenship. A visitor centre opens at Government House in 2013, the Treaty of Waitangi will be displayed in the National Library in 2014, and, it is hoped that on Anzac Day 2015, Memorial Park (and possibly a new visitor/education centre) will be open. 2015 also marks the 150th anniversary of Wellington as New Zealand’s capital city. These opportunities sit alongside learning programmes at the Supreme Court and Parliament.

Linking these opportunities, in conjunction with teacher support and resources, would create a powerful structured exploration of New Zealand civics, citizenship, nationhood and national identity that empowers young people to become more informed, participative citizens. This would as relevant to GWR students, as it is to non-GWR students. In addition, supporting the concept of nationhood, as a driver to visit Wellington, could push non-GWR visits into less busy Terms 1, 2 and 3, an advantage in spreading visitation, as some partner institutions report reaching capacity in Term 4.

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1 National Assessment Program – Civics and Citizenship Year 6 & 10 Report 2010
1.6  **Cost is the biggest barrier to a school visit to Wellington.**

Teachers across all deciles reported that financial pressure on families made such trips inaccessible for many; while for others it resulted in shorter or less frequent visits. A travel rebate, linked to cost of travel from Wellington would make a significant impact. A similar scheme in Australia, in conjunction with a joined up marketing campaign for Canberra’s attractions/ facilities resulted in a significant local and national impact.

1.7  **Several questions raised**

Primary and secondary schools have different visit profiles. Primary and intermediate school visits tend to be linked to key competencies and take in a wide range of attractions. Secondary school visits are more focussed, and likely to be associated with an event (sports final, debating final) or curriculum area. The capital’s role as a host of school cultural and sporting events is important in attracting this segment.

School teachers mentioned that finding suitable, low-cost accommodation was sometimes challenging. This was not borne out by speaking to providers, and appeared to reflect a need to better connect newer facilities to potential customers, raise awareness of, and change receptiveness to high quality non-CBD accommodation, such as marae and camps.

Teachers tend to book each element of their visit themselves. Based upon tried and tested visit plans, they may miss out on events or opportunities offered by new or changing facilities. According to teachers surveyed, the iSite was little used by schools. The Wellington Education Guide, a print directory of facilities for schools prepared by WMT and PWT in 2010 was mentioned favourably by teachers and providers like YHA, which identified it as the source of 70% of new business.

Need expressed for a central agency or website  An online version of the Wellington Education Guide or similar one-stop shop designed specifically to meet school needs was a frequent suggestion. Given the existing infrastructure and expertise, this could be linked to iSite or www.wellingtonNZ.com and coordinate bookings, broker packages between partners, and act as a source of expert local information - broadening teacher’s horizons, and ensuring that itineraries reflected the best that Wellington had to offer.

A teacher-focussed communications and familiarisation strategy could protect and grow the audience base - ensuring that more visits are facilitated, and that schools that no longer/ lessen the frequency of a visit to the capital are replaced by others. This is supported by the Australian NCETP team who run an online resource and communications strategy in tandem.
Present funding sources not secure - Some, but not all of the project partners rely upon Ministry of Education Learning Experiences Outside the Classroom (LEOTC) funding to support their curriculum-linked programmes. LEOTC funding is changing to a regionally-focussed model, with allocation related to local population profiles. Some project partners voiced concerns that unless the large number of non-GWR students that use Wellington attractions are taken into account, resources could become more thinly spread, affecting learning programme quality and availability. The funding model had yet to be confirmed.

1.8 Summary of Conclusions

Teachers and project partners felt that there was an opportunity for Wellington facilities to offer a more cohesive approach – This could include booking, packaging and cross-promoting our capital city status, unique experiences and facilities to schools. A targeted online hub and regular, centralised communication to schools played a central role in this.

There is huge potential for connecting core nationhood institutions - Parliament, Supreme Court, Government House, Treaty of Waitangi and Memorial Park have an opportunity to be formally linked by programmes and teaching resources. These would support the development of more a democratically-aware, participative generation with a truly New Zealand perspective of nationhood.

Wider benefits for the capital and its facilities due to a ‘halo effect’ – These partnership initiatives would benefit all Wellington facilities, as well as GWR and non-GWR students. Some stakeholders felt that some aspects could also be relevant to, and add value to, international student visits to Wellington.

Cost is the primary barrier - Significantly increased visitation to the capital, however, would only be achieved if visitation was subsidised.
1.9 Recommendations

All Project Partners

Attractions, institutions, transport and accommodation providers develop a partnership approach to facilitate visitation from schools outside GWR: sharing data, best practice, programming and packaging opportunities.

Core Group of Nationhood Partners

Parliament, Government House, National Library (Treaty of Waitangi), National War Memorial, Supreme Court work together, possibly led by a central focus of expertise such as Te Papa or Wellington Museums Trust, to develop interconnected learning experiences. These should maximise curriculum links to civics, citizenship, national identity and nationhood, and draw upon Wellington’s nationally-significant institutions. Launch in 2015 via the hub outlined below.

Wellington City Council

Through existing infrastructure (PWT & WMT), fund a strategic marketing campaign to New Zealand schools promoting Wellington, its facilities and unique offer as a destination for education visits. Launching by 2015, this should incorporate a teacher-specific online hub, including a landing page on www.wellingtonNZ.com, targeted collateral and familiarisation opportunities for teachers.

Central Government

As cost is the barrier that prevents the majority of schools from visiting New Zealand’s democratically significant institutions, government funding for a Nationhood Visit Subsidy targeted to schools least likely to visit Wellington, would open this experience to those disenfranchised by location and/ or socio-economic status, and contribute to a more democratically-aware and participative younger generation.
2. Foreword

Young people in our current education system are unlikely to have classes in civil and political rights. Hence, it would be ideal if they could gain an experience that laid the foundation for their growing as informed and participating citizens of New Zealand. This project promises to provide that opportunity, by building a unique experience for young people in their intermediate school years – years 7 and 8. They will be drawn to the capital city Wellington where they will see, understand and participate in a range of activity that creates a sense of pride in being a New Zealander.

Wellington, a compact and easily navigated city, has several institutions which are central to the essence of being a New Zealander. These are Parliament, the National War Memorial and Government House, the residence of the Governor General. Two other institutions contribute to our sense of national identity, National Library and the Museum of New Zealand Te Papa Tongarewa. For many adult New Zealanders, visits to one or two of these may be a highlight of a trip to the capital, but few experience them as a “package” in any planned way, as the children of this project might.

Parliament has a central focus which can illustrate to young students the role they will have at eighteen, when they have the power to vote in governments. This is potentially an exciting and stimulating “find” for their age group. An opportunity to see how Parliament operates as well as a chance to speak with MPs or even with some of our leaders could augment it.

The National War Memorial, and why it exists, allows students to understand the sacrifice of a life, made by many in the past and present, in the name of our country and for the sake of peace. A visit here can be an emotional event, heightened by students laying mementoes of forebears which they have prepared in advance of the trip. While the focus may be the laying of a wreath, the emotional commitment can be the gift of each individual in the form of a memento of many different kinds. These could be created by the students during a visit to Te Papa. There they can tour the 20th century exhibition with its sections on World War One and Two, and create a way of giving a “thank you” to those who gave so much for the future that we now enjoy.

Government House stands as a symbol of the relationship of Aotearoa New Zealand to Britain and of our founding in 1840. A “grand” house of the kind few students will ever have entered; it can be understood as acknowledging the importance of leadership, both in a
political sense and in the broader sense of our country respecting our leaders. In the present Governor General we have the ideal coming together of both political and military leadership.

National Library will hold the Treaty of Waitangi. As our founding document, the Treaty embodies the aspirations held by those involved in the 1840 agreement, that New Zealand would be a new nation formed with the coming together of two peoples. A visit to the Library will also enable students to understand the other significant documents from our national archives, including the petition for women to have the vote, which was gained before any other country in the world.

All of these institutions present exciting possibilities, either in one package, or provided as a group from which choices can be made. It will be important that some preparation by teachers and students has been done before the visit, and our national museum; Te Papa Tongarewa could no doubt build on this. The visit itself should be a much anticipated experience as part of the intermediate years when impressions and memories lay the basis for pride and understanding of what it is to be a Kiwi. Taking home those experiences and recounting them with all the excitement they generate, the young people are the best educators of an older generation of parents, grandparents and extended family about what it means to be an active citizen of this country.

Dame Dr Claudia Orange DNZM OBE

Director of Collections and Research, Museum of New Zealand Te Papa Tongarewa
3. Introduction

In 2015, Wellington will celebrate 150 years of its capital city status. As our nation’s seat of government, and home to a unique combination of institutions of national significance, the capital is perfectly placed to help young people explore their concepts of nationhood and experience New Zealand’s democratic processes firsthand: contributing to their growth as informed, participative citizens.

On Anzac Day 2015, it is hoped that Memorial Park in Wellington will be our focus as we mark the centenary of Gallipoli. Prior to this, the new Diamond Jubilee Visitor Centre will open at Government House, and the Treaty of Waitangi redisplayed in the National Library. These landmarks, plus Parliament and the Supreme Court create a critical mass of nationally significant resources, all with education programmes linked to nationhood, and national identity, and all bringing to life what it means to be a New Zealander.

Every year, thousands of schoolchildren and their teachers travel to the capital from across New Zealand. The motivators, barriers and benefits to such a visit are poorly understood. Hence, this project, funded by Wellington City Council and conducted by Wellington Museums Trust and Ben Parsons Associates, seeks to benchmark current visitation, analyse the opportunity for a joined up approach to promoting school visits to the capital city, and assesses the potential to link a visit Wellington to a curriculum-based education programme that helps teachers and students explore civics and citizenship and ideas of national identity and nationhood.
4. Research Tools

4.1 Data Sharing

Nine project partners (Capital E!, City Gallery Wellington, Carter Observatory, Marine Education Centre, Museum of Wellington City and Sea, Parliament, Te Papa, Wellington Zoo, Zealandia) shared school visit data encompassing Term 1 2010 – Term 2 2012. This was compiled into a database and used as a means of cross-checking findings from a survey of New Zealand schools and estimating total non-GWR visitation to Wellington (see Appendix 1).

4.2 Online school survey

An online survey (see Appendix 2) was emailed to a database of schools sourced from the New Zealand Schools Directory on the Education Counts website:

http://www.educationcounts.govt.nz/directories/list-of-nz-schools

After removing all GWR schools, the database consisted of 2,144 contacts. 305 responses were received, a success rate of 14%: typical of surveys of this nature.

A sample of n=305 has a margin of error of +/-5% at the 95% confidence level. i.e. we can be 95% confident that a survey result from our sample will be within 5% of the actual perception of New Zealand schools. Survey findings that include only schools that have or have not visited Wellington will have higher a margin of error, since the sample sizes are smaller. Specifically, the margin of error is +/-7% for the 166 schools that had visited Wellington, and +/-8% for the 129 schools that had not visited.

4.3 School Follow Up Interviews

Follow up interviews were conducted with 20 schools that had completed the survey and agreed to be contacted. This included 10 schools that had visited Wellington in the past five years and 10 schools that had not. Within each of these groups, the sample was spread by region, school type and decile.

These interviews canvassed the same topics as the online survey, but allowed the interviewer to go into more depth about reasons for visiting and not visiting, barriers and ideas to overcome these.
4.4 Stakeholder Interviews

Input from a range of partners and stakeholders was sought throughout this project. Participants included staff from partner institutions, plus the Ministry of Justice, Ministry of Culture and Heritage, Department of Internal Affairs, Positively Wellington Tourism, Grow Wellington, iSite Wellington, Wellington City Council and Thorndon Visitor Services Group.

4.5 Accommodation Provider Online Survey: Online and Phone

An online survey was distributed to low cost accommodation providers across the region. This was followed up by phone interviews with staff representing small and large backpackers in Wellington CBD and beyond, plus marae, hostels and holiday parks.

