



Briefing to the Incoming Hautū Te Mahau Te Tai Runga | Deputy Secretary (South)

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Briefing for Hautū Te Mahau | Te Tai Runga – Deputy Secretary (South)

Section 1 – Introduction to Te Mahau

This briefing note is divided into two parts. The first section covers information for the specific regional Hautū whilst the second part consists of information from regional offices in Te Mahau | Te Tai Runga.

This briefing should be read in conjunction with the Ministry overview information as that contains key information about Te Tāhuhu o te Mātauranga.

Introduction of new Hautū | Deputy Secretary groups for Te Mahau

Three new Hautū | Deputy Secretaries position have been established for Te Mahau. These positions are:

- Hautū Te Mahau | Te Tai Raro (North) Isabel Evans
- Hautū Te Mahau | Te Tai Whenua (Central) Jocelyn Mikaere
- Hautū Te Mahau | Te Tai Runga (South) Nancy Bell

Te pūtake me te kawenga | Purpose and role of the Te Mahau frontline groups

The three Te Mahau frontline Hautū (Deputy Secretaries) will collectively provide leadership and integrated services to the sector and others. This includes our current services, such as learning support and education advice and regulation functions for schools and early learning services. Over time they will build new strengths in curriculum and other services signalled in the Government's response to the Tomorrow's Schools review, for example, early learning, network planning.

The frontline groups will develop and harness existing relationships with communities at the regional and local level through the Directors of Education, including deep relationships with iwi and hapū. Directors of Education have the lead role and relationship with early learning, kōhanga, school and kura, and this means they will be across all services we provide at a local level. They will also collectively strengthen relationships with our diverse communities that support Māori, Pacific peoples, disabled ākonga and/or ākonga with learning support needs, and ākonga from disadvantaged backgrounds.

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The frontline groups will hold the day-to-day regulatory functions, for example early learning licensing. They will have support of the regulatory roles located in other groups in Te Tāhuhu including the national regulatory roles in Te Pae Aronui | Operations & Integration and the regulatory stewardship in Te Puna Kaupapahere | Policy.

The three Te Mahau frontline groups are represented at the leadership level of decision making for Te Tāhuhu, and their Deputy Secretaries will sit on the leadership team.

Portfolios for Te Mahau Hautū | Deputy Secretaries

Each of the three Te Mahau frontline Hautū | Deputy Secretary positions will hold at least one National Portfolio to complement their frontline role with a national leadership role in joining up services of our organisation across a key priority delivery area. In the first instance the National Portfolios will be Pacific Education, Learning Support and Early Learning (0-8 years old). There may also be a National Portfolio Secondary-Tertiary. These are areas that require many parts of our organisation to work together to deliver quality, integrated, frontline services.

This approach means that Ministers have access to a Hautū | Deputy Secretary that can speak to the end-to-end delivery of each portfolio. Te Mahau frontline groups consist of the existing Regional Office teams from Sector Enablement and Support (SE&S) and the new roles established as part of Te Mahau.

Te Mahau

Te Mahau is a new frontline / delivery leadership structure that sits within Te Tāhuhu. It is intended to provide greater support to the education sector and others so they can deliver inclusive education that meets the needs of ākonga and whānau.

Groups in Te Mahau

Te Mahau consists of:

- Te Poutāhū – Curriculum Centre
- Te Pae Aronui – Operations & Integration and
- Three new Hautū | Deputy Secretary positions based in the regions.

Te Poutāhū – Curriculum Centre (sits within Te Mahau)

- Te Poutāhū leads strengthened and inclusive curriculum leadership, expertise and partnering for the New Zealand Curriculum, Te Marautanga o Aotearoa and Te Whāriki, as well as providing resources for quality teaching. Te Poutāhū brings together curriculum, teaching expertise and evidence for the development, support and review of inclusive curricula, assessment and NCEA with strengths across te reo Māori, mātauranga Māori, disability, learning support and culturally relevant content.
- Hautū Te Poutāhū | Deputy Secretary Curriculum Centre is Ellen MacGregor-Reid.

Te Pae Aronui – Operations & Integration (sits within Te Mahau)

- Te Pae Aronui leads the provision of central services to Te Mahau and education organisations. Te Pae Aronui uses its information, insights and service design functions in tandem to help Te Mahau frontline groups to deliver today and design services for tomorrow. It provides nationally consistent service design, practice guidance and systems to support the frontline's focus on flexible and responsive services.
 - This group is made up from – SE&S NO, PICI and EDK
- Hautū Te Pae Aronui | Deputy Secretary Operations & Integration is Sean Teddy.

Offices and Directors in each rohe

The following lists names the office in each rohe and who the Directors are.

Te Mahau | Te Tai Raro (North)

Offices

Te Tai Tokerau

Tāmaki Makaurau (Area One) South, East and Central

Tāmaki Makaurau (Area Two) South West, North and West

Director

Hira Gage

Deidre Alderson

Tanya Harvey

Te Mahau | Te Tai Whenua (Central)

Offices

Waikato

Bay of Plenty, Waiariki

Hawkes Bay, Tairāwhiti

Taranaki, Whanganui, Manawatū

Director

Marcus Freke

Ezra Schuster

Daniel Murfitt

Marlene Clarkson

Te Mahau | Te Tai Runga (South)

Offices

Wellington

Nelson, Marlborough, West Coast

Canterbury, Chatham Islands

Otago, Southland

Director

Roy Sye

Andrea Williams

Coralanne Child

Julie Anderson

Map of Regional Offices



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Budget

The financial year runs from 1 July to 30 June as opposed to the calendar or school year.

The following tables show the amount appropriated for offices in each Hautū | Deputy Secretary for the 2021/22 financial year.

Regions have departmental and non-departmental budgets. Departmental budgets, for the most part, cover regional office costs, while the non-departmental budget is distributed to and supports the local sector.

The 'Other' costs include items such as Network and Enrolment management, at risk provider intervention, early childhood participation, student achievement services, Kahui Ako and improving student engagement.

Budget for Te Mahau | Te Tai Runga (South)

Region	Departmental			Non-Departmental		
	Learning Support	Other	Combined	Learning Support	Other	Combined
Wellington	\$29,501,19	5 \$6,932,536	\$36,433,731	\$649,830	\$5,254,871	\$5,904,701
Nelson-Marlborough-West Coast	\$9,512,988	\$2,613,029	\$12,126,016	\$319,624	\$1,987,380	\$2,307,004
Canterbury, Chatham Island	\$25,657,33	3 \$10,885,539	\$36,542,872	\$599,664	\$5,835,041	\$6,434,705
Otago-Southland	\$16,864,98	5 \$3,506,756	\$20,371,741	\$507,132	\$3,036,755	\$3,543,887

Delegations and Statutory provisions

The new Hautū | Deputy Secretary positions within Te Mahau have the same delegations as other Hautū | Deputy Secretary positions in the Ministry. Currently all regional material such as Briefing Notes, School Interventions etc are signed off by the Hautū | Deputy Secretary for Te Pae Aronui. A conversation between regional Hautū and the Te Pae Aronui Hautū needs to take place to discuss:

- how regions and Te Pae Aronui will interact with material for Ministers' offices and
- how the sign off process will work between National office and the regional Hautū.

In the interim it has been agreed that the current processes will continue.

Overview of other groups in Te Tāhuhu

Te Tāhuhu contains the enabling functions for Te Mahau. The following is a list of the groups, what their purpose is and who the Hautū | Deputy Secretary is (if known).

Te Tuarongo (Maori Education)

- Te Tuarongo focuses on lifting our organisation's capability at the kāwanatanga – tino rangatiratanga interface to give practical effect to te Tiriti o Waitangi. Te Tuarongo navigates te ao karauna and te ao Māori so Te Tāhuhu creates space for Māori to exercise tino rangatiratanga, supports our kāwanatanga responsibility and builds the organisation's capability to deliver Ka Hikitia – Ka Hāpaitia.
- Hautū Te Tuarongo | Deputy Secretary Te Tuarongo is Daryn Bean.

Te Puna Ohumahi Mātauranga | Education Workforce

- The Deputy Secretary – Education Workforce leads the sector workforce employment relations and leads the relationship with Education Payroll Limited and holds responsibility for bargaining. Education Workforce develops and has an implementation overview responsibility for the education workforce strategy.
- Hautū Ohumahi Mātauranga | Deputy Secretary Education Workforce is Anna Welanyk.

Te Puna Hanganga, Matihiko | Infrastructure and Digital

- The Deputy Secretary – Infrastructure & Digital leads inclusive, accessible and integrated national, digital and physical infrastructure and transport services to the education system.
- Hautū Hanganga, Matihiko | Deputy Secretary Infrastructure & Digital is Scotty Evans.

Te Puna Kaupapahere | Policy

- The Deputy Secretary – Policy is responsible for leading whole of system, end to end policy integration covering early learning, compulsory schooling, and tertiary including Māori medium, te reo Māori, Pacific and Learning Support. Policy provides integrated policy advice to Ministers and holds the regulatory stewardship function across the Ministry's regulatory systems.
- Hautū Kaupapahere | Deputy Secretary Policy is Andy Jackson.

Te Puna Rangatōpū | Corporate

- The Deputy Secretary – Corporate is responsible for leading the delivery of Ministry-wide essential statutory and corporate functions (excluding corporate IT) that enable the organisation to operate effectively and fulfil its statutory obligations.
- Hautū Rangatōpū | Deputy Secretary Corporate is Zoe Griffiths.

Te Tari o te Tumu Whakare mō te Mātauranga | Office of the Secretary for Education

- Office of the Secretary for Education supports the Secretary and act as a central point for the ongoing change programme so that further changes align to intent and maintain momentum.
- Hautū Te Tari o te Tumu Whakare mō te Mātauranga | Office of the Secretary for Education Deputy Secretary is currently vacant.

How the regional offices can support Hautū | Deputy Secretaries in Te Mahau

The regional office is responsible for supporting you in carrying out your functions and serving the aims and objectives you set.

We support you by:

- providing you with strategic, performance and implementation advice, and the information and resources you need to make decisions ensuring our advice is clear and practical, supported by strong, evidence-informed analysis
- ensuring our advice considers the full range of matters, including strategic choices, operational implications, costs, and stakeholder views and concerns
- joining up and offering informed advice from across teams and external agencies
- providing other services to support you in your responsibilities, including Ministerial correspondence, Parliamentary questions, Official Information Act requests and media support.

The Ministry operates under a “no-surprises” principle. This means we will keep you well-informed of matters of significance within your responsibilities in a reciprocal arrangement.

Section 2 - Regional Offices in Te Mahau | Te Tai Whenua (Central)

Canterbury, Chatham Island
Nelson - Marlborough – West Coast
Otago – Southland
Wellington



Briefing to the Incoming Hautū Te Mahau Te Tai Runga Deputy Secretary (Southern)

Regional office: Canterbury/Chatham

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Regional information for Canterbury/Chatham Islands Region

Regional overview

As a region we pride ourselves on being an innovative and hardworking team who have a high level of capability in supporting the delivery of quality education services across the region. We work to support those across all levels of all education sectors to help every child and young person to achieve their potential. Family, whānau, iwi and community are also important connects we work hard to build and maintain.

We provide a wide range of specialist supports and regulatory services and we rely on the actions of everyone to raise achievement in our region. The team is led by Director Coralanne Child and supported by a great team.

Recently our [Regional Spotlight for Canterbury/Chatham Islands](#) featured on Te Tāhuhu.

Sector Enablement and Support (SE&S)

SE&S is the key interface between the Ministry of Education and early learning providers, schools and kura. Our focus is on the implementation of the Ministry's strategies and programmes and delivery of core services. We deliver on the Ministry's primary objective of raising learner achievement levels, with the achievement of Māori, Pasifika, children and young people with special education needs and those from low socio-economic backgrounds as a priority.

Education Infrastructure Service (EIS)

Whilst the Property team's structure is independent of the Sector Enablement and Support and Learning Support teams it is vital that strong links are maintained between the teams so that the property developments facilitate and compliment the delivery of education throughout the sector.

Education context

Schooling and early learning in our rohe

Number of schools	29
Number of early learning services and certificated Playgroups made up of:	542
• Education and Care	338
• Kindergartens	78
• Home based	19
• Playcentres	53
• Te Kohanga Reo	7
• Playgroups	46
Number of Māori Medium	5
Number of Specialist schools	8
Number of Learning Support jobs open as at 17 September 2021	2996
Number of NENs as at 13/09/2021	317
Number of school students as at July 2020	98,451

Regional office operating structure

Organisational Chart – executive and management teams

- **Appendix A** - Canterbury/Chatham Islands team Sept 2021
- **Appendix B** - EIS Org Chart June 2021

Education Team Total:	65
Director of Education	1
Principal Advisor to Director of Education	1
Education Managers	5
Education Advisors, School	10
Education Advisors, Early Learning	9
Education Advisor, Transformation	1
Education Advisor, Special Education Network	1
Education Advisor, Court Officer	2
Education Advisor, Engagement	1
Education Advisor, Māori Engagement	1
Lead Advisor Whānau Engagement	1
Lead Adviser Pacific Engagement	1
Lead Adviser, Early Learning	1
Lead Adviser Kāhui Ako	2
Lead Adviser, Regional Development	1
Lead Adviser, Network	1
Lead Adviser	1
Senior Advisor ECE Pacific	1
SAF Practitioners	4
Curriculum Lead	2
Senior Curriculum Lead	1
Pacific Co-ordinator	1
Network Analyst	2
Data Analyst	2
Principal Advisor Secondary/Tertiary	2
Principal Adviser, Communications	1
Strategic Advisor Māori	2
You Matter to Us team:	
Senior Project Lead, Joint Venture	1
Data Analyst	1
Evaluation Lead	1
Senior Policy Adviser - YMTU	1
Senior Support Officer YMTU	1
Kō Au Kahuraki Facilitator Joint Venture	1
Evaluation Lead	1

Learning Support Team Total:	146
Manager Learning Support	1
Principal Advisor to Manager Learning Support	1
Service Managers	10
Performance & Quality Lead	1
Psychologists	20
Speech Language Therapists	42
Early Intervention Teachers	22
Special Education Advisors	14
Occupational Therapists	10
Physiotherapists	5
Advisor on Deaf Children	5
Family/Whānau Advisor	1
Kaitakawaenga	4
Disabilities Facilitator	1
District Māori Advisor	1
PB4L Regional Coordinator	1
Special Education Advisor Incredible Years	1
Psychologist School Wide Practitioners	1
School Wide Practitioner	3
Regional Technology Coordinator	1
Practice & Implementation Advisor	1

Business Support Team Total:	19
Business Support Manager	1
Support Manager	1
Executive Assistants	2
Information Officer	1
Senior Support Officers	14

TOTAL SE&S CANTERBURY 230
TOTAL PROPERTY EIS 88

Regional offices across Canterbury/Chatham Islands region

Christchurch Office –

Te Urutī | 48 Hereford street | West End Christchurch 8013

Timaru Office – Learning Support teams only

Ocean View Heights School | 241 Selwyn Street | Timaru

Ashburton Office – Learning Support teams only

Ashburton Borough School | 49a Winter Street | Ashburton 7700

Executive and management meeting framework

- Management team meet monthly for an Internal Managers meeting – internal facing business.
- Management team meet monthly for a Portfolio Meeting – sector facing business.
- Management team have a ‘Quick on top’ meeting every Monday, Wednesday and Friday – a quick around the table discussion of what is on top.
- Management team have a Team Day once a term – this will be used for planning, PD, etc.

Governance

The Director for Canterbury/Chatham Island participates in the following Governance groups:

- Greater Christchurch Education Renewal Programme Board Meeting – they meet every 9 weeks
- Integrated Safety Response SLG – they meet monthly
- Canterbury Regional Public Service Leads Meeting – they meet monthly
- Mana Ake – service review currently being undertaken
- Regional Principal Associations Chairs and representatives – fortnightly
- Canterbury Mayoral Forums – every 6 weeks
- Canterbury Women’s Government Leaders – every 3 months

Key priorities

Overview of Learning Support services and work programme

MOE Learning Support currently has 10 multi-disciplinary teams who provide a range of services across Canterbury. Each team is led by a Service Manager and includes a mix of Speech Language Therapists, Early Intervention Teachers, Behaviour Specialists (psychs and SEAs), Physical and Occupational Therapists, Advisers on Deaf Children, and Kaitakawaenga.

Each team sits with a wider Across-Community Team. The goal of the across-community team structure is to enable services to be more flexible and responsive to need. The Service Managers in each Across-Community Team can draw on a wide pool of practitioner expertise and can provide more intensive support in targeted areas as needed.

Manager Learning Support	Susan Schneideman	Team includes 10 SMs, PQL, Principal Adviser, Lead Adviser
The colour coding below indicates the Across Community Teams		
Service Manager	Number in team	Geographical Patch
Atholea Shanks	12	South Canterbury
Sue Harlow	11	Mid Canterbury
Juanita Davidson	13	Ellesmere, Lincoln, Rolleston
Bernie Mulcahy-Bouwman	13	North West Christchurch
Bianca White	14	North Canterbury
Kaye Hyams	14	West Christchurch
Linda Youl	13	South West Christchurch
Sophia Roulston	13	East Christchurch
Jessica Meates	16	Central Christchurch
Marion Kazakos	15	North/ North East Christchurch

Service Manager Portfolios

As well as managing a team of practitioners, building and maintaining relationships with the sector, and facilitating the Learning Support Delivery Model across their patch, each Service Manager also leads one or more service or practice related portfolios. These include Communication, Behaviour, Early Intervention, SESTA, Kaitakawaenga, Cross-agency liaison, Traumatic Incidents, Te Kura, ESWs, Gateway, HCN, and ICS.

Principal Adviser Learning Support

The Learning Support Management Team also includes a Principal Adviser who supports strategic planning, change management, the development and implementation of initiatives, and liaison with National Office.

Performance and Quality Team

Our Performance and Quality Lead is Fiona Cook. She leads a team that includes 2 Practice and Implementation Leads, as well as the PB4L Practitioner Team and Incredible Years Adviser. The PQL and PIAS are central to practice development across teams. They also gather, analyse and interpret data sets to support the monitoring of wait times and throughput, and related decision making.

Positive Behaviour for Learning - PB4L

There are 106 PB4L SW Schools in Canterbury. Approximately one third of these are implementing Tier 2 of the framework. We experience consistently high interest each year from schools who wish to train in PB4L SW. We have four PB4L SW Lighthouse schools. This is a Canterbury initiative where schools who have been particularly consistent and successful in their PB4L SW implementation provide support and mentoring to other schools who are beginning their PB4L SW journey. We also have a small number of schools trained in Huakina Mai.

Learning Support Delivery Model (LSDM)

Service Managers facilitate the LSDM across their patches. Through this approach, ECE, school and kura leaders, LSCs and SENCOS meet regularly with SMs and other relevant services at Learning Support Network Meetings. Data is shared, and collaborative responses are planned and actioned. Clusters and Kāhui Ako are increasingly confident with this approach. Supporting this development is ongoing work for Service Managers.

Across-Service and Agency Relationships

MOE Learning Support works collaboratively with a range of services, for example, Right Service Right Time, STOP, SWIS, Health Services and Oranga Tamariki. Our most important partners in Learning Support provision are the RTLB Service and Mana Ake.

RTLB Service

Canterbury is served by 5 RTLB Clusters. The RTLB Cluster Managers and their teams are key collaborators with MOE Learning Support. Through the LSDM, we take a joined-up approach that includes regularly sharing data and intel about needs, trends, and gaps in service provision across shared geographical patches, joint problem-solving and planning.

Cluster	Cluster Manager
Cluster 33	9(2)(a)
Cluster 34	
Cluster 35	
Cluster 36	
Cluster 37	

Mana Ake

Canterbury has had the benefit of Mana Ake for the last 3 years and continued funding has been confirmed. Mana Ake provides support for mental health and wellbeing concerns for children in years 1 to 8 across all schools in Greater Christchurch and Mid Canterbury.

Learning Support Co-ordinators

Canterbury has 69 Learning Support Co-ordinators spread across 111 schools. The schools are all in Kāhui āko.

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Practice Development Work Programme

Ka Hikitia Ka Hāpaitia

Learning Support Teams have participated in a series of workshops on Ka Hikitia. Key focus areas are using data to support equitable outcomes for tamariki Māori, addressing barriers to inclusion, and developing strong connections with whānau that enable them to make informed decisions about learning support.

He Pikorua

The He Pikorua practice framework is increasingly well embedded across Learning Support practice. We take an iterative approach to professional learning about the pathway. Teams have a current focus on whakawhanaunagatanga underpinned by an ongoing focus on quality implementation.

Canterbury Specialist Network:

The post-earthquake renewal programme for Christchurch schools and kura was an opportunity to renew special education property provision, realign the network so it is spread geographically and create a stronger network that promotes inclusive practice, ensures equitable access to specialist spaces, and supports the success of students with high and complex learning support needs (ORS).

The Canterbury specialist network consists of:

3 Day Special Schools	Ferndale, Waitaha, Allenvale
2 Residential Special Schools	Ko Taku Reo Deaf Education, Halswell Residential College
The Southern Health Schools	
8 Secondary School special programmes	Riccarton High, Hillmorton High, Papanui High, Mairehau High, Cashmere High, Rangiora High, Ashburton College, Mountainview College-Timaru
2 Primary School Special Programmes	Addington School, Highfield School- Timaru

The Ministry team has been working closely with the three Christchurch day specialist schools to relocate and rebuild the base schools so they are co-located with local schools, and to build a network of new satellite spaces (2 for Allenvale, 3 for Waitaha and 5 for Ferndale). All secondary special programme spaces have been or are in the process of being rebuilt or refurbished. A community of practice has been formed across these schools to support best practice and optimize the way the new facilities are utilized.

Alongside property renewal, the Ministry team has been supporting schools to strengthen inclusive practice and partnerships between schools so that learners have more opportunities to learn with same aged (non-disabled) peers. This is all a work in progress.

Pilot projects

Kawatea Classroom: This project utilises existing resources at Halswell residential college to support young learners (Years 3-5) and their schools as part of a day school intervention. The programme uses a collaborative team approach (local school, whanau, MoE team and Specialist school) to strengthen the local school capability and understanding of the learners so they can meet success at school. This is a 30-week intervention.

Transition support centres: The goal of these is to develop collaborative transition centres for rangatahi leaving school (18–21-year-old ORS) as well as strengthening information for whānau and access for students using EGL principles.

Secondary community of ORS practitioners: Each of the secondary special programmes have or are in the process of having property renewal. The community of practice seeks to build capability across the network so UDL is well understood and championed within the secondary setting.

Specialist School Update

Ferndale Special School has opened 5 purpose-built satellites at Marshland School, Beckenham School, Haeata Community College (Aranui), Linwood Avenue, and at the co-located Avonside Girls High School / Shirley Boys High School on the QE2 site.

The base school will be rebuilt to collocate with Shirley Intermediate in 2024.

Waitaha School has opened three new satellites: a secondary provision at Rolleston College, and two Year 1 – 8 satellites at West Rolleston Primary and Knights Stream Primary School in Halswell.

Waitaha School relocated from their old school site in Templeton at the end of 2017. Their new purpose-built facility is co-located on a shared site with Lemonwood Grove in South Rolleston.

Allenvale Special School opened a satellite at Ashgrove School (Rangiora) in 2017 and are in the design phase for a primary satellite on the shared Burnside Primary School / Cobham Intermediate School site. It is hoped that this satellite will open in late 2021.

Allenvale School is relocating and rebuilding their base school within the senior campus of Belfast School and will support enrolments from learners who live in the northern suburbs of Christchurch and North Canterbury.

Overview of Network services and work programmes

Enrolment Schemes

- The Education and Training Act 2020 made significant changes to the way Enrolment Schemes are developed and consulted. The Ministry is now responsible for this whereas Boards used to lead this. This is now a significant work programme for network in CCI. It has not changed the way we work with schools in Canterbury as we continue to work with BoT/schools through this process but there is much more resourcing required from the regional office to progress this work.
- The current work programme for enrolment schemes has 45 schools on the list for us to develop new or amended enrolment schemes and then run a consultation process. These are divided into quarterly (per term) blocks to manage timings.
- 87 schools are due for Enrolment Scheme review in 2021. We will send 55 schools a notification that they require no further action. 8 Ashburton schools will be reviewed together, and the remainder require other actions.
- Since the beginning of 2018, we have approved more than 44 new enrolment schemes to ensure every ākonga has a space at their local school and to ensure growth is evenly distributed across the network. In addition to this, we have worked with schools to approve 54 amendments to enrolment schemes.
- 16 secondary schools signed the “Greater Christchurch State Secondary Schools Enrolment Memorandum of Understanding” in 2018. This was a collective commitment to support the sustainability of all Christchurch secondary schools and optimise the current secondary network to support the achievement of desirable education outcomes for all. This agreement involved implementing enrolment schemes for all secondary schools in Greater Christchurch and establishing an advisory group to oversee the management of out of zone enrolments at each school. The Ministry has a representative on this group which meets twice a year.

