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Puketāpapa’s Youth Voice

Puketāpapa Youth Summit 2018
Summit Purpose

The purpose of this youth summit was to ensure that the youth of the Puketāpapa community had their voices heard. We wanted to make sure that through this forum, they would be able to express their opinions on the current state of and potential recommendations for ways in which we can improve the community.

All in all, the youth summit was an opportunity for the youth to collaborate and discuss on how we can make Puketāpapa better.
Ngā upoko kōrero

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He kōrero mai i te Heamana

From the Chair

I am delighted to present our report on the Puketāpapa Youth Summit for 2018. This year, the Puketāpapa Youth Board brought together over 80 passionate youth from across Puketāpapa to discuss local issues. Every person who attended was keen to have their voice heard and to make Puketāpapa a better place, and we are honoured to have given them a platform to raise what they see as the key issues affecting youth in Puketāpapa.

This youth summit was the Puketāpapa Youth Board’s first event and we are delighted to have made a strong start in our goal to represent and celebrate the youth of Puketāpapa. This report contains short term, medium term and long term recommendations for change that attendees have identified. We intend to use these recommendations as a starting point for our work as a youth board. Naku te rourou nau te rourou ka ora ai te wai. The only way to achieve change is by working together. We invite the Puketāpapa Local Board, local Police, schools and community groups to also consider these recommendations when drafting policies, we ask that you continue to work closely with youth as a part of the decision-making process. Youth are not only the future of Puketāpapa, they are also the present.

Ehara taku too, he takitahi, he too takitini. As a youth board, we are so grateful for the support of our community. Without the support of the Puketāpapa Local Board, Raise Up, the YMCA, Global Lighthouse, Lynfield College and Mount Roskill College this event would have been impossible. Thank you to our attendees for giving us your time and your thoughts. Thank you to our fantastic breakout group facilitators from PYB, as well as Tili Leilua (Global Lighthouse), Chelsey Harnell (Raise Up) and Sergeant Dylan and the Roskill South Police Community Outreach team for attending on the day and ensuring everyone’s voices were heard. We are also grateful to our panelists Tili Leilua, Michael Wood (MP for Mount Roskill), Shail Kaushal (Puketāpapa Local Board) and Mark Fraser (Precinct Director of HLC) for providing an informative, interesting panel to start the day off.

Finally and most importantly, I'd like to thank all members of the Puketāpapa Youth Board for all of their tireless work to organise the summit and ensure that it ran smoothly on the day. Thank you also to our fantastic facilitators Chelsey Harnell, Melissa Lelo (Auckland Council) and Tanya Moredo (Auckland Council) for your patience and guidance.

Ngā mihi nui

Patricia Wright
Puketāpapa Youth Board Chair
Toi Tiro Whānui

Summit Overview

Registration and Focus Groups

Once we got out to schools and the community regarding the youth summit, we opened up registrations. Our registration form was simple yet telling. The registration form not only included basic information but it also allowed the students to choose the topics that they were most interested in.

These three topics were...

- Connected Communities
- Local Transport
- Wellbeing and Safety

Based on this gauge of interest, we would assign them to two breakout groups as there were only two breakout sessions held on the day. We had 68 students respond to our registration. When they arrived to the venue, we made sure that they double checked their contact details, dietary requirements and their breakout groups.
The Panel Discussion

Before we began the breakout sessions, we started with our panel and discussion.

We were fortunate enough to having the following on the panel...

- Michael Wood (Local Mt Roskill MP)  
  Tili Leilua (Global Lighthouse Representative)
- Shail Kaushal (Puketāpapa local board)  
  Luke Johnson (YAP Local Representative)
- Mark Fraser (HLC Precinct Manager)

The panel was moderated by our chair, Trish Holm. The panel discussion lasted for 30 minutes and then we left 20 minutes to ensure that students had the opportunity to ask questions. It was an engaging session where students had the ability to ask questions to the panelists and get their opinions on various issues affecting the community. This ranged from topics such as housing to youth development.

Breakout Sessions

After the panel discussion and morning tea, we began our first breakout session. Based on the top two topics students were interested in, they were assigned a breakout group. There were three breakout groups, one for each topic. These groups then went away to their respective locations and then split up into sub groups. We not only had members of the youth board facilitating but also had the local police and youth workers join us.