4.6 Review of Funding Provision for School Visits in Wellington and Overseas

Ministry of Education information regarding funding for Learning Experiences Outside the Classroom (LEOTC) was reviewed in the context of non-GWR visits to the capital. In addition, a review of data from the Australian PACER scheme and Canberra’s National Capital Educational Tourism Project (NCETP), were conducted. NCETP’s project manager was interviewed.
5. Results

5.1 SUMMARY OF RESULTS

5.1.1 Visitor profile

i. Using data provided by Wellington institutions and schools across the country, it is estimated between 9,500 and 10,500 non Greater Wellington Region (GWR) students and their teachers visit the capital every year.

ii. Most students come from regions closest to Wellington i.e. Manawatu-Whanganui, or cities with arterial transport links, i.e. Auckland and Christchurch.

iii. Many trips involve a full class (or more) of students (around 20-40 individuals), particularly those from Years 7 and 8. Most trips are around 3-5 days long, and most frequently occur in Term 4. Data suggests that more than half of schools visit biennially or more often with 85% visiting once every 5 years or more.

iv. Most schools either fly or hire a bus/coach to get to Wellington, and then either use their coach or walk to get around the city, depending upon where they were staying. Availability of city parking was voiced as a minor concern.

5.1.2 Visit characteristics: Primary, intermediate and secondary schools

i. Secondary school trips are more likely to involve a specific group going to Wellington for a specific purpose (e.g. a sports competition or cultural event). Hence, secondary school trips tend to be event-focussed, involve smaller student numbers, be shorter duration and occur more frequently.

ii. Primary/intermediate trips are more likely to have a more general, competency-based focus and involve whole classes, year groups or syndicates. These trips are typically longer and less flexible.

5.1.3 Budget

i. The average spend per student is around $350 per school visit, but costs vary. Generally, schools from further away (e.g. upper North Island and lower South Island) spent more per student than those from schools that are closer. Most of the financial burden falls on parents, but some schools also provide funding and, depending on the trip, the students sometimes do their own fundraising.

ii. Cost was by far the biggest barrier. Almost every respondent talked about the expense involved in travelling to Wellington – making a visit inaccessible, shortening
duration or reducing visit frequency. The cost of accommodation and attractions were seen as less of a barrier.

iii. Financial support to subsidise visit costs would have the biggest impact on increasing visitation to Wellington.

5.1.4 Why Wellington?

i. Many teachers saw a visit to the capital as a formative experience for students. Visiting the seat of government, and Wellington’s university campuses opened up aspirational conversations about future study options and career choices.

ii. Teachers talked about the importance of giving their students a ‘big city experience’. Wellington’s manageability and access to high quality attractions with curriculum-linked learning programmes made it a destination of choice.

iii. Schools visit up to six attractions when in Wellington. They select which to visit based on both national significance, uniqueness to Wellington, and links to the curriculum. Over 90% visit Te Papa, and over 75% visit Parliament.

iv. Many schools go back to the same places year on year. Visit itineraries tend to be based on past experiences, and recommendations from other teachers.

5.1.5 Booking attractions and accommodation

i. Teachers tend to book every element of their visit themselves direct with providers. They often use ‘tried and tested’ visit plans that might not reflect the best of the city – often overlooking events or newer facilities that could provide the best opportunities for their students.

ii. The iSite is little used by teachers.

iii. The Wellington Education Guide, a print directory of attractions and other facilities for schools prepared by WMT and PWT in 2010 was mentioned regularly by schools and accommodation providers like YHA, which reported that 70% of its new business came from the publication.

iv. Little information sharing occurs between attractions, accommodations and transport providers. Accommodation providers and some attractions spoke about opportunities to cross-promote and book related packages for shared customers.

v. A central hub, such as an online version of the Wellington Education Guide, possibly linked to existing iSite or www.wellingtonNZ.com infrastructure and expertise, that coordinated bookings and acted as a source of up to date local information was a frequent suggestion from teachers as a way of facilitating their visit, and ensuring that experiences reflected the best Wellington had to offer.

vi. Any new booking tool, marketing and communications activity had to recognise the specialist requirements of the schools audience.
5.1.6 Accommodation

i. School groups gravitate to the cheapest and simplest accommodation options, mostly backpackers, holiday parks and hostels. Most self-cater.

ii. Teachers like the convenience of staying in a central city location, but have concerns about student safety in a busy CBD ‘backpacker’ type environment.

iii. Some accommodation providers also voiced concerns over the suitability of mixing school group with free, independent travellers (FITs). All parties reported that mixing these diverse audiences was not ideal, but worked best when the groups could be segregated (e.g. different wing of a hostel, separate lounge) and a framework for behavioural expectations was in place for school students.

iv. A perceived shortage in low-cost accommodation voiced by some teachers was not borne out by speaking with providers. It was felt that the peak season for schools and FITs had a small overlap, but were largely complementary, that teachers may not know about newer, suitable accommodation opportunities (e.g. Trek Global), and that there were non-CBD sites (e.g. marae or Silverstream Retreat) that could provide excellent experiences tailored to group needs – if schools were prepared to consider a slightly different approach to their visit. This again, demonstrated a knowledge gap about Wellington facilities.

5.1.7 Barriers and challenges

i. The biggest barrier for schools and whanau is cost of a trip – primarily travel expenses. Almost all respondents cited this, and felt that a travel subsidy would make the biggest difference to their decision-making process.

ii. A secondary barrier for schools is the lack of a central resource for booking. Teachers lack current knowledge of Wellington accommodation, attractions and learning programmes. Booking each element of their visit individually, based upon tried and tested visit plans, was not only time-consuming, but due to a lack of local knowledge, teachers felt that their students might not be experiencing the best Wellington had to offer. A central online hub and communications initiative was recommended by many.

iii. A challenge voiced by teachers, was a perceived shortage of low-cost, suitable accommodation. This was not borne out by providers, and may reflect teachers not knowing about new product – or options to stay at alternative facilities.

iv. Project partners and some school teachers felt that there was not a joined up approach to teaching about civics and citizenship, nationhood and national identity in New Zealand, and there was an opportunity to review provision and create a joined up resource that drew upon the best of the Wellington visit experience.

v. Partners and stakeholders identified opportunities to work better together to joint-promote, to package and complementary programmes, and to share best practice.
vi. Some attractions already run at full capacity in Term 4. Therefore, pushing any additional school visit volume earlier into the year was seen as a necessity. Connecting a visit to Wellington with a strong curriculum-linked civics and citizenship, nationhood and national identity programme, anchored in classroom activity, was suggested as a way of encouraging this.

5.1.8 **The National Capital Educational Tourism Project, and PACER scheme, Canberra**

i. NCETP markets an educational visit to the capital, representing 19 attractions including Parliament House, Museum of Australian Democracy at Old Parliament House, Electoral Education Centre, and Australian War Memorial; a range of peripheral attractions; accommodation and transport providers. It also hosts an online hub listing visit opportunities and facilities for schools, coordinates familiarisation visits to Canberra for teachers, and quarterly communication to schools.

ii. The NCETP team also administers the AUS$5 million PACER scheme on behalf of central government. This rebate is available to all interstate schools and subsidises travel to Canberra when the visit links to curriculum-linked civics and citizenship learning programme. It covers between 20 and 80% of travel costs.

iii. A condition of PACER is that recipients must visit Parliament House, the Museum of Australian Democracy at Old Parliament House and/or the Electoral Education Centre, and the Australian War Memorial and participate in an education program at these institutions. Schools must also demonstrate that they are tying the visit to teaching the curriculum-linked Discovering Democracy module in the classroom.

iv. Civics and citizenship is a core part of the Australian curriculum, and is assessed by national standardised testing. Results show a significant increase in attainment in students who had visited a significant democratic institution.

v. PACER, delivered in conjunction NCETP, has resulted in a significant local and national impact. Research for NCETP done by University of Canberra every two years shows that in 1998, 112,000 schoolchildren visited Canberra. In 2010, research showed that annual visitation had grown to around 165,000 schoolchildren. Direct economic impact in ACT as a result of inter-state school excursions grew from AUS$67 million in 2007 to approximately AU$99 million in 2010.²

5.1.9 **Impact on institutions funded to provide LEOTC**

i. Upcoming changes in the Ministry of Education Learning Experiences Outside the Classroom (LEOTC) funding intended to even out the national distribution of LEOTC funding awarded to different regions may adversely affect city attractions.

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² Size and Effect of School Excursions to the National Capital, 2010
ii. Wellington attractions provide high quality learning experiences to students from within the region. In addition, the capital's attractions also meet the needs of around 10,000 non-GWR students each year.

iii. Any judgement about LEOTC funding allocated to providers in Wellington, must take into account the high number of non-region students using facilities, and take into account any initiatives to grow the numbers of students visiting the city.

iv. The Ministry has not released final guidelines for funding allocation.

5.1.10 Wellington’s role in learning about nationhood

i. Many teachers felt that visiting the capital was an important part of a New Zealand education. Three quarters of schools agreed that Wellington plays an important role in the constitutional leadership of the country and shaping of our national identity, and two thirds felt that all children should at some stage during their formal education visit Wellington.

ii. Significant opportunities exist in the capital to develop a learning experience for schools to address fundamental aspects of nationhood and national identity. A new visitor centre will open at Government House in 2013; the Treaty of Waitangi will be redisplayed in the National Library in 2014; and Memorial Park (and possible visitor centre) will open in the capital's centenary year: 2015. These sit alongside education programmes at the Supreme Court and Parliament. Linking these experiences, in conjunction with teacher resources, could provide a powerful learning experience exploring ideas of civics, citizenship and national identity.

iii. Currently there is little or no overlap between the government departments coordinating learning experiences at these nationally-significant projects. Developing civics and citizenship, nationhood and national identity as a reason to visit Wellington would push non-GWR visit volume into Terms 1, 2 and 3 where there is capacity across the wider spectrum of Wellington attractions.

iv. There is willingness among the project partners, the coordinators of nationally-significant institutions, and the Thorndon Visitor Services Group (Old St Pauls, Parliament, BNZ Museum, National Portrait Gallery, Supreme Court, National Archive, Cathedral etc) to share data, to cross-promote to key audiences and investigate the possibilities offered by collaboration and joint programming.
5.2 PROFILE OF VISITORS

Using data provided by Wellington institutions and schools across the country, it is estimated between 9,500 and 10,500 non Greater Wellington Region (non-GWR) students and their teachers visit the capital every year (see Appendix 1).

Estimation of TOTAL non-GWR school visits to Wellington

<table>
<thead>
<tr>
<th>Year</th>
<th>Est. non-GWR TOTAL Te Papa based upon 93%* non-GWR students</th>
<th>Est. non-GWR TOTAL Parliament based upon 79%* non-GWR students</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>10,470</td>
<td>10,494</td>
<td>10,482 (+/- 734)</td>
</tr>
<tr>
<td>2011</td>
<td>8,513</td>
<td>10,178</td>
<td>9,345 (+/- 654)</td>
</tr>
</tbody>
</table>

*Source: report by for Wellington Museum Trust by Ben Parsons & Associates

Base: Schools who had visited Wellington in the past 5 years n=166. Note multiple responses were allowed so the figures add to more than 100%

Years 7 and 8 (i.e. intermediate school years) are the most frequent visitors to Wellington. Some schools talked about making this trip the students’ “big send off” before they started...
high school. Schools that are closer to Wellington (especially those in the central North Island) were more likely to have brought trips of all ages.

5.2.1 **Profile of visiting schools by region**

Schools closer to Wellington, and those with in big cities with arterial transport links (Auckland, Christchurch) were more likely to visit than schools that are further away – likely because of the cost of travel. There were no differences between schools in urban and rural areas. This finding is borne out by the partner institution database.