Māori Medium education

- Our regional focus for Māori medium is to:
 - grow participation and support provision of Level 1 and 2 Te Reo Māori, culture and identity.
 - support the development of complete Māori medium pathways from early learning to Year 13.
 - grow the number of kaiako and support kaiako / tumuaki in their role.
- We are working to strengthen Māori medium education in our region. There are three main issues we aim to focus on. These are to:
 - provide access to immersion te reo education to meet the growing demand from whānau Māori.
 - strengthen the rumaki pathway from primary to secondary.
 - strengthen the pathway from ECE provision into rumaki or kura.

- Over the next decade, we will work with rūnanga and Kāhui Ako to plan a Level 1 and 2 pathway from ECE to tertiary and grow Māori medium, particularly at secondary schools, in the region so that we can complete education pathways in North, Mid and South Canterbury catchments. We also plan to grow the number of students in Māori medium in the region across all levels of provision with 30% of Māori students learning at Level 1 or 2, 60% learning at Level 3 or 4, 10% learning at Level 5 or 6 and no ākonga Māori at 'no level'.
- When working with kaiako, we intend to identify actions that will grow work force supply and support the Ka Poupou Reo o Tahu programme in our region while also working with Ngāi Tahu papatipu rūnanga and Ngāti Mutunga and Moriori to increase the number of kaiako fluent in te reo Māori and the number of current te reo kaiako Māori teaching at Level 1 and 2. We want to increase capability and confidence to engage with and understand whānau Māori needs and expectations while embedding and giving effect to Ka Hikitia Ka Hāpaitia and Tau Mai Te Reo and Te Aho Matua.

Learning Support

- The Learning Support Delivery Model brings local early learning services, kōhanga reo, schools and kura together to identify local needs and resources, and work with the Ministry of Education, other agencies and providers to plan support based on what they know works for children, young people, families and whānau. Support is more flexible, joined-up and tailored around the needs of all ākonga. The contribution of whānau is valued and learning support reflects their identity, language and culture.

Network Plans

- The National Education Network Plan has 16 catchments for CCI. 4 of these are high growth areas (NEGPs). Most of the remainder will remain stable to 2030. There are no decline areas. See [Appendix C](#) for Regional Summary (approved by Region)
- We will continue to monitor school rolls across the network to identify any trends in roll numbers and work with schools to ensure a balanced use of the schooling network. We will continue to work with the local councils to understand the location and timing of future residential developments and the impact on future schooling options. A key piece of this work will focus on the Greater Christchurch Spatial Plan.
- Regional Network Plans such as network growth plans, Māori Medium network plans, planning for Learning Support in the network, future early learning network planning and planning for the future of Year 7 and 8 Technology | Hangarau education will contribute to our focus areas, as expressed in our region's business plan – Tō Tātou Ara. We aim to address inequity, support schools and early learning services to meet the needs of all learners, improve skills, knowledges, competencies and strengthen pathways, and ensure education provision is in the right place. Regional Network plans are intended to contribute to improved outcomes in regional Focus Areas by 2023 as outlined in Tō Tātou Ara.

Other

- IAS/CW relationship – provide advice and guidance when property projects being scoped. SE&S provide network plans to advise on the schooling provision needed based on network analysis and demographic trends.
- Chisnallwood Intermediate – Following an initial decision to close Chisnallwood Intermediate, an interim decision was made in 2013 to retain Chisnallwood Intermediate on its current site until a review of the place and viability of Chisnallwood Intermediate within the new schooling network was undertaken – this was planned to occur in 2020 but was delayed due to COVID-19.

Released under the Official Information Act 1982

Overview of Early Learning services and work programme

- In the early learning area, we have a team primarily focussed on the regulatory function of licencing, certification and incident and complaint management. While our advisers work across our region for regulatory work, they each have an assigned geographic area where they proactively look to build relationships with services and engage in supporting the local Kāhui Ako and clusters. Each adviser also has a liaison role with our large providers and the adviser and manager have termly meetings with them. We also have termly meetings with the Regional team for Te Kōhanga Reo National Trust and with ERO. The team links with and aims to support the work of the curriculum leads, pacific adviser and Kā Au Kahuraki.
- Our team hosts the Futures Network termly meetings, we hold regular hui with our home-based services and run regular sector workshops.
- ECE participation in our region currently sits at 98.5%. Our participation funding focus has been in supporting establishment of new child spaces for Kōhanga Reo, Māori and Pasifika bilingual ECE services. We support quality participation in ECE service through EPF and other participation programmes in low socio economic, rural, and isolated areas of region.
- Besides the regulatory function our work programme for this year includes a focus on sector education, and preparation for regulatory changes and for implementation of components of the Early Learning Action Plan. This includes working with our school's network team to overlay ECE provision and developing datasets that provide rich information on network gaps, oversupply and underserved communities. Developing connections with local council regarding future residential planning and environmental factors for ECE establishment. We have also been in discussion and will continue to work with the Health Protection officer and their noise specialist on noise, pollution and other environmental factors that impact on providing quality early learning environments.

Overview of Schooling

In our region each Education Managers and Advisers is responsible for a portfolio of schools and these have been ordered according to their Kāhui Ako or cluster. Where possible we have managed an alignment between the Education Manager with HR responsibility for the Education Adviser and the schools they are responsible for. We have also worked to improve the alignment between the Schools teams and Learning Support Service Managers to reduce the number of conversations required as we work closely to provide a joined-up service for each cluster of schools and centres. We are currently recruiting to fill three Education Adviser positions, but the team work flexibly to cover vacancies when necessary.

Curriculum Update

The Curriculum team is now established with 4 curriculum leads – working across the sector, Early Years, Secondary, Primary and Māori Medium. The Māori medium lead has recently been appointed and will start in Term 4. We have established networks within each sector and have been working to form our team and an identity within the Canterbury Education community. This has included visiting schools, Kāhui Ako meetings, leaders' networks and beginning to establish links with the work of Grow Waitaha. These established groups and initiatives have included a strong focus on wellbeing especially due to the significant events that have impacted Canterbury.

There has been a high demand in Canterbury for guidance around the implementation of the Relationship and Sexuality Guidelines due to a recent sexual harassment survey from Christchurch Girls High School. This survey has attracted national attention. The Relationship and Sexuality guides are also a focus of the Primary sector.

Aotearoa New Zealand Histories and Te Takanga o Te Wā are also a priority for the sector in the Canterbury Region. We have recently worked with a wider group within the Canterbury Ministry of Education to develop a strategic approach and implementation plan for this curriculum area. Many schools in Canterbury through their work with Grow Waitaha and Iwi have worked on cultural narratives and will be able to build on this work with the implementation of Aotearoa New Zealand histories.

A key feature of the curriculum team's mahi is to support a coherent understanding of the work programme that supports the overarching objectives of the National Education Learning Priorities. For example, in the secondary sector we are working to establish links to support the curriculum component of NCEA. The incorporation of Mātauranga Māori into subject areas is a priority for NCEA curriculum changes. The Curriculum team is also part of a wider ministry group to support the secondary sector with the implementation of the new literacy and numeracy standards.

NCEA Update

In Term 2 we seconded three teachers from the sector to undertake a regional scope of the NCEA Change Programme. The purpose was to gain an understanding of how the network of schools and kura were experiencing the beginning of the 4-year NCEA change programme. This was a combined

CWCSPA and MOE initiative through a survey of all NCEA Providers in the region, visits to a range of secondary schools and kura kaupapa Māori and visits to a range of regional networks

The following themes emerged from the scope: better access to PLD, resources for mātauranga Māori, specific and targeted PLD for literacy and numeracy, improved partnership and collaborations aligning with clearer timelines.

We have employed two Principal Advisors Secondary Transitions who will be working alongside our Sector Enablement and Support team and the sector to lead the implementation of the NCEA Change Programme across the region

- We have developed of a regional Curriculum Team involving SAFs, Curriculum Leads, PA-STs, Mangers for Schools and Curriculum, Māori Education lead, and Strategic Advisor Maori. This team is a reference group to connect the changes workstream in a coordinated approach
- Literacy and Numeracy corequisites – a trial is being established to second a team looking at support in schools for the NCEA literacy and numeracy corequisites. This will be co-constructed with our Kura Auraki, and as a joined-up approach for our Kura Māori across Te Wai Pounamu.
- At the request of the principals, the next NCEA teacher-only day is being organised in subject areas across Waitaha with the support of subject associations

Refresh of TMOA, Te Takanga o Te Wa and NCEA Māori medium

Canterbury- Chatham Islands have two Kura Kaupapa which are both Te Aho Matua Kura. Presented in the Māori language, Te Aho Matua has been written by the pioneers of Kura Kaupapa Māori as a foundation document for their kura. We have a close working partnership with both of our Kura Kaupapa and Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa.

Te Kura Kaupapa Māori o Te Kura Whakapūmau I te Reo Tūturu ki Waitaha is a Te Aho Matua kura kaupapa established in 1987, the first Kura Kaupapa in Christchurch. Whakapūmau have been a pilot kura for the NCEA subject of Te Ao Haka 2021. Their roll has grown since the Canterbury earthquakes. Their new build was completed this year with additional roll growth being added.

Te Kura Kaupapa Māori o Te Whānau Tahī is a Te Aho Matua Kura Kaupapa. Whānau Tahī are a NCEA hub. Their roll has also grown since the Canterbury earthquakes. The Kura are entering the primary design phase for the rebuild. The kura are in the process of having additional classes on site for roll growth.

We are working on a Māori medium network plan to see the areas of growth for Te Reo Māori provision levels 1 and 2. This has allowed us to see where additional provision is needed. We are now working with kura auraki (English medium) to support the inclusion of Māori medium within their school; and our Kura Kaupapa to support the needed growth of te reo Māori.

We are continuing to support both of our Kura Kaupapa with the refresh of Te Mārautanga o Aotearoa/NCEA/ Te Takanga o Te Wa in line with Te Aho Matua.

As part of the Te Mārautanga o Aotearoa/NCEA changes/ Te Takanga o Te Wa, we have two Kura auraki that use a mixed curriculum of TMOA and NZC- Haeata Community Campus and Te Pā o Rākaihautū. We continue to support them.

Kāhui Ako

We have 26 Kāhui Ako across the Canterbury region. The Kāhui Ako are made up of 226 of the 291 (77%) schools and 264 of the 496 (53%) licensed early learning members. There are 36 Leaders who collaboratively lead the Kāhui Ako with there being variations in leadership models from single leads to three people sharing the role. Kāhui Ako require support to ensure alternative arrangement requests for the leadership models meet the threshold for approval and are workable in their context. Small rural and large urban Kāhui Ako often request alternative leadership arrangements to ensure they can organise their Kāhui Ako according to their specific context.

The achievement challenges vary from reading, writing and mathematics to wellbeing, cultural responsiveness, and engagement. Supporting Kāhui Ako to review their completed achievement challenges and refocus for the future often requires support which is provided but the Lead Adviser, Education Advisers, SAFs, Curriculum Leads and other staff when needed.

The Kāhui Ako Leaders and Across School Teachers can attend termly Leadership hui with the Ministry of Education and Grow Waitaha. These meetings are well attended in person and online. The focus of these hui is leadership and networking across Kāhui Ako.

Support for the Across School Teachers has been provided jointly between the Ministry of Education and the University of Canterbury in 2020 and this year. The second of these workshops was completed in Term 3 in South Canterbury and was well attended. The focus of the support is increasing confidence to promote pedagogical change and leadership.

Kāhui Ako in Canterbury have been the mechanism for rolling out information to groups of schools regarding Te Rito, Ka Hikitia Ka Hāpitia, The Action Plan for Pacific Education, Healthy Active Learning, and engagement support.

Alternative Education

The region has a total of 182 places for Alternative Education. 122 of those places are allocated to the 'Christchurch Consortium' of school with the managing school being Cashmere High School. The Christchurch AE provision contracts 5 NGO Whānau providers. This is well supported and managed, over recent years great progress has been made with curriculum, achievement and individual learning plans, as well as developing a very successful initiative called Vocational Pathways AE in partnership with foundation tertiary providers to transition alternative education students into vocational education. Demand for AE placement in Christchurch is very high. The remaining places are distributed across the region to managing schools: Mountainview High School (Timaru) 26 places, Rangiora High School 16 places, Ashburton College 15 places, Darfield High 3 places, and Amuri Area School 2 places.

Statutory Interventions

We have a strong team of local Statutory Intervention Providers, although will seek to recruit further in the near future. The group support each other well in both informally and through formal mentoring arrangements for new appointees. Our Ministry team also brings the group together, usually for a day once a term, to discuss key issues, or generally allow people the chance to discuss effective ways of operating. We have 8 interventions active in the region currently. The Education Manager and Education Adviser with responsibility for the school, works with the provider to monitor progress and provide any additional support that might be required.

Regional PLD allocation and trends

Term Allocations

Professional Development	Number of Proposals Approved	Number of hours allocated	Special Projects
Term 1	47	6609	9
Term 2	24	2144	
Term 3	30	3,874	

PLD Trends and Patterns 2021

- After lockdown 2020 more schools requested support for digital literacy to help them with blended learning
- PLD proposals were lacking specificity around specific student outcomes, what would the school hope to see as a favourable outcome of the RAPLD in terms of learning. This has improved during the year.
- Noted an increase in schools with Māori Medium requesting RAPLD as the year progressed.
- Special Projects were a way to use the underspend in the RAPLD national budget for projects that didn't fit with the national priorities.
- Examples of special projects: Pasifika Leadership Pathways, Mentoring for Yr 7&8 Technology Departments, Special Character Leadership, Relationships and Sexuality Guidelines for teachers of religious students (Muslim), Leadership Lounge for principals, Growing Cultural Competency in Te Reo.

Ka Ora, Ka Ako Canterbury

In Canterbury there are currently 48 schools and kura in the Ka Ora, Ka Ako Programme. The MoE has contracted 10 external suppliers to provide lunches while 6 schools make lunches themselves. The current focus of the programme is on transitioning schools and kura and suppliers into 2022, which

includes renewal of supplier contracts and few changes to schools' model of lunch provision e.g. schools switching from an external supplier towards full ownership of making lunches.

Liaison with sector groups

The Ministry team regularly host ERO and NZSTA for joint discussions on the health of our schools and to ensure that our work is co-ordinated and complementary. Two schools in the city are working with the ERO Priority School teams and we liaise closely with them.

We also have a strong positive relationship with NZEI and meet with representatives on matters of mutual interest. PPTA have recently had a change in staffing, and we are working to re-establish the working relationship here with regular meetings.

Overview of Business Support services and work programmes

Business Support Manager - Lisa Winter

Support Manager – Erin King

13 x Senior Support Officers (11 FTE, 2 x .8 FTE, 1x .6 FTE)

2 x Executive Assistants (1 FTE, 1 contractor)

1 x Information Officer (.8 FTE)

Team functions

- Corporate Services & reception
- Event/ meeting management
- National enquiries and local phone lines
- Facility Management of Christchurch, Timaru and Ashburton offices
- Vehicle fleet – 62 across the region
- Travel/Accommodation
- Finance Support
- Ministerial Support
- Learning Support funding streams
- ECE support
- Emergency Management Support
- Health, Safety and Security Support
- Numerous portfolios supporting various sector facing work streams

Work Programmes

- We have recently undertaken recruitment for several Business Support roles for various reasons. We are currently working on realignment of team portfolio's, to ensure maximum cross training and to alleviate any potential single point of failure. Generic SOP's and processes are being reviewed and updated in-line with this work.
- Te Ara Whiti – Exploring and prioritising PLD opportunities for the team in this space – Te Tiriti o Waitangi, Te Reo Maori, Beyond Diversity.

Te Puna Hanganga, Matihiko | Infrastructure and Digital

(Appendix D – full South briefing note for their incoming Hautū)

Education Infrastructure Service (EIS)

The property delivery team in Canterbury is led by:

David Hobern Programme Manager Southern Capital Works and Simon Cruickshank Regional Infrastructure Manager Southern Asset Management team.

The CW and AM team in Christchurch total 90 staff. The team is part of the wider Southern team, with staff in Nelson (4), Dunedin (5) and Invercargill (4)

Whilst the Property team's structure is independent of the Sector Enablement and Support and Learning Support teams it is vital that strong links are maintained between the teams so that the property developments facilitate and compliment the delivery of education throughout the sector.

The teams work closely with Sector Enablement and Support (SE&S) to identify where and when new roll growth classrooms/new schools are needed.

Capital Works Southern

The Capital Works team based in Christchurch manages the planning and delivery of Ministry construction projects throughout the South Island including the Christchurch Schools Rebuild (CSR) programme.

This financial year (2021/2022) we are forecasting a spend of \$300 million in Capital Works Southern on redevelopments, roll growth and new schools (\$156 million) and CSR programme (\$144 million).

Christchurch Schools Rebuild programme (as of September 2021)

The background and business case announcement by the Government in November 2013 outlining the investment and schedule for the 10-year CSR programme restoring and renewing the schools in greater Christchurch following the 2010 and 2011 earthquakes is on the [Shaping Education website](#).

The Christchurch Schools Rebuild (CSR) programme is investing \$1.3 billion to build new, rebuild and repair 115 schools damaged by the 2010 and 2011 earthquakes, serving 45,000 students.

So far, the Ministry of Education has refurbished, rebuilt or built new 64 schools, benefitting 23,000 students.

We expect to complete projects at 14 schools over the next 12 months. The remaining schools in the programme will be completed by the end of 2023, except for some larger secondary schools where we are staging construction so that the schools can remain fully operational.

There are 26 schools in various design and planning stages, 23 in construction, and 2 are yet to enter the programme.

As of 30 June 2021, the programme has spent 76% of the total CSR development budget¹.

¹As at the end of July 2021, the programme has spent \$849m (or 76%) of the capital development budget made available to the programme through the Programme Business Case and Midpoint Review. This doesn't include spend on PPP schools, Land and F&E.

The CSR programme is now in its eighth year and at the end of the programme, greater Christchurch will have one of the most modern schooling networks in the country, which will serve as a platform for student learning well into the future.

We're ensuring that land freed up through school relocations, closures or mergers is available to the wider community if we no longer need it.

While new and refurbished buildings are the visible part of renewal, what we're ultimately building is better futures for our students and our communities. Infrastructure is the means to this end – building modern, flexible, digitally-connected facilities which support collaborative learning and new teaching methods.

The new and redeveloped schools are future focused to respond to the needs of today's learnings and can efficiently accommodate changes in teaching and learning over time.

Asset Management Southern

Challenges and Opportunities (Southern)

Christchurch Schools Rebuild (CSR) programme

From 1 July 2022, all schools leaving the Christchurch School Rebuild programme will need a property plan setting out how the school will be managed going forward.

We are in the process of transitioning schools into the property planning process as they exit the programme.

Roll growth and capacity issues

Network growth is forecast in several areas of the Southern region. For Canterbury this is particularly evident in Selwyn District and Waimakariri District. Conversely, roll declines are predicted in some small and remote school areas.

Equity

Rebuild and redevelopment projects often provide an opportunity for Schools to address their education brief, master plan and set a more culturally appropriate narrative for both for new builds and for existing stock. This can increase the disparity between School property where development has occurred compared to 5ya funding that is focused on maintain the status quo that may be lacking.

Demand for access to Māori Medium Schools

This is increasing across the region and there is a need for property to invest in engagement with whanau and the portfolio for the coming growth. There is a risk that, if this investment is not increased, property could become an obstacle to this success.

Emergency events

Recent Flooding events in Canterbury (May June 2021) highlights an opportunity to build increased resilience into schools to help assist communities in major events/incident management.

School Transport

Christchurch office contact Craig Reynolds, Regional Transport Advisor (school contact and bus routes)

The School Transport team is the largest provider of passenger services in New Zealand, after Auckland Transport. The key focus is improving access to compulsory education by providing:

- Ministry Contracted Services: We contract transport providers to provide bus and ferry services.
- Specialised Transport Assistance (SESTA): We assist students with specific transport requirements to travel to school and from school by either paying a direct allowance to their caregivers, or by contracting the specialised door-to-door service they need (managed in Wellington).
- Allowances: We provide conveyancing allowances to students to help with school travel costs in locations where there is no transport service available (managed in Wellington).
- Direct Resourcing: We directly support state and Māori Medium schools to manage their own transport assistance.
- Technology Transport: We provide technology transport services for around year 7 and 8 students so they can access

Key issues / work programmes

Regional Business plan

Context

In Canterbury we are all too familiar with the psychological, economic and social impacts unexpected events can have on our schools and early learning services. Our experience with the Christchurch earthquakes, the senseless mosque shootings, numerous adverse weather events and the COVID-19 pandemic, has shown us that we are fortunate to have an education sector that leads with confidence and strength.

Our young people are growing up with unprecedented challenges, highlighting how important it is that we all work together to support our tamariki and rangitahi. Partnerships with the education sector, agencies, organisations and our stakeholders in Canterbury — and our commitment to strengthening collaboration — provide the best outcomes.

Tō Tātou Ara | Our Pathway forward – is our region’s 2020-23 plan ([Appendix E](#)), and weaves together our people’s voices about the core values that drive us, how we work and our focus areas. Our plan makes explicit our commitment to Te Tiriti and the connections between our Objectives (as outlined in the 30-year Vision for the Future of Education), our national strategies and key initiatives, and our work to deliver outcomes. In our region, all staff were involved in collaborating on the development of our regional plan. Staff feedback is that *Tō Tātou Ara*, makes visible our connections across our work, and staff can see themselves reflected in the plan, especially in our values.

Ongoing work to engage our people in strengthening cultural capabilities through Te Ara Whiti priority work streams, builds on Ngā Ahuatanga | Our people’s culture behaviours and values, as expressed in *Tō Tātou Ara*.

Key Work programmes

In partnership with Mātauraka Mahaanui, we've established iwi-based facilitators to lead the working partnership between mana whenua and our schools, for the enhancement of Maori success as Maori, and bring local knowledge to the creation of curriculum resources and professional development. It is the collective view of our partnership that local, placed-based resourcing is the key to successfully accelerating capacity to be responsive to needs.

The cultural narrative is an integral part of the physical rebuild effort across schools in greater Christchurch. Many schools have embraced the opportunity to work with **Ngai Tūāhuriri and Te Taumutu Runanga** over the last five years to gain ideas and considerations to include in the detailed design process and naming of their schools. A key result is that many of our schools are now working in partnership with iwi and Runanga to understand how cultural narratives can enhance the introduction of more flexible learning environments.

Today, through the approach of mana whenua facilitation we're seeing a shift toward the systemic inclusion of Maori language, culture and identity in our schools, developing an expectation that all adults in a school have an understanding and an expectation of 'Maori succeeding as Maori.

Even before the earthquakes, the Ministry of Education had already embarked on a programme to modernise the sector in New Zealand and offer students a more student centred and more flexible teaching model for the future. "**Directions for Educational Renewal in Greater Christchurch**" articulates clearly that new buildings do not create better education, but that high-quality teaching, strong leadership and effective collaboration are the key elements to successful learning across all sectors. The shift in philosophy to put the people at the heart of the rebuild plans has been facilitated and greatly enhanced by 'Grow Waitaha', a unique and innovative work programme created through a genuine and effective collaboration between four expert educational providers and two foundation partners: the Ministry and Mātauraka Mahaanui.

Grow Waitaha focuses on teaching practices through a team of education advisors delivering our Grow Waitaha programme. These experts have been helping the sector, the schools and the teachers to develop learning practices, team teaching cultures and the use of flexible spaces that work best for them. This has resulted in connected and networked schools, principals and teachers cross-pollinating and collaborating through subject specific workshops, regular meetings of principals and especially through Communities of Learning between schools in particular areas.

This sharing of knowledge and the collaboration between schools, principals and teachers provides enormous benefits across the sector, and has created a better understanding and relationships between primary and secondary schools.

Significant support for **Year 7 and 8 Technology and Hangarau education** has been offered in greater Christchurch, through the work of the Ministry's Christchurch Technology Lead, Advisory Board and their related initiatives since 2017. These supports for pedagogical transformation and innovation have been alongside ongoing property investment decisions driven by rapid roll-growth in areas like Rolleston and the Canterbury Schools' Rebuild programme. Next steps in our region include facilitation of a collaborative planning hui with the network of Principals, Tumuaki and Board representatives from Technology Provider and Client schools and kura, to identify shared priorities and opportunities for joint action to mid-2023.