The level of youth engagement during the breakout sessions was outstanding. Once the discussion began, it seemed like 1 hour was not going to be enough. At the end of the day, we had a lot of information regarding the opinions and recommendations of students regarding the community.

This is how the breakout sessions were structured:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>5 minutes</td>
<td>Split into smaller groups of 8 - 10</td>
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<tr>
<td>10 minutes</td>
<td>Start off with ice breaker</td>
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<tr>
<td>3.5 minutes</td>
<td>Start off with opening question and begin discussion. The way in which the discussion was to be conducted was left to the discretion of the respective facilitators. This is to ensure that we have diverse ways of engaging students to open up regarding the community. The answers and opinions were recorded by the facilitators as these opinions are what would help us with collating this report.</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Debrief / Summary with the whole group</td>
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Hapori tūhonohono
Connected Communities

Connected Communities was one of the three topics raised during the Youth Summit. During the breakout sessions, attendants were encouraged to discuss whether they felt a sense of belonging and connection at school, with friends and at home, as well as whether they felt a strong connection to the community as a whole. This section was divided into 4 sub-sections: Our Community, Our Schools, Home & Family and Friends.

Our Community

Youth identified these positives of our community...

- Puketāpapa is a diverse community where we can learn from each other.
- Students like that there are cultural events going on currently in Puketāpapa.
- Sausage sizzles and food are a great way to bring people together.
- There are many publicly funded services.
Youth identified these negatives of our community...

- Several attendants reported feeling isolated, disconnected and even segregated from their community.
- A common observation was that there is significant racism/stereotyping in Pukekohe and this leads to disconnection and division.
- There is a lack of participation from youth in the community.
- Older people don’t respect young voices.
- Māori culture isn’t acknowledged enough.
- Cost can be a significant barrier to attending events.
- Services and events are not well advertised – people don’t get involved.

Takeaways

- “Diversity is a double-edged sword” as it can encourage people to learn about new cultures and interact with people from different backgrounds, however racism and stereotypes remain a huge problem that is exacerbated by diversity in Pukekohe.

- There are mixed opinions on whether people feel as though they belong in Pukekohe. Many people feel disconnected due to age or cultural barriers.

- Currently, events and services are not well advertised. Students recommended using school assemblies, social media and flyers in letterboxes as ways to increase awareness about community events and services.

- Events should be focussed on celebrating local groups, or learning new skills and taking affirmative action, such as tree plantings. Events should be low cost and intergenerational, to promote inclusivity.

- Integration includes both cultural integration and integration across generational divides. Students wanted more events focused on their immediate community living nearby, such as street parties and sausage sizzles.

Recommendations

**Short term:** More free or low cost community events focused on integration and celebrating diversity.

**Long term:** Do more to combat discrimination. One way that was raised to resolve this is that “people should get to know their neighbours”.
Our Schools

Youth identified these positives of our schools...

- School is an accepting, community based environment.
- School provides a support system for students.
- Many students reported that they had good teachers and felt as though they can learn and succeed at school.
- School is a reflection of Puketāpapa’s diverse community.
- Extracurricular activities provide opportunities for students to try new things and meet new people.

Youth identified these negatives of our schools...

- There is a high bullying rate for PPU/PDU students
- Some students smoke at school.
- Dress codes and teachers blame girls for “being the problem” for wearing short, revealing uniforms. As a result, some students reported feeling afraid to come forward about sexual harassment in schools.
- Most students reported that school was a source of stress, due to peer pressure, having “too many commitments”, “streaming systems” and exams.
- Students reported that teachers “don’t understand” that being a student is stressful and scary sometimes.
- There is a lack of moral education in schools.
- Students reported that conditions at schools, particularly bathrooms, were unsatisfactory.
Takeaways

- Teachers should not put so much pressure on students, and should make an effort to understand student stress.

- Opportunities should be open to all students, not just high achieving or well behaved students.

- We addressed this at the summit by ensuring that half of all spots open at the summit were available on a “first come, first served” basis, in order to ensure that schools didn’t have complete control over which students would be able to attend the summit.