**Region of origin of all schools visiting partner institutions (Term 1 2010 – Term 2 2012)**

![Bar chart showing the region of origin of all schools visiting partner institutions.](chart.png)

n=1,520 schools. Source = partner institution database
5.2.2  **Profile of visiting schools by roll size**

Generally, larger schools are more likely to have visited than smaller schools.

Percentages in blue are statistically significant.

<table>
<thead>
<tr>
<th>Proportion of schools that visit Wellington - by school roll size</th>
<th>Has your school taken a group of students to Wellington in the past five years?</th>
<th></th>
<th></th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Don't know</td>
<td></td>
</tr>
<tr>
<td>1 to 50</td>
<td>48%</td>
<td>48%</td>
<td>4%</td>
<td>54</td>
</tr>
<tr>
<td>51 -100</td>
<td>41%</td>
<td>53%</td>
<td>6%</td>
<td>51</td>
</tr>
<tr>
<td>101-200</td>
<td>48%</td>
<td>52%</td>
<td>0%</td>
<td>66</td>
</tr>
<tr>
<td>201-300</td>
<td>65%</td>
<td>33%</td>
<td>2%</td>
<td>43</td>
</tr>
<tr>
<td>301-500</td>
<td>55%</td>
<td>43%</td>
<td>2%</td>
<td>44</td>
</tr>
<tr>
<td>501 or more</td>
<td>76%</td>
<td>18%</td>
<td>7%</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>54%</td>
<td>42%</td>
<td>3%</td>
<td>n=305</td>
</tr>
</tbody>
</table>

5.2.3  **Profile of visiting schools by decile**

Mid to higher decile schools were more likely to visit than lower decile schools.

Larger, higher decile schools that are geographically closer to Wellington (especially secondary schools) are more likely to visit, while smaller, lower decile schools from further away (especially primary schools) are less likely to visit Wellington.

Percentages in blue are statistically significant.

<table>
<thead>
<tr>
<th>Proportion of schools that visit Wellington - by decile</th>
<th>Has your school taken a group of students to Wellington in the past five years?</th>
<th></th>
<th></th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Don't know</td>
<td></td>
</tr>
<tr>
<td>1 to 2</td>
<td>41%</td>
<td>59%</td>
<td>0%</td>
<td>56</td>
</tr>
<tr>
<td>3 to 4</td>
<td>46%</td>
<td>46%</td>
<td>7%</td>
<td>67</td>
</tr>
<tr>
<td>5 to 6</td>
<td>61%</td>
<td>38%</td>
<td>2%</td>
<td>66</td>
</tr>
<tr>
<td>7 to 8</td>
<td>69%</td>
<td>28%</td>
<td>3%</td>
<td>58</td>
</tr>
<tr>
<td>9 to 10</td>
<td>55%</td>
<td>41%</td>
<td>4%</td>
<td>56</td>
</tr>
<tr>
<td>Total</td>
<td>54%</td>
<td>42%</td>
<td>3%</td>
<td>305</td>
</tr>
</tbody>
</table>
5.3 VISIT FREQUENCY

![Graph showing visit frequency](image)

**Base: Schools who had visited Wellington in the past 5 years n=166**

Half of visiting schools (54%) take trips to Wellington once every two years or more, just under a third (31%) visit every three to five years (i.e. 85% visit at least once every five years), and 15% visit less frequently.

Secondary schools visit more often (with 58% visiting at least once per year) than primary and intermediate schools (24% visit at least once per year), and larger schools tend to visit more frequently than smaller schools – presumably because they have a number of different class and curriculum related groups coming at different times for sporting or cultural events as well as curriculum-linked trips.
5.4 **TYPE OF VISIT**

**What type of school trips does your school take to Wellington?**

- **Curriculum-linked trips**: 56% in Total, 49% in Primary/Intermediate, 79% in Secondary.
- **Class/home room trips**: 36% in Total, 40% in Primary/Intermediate, 13% in Secondary.
- **Cultural trips**: 28% in Total, 25% in Primary/Intermediate, 34% in Secondary.
- **Syndicate (e.g. junior school, senior school) trips**: 25% in Total, 33% in Primary/Intermediate, 0% in Secondary.
- **Sports trips**: 8% in Total, 29% in Primary/Intermediate, 1% in Secondary.
- **Other**: 6% in Total, 5% in Primary/Intermediate, 11% in Secondary.

*Base: Schools who had visited Wellington in the past 5 years n=166. Note multiple responses were allowed so the figures add to more than 100%*

Most school trips to Wellington have a link to the curriculum and tie in to student learning objectives. There is a clear difference between primary and secondary schools – secondary schools are more likely to have trips linked to specific aspects of the curriculum, events and sports trips (catering to the needs of specific groups of students), while primary/intermediate trips are more likely to involve the whole class or syndicate.

This was confirmed during the follow-up telephone interviews - trips to Wellington seem to be more class based for primary and intermediate schools, whereas among secondary schools the trips tend to be more subject specific, e.g. the drama class go to see live theatre, the biology class go to the Zoo, or a sports team go to a national competition.
5.5 HOW MANY STUDENTS DO YOU BRING?

Typically, how many students do you bring?

![Bar chart showing the distribution of students per trip category.]

**Base:** Schools who had visited Wellington in the past 5 years, n=166.

Most school trips involve a full class or more of students, but in some cases (e.g. where it is a specific sports/cultural team, drama class etc) the trip involves a smaller number.

As expected based on the results above, secondary school trips are more likely to be smaller (66% involve fewer than 30 students, compared to 55% of primary school trips) and more likely to vary based on the specific nature of the trip. Primary/intermediate school trips are more likely to involve larger numbers (40% involve 30 or more students compared to 21% among secondary schools), since they often involve whole classes or syndicates.
5.6 LENGTH OF VISIT

How long do you usually stay in the capital?

<table>
<thead>
<tr>
<th>Duration</th>
<th>Total</th>
<th>Primary/Intermediate</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 or 2 days</td>
<td>23%</td>
<td>19%</td>
<td>4%</td>
</tr>
<tr>
<td>3 to 5 days</td>
<td>34%</td>
<td>69%</td>
<td>35%</td>
</tr>
<tr>
<td>6 to 10 days</td>
<td>19%</td>
<td>53%</td>
<td>3%</td>
</tr>
<tr>
<td>More than 10 days</td>
<td>1%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>It varies</td>
<td>1%</td>
<td>11%</td>
<td>1%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>3%</td>
<td>1%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Base: Schools who had visited Wellington in the past 5 years n=166.

Most trips are last around five days. Secondary school trips are more likely to visit for a day or two, presumably because they are frequently linked to a specific event, competition or activity, while primary school trips are likely to be three to five days long.

5.7 TIME OF VISIT, CAPACITY AND LEOTC FUNDING

Timing of a visit

<table>
<thead>
<tr>
<th>Term</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Total % of visitors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>6%</td>
<td>4%</td>
<td>3%</td>
<td>14%</td>
</tr>
<tr>
<td>2</td>
<td>2%</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>6%</td>
<td>3%</td>
<td>6%</td>
<td>3%</td>
<td>4%</td>
<td>24%</td>
</tr>
<tr>
<td>3</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>9%</td>
<td>8%</td>
<td>6%</td>
<td>4%</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2%</td>
<td>7%</td>
<td>8%</td>
<td>11%</td>
<td>10%</td>
<td>11%</td>
<td>9%</td>
<td>16%</td>
<td>7%</td>
<td>1%</td>
<td>44%</td>
</tr>
</tbody>
</table>

Base: Schools who had visited Wellington in the past 5 years n=166. Note multiple responses (per term and per year) were allowed so the figures add to more than 100%
Term 4 was most frequently mentioned by survey schools as the time of year to visit. In total 44% of those who visit do so in Term 4. Around a quarter visited during Terms 2 and 3 (24% and 26% respectively) while only 14% visited during Term 1.

**Count of all schools (Term 1 2010 – Term 2 2012) visiting partner institutions by term**

![Graph showing visits by term]

n=1,520 schools. Source = partner institution database

A number of institutions and some accommodation providers reported capacity issues in Term 4. Any increase in student volume must therefore be pushed into earlier terms – strengthening links for a visit to Wellington to the teaching of a joined up programme of civics and citizenship that addressed ideas of national identity and nationhood was identified as a way of encouraging visitation earlier in the school year.

5.7.1 Impact on Institutions Providing Funded Learning Experiences Outside the Classroom

The Ministry’s $4.96 million Learning Experiences Outside the Classroom (LEOTC) programme was established in 1994 to support the delivery of curriculum-linked learning experiences in a wide range of community organisations.
LEOTC programmes are designed to complement and enhance the classroom curriculum by offering learning experiences that are not replicable in schools/kura. They also contribute to government priorities and enable community organisations to offer a wide range of quality experiences to students and schools/kura.³

A concern that upcoming changes in the Ministry of Education Learning Experiences Outside the Classroom (LEOTC) funding intended to ‘address imbalances in funding allocations across regions’⁴ may adversely affect city attractions was voiced by some project partners.

Wellington attractions provide high quality learning experiences to students from within the region, and meet the needs of around 10,000 non-GWR students due to a halo effect from Wellington’s concentration of nationally-significant institutions and capital city status.

It was felt that judgement about LEOTC funding allocated to providers in Wellington, must also take into account the high number of non-region students using facilities, and take into account any initiatives to grow the numbers of students visiting the city.

5.8 TRAVELLING TO WELLINGTON

How do you travel to Wellington?

- Private coach: 41%
- Plane: 40%
- Inter Islander: 23%
- Cars: 21%
- Train: 17%
- School and/or hired van: 7%
- Scheduled bus service: 1%

³ Learning Experiences Outside the Classroom A new system for tendering, contracting and monitoring. Ministry of Education 2010

⁴ Learning Experiences Outside the Classroom A new system for tendering, contracting and monitoring. Ministry of Education 2010
Visiting schools tend to travel either in a hired coach or by air although this is affected by the geographic location of the school. 92% of those visiting from Auckland or Northland did so by air, while those in the central and lower North Island were more likely to come by coach (67%) or car (33%). 73% of those visiting from the upper South Island used the InterIslander.

Mode of travel to Wellington has an impact in terms of where schools stay. From the phone interviews, those who flew were more likely to seek accommodation in the central city, to reduce the cost and difficulties associated with travel around Wellington, even if this accommodation costed more, while those with a coach were more able to find cheaper accommodation further out of the city - several people mentioned Silverstream Retreat, which offers favourable deals for schools bring a coach and driver.

### 5.9 TRAVELLING AROUND WELLINGTON

#### When you are here, how do you travel around the city?

- **On foot**: 72%
- **Private coach**: 43%
- **Cable car**: 28%
- **Scheduled bus service**: 27%
- **Train**: 22%
- **Shuttles**: 14%
- **School and/or hired van**: 9%
- **Other**: 6%

*Base: Schools who had visited Wellington in the past 5 years n=166. Note multiple responses were allowed so the figures add to more than 100%*
School groups use the cheapest and simplest way of getting around Wellington. For those with a coach or bus this provides the best option, provided they can find parking nearby their destination, while those who have arrived by plane tend to walk. People were positive about the compactness of Wellington and easy access to a wide range of attractions.