Numerous adverse events over the last decade has put immense additional demands on school leaders and teachers operating through extraordinary circumstances, trying to support their students while their personal lives were equally disrupted. With so many changes occurring in greater Christchurch both in and outside the school environment, we've developed (in consultation with the sector) a diverse and comprehensive wellbeing and workforce support package for school employees. We work with our schools to tailor individual school wellbeing plans that helped identify areas of need, for example anxiety, inability to cope, behaviour issues, and the support required for staff and student wellbeing and contract EAP Services Ltd to provide Ministry funded wellbeing initiatives.

The **Christchurch School Rebuild programme** (CSR) provided an opportunity to revisit the entire special education network. As a result, the Waitaha Special Needs School was relocated from its remote, rural location in Templeton to Rolleston, with the fastest growing population in Canterbury,

where it shares its site with Lemonwood Grove primary school, which opened in 2017. Waitaha School also has satellite sites in the new Rolleston College and West Rolleston primary schools, which enables the students to remain integrated in their own community but access the expertise the base school offers.

A similar construction is created at Haeata Community Campus where students with learning support needs are located at Haeata Community Campus but are part of the Ferndale special school and enjoying the benefits and warmth of both communities. This set up is one of several sites in Christchurch where two schools are using a shared location and facilities but remain fully independent.

Canterbury has experienced big changes in its population since the 2010 and 2011 earthquakes and we have been working closely with our schools to meet current needs and to plan for future roll growth. Build rolls are agreed to by schools prior to construction. We support schools by providing analytics and data on current and projected school rolls, as well as information on the expected impact of the enrolment zone on the local school network. The important thing to note is that our schools are part of the decision-making process.

Looking ahead, we are focused on working alongside education professionals to support students' voices and wellbeing, and to ensure equitable access and support for all learners, which includes partnering with Māori and iwi to give greater effect to Te Tiriti.

We are working to strengthen Māori medium education in our region. We want to grow participation in Māori medium and support provision of Māori culture, identity and Level 1 and 2 te reo Māori. Our focus is to grow the number of schools that offer education at Level 1 or 2 (both kura and rumaki), support the development of complete kōhanga reo – kura – wharekura – wānanga pathways in Māori medium, grow the number of te reo Māori kaiako, and support kaiako/tumuaki in their roles.

We continue to focus on bringing knowledge, expertise and resources together with an inclusive and comprehensive focus on curriculum so that every learner and their whānau can engage, progress and achieve in learning that is relevant to their needs, identity, language and culture.

The challenge for our community and the education sector remains to provide environments where everyone feels free to be themselves and comfortable that their unique backgrounds will be accepted, respected and valued. We must embrace and celebrate our differences and view the contribution of all New Zealanders through a more inclusive and positive lens.

In Canterbury we know how to come together as a sector to get through tough times. We know how to adapt and make the best of things. Stronger communities mean a stronger region and that truly is us. What has been achieved in the region is a testament to the spirit, determination, hard work and commitment of everyone concerned.

Education network – growth and demand

- Significant renewal of the education network in Christchurch City has occurred as part of the Greater Christchurch Education Renewal Programme following the Canterbury earthquakes in 2010 & 2011. Key principles used included:
 - A sustainable network of schools across the city should be maintained, ensuring that each school can continue to operate in an effective and efficient manner long term;
 - There is local provision for local students (all students can attend a local school);
 - Each school has sufficient space for all learners in their catchment;
 - The network allows for forecast growth across the city;
 - Preventing unnecessary over-provision of capacity in any one area; and
 - Maintain in the network approximately the same percentage of provision across each schooling type.
- As the City moves out of the recovery phase the Greater Christchurch partnership¹ is beginning work on spatial plan that will set out the scale and location of growth across Ōtautahi.
- Waitaha | Canterbury has four catchments included in the National Education Growth Plan (NEGP)². These are Halswell (Christchurch City), Rolleston, Lincoln (Selwyn District) and Ashburton District.
- Rolleston has experienced significant population growth (85% increase between 2013 and 2018). Three primary schools and secondary school were established since 2015; with Te Rōhutu Whio (primary school) opening in 2022. A site in the final stage of acquisition for a second secondary provision; with a planned opening date of 2025.
- Further growth is being considered by Selwyn District Council in the catchments of Rolleston and Lincoln. 9(2)(f)(iv)
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- The Māori medium network plan sets the current state of Māori medium provision across the rohe and identifies key actions for the short-medium term to raise the level of ākongā Māori engaged in te reo Māori provision. The network responses are summarised in [Appendix F](#).

¹ Partners include Ngāi Tahu, Christchurch City, Selwyn & Waimakariri Districts, Waka Kotahi, MBIE. The Ministry of Education is a stakeholder.

² Canterbury NEGP: <https://www.education.govt.nz/school/new-zealands-network-of-schools/sc/canterbury-chatham-islands/catchment-plans-canterbury-chatham-islands/>

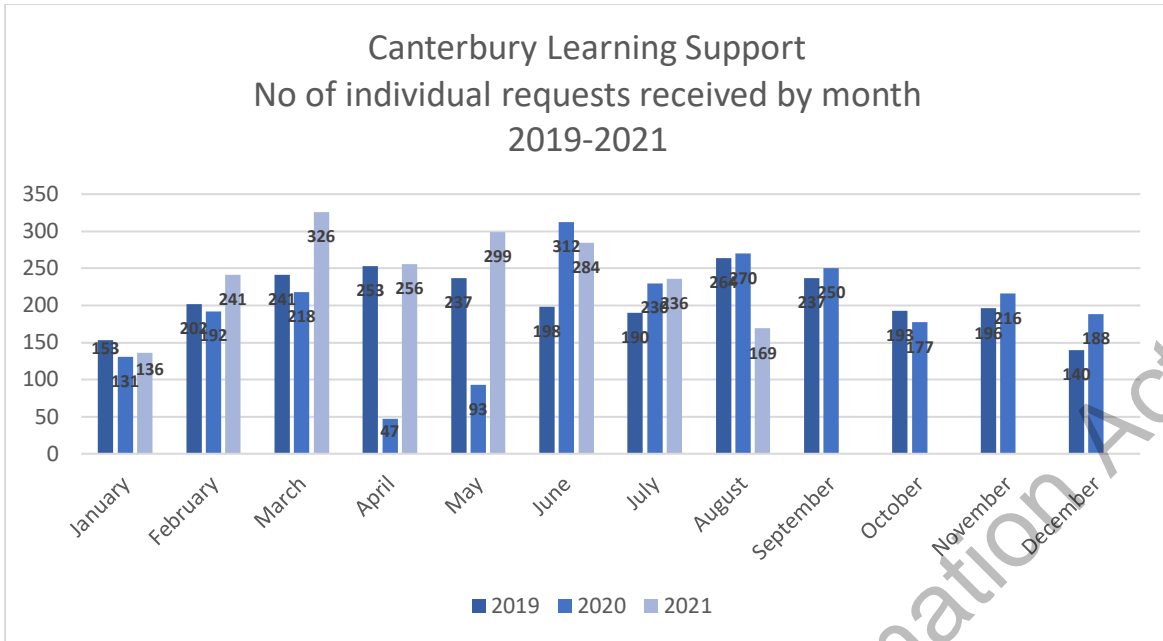
- Learning support network plan
- The following table summarises the number of recently approved 'roll growth' teaching spaces and the number forecast to be required over the next four years. Provision is summarised by the English medium (mainstream), Māori medium (immersion or bi-lingual provision) and learning support (day specialist or health schools):

	Funded 20	B19-	Projected year required				Grand Total	
			2021	2022	2023	2024		2025
English medium	27		40	23	21	28	3	144
Learning support			2	6		6		14
Māori Medium	2		4	3	8	7		22
Grand Total	29		46	32	29	41	3	180

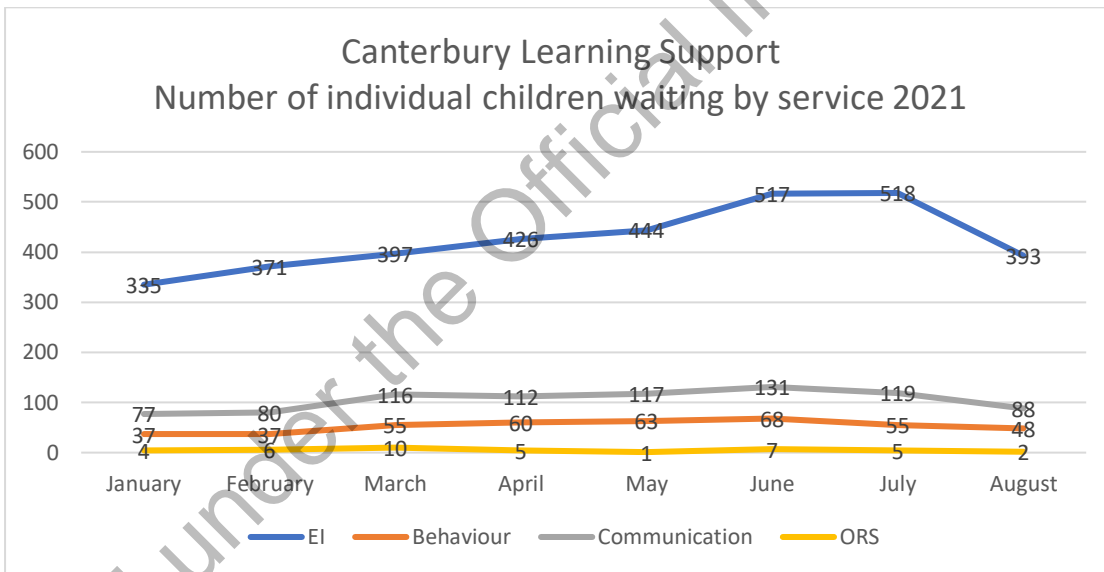
- In addition to the permanent teaching spaces, 27 teaching spaces have been funded from the Short-Term Roll Growth Programme 2021 (STRGP21). Ten spaces have been provided for Māori medium provision; two spaces for learning support provision and 15 for English medium provision.
- Our long-term planning provides for ten new kura and schools over the next ten years; stage 2 expansion of three recently opened schools and the relocation of Te Pā o Rākaihautū.

Learning Support – Demand for services

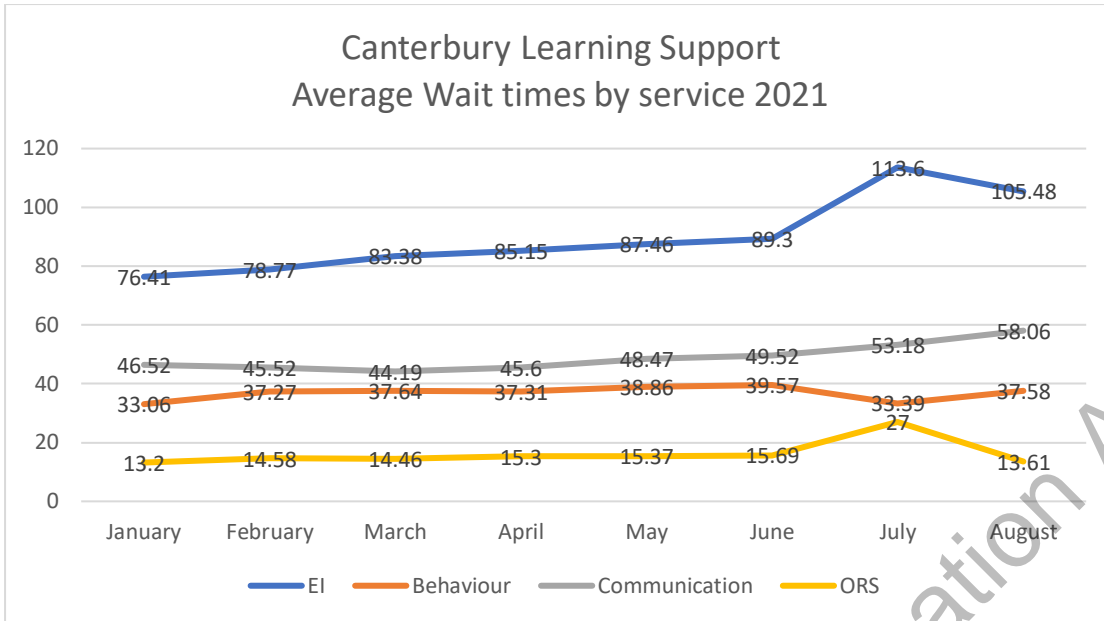
Demand across all services has been strong for the latter part of 2020 and first half of 2021 following last year's Alert Level 4 lockdown.



This graph shows that compared to 2019 request rates in 2021 most months have increased demand. This increased demand has led to greater numbers waiting for service across all core services.



Although most services have shown increased numbers waiting throughout 2021, August has shown a reduction in numbers across all services. This has also meant that although the average wait times have increased over recent months, there has been a positive decrease in August across most services except for the School Communication Service.



This increase in numbers waiting and average waiting times is a direct result of increased demand over the past 12 months and staff turn-over in some disciplines.

Work is underway to address waiting number and times. As well as ensuring vacancies are filled in a timely manner, demand is being supported by a newly implemented triage system across teams. This system aims to support managers to prioritise work and determine alternative services or tiered responses within the Learning Support Team. This triage system is supported by practice leaders, including the PQL team and service leads.

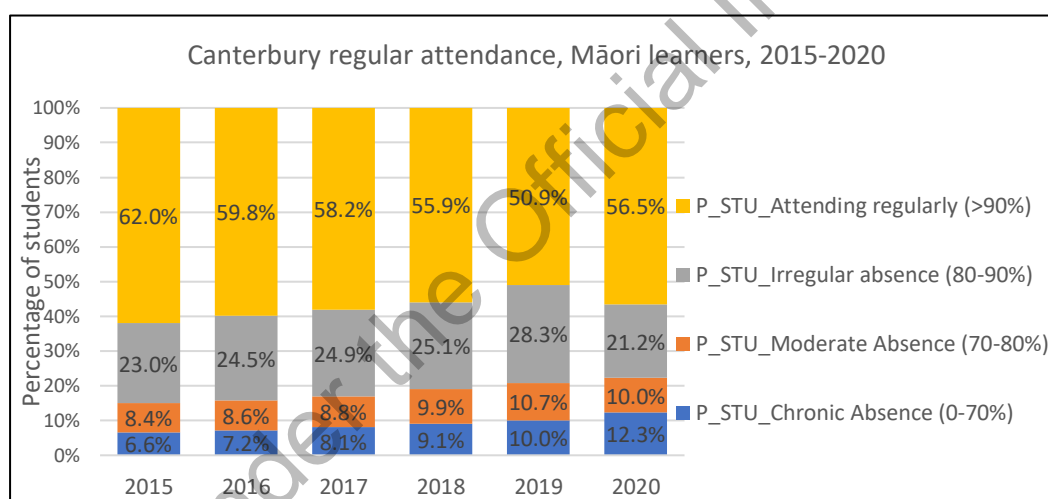
Attendance

We know the importance of attendance to progress and achievement – higher attendance is associated with higher educational attainment; lower attendance is associated with lower educational attainment.

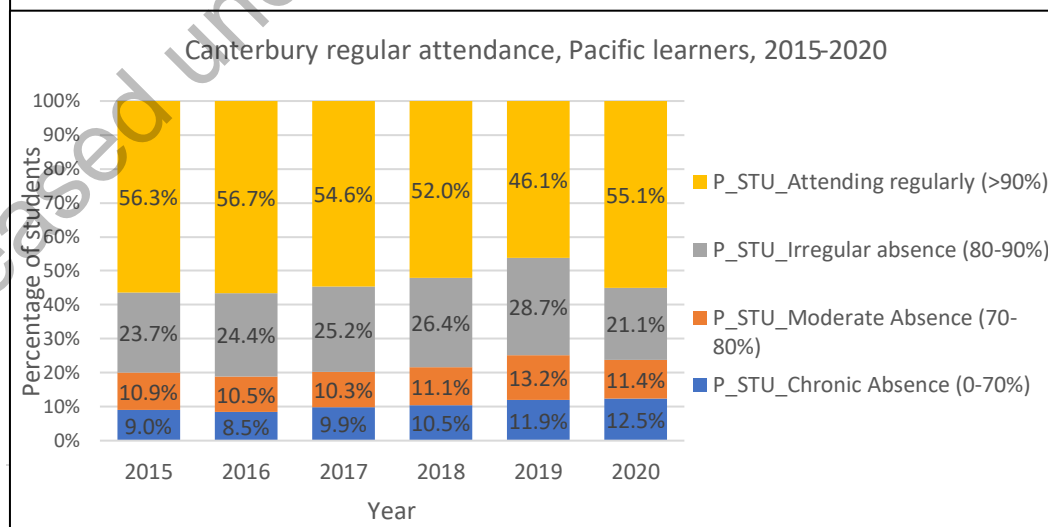
While the overall trend of a decline in regular attendance is consistent across the population, there are inequities in attendance, consistent with most other education indicators. Attendance is lower for ākonga Māori, Pacific learners, disabled learners, those in more socio-economically disadvantaged areas and schools, and in secondary year levels (esp. senior secondary).

The three graphs below; Canterbury regular attendance, Māori learners 2015-2020, Canterbury regular attendance, Pacific learners, 2015-2020 and Canterbury regular attendance Pakeha/European learners, 2015-2020, demonstrate the extent of these inequities in the Canterbury/Chatham Islands and the historical presence in our communities

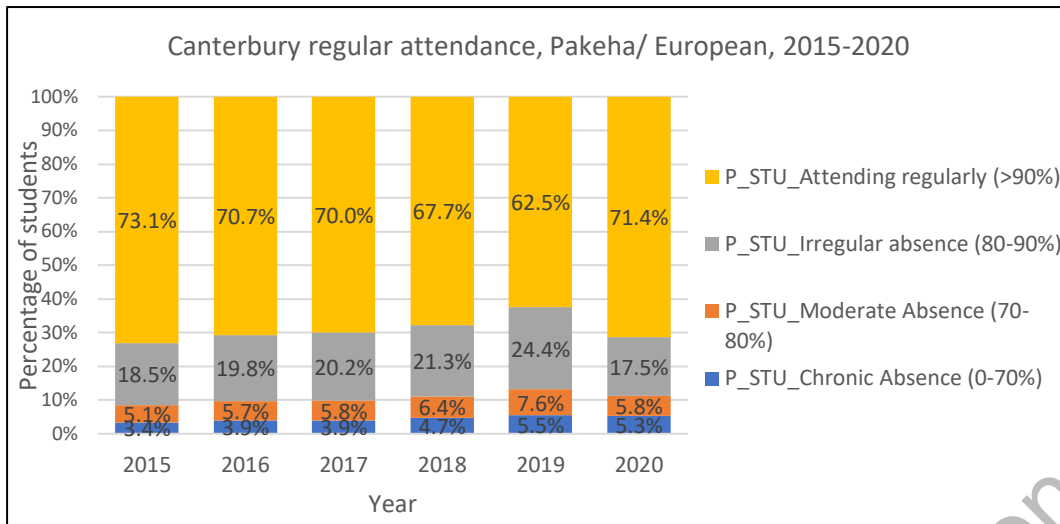
Non-attendance has disproportionately harmful impacts on the outcomes of those groups we know are already underserved by the education system – ākonga Māori, Pacific learners, disabled learners and those from socioeconomically disadvantaged backgrounds. Many of the impacts of COVID-19 are exacerbating issues for those already disadvantaged by inequity in the education system.



Regular attendance rate for Māori is 12.0% - 15% lower than Pakeha



Regular attendance rate for Pasific is 14.0% - 17.0% lower than Pakeha



The 2020 Covid 19 URF was well received in Canterbury with the \$5,222,585.88 allocated to the region being fully utilised by budget end June 2021. In all 587 applications were received from the sector and 423 of these applications were subsequently supported through the fund. This total includes 324 schools/kura and 99 early learning services ngā kōhanga reo approved. A total of 69,856 learners were targeted through these applications.

Primary Category of Need identified in the applications were:

- Support requested for re engagement in learning (161)
- Wellbeing to support attendance (145)
- Cultural wellbeing to support attendance (96)
- Attendance (20)

The Canterbury/Chatham Island URF Advisory Group was established to oversee the review of applications and allocation of funding. A regional MoE internal panel provided the operational and administrative management of the fund, this included engaging directly with applicants to support them in developing proposals that addressed targeting support to disengaged learners and whānau in their communities. We have received positive sector feedback regarding how this resourcing was managed in the region and there is sector support to apply this resourcing model in the future. Numbers of the URF applications proposed innovative and sustainable strategies and initiatives to address improved attendance, engagement and wellbeing. These along with other best practice approaches are being shared across the sector via our principal associations and cross agency mahi.

Prior to the national lockdown in 2020, Aotearoa was on track to continue its downward trend in regular attendance. While responding to the impacts of the COVID-19 pandemic is an immediate priority, we also need to respond to the pre-existing, and continuing, downward trend in regular attendance. Our schools and early learning services have worked hard to support all their learners and whānau to re-engage with education post the 2020 Covid 19 lockdown, gains have been made but there is still much to be done to improve regular attendance.

Below is the Canterbury/Chatham Islands total running daily attendance average as at July 2021. *(The total running daily average attendance is the total running daily attendance as an average of the total daily roll for the year 2021. Note: roll numbers are not static from one day to the next)*

Canterbury Schools Total Running Daily Average Attendance as at July 2021

All Canterbury Schools

90.2% overall average attendance

The average number of tamariki and young people that were absent on any school day in 2021 is 5,138

Primary Schools

92.6% overall average attendance

The average number of tamariki and young people that were absent on any school day in 2021 is 1,718

Intermediate Schools

89.3% overall average attendance for the 2021

The average number of tamariki and young people that were absent on any school day in 2021 is 240

Secondary & Composite schools

- 88.2% overall average attendance
- The average number of tamariki and young people that were absent on any school day in 2021 is 3,113

Current regional actions to improve attendance in Canterbury/Chatham Islands (Appendix G)

Our regional approach to improving attendance and engagement in Canterbury/Chatham Islands is one of collaboration with our Iwi partner and other agencies to leverage off the combined skills, experience and resourcing and deliver coordinated, targeted and timely support. Key regional actions include:

Influencing parent and student attitudes about the importance of regular attendance from the beginning of school. Regional examples of this mahi:

- **Kawatea class/Day Programme** (Halswell Residential College) - Kawatea is a pilot intervention (day school) at Halswell Residential College for learners in years 3, 4 and 5 who have either a diagnosis of Autism (ASD) or have sensory needs that significantly impact on their ability to participate in their local school at Halswell Residential College
- **Alternative programmes** Incl. Teen Parent Units, Alternative Education, Activity Centres. Providing support, guidance and advice to schools, alternative education providers and communities. Supporting transition plans and pathway plans for students. Regularly reviewing processes and successes. Makes a positive impact for those targeted students e.g., pregnant

students or those in parenting roles. Provides a programme which is designed to meet their complex needs and support their ongoing attendance at school

Supporting schools to promote wellbeing through their practice and by connecting with the wider social sector. For example:

- **Canterbury/Chatham Islands Attendance and Engagement Working Group**. In term 2 a group of elected representatives from all the Canterbury Principal Associations and NZ Police, and Ministry of Education was established. The Group's Kaupapa is to develop a collaborative regional approach to addressing chronic attendance and engagement issues. The group are working collaboratively to:
 - Identify gaps in the current system, opportunities for innovation and intervention, drawing on relevant data and to bring about change,
 - Consider and critique models of practice to inform the development of a regional plan, its implementation and monitoring of the impact of the plan.
- The group members are committed to utilising best practice and develop innovative strategies to improve. Initial strategy 2020 morphed into COVID Attendance and URF response: co-designed with sector – extensive range of supports for improved attendance.
- **Community Attendance and Engagement Panels** - Inter-agency scoping to establish a marae-based panel for whānau addressing the attendance of tamariki and rangatahi. In the development stage and Ministry will be in consultation with Ngā Maata Waka (National Marae) NZ Police to further shape this idea.

Supporting school boards and principals to ask the right questions about their attendance and more effectively respond. For example:

- **Regular connects with Principal Associations, Lead Principals, Leadership Advisers** to target areas of support for Curriculum Leads, SAF, and Education Advisers to focus on. Kāhui Ako Lead Principals and Across School Teachers conversations regarding best practice to keep students engaged. All-encompassing strategies across curriculum, leadership, governance, and educational and other agencies. Implementation of local curriculum is seen as a major contributor to improved attendance and engagement. Curriculum Leads, SAF and advisers work in collaboration to inquire and respond to requests and needs from the sector.
- Schools have a direct line of communication to an education adviser for students who are enrolled and not attending school. We also have a student engagement team of advisers who acts as a direct line of contact for attendance advisers, other agencies, NGOs and whānau. They are supported by a lead adviser who has oversight of the regional response.