- Students reported feeling a strong sense of intra-school community, however they rarely got to interact with friends going to other schools at school events.

Recommendations

Short term: There should be more inter school events and competitions.

Long term: Students wanted a well rounded education that included discussion around moral issues, such as bullying, the bystander effect, the importance of community and a whole body approach to wellbeing. This education should include where to go to seek non judgmental help, as well as providing youth with tools for self help / management of their personal wellbeing.

Long term: Schools should improve conditions and ensure that facilities are suitable for use. This should include affordable school uniforms.
Home and Family

Youth identified these positives of home and family...
- Home is a safe space, a fall back. Family is a support system for students.
- Home is a place where many students feel a sense of acceptance.
- Home should be a stable environment that provides youth with essentials and security.

Youth identified these negatives of home and family...
- Many students reported that their home life was a source of pressure and stress.
- Many students felt that they were being westernised by friends, school and the wider community and this was difficult to balance with culture at home.
- Parents are strict and not aware that young people can struggle with mental health issues such as depression. Parents can stereotype their children.
- Not being proud of your home makes it hard to invite people over.
- House prices were reported as a major source of stress by students.

Takeaways
- Familial support systems and home environment are different for everyone, so there is no generic way to improve someone’s home life.

- Students find it difficult to balance two different cultures – one when outside the house, and a different one when with family.
Recommendations

Short term: Ensure that youth are aware of where to go for support if they feel isolated.

Long term: Parenting classes should be offered to parents of teens to discuss how to treat teens sensitively and to be aware of the stresses youth experience. Emphasis on overcommitment in school teachings, especially towards high achieving students.

Friends

Youth identified these positives of home and family...

- Friends “hold you down” and are a great support system.
- Friends can be a source of “healthy competition” and inspiration
- It is sometimes easier to talk to friends than to family or teachers.
- Friends provide laughter, good times, no judgement and motivate youth to do well.

Youth identified these negatives of home and family...

- Fights with friends are very stressful. Many students were afraid of being isolated.
- Friends can be distracting and a ‘bad influence’.
- Students reported that they were fearful of coming out to friends and being judged.

Takeaways

- Students feel closely connected to their friends and see friends as their principal support system and a way to chill out and have fun. As a result, students felt anxious about fitting in and worried about feeling isolated or shunned by their peers. Youth are more connected to each other than they are to other parts of the community.

- Some young people can’t fit in because of personal reasons like anxiety and mental illnesses and this isolation causes stress.

Recommendations

Short term: Educate and encourage young people to be a good influence and to choose good friends. This should include education about healthy conflict resolution, as “it isn’t nothing to cut them off.”

Long term: Encourage a culture of calling friends out when they are mean and judgemental of others.
Whakapai riuia
Improving Transport

During the transport breakout session, a variety of transport related issues were discussed.

We have categorised these into the following sub-topics...

- Buses and Bus Routes
- Roading and Traffic
- Infrastructure

Buses, Bus Stops and Bus Routes

Many of the discussions held within the transport breakout session were focused around buses, bus stops and bus routes. It was very clear that busses are the ‘go-to’ method of public transport for young people in the community.

These were broken down further.

Buses

Many people commented on the improved quality of busses, especially because of:

- The introduction of double decker busses.
- The addition of USB chargers.

However there were many comments that also questioned the safety and usability of busses, these comments included:

- The limited number of seats, standing room handles.
- The lack of seatbelts in busses.

Another common discussion that was held was around sustainable transport:

- The lack of electric busses and pollution caused by public busses.

In terms of bus stops:

- Every bus stop should have a shelter to protect people from the elements.
- Every bus stop should be well lit up during night.
- Bus stops at schools should be larger for more passengers.
Takeaways

Really from what we’ve heard regarding busses themselves is very positive, the young people in the community are happy with the quality of the busses themselves, however there are a few main things that young people want to see as a focus on buses and bus stops:

- Safety
- Comfort
- Sustainability

Recommendations

In the short to medium term we can consider...
- Incorporating double decker busses into more routes, especially busier ones.
- Maintaining the addition of USB chargers and new busses into the service.
- Implementing bus shelters at every bus stop with sufficient lighting (solar power?)