5.10 BUDGET

5.10.1 Budget required

Base: Schools who had visited Wellington in the past 5 years n=166.
5.10.2 **How are trips funded?**

![Bar graph showing how trips are funded](image)

**How are your trips funded?**

- Parents: 90%
- School: 48%
- Fund Raising: 33%
- Sponsors: 26%
- Other: 3%

*Base: Schools who had visited Wellington in the past 5 years n=166. Note multiple responses were allowed so the figures add to more than 100%*

The average spend per student is around $350 per school visit, but as the graph shows, costs vary substantially. Some schools spend under $100, while others spend $1000 or more. Generally, schools from further away (e.g. upper North Island and lower South Island) spent per more student than those from schools that are closer. Most of the financial burden falls on parents, but some schools also provide funding and, depending on the trip, the students sometimes do their own fundraising.
5.11 ACCOMODATION CHOICES

5.11.1 What accommodation is used?

Base: Schools who had visited Wellington in the past 5 years n=166. Note multiple responses were allowed so the figures add to more than 100%

School groups tend to gravitate towards the cheapest and simplest accommodation options, mostly in the form of backpackers, holiday parks and hostels. A small percentage stay on marae, in motels and hotels. Sleepovers at attractions are also used.

Some of those staying in central city backpacker accommodation raised concerns as to its suitability for schoolchildren - but this was the trade-off to being centrally located.

Why choose this type of accommodation?
Base: Schools who had visited Wellington in the past 5 years n=166. Note multiple responses were allowed so the figures add to more than 100%

As above, cost and convenience/proximity to the attractions are the two biggest drivers in terms of accommodation options. Most groups self cater for breakfast and lunch, and many do so for dinner as well. Some groups use food courts and takeaway restaurants for dinner.

School groups gravitate to the cheapest and simplest accommodation options, mostly backpackers, holiday parks and hostels. They try to stay as close as they can, or as close as they can afford, to the CBD. Teachers like the convenience of staying in a central city location, but concern about keeping young people safe in a busy CBD ‘backpacker’ type environment was raised by several respondents.

Some accommodation providers also voiced concerns over the suitability of mixing school group with free, independent travellers (FITs). All parties reported that mixing these diverse
audiences was not ideal, but worked best when the groups could be segregated (e.g. different wing of a hostel, separate lounge) and a framework for behavioural expectations was in place for school students.

A perceived shortage in low-cost accommodation voiced by some teachers was not borne out by speaking with providers. It was felt that the peak season for schools and FITs had a small overlap, but were largely complementary, that teachers may not know about newer, suitable accommodation opportunities, and that there were non-CBD sites (e.g. Silverstream Retreat) that could provide excellent experiences tailored to group needs – if schools were prepared to consider a slightly different approach to their visit.

5.12 BOOKING ACCOMMODATION AND ATTRACTIONS

5.12.1 How do schools select where to stay and what to do?

| How did you choose where to stay and what to visit? |
|-----------------------------------------------|---------|
| Good previous visit                           | 64%     |
| The Wellington Education Guide                | 34%     |
| Word of mouth                                 | 28%     |
| Recommended by colleague                      | 24%     |
| Organisation’s own website                    | 24%     |
| www.wellingtonNZ.co.nz                        | 18%     |
| i-site recommendation                         | 5%      |
| Saw ads                                       | 3%      |
| Trip Advisor                                  | 3%      |
| Other                                         | 3%      |

Base: Schools who had visited Wellington in the past 5 years n=166. Note multiple responses were allowed so the figures add to more than 100%

Since most visiting schools come to Wellington biennially or less often, they tend to have a fairly long history with the accommodation and attractions they choose, and come back to the same places based on their past experiences. A number of schools also rely on the Wellington Education Guide, word of mouth recommendations and their own research.
5.12.2 **How do you book?**

![Bar chart showing booking preferences]

- **Book directly with the accommodation/attraction**: 97%
- **Use an agent**: 1%
- **Use i-Site**: 1%
- **Don't know**: 1%

*Base: Schools who had visited Wellington in the past 5 years n=166.*

Virtually all schools take care of the booking process themselves rather than rely on an agent or i-Site. The i-Site is not commonly used by teachers planning visits to the capital.

Teachers tend to book every element of their visit themselves, direct with providers. They often use out-dated visit plans that do not reflect the best of the city – and overlook facilities that could provide the best opportunities for their students.

The Wellington Education Guide, a print directory of attractions and other facilities for schools prepared by WMT and PWT in 2010/11 was mentioned regularly by schools and accommodation providers like YHA, who reported that 70% of its new schools business came from the publication. [www.wellingtonNZ.com](http://www.wellingtonNZ.com) was mentioned by 14% of respondents as a research tool – however, a central online portal designed with schools needs in mind, was the second most frequent suggestion for facilitating visits.

Project partners, accommodation providers and other stakeholders confirm that there is an opportunity to increase the overlap occurs between attractions, accommodations and transport providers. Accommodation providers and some attractions spoke about opportunities they saw in the ability to recommend and book related packages for their customers, as well as the potential to develop packages and jointly promote Wellington facilities to schools.
A central agency or website, such as an online version of the Wellington Education Guide or some other one-stop shop, possibly linked to expertise/infrastructure at the iSite or www.wellingtonNZ.com – meeting the specific audience needs of schools, that coordinated bookings, and generally acted as a source of up to date local information was a frequent suggestion from teachers as a way of facilitating their visit, and ensuring that student experiences reflected the best Wellington had to offer.

5.13 WHY WELLINGTON? REASONS FOR VISITING WELLINGTON

Those schools that had visited Wellington in the past five years were asked to specify three reasons why they had done so.

Motives and reasons for visiting Wellington varied by school, but the most frequently mentioned themes included providing an opportunity for students (particularly those from rural areas) to experience a big city – and New Zealand’s capital city, a desire to take students to the Parliament buildings and Te Papa, and the compactness/convenience of Wellington in terms of providing easy access to a number of attractions and opportunities for educational and personal development. For some there were important links to specific aspects of the curriculum, while for others Wellington provided broad educational or developmental opportunities, such as preparing Year 7 and 8 students for high school.

Likewise, from the follow-up telephone interviews, many teachers talked about the value of the trip to Wellington in terms of the students’ personal development, in addition to all the attractions to visit. Simply the fact that the students are away from home, learning to cope in a new environment, and having a shared living experience was considered invaluable. Other examples included learning etiquette by placing a wreath on the National War Memorial for example. Several low decile schools and small rural schools make an effort to visit Wellington to provide an experience that the students may never get later in their life. Many of these schools travel great distances to visit Wellington.

As before, there were differences between primary/intermediate and secondary schools’ reasons for visiting. Primary/intermediate schools were more likely to visit to give their students a broad capital city experience, and because Wellington is a compact and convenient place to see a number of attractions. Secondary schools were more likely to visit to go to specific art, cultural and sporting events, and more likely to visit because of specific curriculum-led opportunities, to explore career opportunities (e.g. the ITC class goes to visit IT companies) and learn about tertiary education (e.g. by visiting Victoria University).
A number of teachers saw a visit to the capital as aspirational for their students. Visiting the seat of government, and Wellington’s university campuses was seen as formative experience that opened up conversations about future study options and career choices.

Base: Schools who had visited Wellington in the past 5 years n=166. Note multiple responses were allowed so the figures add to more than 100%

A number of illustrative quotes follow:

5 Throughout this document, verbatim quotes have been chosen to illustrate the primary comment themes.
“Our children are from rural homes. They needed experience visiting a city - crossing roads, walking on busy footpaths etc. There are many fabulous learning opportunities; Te Papa, Parliament House, Excite etc. Flying down provides a new experience.”

“For a city experience. Parliament - to meet our MPs (who visit us in the classroom before we come to Wellington). To experience and therefore think about government. Travel experience-train, boat, plane.”

“It is our capital city with Parliament. Not all students have been there. There are lots of interesting and valuable things to do.”

“To learn about the relevance of Wellington to New Zealand - Parliament and government, to go to Te Papa (amazing museum!) and to simply know their own backyard before offering them overseas experiences. Coming from Tauranga, it is not often that families in our region take their children to Wellington.”

“We are a rural school so experiencing the city is important. Wellington also has many places to visit that are not available in our area. e.g. the Zoo, Parliament, Te Papa”

“I believe every child in New Zealand should visit their capital city. We live in an isolated area and the trip exposes our students to a different environment. Students make connections from the visit to their studies/curriculum.”

“Cultural learning of what it is to be a New Zealander. The Parliament and governance understanding. The contrast to our own environment and the richness of new activities available.”

“Our capital city. We have an annual school camp, usually on a four/five year rotation of Wellington, Rotorua, Taranaki, Hawkes Bay and tramping in our own backyard.”

“Parliament - To educate and inform the children about anything Political. Te Papa - For specific ‘events’ or subjects that link with what we are studying at the time. Camps - We have taken Senior Camps in Wellington before because Wellington is not too far for us to travel, and it has lots to do there, and our children benefit from a “City” experience because our school is classified as ‘isolated rural’ (Some of our children have had few city experiences.)”

“It offers sooooo many activities within walking distance. It is a place that very few of our students visit. It offers activities that can’t be participated in anywhere else - e.g. Parliament, Capital E etc.”
“Compact city with attractions within walking distance. Personal growth, enjoyment, lateral learning opportunities for students, sense of community and adventure.”

“Something for our Year 8 students to look forward to after 8 years with us. Further extending their EOTC experiences but beyond their own island. Learning about 'leading the way' - leadership, innovative organisations, people, and places.”


“Visit Wellington Zoo to study Primate Evolution. Educational talk at Zoo school is very good and has good resources. Students get to see primates and animals which helps engage them in the Year 13 Biology course.”

“Victoria / Massey University Open Days. Any other careers related events.”

“To visit IT related companies and to present at conferences.”
5.14 VISIT ITINERARIES

5.14.1 Attractions to visit

On your most recent visits to Wellington, what did you visit?

- Te Papa: 93%
- Parliament: 79%
- Capital E!: 51%
- Wellington Zoo: 47%
- Cable Car Museum: 43%
- Botanic Gardens: 38%
- Museum of Wellington, City and Sea: 36%
- Carter Observatory: 31%
- Weta Cave: 25%
- National War Memorial: 16%
- City Gallery: 14%
- Marine Education Centre: 11%
- Wellington Cathedral of St Paul: 11%
- The National Archives: 10%
- Zealandia: 10%
- New Zealand Police Museum: 9%
- Bank of New Zealand Museum: 8%
- Petone Settlers Museum: 7%
- National Library: 7%
- Katherine Mansfield Birthplace: 5%
- Marae: 5%
- New Zealand Film Archive: 5%
- PATAKA: 4%
- Olympic Museum: 4%
- Colonial Cottage: 2%
- The Dowse Art Museum: 2%
- New Zealand Cricket Museum: 2%
- Otari-Wilton's Bush: 1%
- National Academy of Fine Arts: 1%
- New Zealand Portrait Gallery: 1%
- Te Aro Pa: 0%

Base: Schools who had visited Wellington in the past 5 years n=166. Note multiple responses were allowed so the figures add to more than 100%
Most groups visit several different attractions during their stay (generally up to six), to make the most of their visit. The most popular or frequently visited attractions include Te Papa, Parliament and Capital E!

**5.14.2 What influences the choice of attractions to visit?**

![Bar chart showing the influences on the choice of attractions](chart.png)

*Base: Schools who had visited Wellington in the past 5 years n=166. Note multiple responses were allowed so the figures add to more than 100%*

School groups tend to select the attractions to visit based on a combination of the relevance to their learning outcomes and curriculum, and the fact that many attractions are unique to Wellington and nationally significant (especially Te Papa and Parliament). Also, many go back to the same places based on past experiences.

Many mentioned a visit to Parliament as very important and being a once in a lifetime experience for many of the students. Also, small rural schools mentioned the life experience of being in the capital city.
5.15 BARRIERS AND REASONS FOR NOT VISITING WELLINGTON

All schools were asked to specify the main barriers and issues associated with a trip to the capital city (n=305).

5.15.1 Barriers and issues

What are the main barriers and issues associated with organising a school trip to Wellington?