Preventing persistent or escalating patterns of non-attendance and improve the response to chronic truancy and educational disengagement. Some regional examples of this mahi are:

- **Reducing stand down for 5- and 6-year-olds**. Notifications of stand downs are sent daily to the Principal Adviser Learning Support. She contacts the relevant Service Manager who

phones the school within 48 hours. The SM checks whether there is a plan in place, whether a plan needs to be reviewed, or, if the student is not known to us, whether a Request for Support is for needed for MOE, RTLB and/or Mana Ake. The SM reminds the school to contact us if the child's behaviour is escalating so that we can support a response to avoid a further stand down. Data about this cohort is shared regularly with Learning Support and Education teams. Data about 5- and 6-year-olds is shared regularly with the sector to continue focus on this cohort and highlight preventative strategies and supports.

- **Stakeholders group – Chronic non-attendance.** Establishment of an interagency working group to ensure the identification and co-ordination of agency services for young people with significant challenges and complexities in their lives to address chronic non-attendance at school. This work will also inform our regional across agency service gaps and identify opportunities to bring about change.
- **Regional Attendance & Engagement Pilot Studies** - Four pilot studies involving three Kāhui Ako and one large secondary school are co-designing and trialling innovative practices leveraging off successful URF projects. The four pilots are still in the design phase. A hui with all participating schools/kura and relevant Ministry managers and advisers is to be held this month to share practice and collaboratively problem solve taking the pilot planning to the next stage.

Understanding and measuring the drivers of non-attendance to support intervention and support

- **Regional attendance data monitoring** – National Office create weekly Power BI dashboards that allow the submitted attendance data (approximately 85% of our schools consistently upload their attendance data) to be analysed based on Local Government areas, Kāhui Ako, Individual School, year group, ethnic breakdown. This data is used to identify patterns and trends and to support discussions with Local / Central government partners as well as schools, associations, and clusters.

Attendance and 2021 August lockdown

The concerns around students continuing non-attendance post this second Covid lockdown period (August/September) 2021 are shared by all – students, their parents and wider whanau, Principals, teachers and school governors, and the wider education sector. Early indications are that the recent Covid 19 Lockdown has impacted on regular attendance and engagement of tamariki and rangitahi across Canterbury/Chatham Islands. This has in some areas, most prominently Mid Canterbury and Selwyn districts compounded the impact on student attendance and engagement from the May/June 2021 flooding event. Teachers of students sitting NCEA have raised concern regarding the amount of disruption to these students' education and see this as a further disadvantage when compared to other NCEA students experiencing 'lockdown'.

Attendance Service

Te Ora Hau Ōtautahi hold the contract to deliver Attendance Services (Non-Enrolled & Unjustified absence) for the region. The current contract **s(2)(i)** will be extended with a contract variation to July 2022. We have been consulting with a working group of sector representatives and

plan to hold a series of hui in term 4 2021 with school leaders to hear their views on the delivery of attendance services in the region. Presently the Education and Workforce Committee has opened an inquiry into school attendance, with submissions closing on the 30th of September. At the same time nationally the Ministry of Education will be working on a full redesign of attendance services for 2023.

Released under the Official Information Act 1982

Sector engagement and relationships

Overview of Principal and Early Learning groups and associations, including engagement schedule for 2021

- We meet with our Principals Associations every fortnight
- We connect and meet with all our Associations and Early Learning groups on a regular basis, and this is integrated in our BAU.

School Principal Associations	Name	Title
Canterbury Primary Principals' Association (CPPA)	9(2)(a)	President
Canterbury Secondary Principals' Association (CSPA)		President
Canterbury Secondary Principals' Association (CSPA)		Executive Officer
Canterbury Intermediate and Middle Schools Principals' Association (CAIMS)		President
South Canterbury Principals Association (SCPA)		President
Mid-Canterbury Principals' Association		Chair
North Canterbury Primary Principals Association		President

Early Learning Associations and groups	Name
BestStart	9(2)(a)
Kidsfirst Kindergartens	
Canterbury District Office of Te Kōhanga Reo	
Canterbury Playcentre Association	
New Zealand Homebase Childcare Association	
Canterbury Community Early Childhood Association Incorporated	
Kindercare Learning Centres	

Relationships with Iwi

Overview of Iwi

Ministry of Education Canterbury Chatham Islands region encompasses eight Papatipu Rūnaka from the eighteen Papatipu Rūnaka of Ngāi Tahu Iwi, and the two Iwi from the Chatham Islands are Ngāti Mutunga o Wharekauri and Moriori Imi.

Ngā Papatipu Rūnaka o Ngāi Tahu

Of the eighteen Ngāi Tahu Papatipu Rūnanga across Te Waipounamu, Te Ngāi Tūāhuriri Rūnanga, Te Hapū o Ngāti Wheke, Te Taumutu Rūnanga, Te Rūnanga o Koukourarata, Wairewa Rūnanga, Ōnuku Rūnanga, Te Rūnanga o Arowhenua, Te Rūnanga o Waihao are situated across Waitaha (Canterbury). Please follow this [link](#) to the map for Te Rūnanga o Ngāi Tahu

Recently, organisational changes within Te Rūnanga o Ngāi Tahu have resulted in engagement between the Ministry of Education and Te Rūnanga o Ngāi Tahu, and the Papatipu Rūnaka, to change, also Hui with individual Rūnaka (late 2020) confirmed preference by Rūnaka for engagement to be personalised at local Rūnaka level over the former process via engagement with Te Rūnanga o Ngāi Tahu, unless otherwise mandated by Te Rūnanga o Ngāi Tahu. Feedback from Kaiako and Tumuaki Māori actively involved with local rūnaka, have also expressed preference for local engagement with rūnaka (where appropriate).

This feedback has led to the development of our MoE regional office Kaupapa Māori Framework, which will underpin our engagement approach with Iwi Hapū via the Papatipu Rūnaka. The Kaupapa Māori Framework not only enables the current round of the Toikuranui and Whānau Engagement Funds to be utilised by Papatipu Rūnaka resolving capability, capacity limitations, whilst enabling realisation of aspirational goals respectively, but offers a positive approach to future engagements and collaborations that may be limited by current procurement processes.

Through a partnership approach, with Ngāi Tahu taking the lead, we want to make change at a systems level. Supporting this objective, Te Rūnanga o Ngāi Tahu holds funds on behalf of [Mātauraka Mahaanui](#), an advisory board established following the Canterbury earthquakes. The advisory board brings together representatives from education, rūnanga and community organisations, all of whom have valuable expertise and understanding of the needs of priority learners and different communities in greater Christchurch.

Both partners co-designed the Mātauraka Mahaanui Strategy 2015–25 to form an integral part of the education transformation occurring within greater Christchurch. Three key elements in delivering on this strategy are the establishment of:

- cultural narratives as an integral part of the physical rebuild of schools, with schools and clusters embracing the opportunity to work with three of the six papatipu rūnanga in Waitaha: Te Ngāi Tūāhuriri Rūnanga, Te Taumutu Rūnanga and Te Hapū o Ngāti Wheke to

gain ideas and considerations to include in the detailed design and naming process for their schools.

- iwi-based mana whenua education facilitators lead the working partnership between rūnanga and our schools, for the enhancement of Māori success as Māori, bringing local knowledge to the creation of curriculum resources and professional development and bringing the cultural narrative to life for schools.
- Kā Poupou Reo o Tahu, a termly language immersion programme for early childhood teachers and school teachers covering Ngāi Tahu pedagogy and local iwi history. Each term's cohort of 12 teachers is followed by a support programme where a tutor provides five tailored mentoring visits in the teacher's own classroom.

Aotearoa NZ Histories

Across Aotearoa a number of relationships and formal agreements with iwi have been started – which includes Te Rūnanga o Ngāi Tahu. These agreements are focused on developing plans with schools and kura, and identifying what the most critical events, people, and places are for iwi in their local area. This means that what is taught in schools and kura will be the most important teaching and learning for their community and will be designed alongside iwi in their communities.

Current programmes accessed by Runaka

Te Ngāi Tūāhuriri Rūnanga

- Toikuranui
- Whānau Engagement

Te Hapū o Ngāti Wheke

- Whānau Engagement
- Toikuranui
- Strengthening Early Learning Opportunities (SELO)

Te Rūnanga o Arowhenua

- Whānau Engagement
- Toikuranui
- Iwi Partnership

Relationship with Pacific communities

Pacific Education

The regional office has built strong relationships with sector leaders, Pacific community leaders, Church Ministers, Education leaders, Pacific principals, Pacific teachers, Youth networks within ECE, schools, tertiary providers with Ministry of Pacific Peoples & Government agencies and local Council.

Our Regional Office began the roll out of the Action Plan for Pacific Education (APPE) in early 2021 with unpacking workshops developed and currently being delivered across the Canterbury, Nelson, Marlborough and West Coast regions. The roll out of the APPE unpacking workshop has been warmly received across a multitude of audiences which include: internal MoE teams, school's leadership teams, Early Learning providers, schools all of staff PLD, Kahui ako, NZEI fono, RTLB clusters, education sector partners (ERO and PLD providers). We are currently providing support to other MoE regions to help with their planning and roll out of the APPE. Our next phase is to support Kahui Ako to utilize the APPE to bring together schools and ECE services with their Pacific community to localize the APPE. We are blessed to have kept our regional Pasifika Coordinator role to work with the Management team and lead the workshops with our Lead Advisor – Pacific Engagement our as part of our implementation.

As part of our implementation and engagement we have the Pacific Education Innovation Fund (PEIF), Pacific Education Support Fund (PESF), regional engagement strategy funding for SPACPAC, and PICI fund for Talanoa Ako and Reading Together programme.

For 2021 Tranche of the Pacific Education Innovation Fund (PEIF), Pacific Education Support Fund (PESF), we have been allocated with \$232,255 for innovation and \$484,000 for support.

A total of 15 funding agreements have been confirmed for PEIF, of which 5 are community providers/organisations.

10 community providers have been confirmed under PESF with one provider being a multi-regional provider based in Auckland.

We lead SPACIFICally Pacific (SPACPAC). This is a local education interagency collective which include: Ministry of Pacific Peoples, Ministry of Social Development, Christchurch City Council, University of Canterbury, Ara Institute, Pacific educators and MoE as the lead agency. As part of the APPE it focusses on using Pacific identity, language and culture to engage learners, families and their secondary schools to raise Pacific achievement and success. SPACPAC delivers Pacific secondary school targeted initiatives throughout the year like Polyfest, Pacific speech competitions, Pacific Careers Expo, Pacific Business challenge event and Pacific Top NCEA Achievers and Pacific leadership celebration events.

We have two Talanoa Ako stations in the region which operate in the east and west of the city. Both run by community groups (EFKS church and Pacific Trustees Network) who have partnered with local schools for venue access and delivery.

8 Pacific community groups were taken on as Reading Together providers for 2021.

We support two Pacific teacher Networks. The Pacific ECE Teachers Network and the Pacific Schools Teacher Network. The Pacific ECE network is made up of Pacific teachers from the 6 Pacific ECE

services. As part of the national Support for Pacific Early Learning Centers we have seconded a regionally based Senior Advisor Early Learning Pacific to support our team. She is currently scoping the governance and management needs with our Pacific ECE services. The Pacific Schools Teacher Network has been a key driver for Pacific Identity Language and Culture and the development of SPACPAC, Talanoa Ako and Tapasa.

The Ministry is currently partnering with health and social service agencies and providers to support the Covid response for Pacific whanau and community through the Canterbury Pacific Health Collective. The primary focus of the Collective is to support the vaccination roll out to the Pacific community in the Canterbury region (including Covid testing), and also address barriers and issues impacting specifically to the community as result of Covid and the lockdown (i.e. access to learning, welfare, employment, immigration).

The Canterbury Pacific Health Collective are made up of agencies and providers and currently meet weekly to support our covid response.

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Partnerships with Ethnic Communities through Learning Community HUBs Ōtautahi

Background

1. Following the 15 March 2019 terror attacks, the Ministry of Education Christchurch office developed an initiative, modelled on the Talanoa Ako programme for Pacific communities, an educational programme that aims to equip and empower parents, families and communities to champion their children's education.
2. The initiative also responds to some key findings from Kōrero Mātauranga with Ethnic Communities which includes the point that
Parents and families want more involvement in education and to grow their understanding of New Zealand education
3. The Learning Community HUB aims to:
 - to provide parents and families with access to and understanding of the New Zealand education system to enable them to champion learning and education aspirations for their children and young people
 - to facilitate and build capability, knowledge and confidence of parents and families to partner with schools in supporting good learning outcomes for their children and young people
 - to provide opportunities for culturally appropriate, purposeful and inclusive responses to meet local needs of ethnic parents, families and their children and young people (eg. support good learning outcome through bilingualism, understanding of bi/multiculturalism, wellbeing and relationships)
4. In 2020, five Learning Community HUBs were established. They are designed with parents and community input, to deliver parents and families education programme with either, parents and children workshops running simultaneously, OR parents only workshops. Reading Together programme was also offered at these HUBs.
5. This year, there two more Learning Community HUBs established, making a total of 7 Learning Community HUBs in Christchurch.

Learning Community Hubs in 2021

6. In 2021, Learning Community Hubs have engaged with:
 - community groups representing Afghan, Somali, Eritrean, Chinese, Filipino, pan- Muslim group, and an ECE based group for Muslim parents
 - 19 ethnicities

- 203 parents
 - 306 early childhood and school-aged children
 - learners from 61 schools – 16 high schools, 45 primary & intermediate & 6 ECE
 - 1 home-schooled family
7. 100% positive feedback from parents and families was received. They reported:
- Positive changes in behaviour and confidence of parents to support learning at home
 - Found knowledge and strategies shared useful
 - Better informed about children’s learning and pathways
 - Improved trust with schools and within families
 - Keen interest to develop network of parent support group within the communities
 - Growing interest to connect and partner with schools and the Ministry and be involved in decision-making
8. The Canterbury Knowledge Commons of University of Canterbury evaluated the Learning Hub initiative and a report “Voices from the Ōtautahi Christchurch Learning Community Hubs” was published and released by Minister Jan Tinetti on 14 July.
9. **Ethnic Youth in Ōtautahi Schools**
10. Additional funding is made available to support the implementation of a suite of initiatives in 2021 for Muslim and ethnic youth, Year 9-13 in schools and those attending the Learning Hubs.
11. The initiatives are:
- Inspired: Summit of Growth - A motivational forum for self-development, personal goals and wellbeing workshops for high school students from ethnic backgrounds to be inspired, learn life skills and be informed of future pathways
 - Ethnic youth Emerging Leaders’ Breakfast - The Emerging Leaders Breakfast aims to recognise students who have made a significant contribution to the life of their respective school, through a service as a student leader. As leaders they will have demonstrated the values and attributes associated with being an effective leader.

- Pathways and Career forum for ethnic students - A hosted event by and with collaboration with a tertiary provider(s) to provide a general overview of future careers and employment opportunities. A day to profile career and scholarship information for our students.
- Ethnic Supreme Academic Awards – This event is an opportunity for students, parents, schools and the wider community to come together to celebrate our NCEA Level 2 academic high achievers for the 2020 academic year.

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Working with other agencies

- Regional Leadership Group (RLG): All of Government response to support social and economic recovery in each region. Coralanne
- Civil Defence Emergency Management (CDEM): The Group delivers CDEM through its executives, planners and operational staff of the many agencies involved in CDEM. Groups can be viewed as a consortium of the local authorities in a region working in partnership with emergency services, lifeline utilities and government departments, amongst other things, to identify and understand hazards and risks; prepare CDEM Group plans and manage hazards and risks in accordance with the 4R's (reduction, readiness, response and recovery).
- Tai Aranui @ Ngā Hau E Whā National Marae- Governance Group Member: Te Rūnunga o Ngā Maata Waka, Community and Government Agencies: NZ Police, NZTA, Corrections, Ōranaga Tamariki, MSD, MOE, Community Law Canterbury, Te Puna Kokiri, Te Pūtahitanga o Te Waipounamu, Fulton Hogan. Delivery of initiatives including Mauri Tū (youth driver education), functional family therapy, Te Wharoa (mentoring of youth at risk), Mana Taiohi (intensive mentoring youth offenders), Manapou Wāhine (reintegration of women in prison).
- Canterbury Suicide Prevention Governance Group member: Joint agency: CDHB, Pegasus Health, NZ Police, MoE, MSD, St John, Christchurch City Council, Ngāi Tahu, Etu Pasifica, Te Puni Kōkiri, Age Concern Canterbury, Farmstrong, Oranga Tamariki, Sport Canterbury. Vision is to reduce harm from suicide and suicide attempts in Canterbury. Development and implementation of a whole-of-system Canterbury Suicide Prevention Action Plan 2019-2021 that delivers suicide awareness, prevention, intervention and postvention to the people of Canterbury in line with best practice approaches.
- CREDS – Canterbury Regional Economic Development – (Education and Training for a skilled workforce workstream). Membership: Local Mayors, Ngāi Tahu Rep, Christchurch NZ (EDA), Ara Institute of Canterbury CE, Universities Rep, MoE Principal Adviser – Secondary Transitions.
- The Health and Education Steering Group includes services, agencies, NGOs across health and education who provide support for children and youth. The group shares information and carries out collaborative problem-solving on key issues affecting young people in Canterbury.
- Kā Au Kahuraki is a joint-venture project led by the Ministry and New Zealand Police established to reduce harm and impact on intergenerational crime in a neighbourhood in East Christchurch. Comprising 18 partner agencies and non-government agencies, the team works with the community to reduce the impact of adverse childhood experiences that may lead to negative outcomes later in life (including pathways into crime), and build a safer, stronger community. An asset-based community development approach is taken, which includes actions such as building a community garden, referring to social service providers, holding hub days, providing positive experiences for children, and supporting community connections. The team has achieved some remarkable reductions in victimisations and demand (particularly burglary, assault, theft, and family harm) and the community's feelings of safety have increased, alongside social connections.



Ministry of Education – Canterbury/Chatham Islands

As a region we pride ourselves on being an innovative and hardworking team who have a high level of capability in supporting the delivery of quality education services across the region. We work to support those across all levels of all education sectors to help every child and young person to achieve their potential. Family, whānau, iwi and community are also important connects we work hard to build and maintain.

We provide a wide range of specialist supports and regulatory services and we rely on the actions of everyone to raise achievement in our region. The team is led by Director Coralanne Child and supported by a great team.

Sector Enablement and Support (SE&S)

SE&S is the key interface between the Ministry of Education and early learning providers, schools and kura. Our focus is on the implementation of the Ministry's strategies and programmes and delivery of core services. We deliver on the Ministry's primary objective of raising learner achievement levels, with the achievement of Māori, Pasifika, children and young people with special education needs and those from low socio-economic backgrounds as a priority.

9(2)(a)

Director of Education for Canterbury, Chatham Islands | Coralanne Child
P: 03 378 7345 | 9(2)(a) | E: Coralanne.Child@education.govt.nz

Manager Learning Support | Susan Schneideman
P: 3 378 7577 | 9(2)(a) | E: Susan.Schneideman@education.govt.nz

Education Infrastructure Service (EIS)

Whilst the Property team's structure is independent of the Sector Enablement and Support and Learning Support teams it is vital that strong links are maintained between the teams so that the property developments facilitate and compliment the delivery of education throughout the sector.

9(2)(a)

Programme Manager | David Hobern
P: 03 378 7893 | 9(2)(a) | E: David.Hobern@education.govt.nz

Regional Infrastructure Manager - Southern | Simon Cruickshank
P: 03 378 7782 | 9(2)(a) | E: simon.cruickshank@education.govt.nz

Infrastructure Manager | Gill Maher
P: 03 378 7794 | 9(2)(a) | E: Gill.Maher@education.govt.nz



Sector Enablement and Support

Education Managers

The Education Managers lead the delivery of core Ministry services to schools/kura, early childhood education providers (ECE) and their communities. They provide leadership and guidance to education advisers, student achievement function practitioners (SAF) and early learning adviser teams to develop and deliver responsive services to school leaders and early learning providers.

9(2)(a)

Jill Forgie

P: 03 378 7780 | 9(2)(a)

E: Jill.Forgie@education.govt.nz

Garry Williams

P: 03 378 7320 | 9(2)(a)

E: Garry.Williams@education.govt.nz

Fuetanoa Kose Seinafo

P: 03 378 7380 | 9(2)(a)

E: FuetanoaKose.Seinafo@education.govt.nz

9(2)(a)

Vanessa Goodwin

P: 03 378 7775 | 9(2)(a)

E: Vanessa.Goodwin@education.govt.nz

Charlie Davey

P: W: 03 378 7324 | 9(2)(a)

E: Charlie.Davey@education.govt.nz

Education Advisers

Each school has an Education Adviser who works with them to ensure principals, boards, sector leaders and the communities in which they operate have access to expertise, programmes and resources they need for smooth, effective operation. They also assist schools put into practice government and Ministry policy.

Lead Advisers

We have Lead Education Advisers for Kāhui Ako, Network, Community Development and Early Learning who work in partnership with schools/kura, early learning services and across communities to identify issues and opportunities to improve achievement, to problem solve, plan and to broker support.

Student Achievement Function Practitioners (SAF)

The SAF Practitioner works alongside kura and schools to accelerate progress and achievement for students. The SAF process is designed to help school and kura leaders evaluate their performance. Through the SAF programme the practitioner will support schools to focus on specific areas of capability and create a plan to implement sustainable change.

Early Learning Advisers

Each Early Childhood Education service has an ECE Adviser who has the lead role in the licensing and monitoring of ECE services. ECE Advisers work collaboratively with the sector and communities to develop local solutions that will increase participation and improve quality early learning provision.



Learning Support

Service Managers

Service Managers provide direction and leadership to a team of learning support practitioners. They are responsible for providing services aimed at improving social and educational outcomes for children and young people with learning support needs.

9(2)(a)

Juanita Davidson
P: 03 378 7701 | 9(2)(a)
E: Juanita.Davidson@education.govt.nz

Linda Youl
P: 03 378 7772 | 9(2)(a)
E: Linda.Youl@education.govt.nz

Bernie Mulcahy-Bouwman
P: 03 378 7785 | 9(2)(a)
E: bernie.mulcahybouwman@education.govt.nz

Sophia Rouston
P: 03 378 7537 | 9(2)(a)
E: Sophia.Roulston@education.govt.nz

Jess Meates
P: 03 378 7528 | M: 9(2)(a)
E: Jessica.Meates@education.govt.nz

9(2)(a)

Kaye Hyams
P: 03 378 7734 | 9(2)(a)
E: Kaye.Hyams@education.govt.nz

Marion Kazakos
P: 03 378 7563 | M: 9(2)(a)
E: Marion.Kazakos@education.govt.nz

Sue Harlow
P: 03 378 7379 | M: 9(2)(a)
E: Sue.Harlow@education.govt.nz

Bianca White
P: 03 378 7373 | M: 9(2)(a)
E: Bianca.White@education.govt.nz

Positive Behaviour for Learning – PB4L

9(2)(a)

Performance and Quality Lead | Fiona Cook
P: 03 378 7389 | M: 9(2)(a)
E: Fiona.Cook@education.govt.nz

South Canterbury (Timaru Office)

9(2)(a)

Atholea Shanks
P: 03 687 2823 | 9(2)(a)
E: Atholea.Shanks@education.govt.nz

Learning Support Staff

Ministry specialist staff include psychologists, speech language therapists, early intervention teachers, kaitakawaenga, occupational therapists, physical therapists, advisers on deaf children, learning support advisers and education support workers. They provide specialist support to children, families, whānau and caregivers, as well as teachers and support staff in early learning, school and kura settings.