In the long term we can consider...
- Implementing electric busses into more networks.
- The addition of seatbelts as a safety device and increasing comfort.
- Increasing the capacity of bus stops nearer to schools

Routes and Stops

Routes and stops made up a big part of the discussion, which included new and existing routes and the placement and number of bus stops.

Many young people commented on the placement of stops:
- There are too many bus stops (close together), some places none
- Not enough buses during peak – major and busy routes should stop less often

Participants also commented on bus routes themselves:
- There is a long walk to the nearest bus for many people.
- Lack of routes from outer areas to local schools.

There was some discussion also about flyover and express routes...
- Express and flyover routes can often be confusing and unclear.
- There are too many stops on flyover routes.

Takeaways

- There are too many stops in the same area, and not enough in other areas (i.e. outer borders of our community)
- Express and flyover routes are appreciated, however they are often too confusing.
Recommendations

Short term: Improving public understanding of express and flyover routes.

Long term: Reviewing the placement and frequency of bus stops.

---

Bus Services

In terms of the reliability of buses in the community we heard:
- Buses are typically early or late but never on time.
- Buses stop too often.
- There are not enough buses to cope with the end of school rush.

In terms of the pricing and payment of buses we heard:
- Buses are cheap for occasional use, however...
- Routes passing schools should be free/subsidised for school students.
- Some buses should be free for school kids during the week.

In terms of drivers and customer service:
- Bus drivers are often unfriendly and occasionally scary.
- Buses often pass awaiting passengers.
- Buses feel unsafe when alone.

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Takeaways

- Buses are unreliable.
- Buses are lacking during peak times, especially surrounding schools.
- Buses can expensive for everyday use by students.
- Bus drivers can be unfriendly and scary.

---

Recommendations

Short term: Taking full advantage of digital and analogue displays in buses for upcoming stops/maps (like trains)
Starting buses from schools during peak times/adding buses during peak times.

Long term: Reviewing the placement and frequency of bus stops.
Roading and Traffic

During this breakout the main issue that was discussed was congestion and traffic, however many other valid concerns were raised, therefore for this category we have two sub-categories.

Traffic and Congestion

Because of the recent surge in random local traffic jams this was a hot topic in the transport breakout session. We heard a lot of talk about how traffic can affect students getting to school.

A lot of the discussion was about traffic’s inconvenience on individuals:

- The congestion prevents students from getting to school on time because their car or even bus is stuck in traffic.
- People often get angry when there is traffic and can lead to more accidents.

Takeaways

Whilst the response may appear small, nearly every single person asked said the surge of traffic was an inconvenience and was impeding their ability to get to school.

This left us with two main thoughts:

- Traffic can cause flow-on impacts for the entire community.
- Traffic should be cleared as soon as possible to ensure public safety.

Where to...

Whilst traffic is a very big issue, we can still recommend that in the long term we consider...

- How we reduce congestion on our roads.
- How we minimise traffic’s impact on students.
Safety
A lot of discussion also was raised about safety on the road, this was raised from pedestrian, driver and cyclist perspectives.

The discussions were focused around personal safety:
- It is often too dangerous to bike on the road in the morning.
- Roadsharing with cyclists is dangerous in general.
- When busses approach stops, they’re very close to the footpath, nearly hitting people.
- Cars should give way to public transport vehicles at all times.

Takeaways
Whilst this discussion was only minial it brings up many important points, we think the most important takeaways are:
- Cyclists feel in danger in high volume traffic.
- Public transport should have the right of way for efficiency of the public transport service.

Recommendations
In the long term we can consider...
- Implementing more cyclist friendly lanes and routes into our city planning.
- Increasing awareness for cyclist and pedestrian safety on and near our roads.
- Ensuring public transport solutions are given right of way whilst in service.

Infrastructure
During the transport breakout, infrastructure became a big part of the conversation. As such we have broken it down into these groups:
- Trains
- General
Trains

Despite a lot of conversation about busses, trains were still discussed. The difference in the amount of conversation however proved our initial assumptions that busses are the most used transport network in our community.

- There is a good availability of trains.
- Trains are fast and effective.
- There are not enough train stations.
- There are not enough links between networks.

Takeaways

Whilst trains made up only a small part of the discussion that was held during the summit we think there were some very important concerns raised.