Base: Schools who had visited Wellington in the past 5 years n=166, Schools who had not visited n=139. Note multiple responses were allowed so the figures add to more than 100%
Cost was by far the biggest barrier, both for schools that currently visit Wellington and those that do not. In particular people talked about the expenses involved in travelling to Wellington and getting suitable accommodation. The cost of the actual attractions was less of a barrier. Interestingly, cost is an issue regardless of a school’s decile – those in lower decile areas mentioned that the parents had little money to pay for a school trip, while those in higher decile areas felt that since they got little government funding, parents were already being asked to pay for various school expenses.

Other common issues included transport around Wellington, especially the provision of bus parking, finding suitable accommodation and the general logistical challenges involved with taking a group of schoolchildren to another city. A number of non-visiting schools felt that the distance to travel was a barrier: in terms of time, cost and logistics involved. Some mentioned that it was important that they, or another staff member, had been to the area in advance to scope things out and pre-book – and that this was difficult to find time to do. This experience was also reported in Canberra. As a result, a programme of subsidised teacher familiarisation visits and outreach to schools was instigated (see Section 6).

From the phone interviews, a lot depended on the attitude of the Principal (for primary / intermediate schools) or the relevant head of department (for secondary schools), and their energy and willingness to promote a trip to Wellington among their staff, Board of Trustees and parents. Schools that are located a significant distance from Wellington need a driving force to get them there. Many of the Principals talked about the wonder of Wellington, the ability to see so many different things in one central location, all in walking distance. These schools seem to have a strong advocate, a supportive board, as well as supportive parents – all of which are necessary to make the trip a reality. Hence, as per the Canberra experience, keeping the conversation about a visit alive is valuable.

Post-Christchurch, some schools were apprehensive about allowing their children to go to Wellington because of a fear that the next big earthquake may hit the city, coupled with the fact that the children would be isolated from their parents. Some project partners and accommodation providers reported an increasingly ‘earthquake aware’ environment, with teachers requesting information about risk management strategies, escape plans and earthquake strengthening before booking.
5.15.2  **Would you ever consider a trip to Wellington?**

![Bar chart showing consideration of trips to Wellington](chart.png)

*Base: Schools who had not visited Wellington in the past 5 years n=139.*

Just over a third (36%) of non-visiting schools would consider taking a trip to Wellington, if it were easier and/or cheaper to do so. For the vast majority of schools, the EOTC Policy is not a barrier to visiting.

5.15.3  **Do you ever go to other cities?**

![Pie chart showing school trips to other cities](chart2.png)

*Base: Schools who had not visited Wellington in the past 5 years n=139.*

Over half of non-visiting schools do take trips to other cities – so they are prepared to travel to other places when it is relevant and affordable to do so.
The primary drivers in terms of selecting where to visit are the costs and the relevance of the learning outcomes compared to the curriculum / learning objective.

A number of illustrative quotes follow:

“COST! - Coming from Twine it is a BIG project to raise the money and we have to go to the community for help, and our community, while highly supportive, is only about 1000 people so it tends to be pretty expensive.” (Visitor)

“Distance and travel costs. It's a day to get there, and a day to get back if you travel by bus. But bus is best because the bus and the drivers stay with us for internal travel to Wellington venues. Plane is too costly, and the train takes time, costs too.” (Visitor)

“Cost of flights, these have gone up over the years and make fund raising difficult. As a decile 3 school we try to keep the cost to families minimal. Last year we charged the children $20.” (Visitor)

“Cost of quality accommodation and flights. Many students pay adult fares.” (Visitor)

“Cost....this is always the big factor. Travel is by far the biggest cost...the accommodation and events are very cost effective. The flights are ridiculous. Post earthquake here in Christchurch, money is extremely tight, and parents are way more anxious about their children travelling any great distance...so it is a big deal now for parents to send their children to the North Island just in case there is a major event either there, or at home while the kids are away. This is very much a ChCh reaction...and a very understandable one.” (Visitor)

“Costs. The need to pre-visit makes this costly for the school. Accommodation - staying somewhere in the city with a large group of children and adults which is close to all of the attractions and which is safe and affordable.” (Visitor)

“Me having time to organise it, hard to do so when you teach a class as well. No barriers with anyone in Welly, they are always helpful.” (Visitor)

“None really because I organise it 6 months ahead of time. The weather can make things difficult for us but we prepare for that. Parking for buses is an issue that needs addressing. If we couldn't park at Te Papa for lengths of time, it would make it very trying indeed. We used to park at TSB Arena which worked for us because it was close to Frank Kitts Park but that's not possible now” (Visitor)
“Pressure from other teachers when we take students away for so long. Probably some girls' parents find it expensive but we have nearly 100% go. We resent having to pay to go to the City and Sea museum when it is free to all others and we do not want a tour or resources.” (Visitor)

“The cost. We are a decile 10 school and our parents have to pay for a lot already.” (Non-visitor)

“Cost. Difficulties in getting parent assistance and getting permission for students to go - multi cultural low decile school - for cultural and family reasons many students are unable to go on overnight or longer trips.” (Non-visitor)

“It is a 7 hour drive from us (one way)!!” (Non-visitor)

“Organisational time. Missing school. Cost. Expensive city to visit. Difficult to understand Metlink website (routes, cost) to/from airport.” (Non-visitor)

“Parents don't like their children being too far away - even getting them to camp 20kms away is huge. No money in the community” (Non-visitor)

“Cost - organising flight - unfamiliarity with city – i.e. I consider it vital to travel to the destination myself and physically go to all the places I am meant to be going at the same time and order.” (Non-visitor)

“Cost and time to travel. We had a camp for our senior class organised this year but it did not happen because parents decided not to pay or offer to supervise. The cost was subsidised by the BOT. We had this problem in 2011 as well.” (Non-visitor)

“We are a Central Otago school, so travel time and cost would both be a barrier.” (Non-visitor)
5.15.4 **Suggestions for making it easier to visit**

Do you have any suggestions for ways to make a school visit to Wellington easier?

- Affordable travel options/ discounts: 29%
- Financial assistance - funding, subsidies, Lotto grants: 28%
- Website/agency for booking activities, accommodation, travel, reviews, advice: 17%
- Affordable accommodation options/ discounts: 14%
- More pre-visit info for schools (incl maps, links, activities): 9%
- General positive comments / enjoy visiting Wellington: 9%
- Vouchers/deals - group passes, parking, food: 7%
- Accommodation - wider variety, more in city: 6%
- Organised tours / school specific packages: 5%
- School exchange programme/ billeting: 3%
- Better parking - in city, for buses: 2%
- Support - community, parent help: 2%
- More free/ cheap activities: 1%
- More evening activities: 1%
- Te Papa - improve communication, guides etc: 1%
- Finer weather!: 1%
- Other: 4%

*Base: All schools that commented, n=180. Note multiple responses were allowed so the figures add to more than 100%*

Given that costs are the major barrier, the most frequently mentioned suggestion was to provide financial assistance or discounts to make it cheaper to take a school trip to Wellington – particularly in terms of reducing travel costs, but also to a lesser extent as a way of reducing accommodation costs. Others talked about an agency or website to coordinate bookings, provide advice and generally act as a one-stop shop to overcome some of the logistical challenges. Other ideas included the provision of more information on the various attractions to make planning a trip easier, providing package deals and vouchers for schools,
providing more central city accommodation (specifically tailored for school trips), promoting school exchange and billeting programmes, and providing more inner city bus parking.

“Subsidise the travel costs!! Every school takes senior students on EOTC camp events annually, and the cost of food and events is similar wherever you go, but the travel cost is the key. We end up selecting venues closer to home because we simply cannot afford to travel too far away. If Wellington trips were subsidised re. travel to get there / back, or Wellington organised an arrangement with Air New Zealand or NZ Rail or similar .... more schools would come down and visit. Bus takes too long, because you lose 2 days of the 5 getting there.”

“Deals’ with transport operators. Package deals including transport and accommodation.”

“An educational site map specifically for schools with activities, curriculum links and clear road maps how to get there, parking discounts for educational visits.”

“Packages’ available for small/rural schools that may never have the opportunity to take trips to Wellington - inclusive of travel, accommodation, experiences, curriculum links to learning experiences, food subsidies.”

“Better public transport or cheaper coach charters as transport costs are our biggest barrier.”

“Cheap flights for school groups, an agency who can co-ordinate accommodation, transport and activities for free!”

“Cheaper places in the inner city for large groups of children to stay in. A website/facilitator schools can ring/look up that can answer a wide range of questions, e.g. someone similar to i-site staff but specifically trained to direct organisers of school camps/visits. Someone that knows the special requirements schools may have.”

“Discounted flights e.g. grabaseat prices. Comfortable, affordable accommodation sugestions. Discount vouchers for dining (takeaways OK) and admission fees (if applicable).”

“Finance because grants don’t cover all costs and parents do not have the money / even to support fundraisers. A school package that includes reasonable priced accommodation where meals are provided and transport throughout the stay.”

“Have trip packages organised, with basic RAMS documentation available - school can choose components if they wish and fit them together, discounts/subsidies for schools”
“It would be great if the discount for local schools could be extended to outside schools. Visiting Wellington is expensive for us and every penny counts. Our parents who come as required for supervision actually have to pay for themselves to keep the cost reasonable-ish for the students. We have thought hard about maybe this will be our last time which would be very sad indeed - we love this trip and experiences it offers out country kids.”

“It’s already a great destination - a backpackers style (priced) accommodation, that caters for younger (and quieter) groups - not a boozy/ party atmosphere.”

“Maybe an online educational i-site. A collation of all possibilities organised with multiple site search and filters. Some possibilities would be by curriculum (and therefore levels); Age/school level (Year 9, 10); location - some zone system radiating out from inner city; associated transport options and most importantly contact details for each - e.g. day passes for buses, trains etc; Accommodation possibilities/options; Fabulous food info - location, type, cost etc. I acknowledge there would be a lot of work to put together a 'Mega' site like this but could work. Also have people attached to the site who could offer trip organisation assistance or paid service etc. Also a coding for wet day/fine day activities that could be searched. This section could include forecast links to assist planning.”

“Recommended lists of accommodation, shared itineraries; financial assistance, e.g. in Australia all schools can access grant money if they are visiting the capital (Canberra), I think it is $1000, from memory.”

“Send us out some planned itineraries with important places to visit, people to contact with outcomes specifically written related to school curriculum areas, whether it be leisure, historical, technological, scientific or anything related to literacy and numeracy.”

“Some accommodation in the city that is purpose built for schools would be great with commercial self catering cooking facilities and sleeping facilities - dorms/marae. This is our only problem the security of our students at night. The top ten holiday park worked one year but travel in and out each day made the costs too horrendous.”

“Some easier way to get in touch with people like caterers, marae etc. The first time I took a group I relied heavily on the publication "Taking your class to Wellington" I'm not sure whether it's still published/updated. Some way to publicise really special things happening 6 months - a semester - in advance (it takes that long to organise a trip for 70 students) - like going backstage at a production, or special matinees or visiting the opera, anything of interest. Some way to get more information about available programmes suitable for visiting Intermediate students other than those at the usual museums- e.g. at Toi Whakaari. The
possibility of some suitable activities "out of (usual) school hours". Variety is important for a week away, so there needs to be a range of types of activity - not all museums and art galleries. Perhaps some way to register schools (similar to visiting schools) that may be interested in an 'exchange' of some sort (has the potential to cut the cost considerably). Perhaps some way to register marae interested in/prepared to host(ing) school parties for a week - by how many they can accommodate.”

5.16  NATIONHOOD AND NATIONAL IDENTITY

All 305 respondents were asked questions about the role of Wellington as New Zealand’s capital city, and the impact this has on their school trips.