Other Support Contacts

9(2)(a)

Executive Assistant to Canterbury Director of Education | Monique Petersen
P: 03 378 7860 | 9(2)(a) | E: Monique.petersen@education.govt.nz

Principal Adviser to Canterbury Director of Education | Jennifer Margaret
P: 03 378 7352 | 9(2)(a) | E: Jennifer.Margaret@education.govt.nz

Principal Adviser to Manager Learning Support | Tracy Rohan
P: 03 378 7387 | 9(2)(a) | Tracy.Rohan@education.govt.nz

Media and Comms Support, Principal Communication Adviser | Amanda Dowling
P: 3 378 7337 | 9(2)(a) | E: Amanda.Dowling@education.govt.nz

Senior Financial Adviser | Alex Dieudonne
P: 03 378 7362 | 9(2)(a) | E: Alex.Dieudonne@education.govt.nz

Education Adviser – Community Partnerships | Mastura Abd Rahman
P: 03 378 7728 | 9(2)(a) | E: Mastura.AbdRahman@education.govt.nz

Pacific Co-ordinator | Magnum Tuipulotu
P: 03 378 7779 | 9(2)(a) | E: Magnum.Tuipulotu@education.govt.nz

Lead Adviser – Pacific Engagement | Siatua Evalu
P: 03 378 7521 | 9(2)(a) | E: Siatua.Evalu@education.govt.nz

Lead Adviser – Whānau Engagement | Tracey Wairau
P: 03 378 7880 | 9(2)(a) | E: Tracey.Wairau@education.govt.nz

Education Adviser – Māori Engagement | Rena Viliamu-Smith
P: 03 378 7744 | 9(2)(a) | E: Rena.Viliamu-smith@education.govt.nz

Strategic Advisor Māori | Joanna Houston
P: 03 378 7360 | 9(2)(a) | E: joanna.houston@education.govt.nz

Strategic Advisor Māori | Janina Konia
P: 03 378 7809 | 9(2)(a) | E: janina.konia@education.govt.nz

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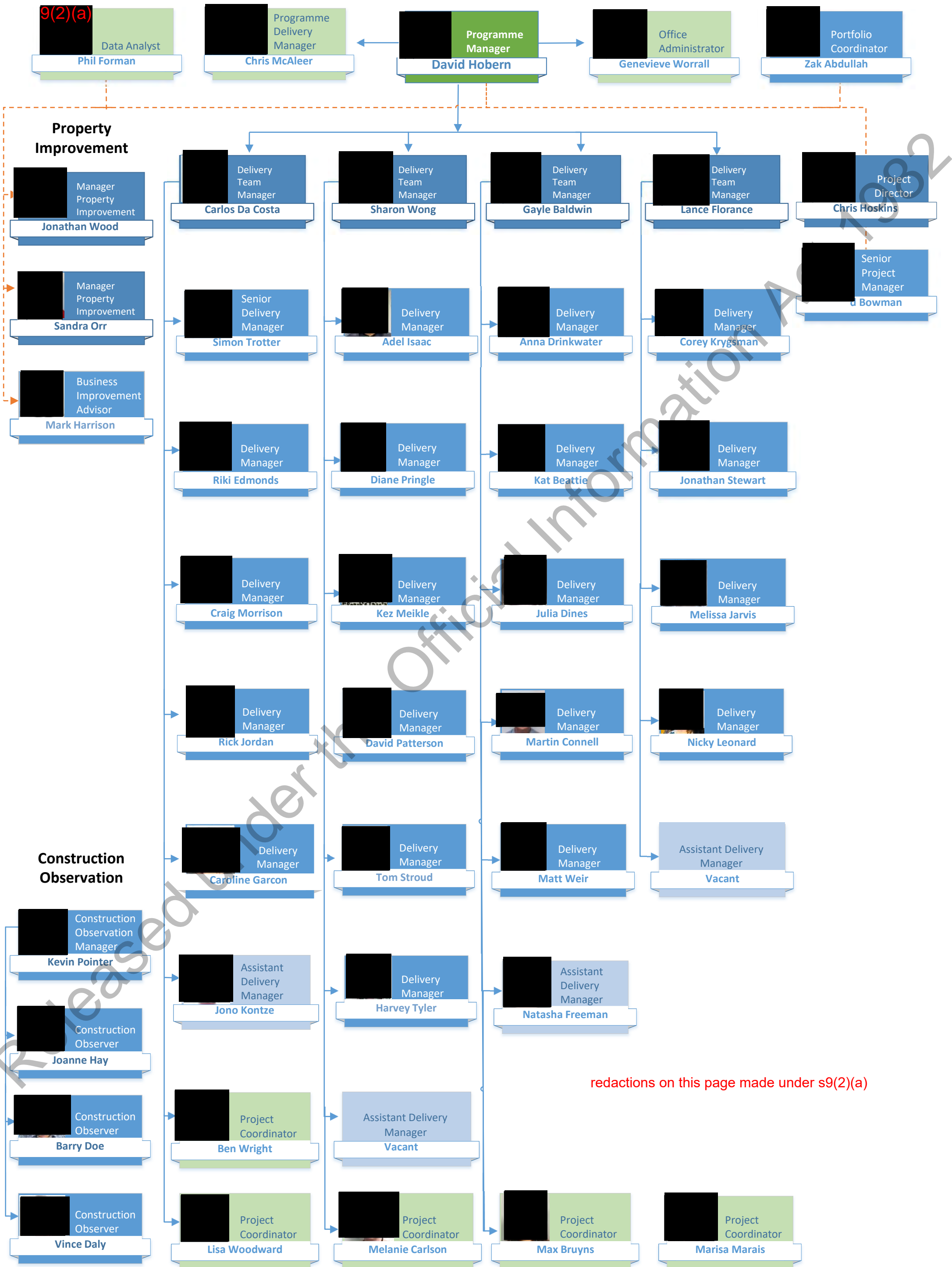


Corporate Services

The Corporate Services team are based on level 1 of the Christchurch office. The team are there to help with the day to day running of the building and can support you when visiting the office by connecting you with staff, use of meeting rooms, car parking and wifi etc.

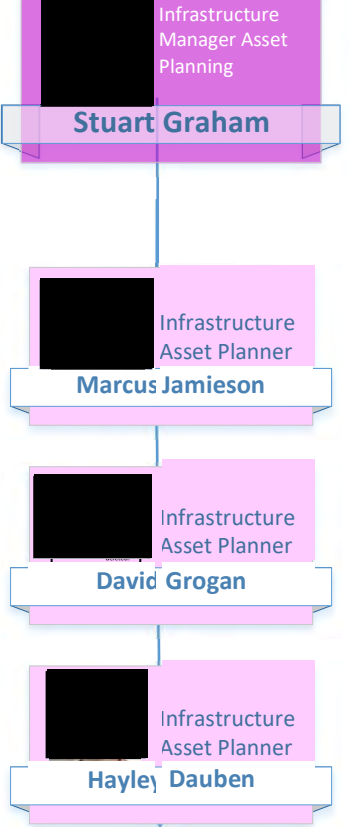
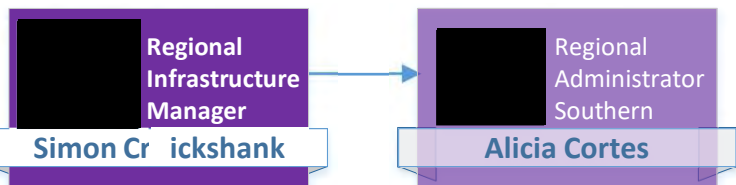
P: (Christchurch Office) 03 3787 300 | Email: BusinessSupport.Christchurch@education.govt.nz

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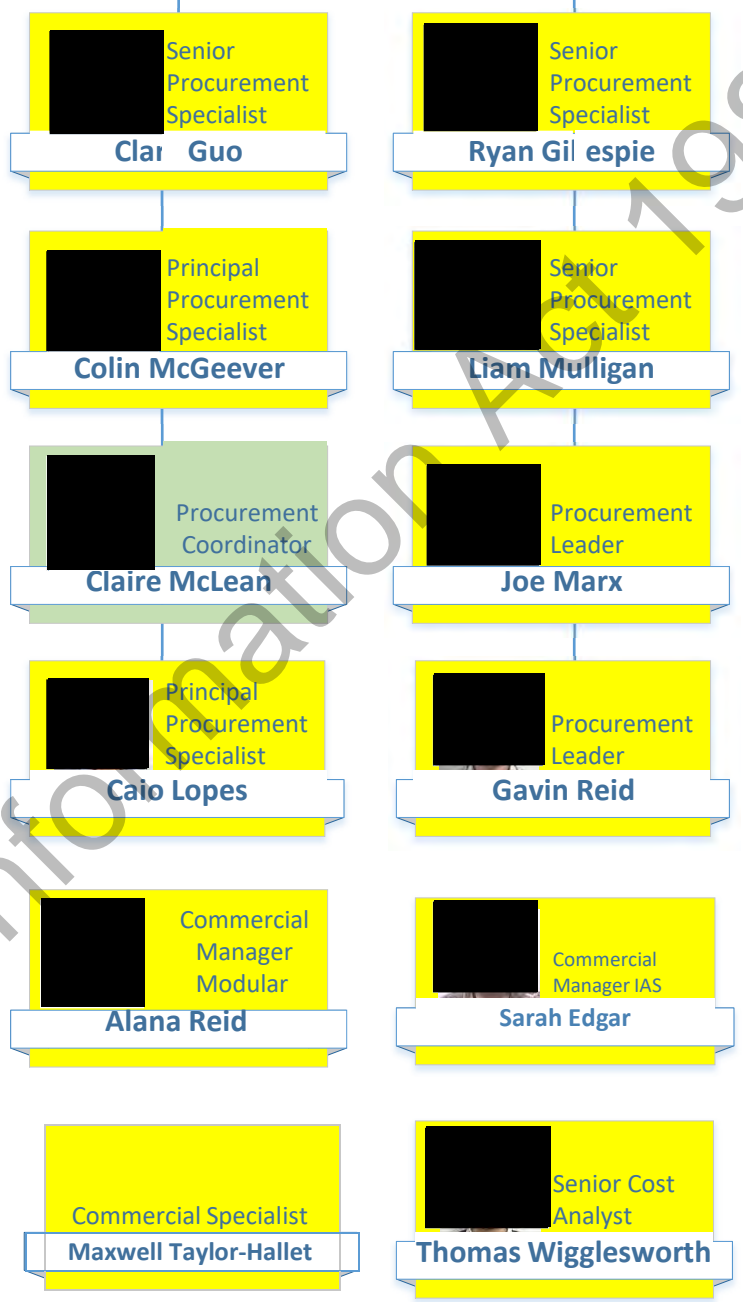


Other Education Infrastructure Services

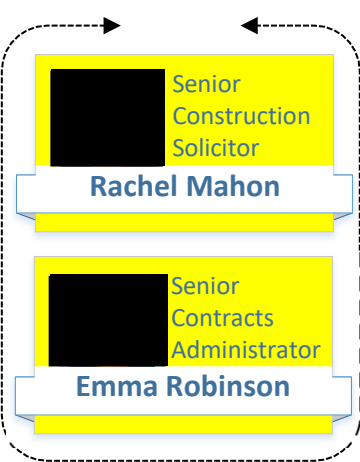
Asset Management



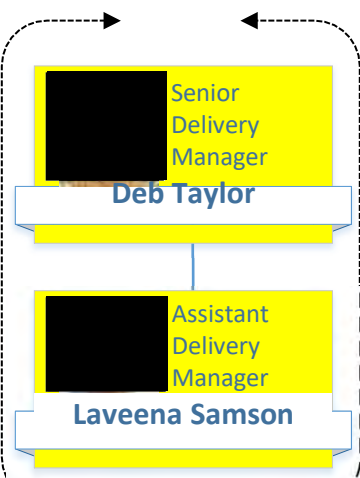
Procurement



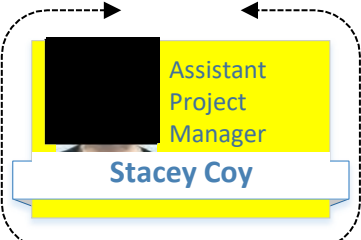
Contract / Legal



Acquisitions & Designations



Weathertightness (National Programme)



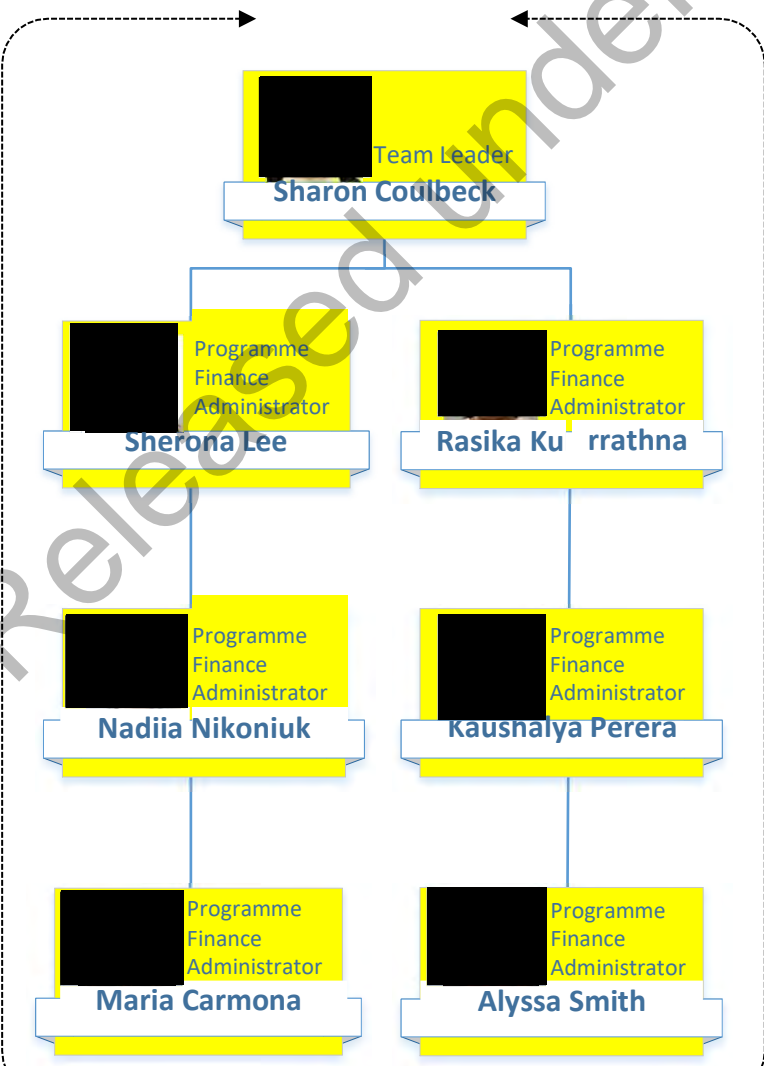
Stakeholder Engagement



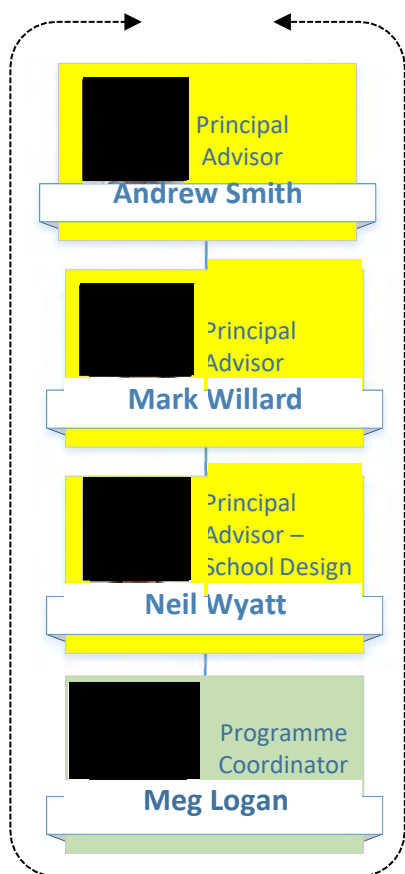
Special Education Advisor



Finance Hub



Policy (WRP, DRP)



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Canterbury, Chatham Islands Regional Statement

National Education Network Plan to 2030

Director's message

9(2)(a)

I am delighted to present this plan outlining how we are managing the Canterbury education network.

For me it's really important that we are all working together for equity in education. Our partnerships with the education sector in Canterbury and the commitment to fairness and inclusion includes strengthening a schooling network that can provide the best quality of education to all students. When managing our network, we recognise the importance of the relationship between communities

and their local schools and the need to balance our community's expectations alongside the education network as a whole.

Following the 2010 and 2011 Christchurch earthquakes, we, along with many others, embarked on one of the most far-reaching changes to education seen in our region. Our collective focus on people, pedagogy and property is rich with opportunities. Our community did not want to just replace what they had prior to the earthquakes, they wanted to take the opportunity to socially rebuild as well as the physical build that was taking place. Through our Christchurch Schools' Rebuild Programme, we have had the opportunity to work with the greater Christchurch community to reshape the education network.

The Education and Training Act 2020 made some changes to the way enrolment schemes are developed and operated. These changes came in effect from 1 January 2021 and implemented a range of changes that are intended to strengthen school governance and refocus schools on what matters most for learners and their whānau, as well as to encourage the more active involvement of students, parents, families and whānau in education decisions affecting them.

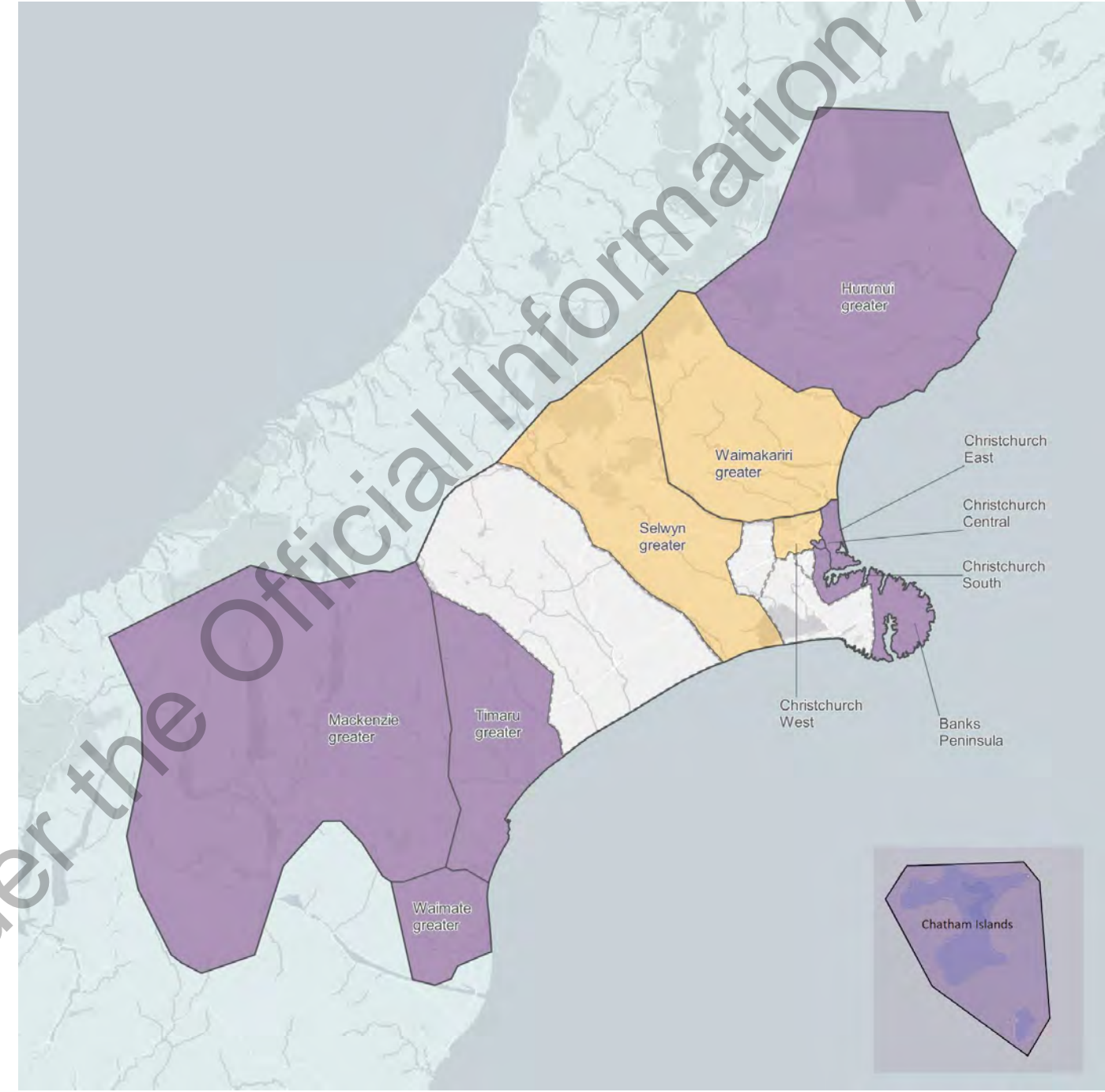
Our experience with COVID-19 showed us that, while the vision and objectives for education were enduring, a sharper focus on the actions that would support learners to achieve these objectives is required. The Government's vision for education reflects the overwhelming aspirations of New Zealanders for a more inclusive, equitable, connected and future-focused New Zealand learning system.

Looking ahead, we are focused on equity and wellbeing, working alongside education professionals so together we support students' voices and wellbeing, equitable access and support for all learners, which includes partnering with Māori and iwi to give effect to Te Tiriti | the Treaty.

The Early Learning Action Plan introduced an increased network management role for the Government. More active management of the network will help to ensure all children have access to high quality early learning settings and prevent unintended consequences of over-supply. We will continue to focus on bringing together knowledge, expertise and resources into an inclusive and comprehensive focus on curriculum so that every learner, with their whānau, engages in, progresses and achieves in learning that is relevant to their needs, identity, language and culture.

As always, the tremendous support from our early learning services and schools in Canterbury is greatly appreciated.

Ngā mihi nui, Coralanne



Key Education Priorities

The Government's vision for education reflects the overwhelming consensus for a more inclusive, equitable, connected and resilient learning system. The five overarching priorities include learners at the centre, barrier-free learning, leadership, future of learning and work and digital education.

Our region has exposed and exacerbated known inequities. The South Island and Chatham Islands showed us that, while the vision and objectives for education were enduring, a sharper focus on the actions that support learners to achieve these objectives is required.

The New Zealand education system does not deliver equitable outcomes for all ākonga | learners, particularly for our Māori and Pacific students and disabled people. We are especially concerned about student attendance since it is so closely linked to achievement. The equity gaps in participation and achievement between Māori and non-Māori are persistent and significant, and persistent inequities in the system mean that Pasifika will continue to be disproportionality represented in the tail end, impacting their ability to achieve social, cultural, economic and individual wellbeing.

Demand is increasing in Canterbury for learning support, and education sector groups and parents regularly raise concerns about their school's ability to manage challenging student behaviour.

In Canterbury, particularly greater Christchurch, we have invested heavily in wellbeing initiatives for the sector workforce since the earthquakes of 2010/11. Given the many events that have tested the resilience of Cantabrians over the last decade, many of these wellbeing initiatives are still in place.

We know, from research on Greater Christchurch digital access during lockdown, that around 10% of learners do not have access to a digital device for learning and/or the internet at home. Despite efforts across schools and the government to distribute devices and internet connections, a small percentage of students will continue to lack these tools and are therefore unable to access online learning. Māori, Pacific, and other ethnic minorities are disproportionately represented in this group, and education achievement could be raised in targeted segments if digital access inequities are addressed centrally.

As a result, looking ahead, we are focused on:

- equity and wellbeing – working alongside education professionals so together we support students' voices and wellbeing, equitable access and support for all learners, which includes partnering with Māori and iwi to give effect to Te Tiriti | the Treaty.

- early learning and schooling curriculum – bringing together knowledge, expertise and resources into an inclusive and comprehensive focus on curriculum so that every learner, with their whānau, engages in, progresses and achieves in learning that is relevant to their needs, identity, language and culture.
- connecting education and employment – aligning our mahi with the labour market and the careers system for school leavers, as well as for adults who need to shift their employment, while using infrastructure spending to stabilise the construction market.

Regional Profile

599,694 people usually live in Canterbury Region. This is an increase of 60,261 people since the 2013 census, an 11% growth over the five year period. The Māori population in the Canterbury region has increased by 34% since 2013. 663 people live on the Chatham Islands, and 66% of the population on the Chatham Islands identifies as Māori.

This education region consists of 16 catchments; 12 of which are profiled in this plan and 4 high growth catchments in the National Education Growth Plan.

Most of the NENP catchments in our region will remain stable to 2030.

Catchment	Population Profile
Hurunui Greater	Steady and Stable
Christchurch East	Steady and Stable
Christchurch Central	Steady and Stable
Christchurch South	Steady and Stable
Banks Peninsula	Steady and Stable
Mackenzie Greater	Steady and Stable
Timaru Greater	Steady and Stable
Waimate Greater	Steady and Stable
Chatham Islands	Steady and Stable
Waimakariri Greater	Steady Growing
Christchurch West	Steady Growing
Selwyn Greater	Steady Growing

No. of schools in NENP	2018 roll	2019 roll	2020 roll
221	74,547	75,001	75,567

Māori Medium

Within Waitaha, 14,597 ākonga identify as Māori. In 2020, 990 of these ākonga were learning at Level 1 or 2 (6.8% of ākonga Māori). The Iwi/Rūnanga in the Region are Ngāi Tahu Papatipu Rūnanga, Ngāti Mūtunga and Moriori.