- The placement of trains stations is important.
- Train lines being linked is important.

Recommendations

In this case we decided not to make any recommendations at this point in time due to a lack of information about railway lines. We are currently conducting some internal reasearch for release later this year.

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General

- The placement of pedestrian crossings is often questionable, and sometimes unsafe.
- Petrol prices are dangerously high.
- Parked cars are everywhere and are becoming a big issue in the community.

Takeaways

- Pedestrian support/safety is important.
- Increasing car ownership may be causing residential parking nightmares.

Recommendations

Because this is only a small part of the discussion we have only identified some long term actions...

- Review placement of pedestrian crossings.
- Review ‘no parking’ zones in residential roads.
He piki te ora, he haumaru te noho
Wellbeing and Safety

Through this breakout session, we were aiming to look at how safe, happy and healthy (both physically and mentally) the youth felt in Puketāpapa. For better understanding of this topic, we have looked at safety and wellbeing through the following sub-topics:

- Police
- Community Inclusiveness
- Facilities
- Exercise

Police

Unfortunately, youth didn’t observe any positives of police.

Youth identified these negatives of police...

- There seems to be a lack of response to situations by the police.
- There is a lack of patrolling in certain areas.
- Certain students believed that the police showed a lack of initiative.
- There was a lack of community presence.
- Lack of information sharing with the community regarding any local threats such as robberies.
- There seems to be a lack of enforcement by the police.
- The police seem to be quite intimidating and “scary” for members of the community.

Rationale

These statements have all been made by students who have experienced the things listed above. Examples of this are:

“The power went out once in a local area and the police did not respond for quite some time.”

“There was once a stabbing in the local area but the police did not inform any of the locals.”

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Takeaways

- There is a level of disengagement between the local community and the local police.
- The youth want to increase their positive interaction with the police.
- The youth would like to see the police involved in their local community.

Recommendations

**Short term: Increase patrolling and presence**

By increasing its physical presence, the local police will be able to make the local community feel more at ease as it has been stated that there seems to be a lack of patrol, initiative and response. Although, it should be considered that students did mention they find the police intimidating and therefore it would be important to look at first establishing a friendly presence rather than patrolling. Then as they become more comfortable, look at patrolling if necessary.

**Short term: Have Information Sharing with Community**

To address the perception of lack of information sharing, the police could look at developing networks within the local community to ensure that residents are aware of any local threats or incidents.

**Long term: Increase community engagement with the community**

To address the disengagement between the local community and the police, the police should look at increasing its community engagement. This engagement can take quite a bit of time to show results but will help. Potential methods of community engagement (as suggested by students):

- Getting in touch with the diverse communities within the area through cultural centres such as churches, temples, masjids etc.
- Attend local events and festivals.
- Increase positive interaction with local youth.
Community Inclusiveness

Youth identified these positives about community inclusiveness...
- Certain communities are nice and accepting.

Youth identified these negatives about community inclusiveness...
- Certain communities have their bubbles.
- Elderly people are isolated with little engagement in the community.
- Some young people can’t fit in because of personal reasons like anxiety and mental illnesses.
- There is lack of participation from youth in the community.
- Lack of interconnectedness between local schools.
- Certain communities are divided and racism exists.

Rationale
These statements have all been made by students who have experienced the things listed above. There will be certain mixed opinions as our communities are all diverse and therefore environments would vary accordingly. That is why we have contrasting statements where some feel very accepted in their community whereas others feel they are discriminated against. This is all based on the experience of these students.

Takeaways
- People seem to have different range of experiences in their communities. Whereas some find their communities accepting, some find them racist and discriminatory.
- The local schools lack interconnectedness.
- There is a lack of engagement within the community. This can also lead to bubbles being formed.

Recommendations

Short term: Joint committee of schools
We could look at the formation of a student based network of the local schools. This network could allow for shared opportunities and ideas between local schools.

Puketāpapa Youth Summit 2018
Short term: Community Engagement Events
Promote more community events that are purpose driven. For example community sausage sizzles, community language classes, community projects like plant restoration and more volunteer opportunities within local community.

Long term: More local cross-cultural interaction based festivals
Look at events where various different cultures can showcase their unique aspects.