5.16.1  Benefits to students

Please list three potential benefits to your students of a visit to Wellington

- Cultural/heritage exposure (museums, galleries) 48%
- Capital/big city experience 46%
- Experiencing new things 45%
- Political exposure 40%
- Educational/relevance to curriculum 31%
- Personal development (team building, confidence, independence) 27%
- Travel experience (plane, train, ferry) 17%
- Variety of attractions easily accessible 10%
- Country vs city comparisons 6%
- Exposure to career options 4%
- Capital E! experience 4%
- Wellington Zoo visit 4%
- Cable car visit 1%
- Sporting exposure 1%
- Other 2%

Base: All schools, n=305. Note multiple responses were allowed so the figures add to more than 100%
The most frequently mentioned benefits of a trip to Wellington were the experiences it gave to students (both in terms of the specific cultural attractions and museums etc and also in that Wellington forms such a significant part of New Zealand's culture, the seat of government, etc), the opportunities it provided to experience a big/capital city (again this was particularly relevant to those from rural areas), the political exposure and awareness and simply the opportunity to experience new things while on a trip away from home for several days with their classmates.

A number of schools saw the trip as an opportunity for their students to learn valuable life skills such as leadership, planning and coping with challenges, and many tied the trip back to their curriculum and provided hands-on or real-life links to what they had been discussing in the classroom.

From the phone interviews, many schools are looking for attractions that are not available in their local area and the ability to visit places they would not normally visit. This helps increase the cultural learning potential e.g. by taking a drama class to live theatre, which may not be available in a small town, and allowing the students to see for themselves a range of ‘life options’ that they may not be exposed to at home.

Again, there were some differences between primary/intermediate and secondary schools. Secondary schools were more likely to talk about benefits such as the relevance to the curriculum, educational outcomes, personal development and exposure to career options. Primary/intermediate schools tended to focus more on cultural exposure, capital city experiences, political exposure and experiencing something new, including travel.

Quotes included:

“A city experience for a group of children from a remote country school. The opportunity to see Parliament in action. To understand the historic significance of Wellington.”

“Cultural/educational links to curriculum - Te Papa, Beehive, etc. A chance to visit the capital which most of our children have never done! Take advantage of the experiences Wellington has to offer - big city, Parliament, wind, etc.”

“Experiencing a trip away from our school. Understanding the nature of Wellington's government centre. Experiencing the cultural activities that are particular to Wellington.”
“First hand experience of our capital city. Numerous opportunities to visit Te Papa over 5-7 days. Develop independence in terms of planning, budgeting, shopping, cooking etc. First ever arts/cultural experiences e.g. seeing live theatre or creative dance performances.”

“For our rural children the main benefit is experiencing our capital city and its attractions. This is more independent ‘camp’ than children have previously experienced and parents can’t just pop out and visit overnight... so self management skills are huge for the children.”

“Experience a larger city than the one they live in. Visit places of historical interest. Put the curriculum learning into context and action. Experience the travel on ferry, trains; public transport. A once in a lifetime experience.”

“A visit to Te Papa would have to be right at the top. Parliament as we move towards an election year. The ‘culture’ of a large city.”


“They learn what it is to be a New Zealander. They have their eyes opened to the fact there are other ways to live in New Zealand. The have a better understanding of what a democracy is and how it works.”

“See nation’s capital, Parliament. Help needy at city mission. Unfamiliar environment to develop leadership capacity of group.”

“That would have to be a trip of a lifetime: 1. Seeing where our country is governed from. 2. Te Papa the best museum in the country. 3. Just the fact that you’ve flown to another part of the world outside of Dargaville would broaden your horizons to an exciting new prospect for a child’s future also discovering OUR country.”


“Greater understandings of and curiosity about our system of government. Greater understanding of and curiosity about our country. A rich learning experience to begin an independent inquiry into a matter arising.”
“Improve their general knowledge by visiting such places as Parliament etc. Be an interesting EOTC learning opportunity.”

“Learning about our own backyard and relevance of Wellington to New Zealand, learning about government, heaps of learning involved in other attractions.”

“Chance to experience things not offered at home. Experience a big city and get a taste of exploring future places of education, employment - broadens horizons. Able to enjoy a fun and vibrant city.”

“Our children are from a remote rural district so the city life experience was outstanding. We visited many places on our way to Wellington, and the variety of experiences we were able to have in Wellington covered a lot of the curriculum for us. Also a lot of places we visited had lots of pre and post trip support and activities.”

“Class relationships enhanced. Open eyes of rural students to what Wellington is like and what it is about. Students have opportunities to use many forms of transport e.g. trains that we don't have access to.”

“Great city - compact easy to get around in the centre. Lots to do and see for fun, culture and learning. Te Papa and Parliament.”

“A realisation that they could go to University in Wellington. Educational experiences...Zoo, Parliament, Matiu Somes, First time experiences: train trip, live theatre, camaraderie of a school camp.”
5.16.2 The role of Wellington in our national identity and education

How strongly do you agree or disagree with the following?

- Wellington plays an important role in shaping our national identity
  - 6% Strongly disagree
  - 16% Disagree
  - 26% Neither agree nor disagree
  - 50% Agree
  - 2% Strongly agree

- All children should at some stage in their formal education visit Wellington
  - 6% Strongly disagree
  - 9% Disagree
  - 20% Neither agree nor disagree
  - 44% Agree
  - 1% Strongly agree

Base: All schools, n=305. Due to rounding, some figures may not add to 100%

Three quarters of schools agreed that “As the capital city and seat of government, Wellington plays an important role in the constitutional leadership of the country and shaping of our national identity”, while 8% disagreed. Likewise, 63% agreed that “All children should at some stage during their formal education visit”, while 15% disagreed.

There is a widespread view that Wellington is an important destination for schoolchildren to visit – however for some, the barriers outweigh the benefits and national significance.

From the phone interviews, the concept of nationhood and experiencing Wellington first hand was important to many, as it gave the students a better sense of their belonging and uniqueness and a better understanding of their history. For schools from small rural communities the experience to explore their nationhood was seen as invaluable.

Some schools felt that a trip to the National War Memorial helped with understanding nationhood from the perspective of the many New Zealanders that had made the ultimate sacrifice of going to war for New Zealand. Other schools used the Petone Settlers Museum, National Archives and the Museum of Wellington to understand how the area developed.

Some schools with a high Māori roll believed the visit to Wellington was important to see how Māori culture was portrayed from a national stand point (e.g. in Te Papa):
“It is a beautiful angle to approach Wellington from and is very relevant educationally. Part of the learning would be to trace our journey (iwi based), building on the concept of citizenship with a trip to Parliament. It is very important and would help spark different class discussions (social studies) on our return. It would help show the seat of power in New Zealand and you could bring in the Treaty of Waitangi. It is incredibly important and we would use Te Papa as a base to teach this.”

Significant opportunities exist in Wellington to develop a learning experience for schools that address fundamental aspects of nationhood and national identity. A new visitor centre will open at Government House in 2013; the Treaty of Waitangi will be redisplayed in the National Library in 2014; and developments at Memorial Park are expected to open in the capital’s 150th year: 2015. These sit alongside education programmes at the Supreme Court and Parliament. Linking these, in conjunction with teacher resources, could scaffold a powerful learning experience exploring civics, citizenship and national identity.

The government has recognised that as well as the Memorial Precinct, a fitting “legacy” project for the First World War Centenary Commissions would be the development of an education/interpretive centre as part of the Precinct. There is now interest in establishing whether the proposed centre should be expanded to include broader visitor and function facilities. The Ministry for Culture and Heritage is in the process of seeking proposals for a feasibility study to determine the available options for establishing an education/interpretive centre, possibly with visitor facilities, in the vicinity of the National War Memorial.6 Currently there is little or no overlap between the government departments coordinating these nationally-significant projects.

Developing civics, citizenship and national identity as a reason to visit Wellington would also push non-GWR visit volume into Terms 1, 2 and 3 where there is capacity.

Destination Wellington was seen as a means of developing the potential of this project at a local level - particularly given the aspirational nature of a visit to Wellington, especially for Year 7 and 8 students.

There is a desire among the project partners, the coordinators of nationally-significant institutions, and a group of attractions around the Thorndon precinct (Old St Pauls, Parliament, Supreme Court, National Archive, Cathedral) to share data and work more closely together, to cross-promote to key audiences and investigate the possibilities offered by joint programming.

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6 Personal communication: Jane Mulryan, Project Coordinator WW1-100, Department of Internal Affairs.
6. The Australian Experience

6.1 BACKGROUND

The Canberra-based National Capital Education Tourism Project (NCETP) was created from a growing need among the Australian Capital Territory (ACT) tourism industry for a collaborative marketing campaign aimed specifically at the schools market. In November 1997, a diverse group of stakeholders attended a Search Conference to develop a strategy to attract more visitors to the national capital by Australian primary and secondary schools students. Garry Watson, manager of the National Film and Sound Archive convened a group of representatives from institutions, attractions, accommodation providers, transport operators and schools to discuss how they could work together strategically to ‘grow the pie’, aiming for improvement by the 2001 Centenary of Federation.

The forum concluded that they needed:

- To work together.
- To commission independent baseline research, followed up regularly.
- A dedicated resource to focus upon, and work on the issue.
- A review of the government-supported rebate for school travel costs.
- A joined up marketing campaign.

6.2 OVERVIEW OF RESPONSE

A report was commissioned by the National Capital Attractions Association (NCAA) to analyse the ACT schools market and wider excursion market. Based on this research the National Capital Authority with the support of the NCAA approached the ACT Centenary of Federation Committee and subsequently the National Capital Educational Tourism Project (NCETP) commenced operation on 6 December 1999.

NCETP is managed and funded under an agreement between the National Capital Attractions Association (NCAA) and the ACT Government. Its Stakeholder Council comprises of representatives from NCAA, Australian Capital Tourism (ACT Government), Australian War Memorial, National Gallery of Australia, Questacon, Museum of Australian Democracy and National Museum of Australia.

7 http://www.ncetp.org.au/about/background.html
8 http://www.ncetp.org.au/about/background.html
The NCETP, in partnership with a range of national institutions, develops and implements programs that encourage teachers to plan excursions to the national capital with the primary purpose of civics and citizenship. This includes participation from other Canberra attractions including the National Electoral Education Centre.⁹

Since 2006, NCETP has administered the national Parliament and Civics Education Rebate (PACER) on behalf of the National Capital Attractions Association. Garry Watson is the NCETP project manager, employed as a federal public servant. In 2012, the unit has 6 staff.

6.3 IMPACT

Baseline impact research for NCETP was done by University of Canberra. The research is revisited every two years. The most recent research showed that annual visitation had grown from 101,000 in 1997 to around 165,000 schoolchildren in 2010. This is worth approximately AU$99 million in direct economic impact to the ACT economy.¹⁰

Australian national achievement program scores for civics and citizenship show a significant increase in Year 6 and Year 10 students who have participated in an excursion to a parliament, local government or law court.¹¹

6.4 ELEMENTS OF THE CANBERRA INITIATIVE

6.4.1 The Parliament and Civics Education Rebate (PACER)

This was introduced in 2006, replacing two predecessor programmes. It provides a structured subsidy for schools travelling more than 150 km to visit the national capital as part of a civics and citizenship education excursion. Schools must visit Parliament House, the Museum of Australian Democracy at Old Parliament House and/or the Electoral Education Centre, and the Australian War Memorial and participate in an education program at these institutions. Schools use a comprehensive, freely available Civics and Citizenship education resource in preparation for the visit, and must demonstrate how the visit has influenced classroom learning about democratic processes. Visit funding must also be credited in the school newsletter.