We are working to strengthen Māori medium education in our region. There are three main issues we aim to focus on. These are to:

- provide access to immersion te reo education to meet the growing demand from whānau Māori.
- strengthen the rumaki pathway from primary to secondary.
- strengthen the pathway from ECE provision into rumaki or kura.

Māori Medium education	Canterbury
No. of schools/kura offering Level 1 & 2	13
No. of Level 1 students	450
No. of Level 2 students	610
% of Māori students	7%
% of all students	1%

Our regional focus for Māori medium is to:

- grow participation and support provision of Level 1 and 2 Te Reo Māori, culture and identity.
- support the development of complete Māori medium pathways from early learning to Year 13.
- grow the number of kaiako and support kaiako / tumuaki in their role.

Early Learning

The proportion of New Entrants that have attended an early learning service or kura is 99%. The Early Learning Action Plan outlines objectives and actions intended to work towards the following: improve equity and enable choice of service provision; and implement a network management function for

Early Learning	No. of ECE	Licensed ECE roll	% Māori	% Pacific
Education & Care	327	17,957	15%	4%
Home-based	27	1,100	11%	2%
Kindergarten	78	2,963	18%	7%
Kōhanga Reo	7	147	92%	6%
Playcentre	51	1,039	9%	1%

Learning Support

Our learning support team helps schools, kura and early childhood services support the wellbeing of children and young people in their learning environments and communities.

The Learning Support Delivery Model brings local early learning services, kōhanga reo, schools and kura together to identify local needs and resources, and work with the Ministry of Education, other agencies and providers to plan support based on what they know works for children, young people, families and whānau.

Support is more flexible, joined-up and tailored around the needs of all ākonga. The contribution of whānau is valued and learning support reflects their identity, language and culture.

Specialist Schools	Satellites	2020 Roll
Allenvale School	3	137
Ferndale School (Christchurch)	6	121
Waitaha School	3	105
Halswell Residential College		11
Kingslea School		96
Southern Health School		14
Ko Taku Reo Deaf Education NZ		32

What have we done so far?

Since the beginning of 2018, we have approved more than 30 new enrolment schemes to ensure every ākonga has a space at their local school and to ensure growth is evenly distributed across the network.

16 secondary schools signed the "Greater Christchurch State Secondary Schools Enrolment Memorandum of Understanding" in 2018. This was a collective commitment to support the sustainability of all Christchurch secondary schools and optimise the current secondary network to support the achievement of desirable education outcomes for all. This agreement involved implementing enrolment schemes for all secondary schools in Greater Christchurch and establishing an advisory group to oversee the management of out of zone enrolments at each school.

What are we planning in the short term (3yrs)?

We will continue to monitor school rolls across the network to identify any trends in roll numbers and work with schools to ensure a balanced use of the schooling network. We will continue to work with the local councils to understand the location and timing of future residential developments and the impact on future schooling options. A key piece of this work will focus on the Greater Christchurch Spatial Plan.

Regional Network Plans such as network growth plans, Māori Medium network plans, planning for Learning Support in the network, future early learning network planning and planning for the future of Year 7 and 8 Technology | Hangarau education will contribute to our focus areas, as expressed in our region's business plan – Tō Tātou Ara. We aim to address inequity, support schools and early learning services to meet the needs of all learners, improve skills, knowledges, competencies and strengthen pathways, and ensure education provision is in the right place. Regional Network plans are intended to contribute to improved outcomes in regional Focus Areas by 2023 as outlined in Tō Tātou Ara. Focus Area outcomes most directly linked to Network include more learners and their whānau experiencing quality education:

- that values, sustains and connects to learners' identity, language, and culture (Tuakiritanga – Identity, Language, & Culture).
- that is inclusive and culturally competent where learners are present and regularly attend (Kā Piki He Mau - Presence).
- with seamless transitions and relevant pathways where learners fully engage (Whai Wāhi - Engagement).

What are we planning in the medium term (3-10yrs)?

Over the next decade, we will work with rūnanga and Kāhui Ako to plan a Level 1 and 2 pathway from ECE to tertiary and grow Māori medium, particularly at secondary schools, in the region so that we can complete education pathways in North, Mid and South Canterbury catchments. We also plan to grow the number of students in Māori medium in the region across all levels of provision with 30% of Māori students learning at Level 1 or 2, 60% learning at Level 3 or 4, 10% learning at Level 5 or 6 and no ākonga Māori at 'no level'. When working with kaiako, we intend to identify actions that will grow work force supply and support the Ka Poupou Reo o Tahu programme in our region while also working with Ngāi Tahu papatipu rūnanga and Ngāti Mutunga and Moriori to increase the number of kaiako fluent in te reo Māori and the number of current te reo kaiako Māori teaching at Level 1 and 2. We want to increase capability and confidence to engage with and understand whānau Māori needs and expectations while embedding and giving effect to Ka Hikitia Ka Hāpaitia and Tau Mai Te Reo and Te Aho Matua.

Our regional Network Plans are aligned with the national strategic direction as set out in the NZ Government's 30 year vision for the Future of Education's Objectives and Actions, and our regional three year business plan - Tō Tātou Ara. All related regional plans are part of our ongoing and iterative planning and review processes. Our Regional Network Plans also contribute to 10 year actions to progress 30 year objectives, including – actions to address equity and better meet the needs of all learners, to progress barrier free access, actions to improve skills, knowledges and competencies and strengthen pathways including Māori Medium, to progress future of learning and work, and actions so education provision is in the right place to progress world-class, inclusive public education.

What are we planning beyond 2030?

Beyond 2030, we will continue to work alongside iwi and hapū to strengthen Māori medium provision across the region and we will continue to work with education providers, iwi and communities around growth and decline to provide the best programmes and facilities for our ākonga

Te Puna Hanganga, Matihiko | Infrastructure & Digital

What we do

Te Puna Hanganga, Matihiko | Infrastructure & Digital aims to create safe and inspiring, ICT-ready learning environments, supporting better outcomes for education, today and for future generations of ākonga.

We work closely with schools across the country to build, improve and modernise learning environments, and enable better use of technology through consistent ICT infrastructure. We're the second largest purchaser of passenger services in New Zealand and help transport over 100,000 students to and from school every day.

We also oversee the second largest social property portfolio in New Zealand, supporting the management of assets at over 2,100 state schools, with about 35,000 classrooms.

Te Puna Hanganga, Matihiko supports schools so school leaders and communities can focus their energy and attention on what matters most, teaching and student learning

School Property

The Ministry generally owns most of the property at state schools and is responsible, in partnership with boards of trustees, for ensuring appropriate use and maintenance of this property.

The average age of state school buildings is 42 years. Many need mid-life and end-of-life renewal, as well as modernisation to support the demands of 21st century teaching and learning. There is also a need to rationalise surplus space and construct new space to ensure capacity aligns with demand.

School Property Te Tai Runga (South)

Key contacts – Wellington (Central South)

Lucy Ross, Regional Infrastructure Manager, Asset Management (based in the Lower Hutt office). Lucy is part of the national Asset Management team

Darron Monaghan, Programme Manager, Capital Works (based in National Office). Darron is part of the national Capital Works team

Key contacts – Southern

Simon Cruickshank, Regional Infrastructure Manager, Asset Management (based in the Christchurch office). Simon is part of the national Asset Management team.

David Hobern, Programme Manager, Capital Works (based in the Christchurch office). David is part of the national Capital Works team.

The AM team is based in Lower Hutt and has 11 staff. Lucy and her team are responsible for the school property planning in the region and manage the daily property interface with schools. The Lower Hutt team are part of the wider Central South asset management team, and as such some staff in this office support the Taranaki, Whanganui, and Manawatu team also.

The Capital Works delivery team is based in National Office and has about 20 staff. Darron and his team manage the design process and construction of new school builds, major redevelopments, roll growth and remediation of weathertightness issues.

The CW and AM team in Christchurch total 90 staff. The team is part of the wider Southern team, with staff in Nelson (4), Dunedin (5) and Invercargill (4)

The teams work closely with Sector Enablement and Support (SE&S) to identify where and when new roll growth classrooms/new schools are needed.

The focus for property delivery is the implementation of Te Rautaki Rawa Kura – The School Property Strategy 2030. It sets the long-term direction for how we will manage school property to support all schools having quality learning environments by 2030. Regional Property Plans have been prepared to set the strategy and direction of asset management for the year ahead.

Challenges and Opportunities (Central South):

Age of building stock

- The ageing building stock in Wellington also comprises 19% relocatable buildings which have an average age of 35 years, significantly beyond the expected life of these assets. This provides an opportunity for a programme approach and budget bid in future to address our relocatable stock which would improve the overall portfolio.

Surplus property

- Many schools in the Wellington portfolio have surplus property requiring school funding to be stretched across more infrastructure than it was intended to maintain.
- A legacy of surplus space, which may no longer be surplus or may be forecast as required in future, has also resulted in under-maintained schools and buildings.
- An opportunity exists to improve the existing rationalisation process, policy & funding model to help address these challenges.

Roll growth and capacity shortages

- Growth in urban areas has resulted in teaching space deficits across many Wellington schools.
- Roll growth is identified through Network's Long-Term Outlook, however limited funding means that this roll growth is not being approved, funded, and delivered in time to meet the increased demand.
- For schools experiencing growth now and planning for further growth, the size of the site often dictates the buildings which will need to be intensified to meet student capacity. However, with funding often only approved for immediate capacity an issue arises on how best to plan and deliver the site without impeding future development.
- The opportunity is being taken by the investment office and network teams to improve the roll growth funding model to help relieve these challenges.

Seismic issues

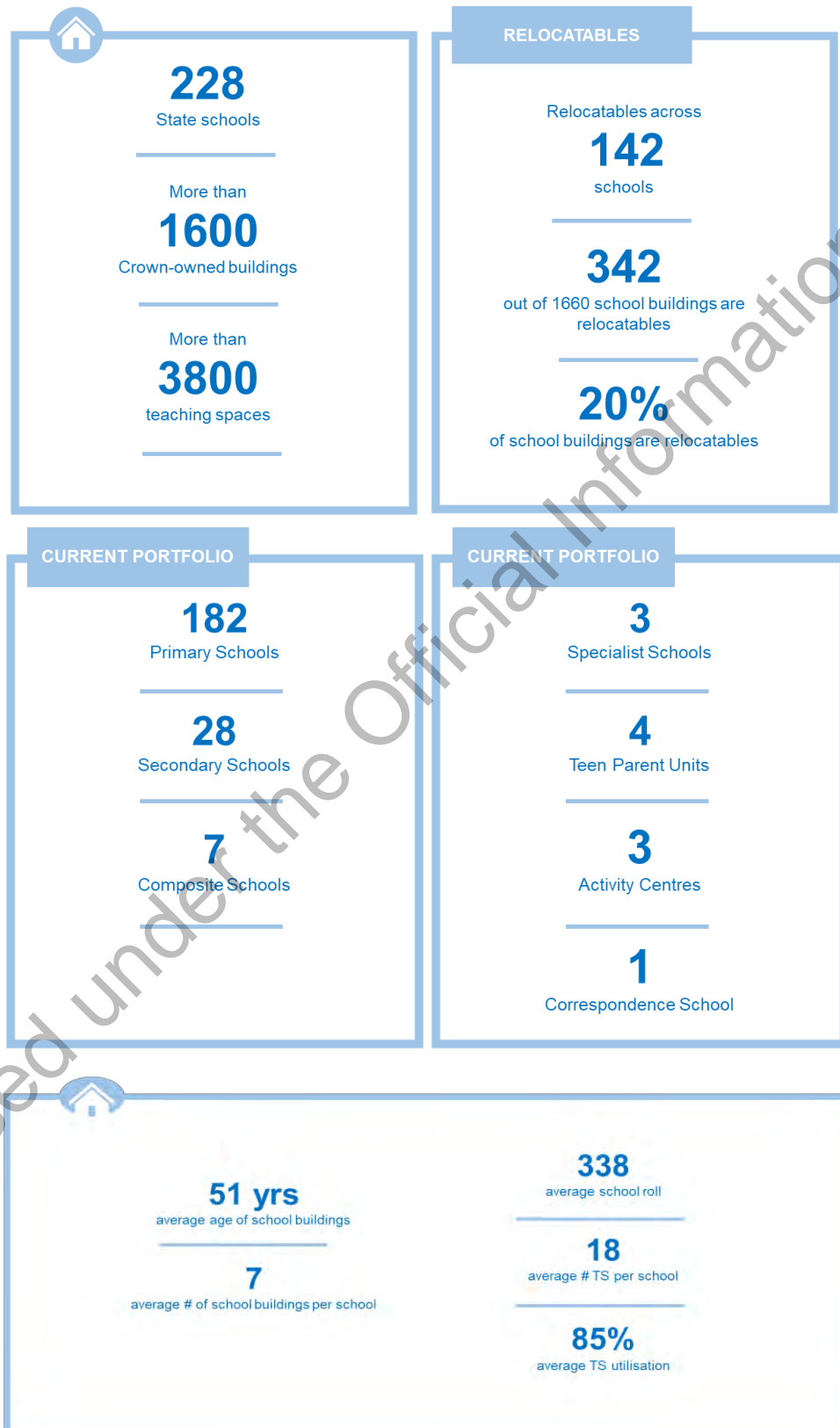
- Some seismic issues have been identified due to changes to national seismic assessment guidelines, impacting multistorey concrete construction buildings in several large Wellington secondary schools.
- Work is underway to determine the appropriate funding mechanism for strengthening and in some cases, replacing these buildings.

Weathertightness

- These issues contribute to mould and poor air quality and affect the life of these asset. The weathertightness programme provides the opportunity to improve our assets and therefore learning environments.

At a glance – school property portfolio

The Wellington region has a range of schools and the table provides an overview of the school portfolio and how it is being utilised. Some 43% of the portfolio was built more than 50 years ago and approximately 20% of the portfolio's buildings are relocatables - many of which are end of life and will require replacement by 2030.



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Challenges and Opportunities (Southern):

Christchurch Schools Rebuild (CSR) programme

The Christchurch Schools Rebuild (CSR) programme is investing \$1.3 billion to build new, rebuild and repair 115 schools damaged by the 2010 and 2011 earthquakes, serving 45,000 students.

So far, the Ministry of Education has refurbished, rebuilt or built 64 schools, benefitting 23,000 students.

We expect to complete projects at 14 schools over the next 12 months. The remaining schools in the programme will be completed by the end of 2023, except for some larger secondary schools where we are staging construction so that the schools can remain fully operational.

From 1 July 2022, all schools leaving the Christchurch School Rebuild programme will need a property plan setting out how the school will be managed going forward.

We are in the process of transitioning schools into the property planning process as they exit the programme.

Roll growth and capacity issues

Network growth is forecast in several areas of the Southern region. This is particularly evident in Selwyn District, Waimakariri District, Queenstown Lakes District, and Waitaki. Conversely, roll declines are predicted in some small and remote school areas.

Equity

Rebuild and redevelopment projects often provide an opportunity for Schools to address their education brief, master plan and set a more culturally appropriate narrative for both for new builds and for existing stock. This can increase the disparity between School property where development has occurred compared to 5ya funding that is focused on maintain the status quo that may be lacking.

Demand for access to Māori Medium Schools

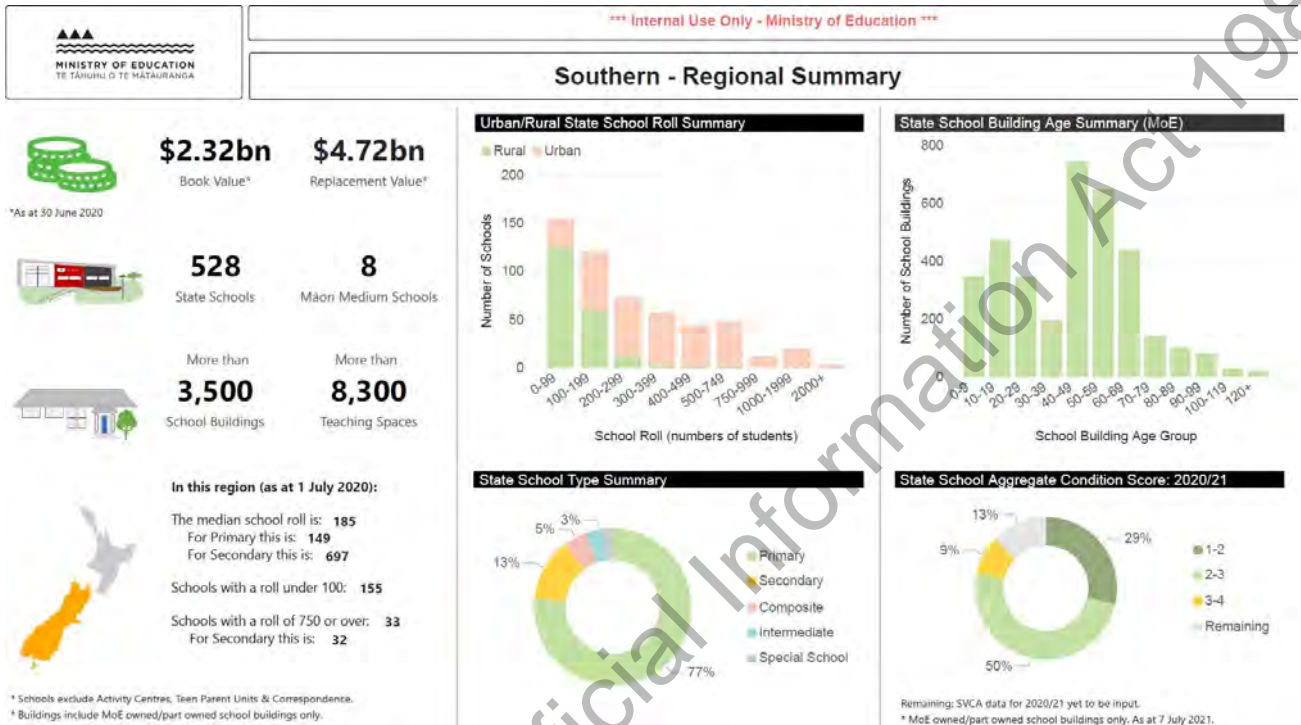
This is increasing across the region (about 36%), and there is a need for property to invest in engagement with whanau and the portfolio for the coming growth. There is a risk that, if this investment is not increased, property could become an obstacle to this success.

Emergency events

Recent Flooding events in Canterbury (May June 2021) highlights an opportunity to build increased resilience into schools to help assist communities in major events/incident management.

At a glance – school property portfolio

50% of the building stock is 50yrs plus, presenting challenges to maintain asset condition & providing modern fit for purpose learning environment whilst addressing aging building stock. Weathertightness failures are frequent for a number of small/isolated schools particularly in the West Coast catchments.



School Transport

Report to National Office
Group Manager – James Meffan

The School Transport team is the largest provider of passenger services in New Zealand, after Auckland Transport. The key focus is improving access to compulsory education by providing:

- **Ministry Contracted Services:** We contract transport providers to provide bus and ferry services.
- **Specialised Transport Assistance (SESTA):** We assist students with specific transport requirements to travel to school and from school by either paying a direct allowance to their caregivers, or by contracting the specialised door-to-door service they need (managed in Wellington).
- **Allowances:** We provide conveyancing allowances to students to help with school travel costs in locations where there is no transport service available (managed in Wellington).
- **Direct Resourcing:** We directly support state and Māori Medium schools to manage their own transport assistance.
- **Technology Transport:** We provide technology transport services for around year 7 and 8 students so they can access

Wellington office

- 20 School Transport staff based in the Wellington office

Christchurch office

- Craig Reynolds, Regional Transport Advisor (school contact and bus routes)

Dunedin office

- Hung Lam, Regional Transport Advisor (school contact and bus routes)

Nelson office

- Niall Duncan, Regional Transport Advisor (school contact and bus routes)

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Tō Tātou Ara

Our Pathway

2020-2023

*Whakamaua te pae tata
kia tina.
Take hold of your potential
so it becomes your reality.*

*Whaia te pae tawhiti
kia tata!
Explore beyond the distant
horizon and draw it near!*

The 30 year Education vision and objectives form the core of our overall approach to education.

[See *Shaping-a-stronger-education-system-for-all*](#)

Why we do what we do

What we will do

Our Region

We support and enable equitable and excellent outcomes for all learners, particularly **Māori**, Pacific peoples and those with additional learning needs.

Our Te Tiriti Commitment

The Ministry commits to uphold, honour and give practical effect to Te Tiriti | The Treaty, by - embedding our commitment in all our work, actively lifting the leadership practice and cultural capability of the education system, and working in partnership with **Māori**.

[See *Our-purpose-and-vision*](#)

Our Objectives

from the 30 year Education Vision

Learners with their **whānau** are at the centre of education – where they have voice and influence through reciprocal relationships.

Barrier-free access – great education opportunities and outcomes are within reach for every learner.

Quality teaching and leadership – make the **difference for learners and their whānau** through responsive and inclusive practices.

Future of learning and work – strengthens education pathways that are relevant to the lives of New Zealanders today and throughout their lives.

World-class inclusive public education – New Zealand education is trusted, sustainable, adaptive and innovative.

Our Focus Areas

Tuakiritanga
Identity
Language
Culture

Hauora
Wellbeing

Kā Piki He Mau
Presence

Whai Wāhi
Engagement

Ako
Learning

Our Connected Work

We will deliberately build relationships that support places of learning to enhance the educationally powerful connections and wellbeing of learners and their **whānau**.

We will deliver mana-enhancing services and shape equitable systems that address racism and discrimination to better meet the needs of all learners.

We will provide advice, guidance, and support for professional learning that enables quality teaching and leadership.

We will work to strengthen relevant education pathways focused on outcomes valued by learners, their **whānau**, and communities – including Kaupapa **Māori** in English medium and **Māori** medium.

We will support the education system to operate effectively, through positive communication, collaboration, innovation and enabling change.

Our Measures...

...will include how we serve learners and their **whānau** through existing measures at all levels of the system, as well as methods that we will develop over time.

How we will know we are making a difference

More learners and their **whānau** will experience **quality education...that values, sustains and connects to learners' identity, language and culture.**

Our values

Our people told us these values underpin everything we do, reflected in Our Ministry Culture Behaviours - **Ngā Ahuatanga o te kaimahi.**

AROHA

We value aroha, compassion, care and empathy.

ŌRITE

We value and understand equity, fairness, inclusion and social justice.

AUAHA

We value creativity and innovation.

MANAAKI

We value treating others with kindness, positivity and respect.

WHAKAMANAWA

We value mana-enhancing ways of working that support physical, spiritual, mental and emotional wellbeing.

MAHI TAHI

We value collaboration and team work.

PONO

We value integrity, accountability, courage and cultural competence. We are outcomes focused and evidence-based.

...with seamless transitions and relevant pathways where learners fully engage.

WHANAUNGATANGA

We value relationships, connections, diversity and belonging. We include children, young people and **whānau** voices.

KAITIAKITANGA

We value stewardship and respecting the mana and taonga of each person and each **whānau** - including identity, language, culture and spirituality.

...where learners progress and achieve in ways that are valued by learners, their **whānau** and communities.

WHAKAWHIRINAKI

We value trust - by consistently demonstrating our values through our behaviours, we build trust with each other and the people we serve.

...where learners feel a strong sense of belonging, are free from racism and their wellbeing | hauora is supported.

...that is inclusive and culturally competent where learners are present and regularly attend.

Tō Tātou Ara

Our Pathway 2020-2023

Regional Business Plan

Waitaha me Rēkohu, Wharekauri
Canterbury and Chatham Islands

*One journey, one team, one plan
with many strands.
He waka eke noa,
We are all in this together.*

Tō Tātou Tāngata

Our People

Developing Iwi / Māori Partnerships
National Education Growth Plans
He taonga te tamaiti –
Every child a taonga:
Early Learning Action Plan

Child and Youth Wellbeing Strategy
Future Education (Tomorrow's Schools)
Action Plan for Pacific Education

Learning Support Delivery Model
Learning Support Action Plan
Cross agency and social sector cooperation

We will demonstrate our values, behaviours, practice principles and competencies.
We will take effective **Te Tiriti** honouring and equity actions to progress our priorities.
- **Te Tiriti** Commitment implementation, **Tātai** Pou.
- He Huarahi Pai People Strategy and Behaviours

- He Pikorua Our Practice Framework (Ministry & RTLB Learning Support) and the SE&S Practice Framework.