Facilities
Youth identified these positives about our facilities...
- The secondary schools in the community have adequate facilities in school to teach students and help them in regards to mental health.
- The mental health facilities in schools are easy to access for students.

Youth identified these negatives about our facilities...
- There seems to be a lack of facilities in the local community that deal with mental health.
- There does not seem to be a lack of awareness and information regarding the availability of these facilities, so that's not the problem.
- There seems to be a lack of initiative by individuals to deal with their mental health.

Rationale
These inputs have come from local secondary school students. They come from schools which not only have access to good mental health care services but also look at increasing awareness around it. These students are sensing that the same level of services and care available to them in school is not reciprocated to the wider community in which they live. Therefore it seems to them that there is not enough care and awareness available and provided in their local communities (outside school).

Takeaways
- Students are content with the mental health facilities within their own schools.
- Although, they do seem discontent about the availability and awareness of mental health facilities within their local communities.
Recommendations

Short term: Increase communication with cultural groups
In order to help battle any stigmas around mental health and help improve initiative to tackle mental health, the local board should look at communication with local groups. As mentioned by students, these are the best ways to get in touch with local groups.

Short term: Increased awareness of current facilities
The board could look at increasing local awareness of any current facilities it has. This awareness could be raised through various networks such as community forums, social media, pop up stands, cultural groups etc.

Short term: Increased local education about mental health amongst the local community
The board could look at also exploring ways to help educate members of the local community about mental health. This could be done through the use of channels such as social media, cultural groups etc.

Long term: Look at opening up a wider community center for mental health
The local board could look at a possible construction of a centre for mental health within the local community. This would help centralise mental health within the community and make things easier in terms of access and awareness.

Exercise

Youth identified these positives about exercise...
- Schools provided an avenue for students to exercise via sports, gyms and physical education.
- Generally showed a positive attitude towards exercise.

Youth identified these negatives about exercise...
- The incentives to not exercise seem to be decreasing with increased academic, extracurricular commitments and technology.

Rationale
The youth these days are not only getting involved more within their communities but also face changing external forces such as increased dependence on technology and increased academic pressures. Therefore, despite their general positive desire and attitude towards exercise, they struggle to make time or remain motivated for it.
Takeaways
- Students feel positive about exercising.
- Struggle to find motivation for exercise due to other commitments.
- Schools are doing a good job as an avenue for exercise.

Recommendations

Short term:  Partnership with schools
These partnerships could look at more health campaigns and group exercise opportunities for the youth. This could also be potentially expanded in the evening to allow for adult members of the community.

Short term:  Adult exercise health campaigns
Partner up with local health facilities to introduce more health and exercise campaigns for local residents.

Long term:  Construction of more in-park exercise facilities and portable gyms
CONCLUSION

The Youth Summit 2018 was a massive success. It was the first step we taken as a youth board to help include the youth of Puketāpapa in the shaping of its own future. With the help of panel discussions and breakout sessions, we were able to get conversations started, and hopefully inspired those conversations to continue at school, with friends and family, and within the wider community.

These conversations will need to continue, as they will decide our future as a community. We were able to listen and put down onto paper insightful opinions and recommendations from youth on community issues. All the topics covered were inspired by the Puketāpapa local board plan. Now it is a matter of getting in touch with stakeholders to make sure we are able to address the issues and put recommendations into action.
As readers will be able to see, we now have a better understanding of what changes youth would like to see in our community. These recommendations have set the course for future actions which we will pursue as a youth board. Now that the path is set, we must follow it into action. It will not be easy. It will not be quick. But at the end of the day we are sure that by working together we will be able to create a brighter future for all.

This report was collated by...

Patricia Wright – Chair
Ojas Shukla – Deputy Chair
Raymond Feng – Secretary
Michael Howell – Project Manager
Melinda Sun – Social Media Team

Photos courtesy of Raymond Feng.