The PACER program is funded by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR). It costs between AU$4 and 5 million per


¹⁰ Size and Effect of School Excursions to the National Capital, 2010

¹¹ National Assessment Program – Civics and Citizenship Year 6 & 10 Report 2010
annum. This includes administration costs of around 5%\textsuperscript{12}. The rebate is available for year 4 to year 12 students and is paid on a per student basis at rates that vary according to the distance travelled (see Table 1). Funds are used to reduce the costs for individual students. Based upon average travel costs per student, PACER covers from approximately 16% of travel costs (Brisbane to Canberra), to 83% of travel costs (Sydney to Brisbane). This makes a significant difference to the participation of many schools. \textsuperscript{13} In 2010-11, the subsidy was claimed by 1,888 schools.\textsuperscript{14}

<table>
<thead>
<tr>
<th>Distance (km) from Canberra</th>
<th>Rebate per student</th>
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<tbody>
<tr>
<td>150-499 km</td>
<td>$20</td>
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<tr>
<td>500-999 km</td>
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<tr>
<td>3000-3999 km</td>
<td>$240</td>
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<tr>
<td>4000 km and over</td>
<td>$260</td>
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\textbf{6.4.2 National Capital Educational Tourism Project (NCETP)}

NCETP brings together a core group of 19 significant attractions in Canberra, plus a wider group of attractions, travel agents, transport and accommodation providers. It administers PACER and exists to increase the number of schoolchildren coming to Canberra by acting as a marketing and communications hub. It hosts a website: \url{http://www.ncetp.org.au/} that brings together all of the elements schools need to structure their visit programme, plus an annual printed (100 pages) resource: the National Capital School Excursion Planner (budget AU$100,000). NCETP mails schools 3 times per year – with the planner, with reminders about PACER, and with notifications of upcoming events, programmes and opportunities for teachers to familiarise themselves with Canberra before they bring school groups. They work aggressively, via their office and via outreach, to meet teacher needs and increase awareness of the schemes in place to facilitate a visit to the capital. NCETP also lobbies opinion makers to ensure that the profile of its work and the impact of the PACER scheme is high, working toward cross party support.

\textsuperscript{12} (National Curriculum Branch, DWEER, September 2011)
\textsuperscript{13} (National Curriculum Branch, DWEER, September 2011)
\textsuperscript{14} \url{http://www.deewr.gov.au/Department/AnnualReport/Documents/Part2_Outcome2_AT.pdf}
6.5 LEARNINGS AND LIMITATIONS: LESSONS FOR WELLINGTON

Schools/teachers have very specific needs. They have low/intermittent access to technology, rely upon fax, be free/busy at atypical times of the day. Any resources and/or marketing/communications campaign must take these limitations into account. Facilitated connections with travel agents, accommodation providers, provision of risk assessment pro forma, all help. NCETP keeps in close contact with teachers to ensure needs are met.

Schools tend to prefer tried and tested approaches. It took two years before the NCETP team saw an appreciable difference in attitudes to visitation to Canberra and PACER uptake. Direct contact helps: teachers are offered subsidised, hosted weekends, plus have access to a ‘National Capital Teacher Pass’ which gives free access to national capital attractions whilst visiting on weekends or school holidays. The NCETP team travel to under-represented communities for ‘outreach’ familiarisations. They also link with professional bodies and events, such as running the national history teacher conference.

Curriculum support is essential: resources, links, lesson plans targeted to specific age groups. The civics curriculum now plays a huge part in driving visitation to Canberra. The development of cross party political partnership is crucial. NCETP works hard to raise awareness of the program and its impact with politicians, and to connect schools with their MPs and electoral offices. Resources for teachers are also sent to all electoral offices.

The tourism impact has been a positive consequence of the NCETP. Civics and citizenship is the driver. Success has been such that Canberra is now suffering a lack of low cost accommodation suitable for schools. The team retain their wider reference group (attractions, teachers, transport and accommodation providers), bringing them together each year for an update, to share data, concerns and ideas.

The NCETP does not book anything on behalf of schools, they provide a gateway service. The Australian market is different: unlike in New Zealand, a number of tour operators provide this service for schools. NCETP feel that acting as a booking agent, or recommending packages, would undermine their remit to act equally on behalf of all of the partners.

The NCETP team do not know of a similar initiative anywhere else.

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15 Personal communication: Garry Watson, Project Manager NCETP, Canberra. September 24th 2012
7. Discussion

7.1 THE SIGNIFICANCE OF A VISIT TO THE CAPITAL CITY

Wellington is an important destination for schools – not only because it is home to institutions central to our nationhood, and sense of national identity, but because it is accessible, vibrant, manageable, and full of high quality learning opportunities encompassing arts, culture, heritage and science.

7.1.1 Defining our national identity

Schools see a residential visit to the capital as an extremely powerful learning opportunity. A visit at Year 7 and 8 is a formative experience, staying with students for many years. It helps students contextualise their roots as New Zealanders and demystify the democratic process. Teachers spoke of the importance of directly connecting students to institutions and icons that challenge their ideas of nationhood: seeing the Treaty, visiting the seat of government, seeing their MPs in action, and laying a wreath at the National War Memorial.

7.1.2 Centre of learning

Wellington’s combination of accessibility, manageability and vibrance, plus its nationally-important attractions, all with strong curriculum-linked learning opportunities, make it unique. Te Papa is a ‘must see’, and the way it contextualises New Zealand’s cultural heritage is viewed as invaluable – particularly to students from smaller communities.

Attractions such as Carter Observatory, Wellington Zoo, Capital E! and Zealandia make Wellington a compelling destination for learning and enjoyment. Many teachers felt there was nowhere else where students could easily access such a combination of significant cultural, scientific and heritage-based learning experiences. A number of teachers also took advantage of Wellington’s tertiary institutions – taking students to local universities to raise their educational aspirations.

Destination Wellington

Several partners and stakeholders identified synergy between this project and the Destination Wellington initiative. The power of a formative visit to the capital was seen as a means of engaging young people with the idea of living, working and studying in Wellington.
7.2 BARRIERS TO VISITATION

Cost, ease of booking, and a lack of local knowledge are the challenges faced by schools bringing – or wishing to bring their students to the capital. Some planned and fundraised across several years in order to visit – because they acknowledged the power of a visit to Wellington as a formative learning experience.

7.2.2 Subsidising visitation

Cost is the biggest barrier. Lower decile schools felt that a visit to Wellington was out of their reach, and the expense of travel and accommodation was a huge challenge for schools across the board. A targeted subsidy, similar to the Australian PACER scheme, was suggested as a way of making visits to nationally-significant institutions attainable/ longer.

The current cohort of each school year group is 58,000.\(^{16}\) Non-GWR residents are estimated to be around 50,000.\(^ {17}\) If an average student subsidy is $50 per student, then an annual budget for 10,000 students would be $500,000. For 15,000 students, it would be $750,000.

7.2.3 Facilitating booking – broadening teacher's horizons

A central portal showcasing what Wellington offered schools, such as a digital version of the Wellington Education Guide (produced in 2010 by Wellington Museums Trust and Positively Wellington Tourism), linked to a central booking resource came through strongly as a way of helping time-poor schools coordinate itineraries, and raise the profile of experiences overlooked by out of town schools. A co-ordinated regional service for managing some of the administrative aspects of LEOTC, such as programme promotion, marketing and communications with schools, bookings, record management and relationship management between collaborating organisations, was also recommended in a recent report on LEOTC provision by the Ministry of Education.\(^ {18}\)

Such a service should use existing infrastructure and expertise at Wellington's iSite, www.wellingtonNZ.com, and must recognise the specific needs of an education audience.

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Staff at PWT estimate that a central booking site, linked to www.wellingtonNZ.com with its own landing page and search facilities designed to meet the needs of the education market would be $25,000, plus maintenance costs. Wellington Education Guide should continue while a central hub/schools brand establishes itself. Production costs around $30,000.

Any schools-specific initiatives should be accompanied by a targeted marketing/communication strategy and a programme of Wellington familiarisations for teachers.

Using this portal to promote curriculum-linked packages, based upon themes like nationhood (Parliament, the Treaty, Supreme Court, Government House, National War Memorial) or the natural environment (Zealandia, Zoo, Carter Observatory, Te Papa, Marine Education Centre, Otari Wilton’s Bush) would clearly link back to classroom learning – another major driver of visitation, increase options for teachers, and make booking easier. Accommodation, events and food options could also be cross-promoted via the hub.

Many of Wellington’s institutions, such as: Archives New Zealand, the National Holocaust Centre, New Zealand Portrait Gallery, Reserve Bank Museum, Olympic Museum, National Native Plant Collection were little known and little visited by non-GWR schools. These institutions would enjoy a halo benefit from any visit subsidy, hub, strategic communication strategy, and packaging/linked programming they developed with core attractions.

Sharing information and seeding collaboration

This project has resulted in the establishment of a baseline of non-GWR school visitation to Wellington. This should continue to ensure trends are identified and changes recognised early. As a result of sharing early results, there is intent to collaborate between some nationally-significant institutions and changes in focus for others.

7.2.4 Low-cost accommodation

Teachers and some accommodation providers were concerned about mixing school groups with free, independent travellers (FITs), particularly at central city hostels. All parties reported that mixing these diverse audiences was not ideal, but worked best when the groups could be segregated and behavioural expectations in place for school students.

A perceived shortage in low-cost accommodation voiced by some teachers was not borne out by providers. It was felt that the peak season for schools and FITs had a small overlap, but were largely complementary. Teachers may not know about newer, suitable accommodation opportunities (e.g. Trek Global), and that there were non-CBD sites (e.g. marae or Silverstream Retreat) that could provide excellent experiences tailored to group needs – if schools were prepared to consider a slightly different approach to their visit. This
again, demonstrated a knowledge gap about Wellington facilities. It is worth noting that the increase in visitation to Canberra has resulted in a need to develop new low-cost accommodation specifically designed for schools.

7.2.5 Curriculum-linked resources

The importance of tools that enable teachers to link experiences outside the classroom to meaningful learning within it cannot be underestimated. Currently there are few resources that link a visit to Wellington, to the teaching of nationhood, civics and citizenship. In Canberra, the resource ‘Discovering Democracy’ was central to bringing the importance of a visit to a democratic institution to the attention of teachers, and facilitating confident uptake in the classroom. This was linked to support from staff from the National Capital Educational Tourism Project (NCETP) who familiarised teachers in Canberra, connected via strategic marketing and outreach, and built visit plans with them that met their learning needs.

These could be linked to firsthand experiences in Wellington, or via online provision. The extension of offsite and outreach LEOTC programme delivery, including through localised partnerships, is an effective strategy for increasing schools’ access to LEOTC, particularly for rural and lower decile schools.19

According to a 2012 report about teaching civics and citizenship at Year 9 level in New Zealand by Bolstad: “The curriculum’s identification of “citizenship” gives schools a responsibility to provide a range of opportunities for students to develop civic and citizenship competencies. Bolstad writes that “The New Zealand curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation” aimed “to enable students to participate in a changing society as informed, confident, and responsible citizens”.20

The report also states that “It is somewhat unclear whether there is a consistent view across New Zealand schools about what “civics and citizenship education” ought to involve and what means are effective in developing students’ citizenship competencies”. Given this, it would be appropriate to consult with teachers of intermediate and secondary school students about the resources that would be most effective in supporting teaching this area.

20 Participating and contributing? The role of school and community in supporting civic and citizenship education. New Zealand results from the International Civic and Citizenship Education Study by Rachel Bolstead. 2012. Comparative Education Research Unit Research Division, Ministry of Education.
8. Recommendations

All Project Partners

Attractions, institutions, transport and accommodation providers develop a partnership approach to facilitate visitation from schools outside GWR: sharing data, best practice, programming and packaging opportunities.

Core Group of Nationhood Partners

Parliament, Government House, National Library (Treaty of Waitangi), National War Memorial, Supreme Court work together, possibly led by a central focus of expertise such as Te Papa or Wellington Museums Trust, to develop interconnected learning experiences. These should maximise curriculum links to civics, citizenship, national identity and nationhood, and draw upon Wellington’s nationally-significant institutions. Launch in 2015 via the hub outlined below.