Ko ngā ākonga me ō rātau whānau kei te iho o te mātauranga

Learners and their whānau are at the centre of education

Ka Hikitia – Ka Hāpaitia | The Māori Education Strategy
Tau mai Te Reo
Te Hurihanganui

Tō Tātou Kanorautanga

Our Diversity

Curriculum & Progress Review
National Education and Learning Priorities (NELP)
Enabling fit for purpose curriculum and NCEA

We will value diversity and effectively engage to foster inclusive environments within our places of work and those communities we support.
- Diversity and Inclusion work programme, Te Ara Whiti programme, Accessibility Charter.

Education Workforce Strategy
Tertiary Education Strategy

Education and Training Act 2020
The Reform of Vocational Education
International Education Strategy

Summary of Māori Medium Education network plan for Ōtautahi

Sept 2021

Kura	Design and master plan capacity	Short term plan	Medium/long term plan	Actions & who	Comment
Te Kura Kaupapa Māori o Waitaha	<ul style="list-style-type: none"> Design: 140 Master planning: 270 – TBC with Kura (19 TS) 	<ul style="list-style-type: none"> 4 TS planned for STRGP21 Part of permanent solution 	<ul style="list-style-type: none"> 4 TS forecast in LTO 	<ul style="list-style-type: none"> Confirm MP capacity – Ed Mgr & EA and DM 	Site capacity likely to be reached in next 5 years
Te Kura Kaupapa Māori o Te Whānau Tahī	<ul style="list-style-type: none"> Design: 250 Master planning: 350 	<ul style="list-style-type: none"> 4 TS planned for STRGP21 	<ul style="list-style-type: none"> 5 TS funded in LTO – year req. TBC TS to be confirmed by IAS 		Site capacity likely to be reached in next 5 years
Future Provision: Former Sockburn site (Springs Road)	<ul style="list-style-type: none"> Design: TBC Master planning: TBC 			<ul style="list-style-type: none"> Engagement 	
Future Provision: Selwyn District	<ul style="list-style-type: none"> Design: TBC Master planning: TBC 			<ul style="list-style-type: none"> Engagement 	Linked to recent discussion with whānau about establishing a Kōhanga reo in Selwyn
Te Pā o Rākahautū	<ul style="list-style-type: none"> Current: restricted by current site to 240 On new site 700 – TBC with Board (could be reduced to 500?) 	<ul style="list-style-type: none"> Finalise site evaluation process Engage with Board Decide site 'design' funding planned for B21 to allow initial design and procurement stages to commence 	<ul style="list-style-type: none"> Construction funding confirmed following design capacity, design and site confirmed Funding planned in LTO – design funding proposed in B2021 concurrent to site decisions (TBC Budget 2021) 		
Tuahiwi School	<ul style="list-style-type: none"> Design: TBC Master planning: TBC 	<ul style="list-style-type: none"> 2 TS funded in B19 re-allocations 1 TS funded in STRGP21 allocations 4 TS forecast in LTO 	<ul style="list-style-type: none"> Plan for long term growth in response to runanga aspirations; key role of Tuahiwi in providing quality te reo Māori education and potential for local population growth at Tuahiwi 	<ul style="list-style-type: none"> Engagement 	RG funded to meet current roll growth; discussion needed with rūnanga and whānau about aspirations for Tuahiwi School

Current regional actions to improve attendance: Canterbury/Chatham Islands

Influence parent and student attitudes about the importance of regular attendance from the beginning of school	Support schools to promote wellbeing through their practice and by connecting with the wider social sector	Support school boards and principals to ask the right questions about their attendance and more effectively respond	Prevent persistent or escalating patterns of non-attendance and improve the response to chronic truancy and educational disengagement	Understand and measure the drivers of non-attendance to support intervention and support
<ul style="list-style-type: none"> Iwi and Pacific led initiatives including through Whānau Engagement supports. Supports and enables ready access and on-going attendance, engagement. Food in schools programme to support better attendance and wellbeing Kawatea class/Day Programme (Halswell Residential College) - Kawatea is a pilot intervention (day school) at Halswell Residential College for learners in years 3, 4 and 5 who have either a diagnosis of Autism (ASD) or have sensory needs that significantly impact on their ability to participate in their local school at Halswell Residential College. Direct contact by Learning Support, encouragement and addressing barriers for students incl. behaviour, ORS, HH & HCN. Creating individual education plans ensuring all voices are heard and addressing school-based barriers to attendance and engagement. Students and whānau feel supported, heard and staff address barriers that may be present which enables school attendance and engagement. Alternative programmes Incl. Teen Parent Units, Alternative Education, Activity Centres. Providing support, guidance and advice to schools, alternative education providers and communities. Supporting transition plans and pathway plans for students. Regularly reviewing processes and successes. Makes a positive impact for those targeted students e.g. pregnant students or those in parenting roles. Provides a programme which is designed to meet their complex needs and support their ongoing attendance at school 	<ul style="list-style-type: none"> Canterbury/Chatham Islands Attendance and Engagement Working Group. In term 2 a group of elected representatives from all the Canterbury Principal Associations and NZ Police, and Ministry of Education has been established. The purpose is to develop a collaborative regional approach to addressing attendance and engagement issues. The group is working collaboratively to; <ul style="list-style-type: none"> Identify gaps in the current system, opportunities for innovation and intervention, drawing on relevant data and to bring about change, Consider and critique models of practice to inform the development of a regional plan, its implementation and monitoring of the impact of the plan. The Group is meeting monthly and sharing regional data and other related intel. Discussion and commitment to utilise best practice and develop innovative strategies to improve. Initial strategy 2020 morphed into COVID Attendance and URF response: co-designed with sector – extensive range of supports for improved attendance Community Attendance and Engagement Panels - Inter-agency scoping to establish a marae-based panel for whānau addressing the attendance of tamariki and rangatahi. In the development stage and Ministry will be in consultation with Ngā Maata Waka (National Marae) NZ Police to further shape this idea. Children and young people in care - work collaboratively with Oranga Tamariki and Lead Adviser Engagement & Wellbeing. Regularly works from OT sites to address and answer education related queries and the identification of young people with poor attendance. 	<ul style="list-style-type: none"> Regular connects with Principal Associations, Lead Principals, Leadership Advisers to target areas of support for Curriculum Leads, SAF, and Education Advisers to focus on. Kāhui Ako Lead Principals and Across School Teachers conversations regarding best practice to keep students engaged. All-encompassing strategies across curriculum, leadership, governance, and educational and other agencies. Implementation of local curriculum is seen as a major contributor to improved attendance and engagement. Curriculum Leads, SAF and advisers work in collaboration to inquire and respond to requests and needs from the sector. Education advisers provide direct support to schools/Kura planning and developing plans to address improved attendance engagement and wellbeing. Advisers engage in regular professional development discussions with a focus on attendance and engagement best practice and relevant research. Regular analysis of local attendance and engagement data is BAU and this informs their conversations with principals and other education leaders in the sector. Schools have a direct line of communication to an education adviser for students who are enrolled and not attending school. We also have a student engagement team of advisers who acts as a direct line of contact for attendance advisers, other agencies, NGOs and whānau. They are supported by a lead adviser who has oversight of the regional response. Universal/targeted collective impact (e.g., PB4L, UBRS, Property modification), PB4L SW is designed to enhance a culture of inclusiveness, support and safety in schools. Where this is in place, our practitioners support the schools/Kura to get on-board and then to maintain through two Tiers Supports positive school culture. Supports staff capability. Whole school community voice is captured and needs are addressed Property modifications make a direct impact on accessibility. 	<ul style="list-style-type: none"> Stakeholders group – Chronic non-attendance. Establishment of an interagency working group to ensure the identification and co-ordination of agency services for young people with significant challenges and complexities in their lives to address chronic non-attendance at school. This work will also inform our regional across agency service gaps and identify opportunities to bring about change. Attendance Service (AS) review and redesign. Schools want to be able to employ local people to work closely with their whanau to make a difference Regional Attendance & Engagement Pilot Studies - Four pilot studies involving three Kāhui Ako and one large secondary school are co-designing and trialling innovative practices leveraging off successful URF projects. The four pilots are still in the design phase. A hui with all participating schools/kura and relevant Ministry managers and advisers is to be held this month to share practice and collaboratively problem solve taking the pilot planning to the next stage. Reducing stand down for 5 and 6 year olds. Notifications of stand downs are sent daily to the Principal Adviser Learning Support. She contacts the relevant Service Manager who phones the school within 48 hours. The SM checks whether there is a plan in place, whether a plan needs to be reviewed, or, if the student is not known to us, whether a Request for Support is for needed for MOE, RTLB and/or Mana Ake. The SM reminds the school to contact us if the child's behaviour is escalating so that we can support a response to avoid a further stand down. Data about this cohort is shared regularly with Learning Support and Education teams. Data about 5 and 6 year olds is shared regularly with the sector to continue focus on this cohort and highlight preventative strategies and supports. 	<ul style="list-style-type: none"> Regional attendance data monitoring - we are creating weekly Power BI dashboards that allow the submitted attendance data (approximately 85% of our schools consistently upload their attendance data) to be analysed on the basis of Local Government areas, Kāhui Ako, Individual School, year group, ethnic breakdown. This data is used to identify patterns and trends and to support discussions with Local / Central government partners as well as schools, associations, and clusters. Further work is to be done on how this work can be refined.



Briefing to the Incoming Hautū Te Mahau Te Tai Runga Deputy Secretary (Southern)

Regional office: Nelson/ Marlborough/ West Coast

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Regional Overview

Regional Office Operating Structure

There are four regional offices in Nelson, Blenheim, Motueka and Greymouth, across a vast geographical area. To give you some context, it is 600 km from Nelson to Haast, 250 km from Nelson to Kaikoura and 850 km from Haast to Kaikoura. Despite the challenges of connecting across large distances, we have 12 Kāhui Ako formed in every part of the region.

School size and location are significant factors in this region, with many rural and isolated communities covering the large geographical area of NMWC.



Number of Staff

There are 84 staff working across the region. Fifty- three are based in the Nelson office, thirteen in Blenheim, eight in Greymouth one in Westport and seven in Motueka.

Regarding teams, the Leadership team, comprising staff who report to the Director, is made up of eight including the Director.

The Leadership Team

9(2)(a)

Andrea Williams
Director of Education

Simon Blatchford
Manager Education

Julie Manderson
Manager Education

Joanie Wilson
Strategic Māori Advisor

9(2)(a)

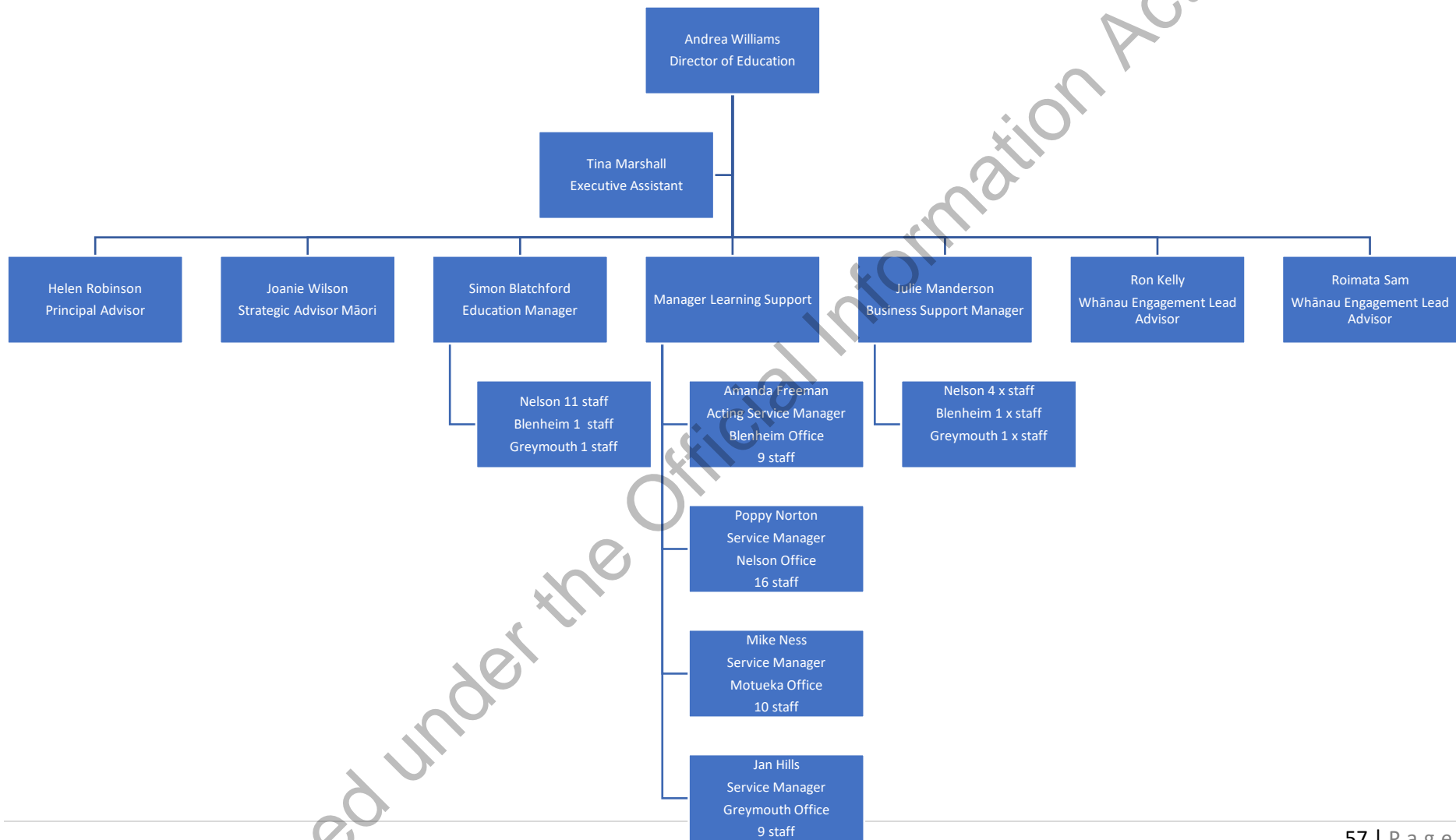
Helen Robinson
Principal Advisor

Ron Kelly
Whānau Engagement

Roimata Sam
Whānau Engagement

Robyn McLeary – Hooper
Manager Learning

* Robyn McLeary – Hooper - Manager Learning Support, currently seconded to National Office. Jan 2019 - present acting in the short term whilst we are recruiting for an Acting MLS to cover Robyn's secondment.



Exec and management meeting framework / governance

Meeting membership	Frequency	Function
Governance		
Leadership team	Weekly, every Friday	To review / action: risks and issues what's on top Ministerials Students at risk of exclusion and disengagement Health and safety
Leadership team	Fortnightly on Mondays	Director's update Budget HR matters Planning Evaluation
Wider leadership team, comprising Director's reports, Service Managers, Lead Advisor and Principal Adviser Secondary Transitions	Bi-monthly	Strategic direction Workstream reporting and progress Monitor review reflect and evaluate on workstream progress
Operational		
Education Team	Fortnightly every Monday	Operational oversight of business
Schooling team	Weekly practice meeting	Education Adviser practice meeting on key priorities
ECE	Fortnightly practice meeting	Education Adviser practice meeting on key priorities
Learning Support Management Team (LSMT) comprising MLS, SMs and PQL	Weekly every Thursday	Oversight of LS practice. Risks and Issues. Implementation of LS regional plan
Learning Support Leadership Group, comprising SMs, Practice Leads, PQL and PIA	Full day meeting bi-monthly	Broader oversight of practice
Service managers and Direct Reports	Vary between fortnightly, every three weeks and monthly between teams	Review and monitor practice and team functioning / issues.
Business Support Team	Weekly every Tuesday	Oversight of work across the team and What's on Top

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Schooling and Early Learning

Overview

The Nelson, Marlborough, West Coast Education team provides operational delivery and support to schools and Early Learning Services across the region.

The team is made up of 3.2 FTE of ECE Senior Advisors, 4.0 FTE Schools Education Advisors, 1.0 FTE SAF, 1.0 FTE Curriculum Lead, 1.0 FTE Lead Advisor Network, 1.0 FTE Lead Advisor (Kahui Ako), 1.0 FTE Principal Advisor Secondary Transitions, 0.6 FTE Data Analyst and 1.0 FTE Manager Education.

We have a focus on working in partnership with schools/services, whānau and Iwi and are constantly building strong mana enhancing relationships that benefit all our partners.

Schooling Key Priorities/Workstreams

1. Schooling Improvement (SIF)

9(2)(g)(i)

2. Kahui Ako

- NMWC have 12 Kāhui Ako that are well established and functioning corroboratively with a focus on improving student outcomes. 92% (116 of 126) of schools in our region belong to a Kāhui Ako and 2 more schools are in the process of joining a Kāhui Ako. Schools that are not part of a Kāhui Ako are mostly in South Westland (4 schools) and Marlborough Sounds (3 schools); 2 are Area schools.
- Six of the twelve have reviewed and have their Refreshed Achievement Challenges endorsed in the last 12 months. The KA Lead Advisor is currently working with 4 of the remaining KA to refresh their Achievement Challenges to be endorsed, before the end of 2021. The remaining two KA have started the review process but require ongoing support because of new leadership.
- 7 of the 12 Kāhui Ako have Learning Support Coordinator resourcing. 7 Kāhui Ako have a strong partnership with local iwi.

3. Curriculum

- We are co-constructing with the sector around what the role for our 1 Curriculum lead could look like for our region and the current support required. Whilst we develop the role we have been responding to schools around their local curriculum and providing support with Aotearoa New Zealand Histories and Relations & Sexuality Education.
- We have been co-designing and facilitating professional development workshops with Kahui Ako around local curriculum and engaging with the Secondary Community of Practice.

4. [Secondary Transitions](#)

- The PAST leads the NCEA implementation change portfolio and works closely with a recently seconded Principal (now returned to his school) to offer the best support for the sector and wider community. This support takes the form of face-to-face hui, attendance at sector meetings, newsletters, backed up by regular National Office hui and discussions. Along with Regional Director and Education Manager, Education Advisors, Lead Advisor Māori and Curriculum Lead are included in implementation opportunities as often as possible. RoVe is part of this work as it is a natural extension of NCEA changes.
- Trades Academy and potential Unit Standard changes - work so far has included attendance and presentation at RSLG meetings and continued connection with ITO's and Tertiary providers.
- The PAST works closely with three Vocational Coordinators who work in Marlborough, Nelson/Tasman and West Coast. The last position has recently been appointed and all three positions are managed by the Ministry of Social Development. The PAST connects regularly with the Vocational Coordinators to broker opportunities for pathways and transition to positive adult pathways for young people as they leave school. Collaboration has included the development of events, real world experiences that align to curriculum delivery and planning around including transition/pathways into curriculum delivery.
- Monitoring Youth Guarantee Pathways, including Trades Academies is part of this workstream.

5. [Attendance and Engagement](#)

- While our attendance data across the region remains high compared with other regions there is a variation across districts within our region. Rates range from 64% to 74% of students attending over 90% of the time. West Coast has our poorest attendance rates. Our Māori student attendance is also lower than our Pakeha students (72% compared with 60%).
- Current highlights include:
 - 2020 Attendance Indicator Report – Nelson, Marlborough, West Coast had the highest attendance rates across the region.
 - Term 2 2021 Everyday matter reports – All schools submitted their attendance data.
 - Exclusion targets for getting students back in a timely manner are continuing to improve. From July to August 31 – there were 11 students returned to education. 72.73% of students are returned to schooling within 40 days or less. Target is 55% and 100% of students are returned to schooling within 75 days. Target is 85%

6. [Pacific Education](#)

- The Pacific Education Workplan for NMWC focuses on working with Pacific communities and schools to build capacity and capability. The main Pasifika communities are in Blenheim, Nelson and Motueka, bolstered by recent arrivals through the RSE scheme. Many Pasifika learners in our region have English as a second language and schools are utilising a range of supports including ESOL funding, ELLP, Bilingual Liaison Workers, and regional ESOL cluster resources and expertise.
- Pacific community organisations such as Kalia Trust in Blenheim and Nelson Tasman Pacific Community Trust in Nelson, are supporting Pasifika learners and their families through Talanoa Ako, Study Support Centres, and Reading Together programmes. There was much interest in the Pacific Education Innovation Fund, with successful applications for mentoring programmes, careers education, and creative opportunities in schools. Our schools are building their Pacific bilingual capability although no schools are delivering a formal (>50%) bilingual programme.

- The NMWC office receives support and oversight from Magnum Tuipulotu (Lead Education Advisor) and Sia Evalu (Lead Adviser Pacific Engagement) from the Christchurch office. Engagement with communities is ongoing through regular regional staff contact, as well as more formal visits from Magnum and Sia, at this stage around the PEIF cycle.

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Key Initiatives

1. March to August 2021 – Ka Hikitia engagement with all Kāhui Ako through facilitating a Ka Hikitia Workshop to familiarise leaders with the revised strategy, alignment to the NELPs and unpacked the domains through a collective NMW whānau voice activity. A second phase is planned for the remainder of the year where we will facilitate follow-up Ka Hikitia Workshops.
2. The Top of the South Secondary Principals Association have been working with us and Leadership Lab to run a community of practice focusing on curriculum for the last 18 months funded through centrally funded PLD. Our Curriculum Lead is now attending these and will work alongside the project.
3. Rōpū Whakatenatena, a close collaboration with Nelson College for Girls, Oranga Tamariki, the local Marae, Police and a range of community groups has seen a very successful re-engagement programme develop and run for at risk students at the school. Attendance and positive attitude change were great outcomes from the pilot group. One student's attendance rose from less than 10% to over 50% during the first 10 weeks of the programme.
4. Current Attendance Initiatives:
 - a. We are partnering with Māwhera Kāhui Ako (West Coast) on an attendance project. We will collaboratively work with a team to support new initiatives.
 - b. Our two new Whānau Engagement Leads are focusing on a plan to improve attendance of our Māori students.
 - c. During lockdown – excluded student enrolments were fast tracked and enrolled with 24 hours.
 - d. Local protocols of students that have been stood down or suspended in the Nelson region is working very well. RTLB have dedicated resource for this. (Intermediate and Secondary at this stage).
5. We are currently working with the West Coast District Health Board to run a co-design process for the Mana Ake initiative to support Mental Health and Wellbeing in year 1-8 schools on the West Coast. Co-design will run through 2021 with Ministry of Health making budget decisions
6. on delivery in 2022.
7. A collaborative approach to supporting young people. Work in this area has included:

Key Risks and Issues

- We are supporting Nelson College who hold significant debt following the renovation of two boarding hostels some years ago. This debt is having a significant impact on the operation of the school and we are looking at options to support the school.
- Gloriavale Christian School sits within our region and receives constant media attention. 9(2)(g)(ii)
[REDACTED]
- 9(2)(g)(i)
[REDACTED]

Early Learning Key Priorities/Workstreams

Overview

- There are 154 licensed ECE services and 43 Certificated Playgroups in our region. These 197 separate ECE provisions are covered by four Senior Education Advisers (3.2 FTE).
- The 154 licensed ECE services comprise of 81 Education and Care services, 32 Kindergartens (under four separate Kindergarten Associations), 12 Home-Based licenses (under nine providers), 5 Kōhanga Reo, 23 Playcentres, and 1 Hospital Based service (on a notional roll, managed by a Kindergarten Association).
- In our region we have 6437 licensed ECE places (Education Counts, 2020 data) across our 154 licensed services of: Education and Care (3572), Home-Based (660), Hospital-Based (12), Kindergarten (1392), Playcentre (659), and Te Kōhanga Reo (142) licenses.
- We have 625 children attending certificated playgroups in our region (Education Counts, 2020). Our Playgroups cover Marlborough/Kaikoura (9), Tasman (7), Nelson (9) and the West Coast (18).
- We currently have 3 services on provisional licenses and have cancelled 2 licenses in the past 12 months.
- Our Key priorities within early learning are:
 - Growing the network in isolated areas
 - Growing the network for Māori and Pacific medium
 - Increasing participation (West Coast and Kaikoura)
 - Improving quality provision

Key Initiatives

1. Participation Projects (2) for the West Coast

Since the contract with West REAP started on 1 June 2019, they have supported 98 children through this initiative, however their reporting shows that 47% of the children that they support do not attend ECE prior to starting school, which is due mostly to the lack of licensed ECE services in the isolated parts of the region. The second participation project is the Supported Playgroups initiative, which has enabled the creation and coordinated support for two (one new) playgroups on the West Coast. We have also been involved in the development of a new participation project for our region that will hopefully go out for tender in the 2021/2022 year. This project aims at our remotest areas in the West Coast and Kaikoura and will integrate whānau into Te Kura as well where licensed ECE is not available.