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Designed by Spprax
Puketāpapa Local Board feedback for proposed topics for inclusion in the Auckland Water Strategy

<table>
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<th>Proposal</th>
<th>Questions</th>
<th>Feedback</th>
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<tr>
<td>Vision</td>
<td>Te mauiri o te wai – the life supporting capacity of water – is protected and enhanced.</td>
<td>• Is this the right vision for Auckland?</td>
<td>Yes – note the following Objectives of the Puketāpapa Local Board Plan 2017:</td>
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<td>The vision statement is a declaration of the council group's long-term aspiration for water</td>
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<td>• Maori are recognized and affirmed as mana whenua.</td>
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<td>• The mana of our harbor, waterways and maunga is recognized</td>
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<td></td>
<td>• Biodiversity and significant trees are protected</td>
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<td></td>
<td>“Restoration of Mauri Indicators” is a key theme in the Te Auaungā - Restoration and Vision for the Upper Catchment (2016) document.</td>
</tr>
</tbody>
</table>

To protect and enhance Te Mauri o Te Wai, we will need to apply a Māori world view throughout our approach to water

<table>
<thead>
<tr>
<th>Values</th>
<th>Ecology Healthy water systems nourish the natural environment</th>
<th>• Do these five values cover the aspects of water that are important to you?</th>
<th>The board would like to see comment on irrigation included in these values. Irrigation is relevant to both Water Use and Resilience.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Water use We can meet our everyday water needs, safely, reliably and efficiently</td>
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<td>Irrigation can be a major consumer of water and should be prioritised on the relative value of the end product and/or on it's effects on the deletion of water supply.</td>
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<td></td>
<td>Recreation and amenity We enjoy being in, on and near the water.</td>
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<td>Culture Water contributes to our identity and beliefs, as individuals and as part of communities.</td>
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<td></td>
<td>Resilience Our water systems are resilient to changing conditions, and we are resilient to water hazards.</td>
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</tbody>
</table>

The things we need to work on: The workshops identified a large number of challenges for water in Auckland. We have summarised and grouped them in to two main areas: issues we need to work on and processes we need to work on.
### Issues we need to work on

These are the aspects of water in the physical environment summarised into four categories:

- **Cleaning up waterways**
  Addressing issues like sediment, overflows, litter and other pollution.

- **Meeting future water needs**
  Our future water sources and managing our demand.

- **Growth in the right places**
  Managing growth to minimise impacts on water and to improve it where it is already degraded.

- **Adapting to a changing water future**
  Getting prepared for climate extremes such as floods, slips and drought.

<table>
<thead>
<tr>
<th>Do these broad categories capture the issues that concern you?</th>
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</thead>
<tbody>
<tr>
<td>Ensure the Manukau Harbour is equitably considered in efforts to improve water quality of harbours across the region. This consideration should build on the results of the hydro-dynamic study with a view to spatial planning in the harbour.</td>
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<tr>
<td>Cleaning up waterways: Should include a major step up in enforcement of building and subdivision activities.</td>
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<td>Meeting future water needs: Continued demand management is essential (also relates to irrigation)</td>
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<tr>
<td>Growth in the right places: Note demand management, building activities and irrigation as mentioned above.</td>
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<tr>
<td>Adapting to a changing water future: Supportive of limiting development in vulnerable areas that may be impacted by a changing water future.</td>
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<tr>
<td>Processes we need to work on</td>
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<td>------------------------------</td>
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<tr>
<td>These are aspects of the way we are managing water summarised into four categories</td>
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<tr>
<td>- Creating our water future together improving water will need effort from everyone, not just the Council organisations</td>
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<tr>
<td>- Setting priorities for investment Delivering the outcomes at an affordable pace and good value for customers.</td>
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<tr>
<td>- Achieving net benefits for catchments Taking a whole-of-watershed perspective in decision-making.</td>
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<tr>
<td>- Applying a Māori worldview Underpinning a holistic approach to water and te mauri o te wai.</td>
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<td>Principles</td>
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<td>---------------------------------------------------------------------------</td>
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<td>These suggested principles are to help guide decisions and behaviours as we work on the issues and processes</td>
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<tr>
<td>• Recognise that water is a taonga</td>
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<tr>
<td>• Work with natural ecosystems</td>
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<tr>
<td>• Deliver catchment scale thinking and action</td>
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<tr>
<td>• Focus on achieving right-sized solutions with multiple benefits</td>
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<tr>
<td>• Work together to plan and deliver better water outcomes</td>
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<tr>
<td>• Look to the future</td>
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