Wellington City Council

Through existing infrastructure (PWT & WMT), fund a strategic marketing campaign to New Zealand schools promoting Wellington, its facilities and unique offer as a destination for education visits. Launching by 2015, this should incorporate a teacher-specific online hub, including a landing page on www.wellingtonNZ.com, targeted collateral and familiarisation opportunities for teachers.

Central Government

As cost is the barrier that prevents the majority of schools from visiting New Zealand’s democratically significant institutions, government funding for a Nationhood Visit Subsidy targeted to schools least likely to visit Wellington, would open this experience to those disenfranchised by location and/ or socio-economic status, and contribute to a more democratically-aware and participative younger generation.
9. Appendix 1 – Estimated numbers of non-GWR schools visits to Wellington

Using data from Te Papa and Parliament, and indicated levels of visitation by non-Greater Wellington Region schools, an overall audience number was calculated.

**Te Papa Data**

<table>
<thead>
<tr>
<th></th>
<th>Total pre-booked school students (groups)</th>
<th>Total non-GWR pre-booked school students (groups)</th>
<th>School students booked into guided programmes</th>
<th>Non-GWR guided programmes</th>
<th>All Self-guided groups</th>
<th>Non-GWR self-guided groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Te Papa 2010 TOTAL</td>
<td>34,044</td>
<td>9,737 (29%)</td>
<td>15,845</td>
<td>4,278</td>
<td>18,199</td>
<td>5,459</td>
</tr>
<tr>
<td>Extrapolated TOTAL</td>
<td>10,470 non-GWR students visiting Wellington (based upon 93% non-GWR students visiting Te Papa)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Te Papa 2011 TOTAL</td>
<td>27,064</td>
<td>7,917 (29%)</td>
<td>11,347</td>
<td>3,517</td>
<td>15,717</td>
<td>4,400</td>
</tr>
<tr>
<td>Extrapolated TOTAL</td>
<td>8,513 non-GWR students visiting Wellington (based upon 93% non-GWR students visiting Te Papa)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Parliament Data**

<table>
<thead>
<tr>
<th></th>
<th>Total pre-booked school students – arriving in groups</th>
<th>Total non-GWR pre-booked school students - arriving in groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 TOTAL</td>
<td>12,939</td>
<td>8,290 (64%)</td>
</tr>
<tr>
<td>Extrapolated TOTAL</td>
<td>10,494 non-GWR students visiting Wellington (based upon 79% non-GWR students visiting Parliament)</td>
<td></td>
</tr>
<tr>
<td>2011 TOTAL</td>
<td>13,588</td>
<td>8,041 (59%)</td>
</tr>
<tr>
<td></td>
<td>10,178 non-GWR students visiting Wellington (based upon 79% non-GWR students visiting Parliament)</td>
<td></td>
</tr>
</tbody>
</table>

**Estimation of TOTAL non-GWR residential school visits to Wellington**

<table>
<thead>
<tr>
<th></th>
<th>Est. non-GWR TOTAL Te Papa (based upon 93% non-GWR students visiting Te Papa)</th>
<th>Est. non-GWR TOTAL Parliament (based upon 79% non-GWR students visiting Parliament)</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>10,470</td>
<td>10,494</td>
<td>10,482 (+/- 734)</td>
</tr>
<tr>
<td>2011</td>
<td>8,513</td>
<td>10,178</td>
<td>9,345 (+/- 654)</td>
</tr>
<tr>
<td>Average</td>
<td>9,913</td>
<td>9,913</td>
<td>9,913 (+/- 694)</td>
</tr>
</tbody>
</table>

Based upon sample size, data has a confidence level of +/- 7%
10. Appendix 2 – Schools online survey

**School visits in New Zealand**

Wellington is a popular destination for thousands of school students and their teachers. Schools from all over New Zealand bring students to see Parliament, the Treaty of Waitangi, and Te Papa. They also visit attractions like Carter Observatory, Capital E, Zealandia and Museum of Wellington, City and Sea.

Wellington City Council and Wellington Museums Trust are interested in understanding your school’s experiences:

- if you visit Wellington - what do you do, where do you stay, what do you enjoy and what challenges and obstacles exist?

- if you don’t visit Wellington – what are the barriers and challenges?

**Each school that responds will be placed in a draw to win a donation of $500 toward their operating costs.**

The results will be used by Wellington City Council, and other Wellington organisations, to identify ways that they can help make school visits to the capital easier.

The survey is being conducted by BP&A, an independent research agency. Please be assured that your responses are anonymous and will be kept confidential. The client will not have access to your personal details or be able to identify you in any way as a result of participating in this survey.

Please feel free to be as open and honest as possible. We really value your views.

The survey should take 5 to 10 minutes. To begin, please click the ‘Start’ button below.

**VISITING WELLINGTON**

1. Firstly, has your school taken a group of students to Wellington in the past five years?
   a. Yes; No; Don’t know

IF YES, answer questions 2-24
ABOUT YOUR VISIT TO WELLINGTON

2. How often does your school bring a group to Wellington?
   a. Each term; Two or three times per year; Annually; Every two years; Every three to five years; Less often; Other - please specify

3. What type of school trips does your school take to Wellington? Click all that apply.
   a. Sports trips; Cultural trips; Curriculum-linked trips; Class/home room trips; Syndicate (e.g. junior school, senior school) trips; Other - please specify

4. Typically, when you visit, how many students do you bring?
   a. 1 to 14; 15 to 29; 30 to 59; 60 or more; It varies depending on the trip; I don’t know

5. Which year group(s) do you bring? Click all that apply.
   a. Year 1,2,3,4,5,6,7,8,9,10,11,12,13; I don’t know

6. How long do you usually stay in the capital?
   a. 1 or 2 days; 3 to 5 days; 6 to 10 days; More than 10 days; It varies depending on the trip; I don’t know

7. What time of year does your school tend to visit? Click all that apply.
   a. Term 1,2,3,4; I don’t know; Weeks 1-10. CLICKABLE MATRIX

8. What influences the time of year you visit? Click all that apply:
   a. Timed to fit in with the school year; Linked to class learning activities; Weather; Availability of teachers/ adult supervisors; Availability of activities; Availability of accommodation; Availability of transport; I don’t know; Other (please specify).

WHY WELLINGTON?

9. Please tell us three reasons why you bring a group to Wellington? OPEN ENDED

10. What are the main barriers and issues you encounter when organising a trip to Wellington? OPEN ENDED
GETTING TO WELLINGTON AND GETTING AROUND

11. How do you travel to Wellington? Click all that apply:
   a. Inter Islander; Plane; Train; Cars; Scheduled bus service; Private Coach; Other.

12. When you are here, how do you travel around the city? Click all that apply:
   a. On foot; Scheduled bus service; Train; Private coach; Cable car; Shuttles; Other.

ACCOMMODATION

13. While you’re in Wellington, what type of accommodation do you use? Click all that apply.
   a. Marae; Backpackers; Youth hostel; Student hostel; Hotel; Motel; Holiday park; Youth camp facility; Sleepover at attraction; Other.

14. What factors influence your accommodation decision? Please select the factors that are most important (select up to three).
   a. Proximity to the attractions you plan to visit; Child friendly; Special needs friendly; Cost; Catering options; Group-friendly; Bedding provided; Leisure facilities; Transport links; Layout (bunks, dorms etc); Security; Ease of booking; Past experience; Recommendation; Other.

EATING IN WELLINGTON

15. Where do you tend to eat? CLICKABLE MATRIX Breakfast, lunch, dinner:
   a. Self-catered; Café/ dining hall/ restaurant at accommodation; Restaurant not at accommodation; Café not at accommodation; Takeaways; Food court; Other.

VISIT PROGRAMME

16. On your most recent visits to Wellington did you visit: Click all that apply:

17. What influenced your choice of attractions to visit? Please select the factors that were most important (select up to three)
   a. Easy to get to; Good access for students with special needs; Cost; Strong links to the curriculum; Relevant programme/ learning outcomes; Fun; Easy to book; Saw it in the Wellington Education Guide; Nationally significant; Unique to Wellington; Recommended by a colleague; Other

18. Were there places that you wanted to visit that you couldn’t? Please let us know what they were, and the reason you couldn’t take your group. OPEN ENDED

BOOKING ACCOMMODATION AND PLACES TO VISIT

19. How did you choose where you will stay and which attractions to visit?
   a. www.WellingtonNZ.co.nz; The Wellington Education Guide; Saw ads (where); i-site recommendation; Trip Advisor; Organisation’s own website; Recommended by colleagues; Word of mouth; Good previous visit; Other

20. Do you tend to:
   a. Book directly with accommodation/attractions: either by phone, online, in person; Use an agent; Use the i-Site; Other?

FUNDING

21. Please estimate the overall budget for your visit, per student? Please specify the typical budget per student in NZ dollars, including GST: __________

22. How are your trips funded? Click all that apply: School; Parents; Sponsors; Other

NON VISITORS FROM Q1, answer questions 23-34
23. You said your school hasn’t taken a group of students to Wellington in the past five years. Has your school ever taken a school group to Wellington?
   a. Yes/No/Don’t know

24. Would your school ever consider taking a school trip to Wellington?
   a. Definitely; Probably; Might or might not; Probably not; Definitely not; Don’t know

25. If probably/definitely not – Please explain why you wouldn’t consider taking a school trip to Wellington

26. What are the main barriers and issues associated with organising a school trip to Wellington?

27. Does your EOTC (Education Outside The Classroom) policy prevent you from visiting Wellington? If so, how?

28. Thinking about school trips to other cities and towns around New Zealand, which of the following applies to your school?
   a. We don’t take student trips to other cities/towns at all; We do take school trips to other cities/towns, but not to Wellington; Never; I don’t know

If do take school trips to other cities:

29. How often does your school take trips to other cities/towns?
   a. Each term; Two or three times per year; Annually; Every two years; Every three to five years; Less often; Never; I don’t know

30. What type of school trips does your school take to other cities/towns? Click all that apply.
   a. Sports trips; Cultural trips; Curriculum-linked trips; Class/home room trips; Syndicate (e.g. junior school, senior school) trips; Other - please specify

31. Typically, when you visit, how many students do you bring?
   a. 1 to 14; 15 to 29; 30 to 59; 60 or more; It varies depending on the trip; I don’t know; Other - please specify
32. Which year group(s) do you bring? Click all that apply.
   a. Year 1,2,3,4,5,6,7,8,9,10,11,12,13; I don't know

33. How long do you usually stay?
   a. 1 or 2 days; 3 to 5 days; 6 to 10 days; More than 10 days; It varies depending on the trip; I don't know

34. How do you decide which towns/cities to visit? Click all that apply
   a. Proximity to school; Availability of transport; Easy to get around once you're there; Good access for students with special needs; Cost; Strong links to the curriculum; Attending of a specific event/competition (e.g. national championships); Relevant programme/learning outcomes; Fun; Easy to book everything we need; Past experience; Recommended by a colleague; Other

WRAPPING UP – ALL RESPONDENTS ANSWER THE LAST QUESTIONS

35. Please list three potential benefits to your students of a visit to Wellington?

36. Do you have any suggestions for ways to make a school visit to Wellington easier?

37. How strongly do you agree or disagree with the following statements: (GRID QUESTION), 1-Strongly disagree, 2, 3, 4, 5-Strongly agree, don't know

A- As the capital city and seat of government, Wellington plays an important role in the constitutional leadership of the country and shaping of our national identity

B - All children should at some stage during their formal education visit Wellington.

38. Any other comments or feedback is gratefully received. OPEN ENDED

Thank you for your time and insight. If you would like to win $500 toward the running costs of your school, please tick here.