2. Strengthening Early Learning Opportunities (SELO)

Over the past 12 months, a total of 23 SELO contracts, delivered to from 10 providers to 120 ECE Licensed Services/Playgroups. These consisted of 11 SELO1 catering to 20 licensed ECE services; 7 SELO2 catering to 41 licensed ECE Services/Playgroups; and 5 SELO3 catering to 59 licensed ECE

Services/Playgroups at a total cost of \$327,900. A survey was devised and sent out to the sector to inform the 2020/2021 SELO round in our region.

3. Licensed Pacific Provision in Marlborough

Alongside TAP Funding for new or extending existing services, and supporting participation into existing services in remote areas, management of the network is provided. In 2021 a proposal was developed and put forward to the procurement team for the addition of a Pacific Licenced ECE service in the Marlborough area. This is yet to move through the procurement process.

4. Sector Capacity Building

We have been working with the sector to identify areas of interest and run workshops in response. To date we have run sessions based on, Safety Checking, Regulation Changes and responses to Covid.

Key Risks and Issues

- We have no licensed ECE services between Haast and Hokitika despite demand from the community. The financial viability of numbers and in particular difficulty in staffing have been challenging to providers considering a service in this region.
- The recent flooding in Westport has affected child numbers for the three services. One service is currently at a temporary relocation and will face significant cost to repair their premises. We have committed to working with the services once the limits of insurance cover are known.
- There is an overall decline of child numbers on the West Coast.

Network Key Priorities/Workstreams

Overview

- There are seven catchments in the NMWC region in the National Education Network Plan (NENP) All are stable except Buller where the population is trending down.
- The key area of growth is within the Nelson catchment, in particular the areas to the west and south of Richmond.
- There are 41 schools with enrolment schemes with four new schemes under consideration.
- A Maori Medium Network plan is in place.
- Motueka Rudolf Steiner school was integrated in Term 1 2021 having previously been an independent school.

Key Initiatives

1. Primary school enrolment schemes in Blenheim.

A facilitator has been contracted to work with schools to co-design amendments to the schemes to better support areas of population growth and eliminate overlaps.

2. Te Tatoru o Wairau

the relocation of Marlborough Boys' College, Marlborough Girls' College and Bohally Intermediate School. EIS and SE&S Education team staff are involved in this project. The Education Partnership Group within the project focusing on all non-property aspects are made up of Iwi, Principals and the Ministry. The operation responsibility for this group sits with the regional office and is co-chaired by the Manager education.

3. Waimea Catchment

An ongoing project to respond to projected population growth in the Waimea Kāhui Āko schools. A community consultation was held in 2020 and a new school site acquired in the Richmond West subdivision. Ongoing work this year has been with a school considering relocation and four schools considering recapitation. An Aide Memoire is being prepared for the Minister.

Key Risks and Issues

- All our current initiatives present risk particularly as they are all collaborative projects where we have been working with the network itself to create long term solutions.
- The integration of Rudolph Steiner has proved challenging as the different proprietors trusts and EBOT establish their roles and responsibilities. We will continue to work with them on this mahi with a transition to an elected board likely at the beginning of 2022.
- There is a need to actively partner with Iwi in all network decisions. Traditionally our Network processes have not included Iwi engagement. We are in the process of working with Iwi in order to create ongoing mechanisms for partnerships that realise Iwi aspirations.

Budget

The budget is currently on track.

Learning Support

Overview

Nelson Office	Greymouth Centre*	Tasman Centre	Blenheim Office
2 Advisers of Deaf Children – regional positions			1 Advisor of Deaf Children (0.4 FTE)
3 Speech Language Therapists	2 Speech Language Therapists (1.8 FTE) 1 Speech Language Therapist (0.4 fixed term until June 2022)	3 Speech Language Therapists (2.4FTE)	3 Speech Language Therapists (2.6 FTE)
2 Special Education Advisers	2 Special Education Advisers (1.8 FTE)	1 Special Education Adviser (0.6 FTE)	2 Special Education Advisers
1 Intern Psychologist	1 Psychologist (1.0 FTE)	2 Psychologist (2 FTE)	1 Psychologist
3 Early Intervention Teachers	1 Early Intervention Teacher (1.0 FTE)	1 Early Intervention Teacher (1.0 FTE)	1 Early Intervention Teacher
	1 Physiotherapist (0.4 FTE)	1 Physiotherapist (0.6 FTE) shared across Nelson/Tasman	0.6 Physiotherapist
	Vacant position – Occupational Therapist (0.4)	1 Occupational Therapist (1.0 FTE)	1 Occupational Therapist

*Supports the West Coast areas of Kawatiri (Westport), Mawhera (Greymouth), Westland and South Westland. The district stretches 520 km from Karamea Area School to Haast School (35 schools).

Staff are based in Greymouth except for 1 Speech Language Therapist based in Westport

We are trying to work to deliver support/meet the demand for services via:

- Using existing funding such as LLI (Language Learning Intervention) and CSW (Communication support worker) to facilitate more targeted small group work.
- PD sessions for ECE teachers covering different topics are run across the year as a universal approach to upskill teachers.
- Working and meeting alongside Āhuru Poipoia (formerly Children’s Team) and Early intervention team (Paediatricians and CDS) to facilitate seamless transitions and connections between services.

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Key Priorities - services and work programmes

1. Wait Times (days from Request for Support to Actual Service Start Date) currently

Behaviour

- 73.67 days (50 days is national KPI), with 33.33% within 50 days
- Across 20/21 the range for this measure was 45 – 65 days (worsening gradually from mid-year), with an average of 56 days

Communication

- 25.55 days (75 days is national KPI), with 90.91% within 75 days
- Across 20/21 the range for this measure was 64 – 11 days (continually improving across most of the year), with an average of 85 days

Early Intervention

- 44.21 days (90 days is main national KPI), with 84.62% within 90 days
- Across 20/21 the range for this measure was 75 – 129 days (continually improving across most of the year, markedly over last three months), with an average of 103 days

Ongoing Resourcing Scheme (ORS)

- 16.5 days (22 days is national KPI), with 75% within 22 days
- Across 20/21 the range for this measure was 5 – 15 days, with an average of 9 days

All services/combined

- 45.92 days
- Across 20/21 the range for this measure was 68 – 104 days, with an average of 86 days

Active open cases

- 1044 cases currently
- Across 20/21 the range for this measure was 902 – 1047 days, with an average of monthly figure of 953 cases

2. Te Kahu Toi Intensive Wraparound Service currently

- 14 active cases enrolled across 12 schools/8 Kāhui Ako
- 9 attending school full-time; 5 on a part-time programme
- Current allocation to student plans \$421,943
- 0 residential specialist school enrolments

3. Incredible Years Parent & Incredible Years Teacher programme delivery 20/21

- There were 5 IYP courses delivered by NGOs across the region:
 - 2 in Nelson (Barnardos; Family Works); 1 in Tasman (MFSC); 1 in Marlborough (Barnardos) & 1 on the West Coast (West REAP).
- There were 6 IYT courses delivered by NGOs & the RTLB service across the region:
 - 3 in Nelson (2 x RTLB, 1 x NTKA); 1 in Tasman (RTLB); 1 in Marlborough (RTLB) & 1 on the West Coast (WKA).

4. PB4L-SW current state

- Ten schools have received all official training. Eighteen have received Tier 2 training. Twenty-two have received Tier 1.

5. Positive Behaviour & Restorative Practice-informed 20/21 workshop programme

- The PB4L Advisor delivered a range of positive behaviour (PB4L-related) and restorative practice-informed workshops across the year, including:
 - PB4L-SW 'Tier 1 in a nutshell' across various Nelson and Blenheim PB4L-SW schools
 - Relationship First Aid/RP in Kaikoura, Waimea Intermediate, Marlborough Kāhui Ako, Riwaka, Papanoa Range, Nelson Girls College, Hampden Street & the Nelson Bays RTLBs
 - Teaching for Positive Behaviour at Birchwood, Victory and Marlborough Kāhui Ako
 - PB4L-SW intro to Christchurch College of Education (Nelson campus)

6. Learning Support Delivery Model (LSDM)

- Key focus continues.
- Working closely with Learning Support Co-ordinators as they have established their role alongside Learning Support, whanau, the education sector and agencies. This focus was supported by regular meetings in individual centres, regional PLD opportunities such as the 'paper bag' lunches, 1 day termly meetings at Murchison and a 2-day event hosted in Nelson.
- These have become key aspects for Service Managers in their refocused role as Learning Support Facilitators.

Budget

- Learning Support – LS budget is tracking as expected with the vacancy factor more than being met. This is due to the corresponding challenges in filling staff vacancies.

Key Risks and Issues

- Meeting demand for service.
- Staffing and the challenges attracting psychologists to vacant positions is an enduring issue for the region. This has a flow on impact on meeting the KPI Behaviour in particular.
- In Nelson our two key (and connected) risks are staffing and (especially Behaviour) wait-times. Currently the Nelson office has no psychologists on the team. Active recruitment has occurred since January 2021, but with little success to date.
- Waitlists for our other services suffer when we have a vacancy in the team as the recruitment process can take some time. This is evident with the current Occupational Therapy vacancy that supports both Nelson and West Coast. This position has been advertised twice previously and is currently advertised again.
- Demand for our service far outstrips our capacity which is particularly evident for the Communication Service. One innovation has been in the way we are trying to work to deliver support/meet the demand for services and an increased focus on providing targeted work - for example through our Oral Language Groups where across the region we put funding into 10 schools to train teacher aides to run oral language groups. These groups consisted of 5 students

each, with varying levels of need. After the initial one term trial, all the schools committed to continuing with these groups.

Business Support

The team comprises one Business Support Manager and 6 Senior Support Officers.

These staff operate from sites in Nelson, Blenheim, Greymouth, Westport and Motueka.

The Nelson site is our main office where we have resided for over 10 years. The lease of this building is due for renewal in 2023 and consideration needs to be given to moving to a new building or a complete refit. This site is not fit for purpose now as we do not have enough desks for staff. If new cars are provided to meet the increase in FTE, then further carparks will be required. The office environment causes issues with layout and air conditioning.

Greymouth staff are currently operating from a classroom at Greymouth High School. They had to vacate the shared premises with IRD in August 2020. This was due to the seismic rating. There are no other suitable buildings in the Greymouth area which is impacting on our staff having to operate out of a school building. The landlord is working with IRD who hold the lease in relation to the scope, cost and eta for completion of works.

Sector Engagement and Relationships

Principal and Early Learning groups and Associations:

Schools
Secondary Principals Association of NZ (SPANZ)
Top of the South
NZ Area Schools Association
Buller Principals Association
Marlborough Principals' Association
Nelson Principals' Association
Canterbury and West Coast Secondary Principals' Association

Early learning
Nelson Kindergarten Association
Marlborough Kindergarten Association
Playcentre Association
Te Kohanga Reo Trust

2021 Sector Engagement (Schools and Early Learning)		
	Past / Current	Future
Schools – regional engagement	<p>March -Director visits Karamea</p> <p>March -Director visits Kaikoura Schools</p> <p>April – Director West Coast Sector visits</p> <p>May Nelson / Tasman Principals hui Educationally Powerful Connections</p> <p>June – Sector roadshows in Nelson, Blenheim, Kaikoura, Westport, Greymouth. Included:</p> <ul style="list-style-type: none"> • Attendance & Engagement • Educationally powerful Connections • NZC • Giving Practical effect to Te Tiriti o Waitangi in the education system • NCEA Change Programme • Meeting the diverse needs of learners • into to Te Mahau <p>July – NCEA change programme progressed</p> <p>August – Daily Zoom hui to support re COVID-19</p>	<p>Sept – Zoom hui engagement to support with alert L2</p> <p>OCT 4 – Soft launch Te Mahau</p> <p>Sept – scheduled Te Mahau engagement hui have been postponed due to COVID. Revised dates: tbc</p>
Principal Associations	<p>March - Principal Association Presidents/Secretaries Region Leads hui</p> <p>May – Marlborough Principals Exec</p>	Sept – West Coast Principals Assn
All Early Learning	August -Several Zoom hui to support re COVID-19	
Early Learning Associations		
Kāhui Ako	<p>March – TOTS Kāhui Ako hui</p> <p>March - August– Phase 1 Ka Hikitia</p>	Sept – Dec -Phase 2 Ka Hikitia

Marlborough Schools Project	March – Project Governance Board meeting June – Naming of the project	Sept – Governance Board meeting Dec – Governance Board meeting
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Relationships with Iwi

There are eight iwi across Te Taihū, they are:

Tainui:	Ngāti Rārua, Ngāti Koata Ngāti Toa Rangitira
KuraHaupo:	Rangitane, Ngāti Kuia, Ngāti Apa ki te Rā Tō
Tokomaru/Taranaki Waka:	Ngāti Tama, Te Atiawa,

There are three Papatipu Rūnanga o Ngai Tahu

Kaikoura:	Te Rūnanga o Kaikoura
West Coast:	Te Rūnanga Ngāti Waewae
	Te Rūnanga o Makaawhio

Click onto this link to find the boundaries, Iwi rohe interest in local authority and districts, marae, representatives

<http://www.tkm.govt.nz/region/te-tau-ihu/>

Our relationship across both the eight Iwi of Te Taihū and the three Rūnanga has evolved over the last 4.5 years and continues to develop. The eight Iwi relationship has been held with the General Managers/Chief Executive level with varied engagement with Iwi Chairs. The Strategic Advisor Māori holds the relationship and currently leads all Iwi and Rūnanga initial engagement for the region. The Iwi relationship across the Ministry Leadership team is developing, you will see below in the table what the future opportunities look like. Our approach to agreements has been co-designed and co-decided with the Iwi and Rūnanga, which has proved to be positive and has strengthened the regional relationship.

In 2004 the Ministry NMWC and the eight Iwi partnered together and developed two key documents for Te Taihū, they were: Te Rautaki Reo Māori o Te Taihū o Te Waka ā Maui and Te Kāhui Mātauranga o Te Taihū Māori Education Strategy. 9(2)(g)(i)


In 2019 the Ministry provided resource to support the eight Iwi to review this strategy for Te Taihū. Under the mandate of the eight Iwi Chairs a Te Kāhui Mātauranga Ohu has been established with each Iwi providing a representative who has educational/mātauranga Māori expertise. They will examine any matters about Māori engagement in education and the provision of Māori knowledge in education settings, in Te Tau Ihu. The ohu also examines any other matters referred to it by Iwi.

The long-term objective of the Committee is to guide and influence the Ministry of Education to discharge its responsibilities as a Te Tiriti partner in relation to:

1. Monitoring and reporting on Māori learner achievement
2. Te Reo me ōna tikanga in curriculum and professional development
3. Development of resources to capture histories and stories of all Te Tau Ihu iwi

4. Providing education that is inclusive and reflective of Māori learners and Māori knowledge
 5. Active input by Māori in education governance e.g., school boards, education councils
 6. Strengthening relationships between education providers and Māori
- This Ohu meets on a fortnightly basis and is co-chaired by the Strategic Advisor Māori and one Iwi delegated member. The Ohu work collectively to develop a planned approach to building and supporting a platform for Māori education success. This Ohu does not negate the opportunity for each individual iwi to engage with the Ministry of Education to advance their Kaupapa.

9(2)(g)(i)

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[How our Region is giving effect to Māori Enjoying and Achieving Educational Success as Māori](#)

[Supporting Māori flourishing as Māori](#)

We have a strong focus on collaborating to support Māori flourishing as Māori through a range of strategies. We strive to build a culturally responsive region where we address racism and stop this being a barrier to educational success. Our strategy has been informed by our community, Iwi, sector and staff across our region.

[Supporting our staff with professional learning and development:](#)

[Beyond Diversity](#) - All our leadership team and 80 percent of our staff have participated in Beyond Diversity. We also extended this training to collaborate with other agencies and iwi, which was a very rewarding experience for those involved.

[Te Tiriti o Waitangi Training](#) – 90 percent of the leadership team and 61 percent of our staff will have participated in this training.

[Tau mai Te Reo](#) - We are building internal language competence and currently hold twice weekly sessions for staff in one of our offices with a view to rolling this out. Some staff are participating in interagency te reo classes and we are exploring next steps to build on this.

Staff were invited to a college to facilitate a co-designed workshop targeted at teachers. This was integrated with other workstreams and priorities including Mana Ōrite. Staff responded well. They had challenging conversations around racial equity and system shifts. This was a valuable opportunity for us to connect with teachers and has positioned us well to engage with other schools in our region.

Relationships with Iwi

Iwi	Nature of Agreement/Relationship Past/Present	Ministry lead	Future Iwi opportunities possible/scheduled	Challenges
Te Kāhui Mātauranga o Te Tau Ihu o Te Waka a Maui Education Ohu (8 Iwi)	ANZH, Te Ahu o Te Reo Māori, Te Hurihanganui, Toikuranui, Iwi Partnering with Kāhui Ako, Capital Works-Cultural narrative	Iwi led in collaboration with Ministry	Continue to support the priorities and engagement across the sector.	Resourcing
Te Tau Ihu Intergenerational Regional Strategy	The kaupapa was to start the design of the future we want for the community of Te Tau Ihu.	Strategic Advisor Māori in partnership with Wakatū Inc, our three councils, eight Iwi, central govt, NTRDA, NMCC, community and NMIT.	An operational entity: Te Ao Mārama has been proposed driven by the community under the Principles of the Te Tauihu Intergenerational Strategy, to lead out projects aligned to the 8 intergenerational outcomes.	Resourcing and time
Te Kotahi Te Hoe (8 Iwi)	Whiwhi Mahi – Work & Training Whānau will have access to meaningful work & or training & retraining the newly unemployed to move from the affected sectors into available labour market, & ultimately into high value & higher paid employment.	Iwi led Trust, a consequence of COVID-19, across Govt agency supported. Currently SAM and Director have oversight. SAM leading engagement.	Ministry to consider how they could support in the Whiwhi Mahi priority. Engagement with the Pou Whakahaere and SAM in progress. Te Kāhui Mātauranga Ohu will potentially come under the umbrella of this Trust. Consider a master plan approach for agreements.	Resourcing for Whiwhi mahi hoe

			Kawe Whanaungatanga hui in progress with Iwi Chairs and GM's along with some Leadership team members.	
Ngāti Koata	SELO 2: 2017/2018/2019/2020 current Toikuranui	SAM	Master plan agreements that align with their priorities.	Capacity
Ngāti Kuia	Tuia 250, SELO 2: 2018/2019 Toikuranui	SAM	Master plan agreements that align with their priorities.	Capacity
Rangitane	Tuia 250, Toikuranui	SAM	Master plan agreements that align with their priorities.	Capacity
Ngāti Toa Rangatira	Toikuranui	SAM	Master plan agreements that align with their priorities.	Capacity
Ngāti Tama, Ngāti Apa ki te Rā Tō, Ngāti Rārua, Te Atiawa	Tuia 250, Toikuranui	SAM	Master plan agreements that align with their priorities.	Capacity
Te Rūnanga o Kaikoura	SELO 2 pre-2017, Toikuranui	SAM	Master plan agreements that align with their priorities.	Capacity issue for this Rūnanga, isolated
Te Rūnanga o Ngāti Waewae	SELO 2 pre-2017, IMER, Toikuranui	SAM	Master plan agreements that align with their priorities.	Capacity
Te Rūnanga o Makaawhio	Toikuranui	SAM	Master plan agreements that align with their priorities.	Capacity

Joint Rūnanga Te Rūnanga o Ngāti Waewae and Te Rūnanga o Makaawhio	Toikuranui 2020/2021 The two Rūnanga partnered together to co-design/co-construct and plan in respect to the role of the Kaitoko Mātauranga	SAM		Capacity
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Working with other agencies

We engage with multiple external agencies and organisations. The following table summarises some of those key stakeholders.

Working with Other Agencies / Engagement			
High level	Purpose	Strategic – who we meet with	Operational – who we meet with
Equity and Wellbeing			
Interagency emergency approach	Covid 19 interagency Response / Emergency/Civil defence responses	Top of the South Impact Forum TOSIF (Director)	Welfare Operational Teams. Three across our regions. (BSM) Psychosocial Response & Recovery. Health led. (MLS and WELA)
Interagency non- emergency sustained approach	Interagency cross sector work beyond crisis / emergency times	<p>Nelson Marlborough District Health Board (NMDHB)</p> <p>Canterbury DHB for Kaikoura & West Coast</p> <p>NZ Police: Nelson and Tasman – (Director) West Coast (SM)</p> <p>Cross-agency collaboration (MLS): MoE, Health, MSD, Police, Iwi – priorities include</p> <ul style="list-style-type: none"> • Homelessness • Vulnerable Families • Whangaia ICR - Family Harm (FVAIRS) 	<p>Nikau Hauora Hub/Franklin Village – (MLS)</p> <p>Whangaia model – FVAIRS (MLS/MEd)</p> <p>Vulnerable Families (MLS): MoE, DHB (CDS, Maternal Health, CAMHS, Autism Co-ordinator), Te Piki Oranga, NMHS Te Waka Hauora Maori Health & Vulnerable Populations, Family Violence, Oranga Tamariki, NASC, Te Puni Kokori</p>

		<ul style="list-style-type: none"> Hauora/Ora Hubs – commencing with Franklin Village & Nikau 	
Social, cultural, economic and environmental wellbeing and sustainability	To provide a cross sector forum of Te Taihū Iwi and local government to strengthen relationships, partnerships, opportunities, information-sharing and networking.	Regional Intersectional Forum (RIF) Advisory group. Social Pou – (Director / SAM) Cultural Pou – (SAM)	
Work in partnership with Māori	Give effect to Te Tiriti / the Treaty Work in partnership with Māori Nelson Marlborough Māori Education priorities	Meet with all iwi and Rūnanga (Director / SAM) Te Kāhui Mātauranga Te Tau Ihu Education Strategy Ohu Director; Strategic Advisor Māori	Te Kāhui Mātauranga Te Tau Ihu Education Strategy Ohu Strategic Advisor Māori
Reduce barriers to Education – all additional learning needs	As BAU for learning support per student/whānau need	Children’s Team (Marlborough only) Governance level (MLS) High & Complex Needs (Nelson/Marlborough & West Coast Interagency Management Group (MLS/SM) Whare Tiaki – MoE, Oranga Tamariki. YJ, Whakatu Marae (MLS) Gateway – MoE, NASC, Primary Health, NT Pasifika Community Trust, RTLB, Oranga Tamariki, NMDHB (SM)	Oranga Tamariki Child & Adolescent Mental Health Services Child Development Services Youth Justice Needs & Assessment Services – NASC (including Explore) Ministry of Social Development NZ Police Strengthening Families (Nelson & Tasman) Te Piki Oranga Public Health Primary Health

Reduce barriers to Education – Pacific learners	Engage with Pacific Community organisations		Nelson Tasman Pasifika Community Trust (Sia and Helen Watson) Marlborough Pacific Trust (Sia and EA)
Reduce barriers to Education – Refugees and migrants			Red Cross -EA
Early Learning and School Curriculum			
Work in partnership with Iwi Māori flourishing	Implement the Aotearoa NZ Histories Curriculum	Iwi (Director, SAM)	
Learners and their whanau at the centre	Improve school attendance		Rock on meetings - interagency lead by police
	Support 'at risk' learners		
	Support and Improve school performance	ERO (Andrea CEO level)	ERO / NZSTA/MoE (Director, ME, MLS, PA) Leadership Advisors Regional Management Group (MoE – Director, ME, PA)
		REAPS	
Connecting Education and Employment			
Future of Learning and work. Connecting Education and Employment	Align the education system with the labour market and careers system for school leavers Strengthen relationships between education and business		Vocational coordinators (VC's) / Education Employment brokers (Nelson/Tasman and Blenheim).

	-To Share approaches, developing collaborative work streams, sharing funding and information opportunities	Youth Pathways Collaborative Zoom, fortnightly: Nelson District Council, Tasman District Council, Marlborough District Council, MSD, MIA, NDHB, Marlborough Chamber of Commerce, VC's, NRDA, MBIE (RSLG Manager)	Same group as opportunities for collaboration arise.
	To develop, embed Pathways from education to Employment	Collaborative hui (Once a term) to strategically identify what is working well, what is missing and what can be developed, as opportunities for young people. To improve engagement of young people in education.	Separate hui 1. Education-school leaders, iwi, Careers Advisors, young people, Pacific people, etc 2. ITO's, NMIT and Training organisations outside of schools 3. Businesses, employers, industry
	To improve pathways from education to employment	To promote discussions and change to improve pathway opportunities in schools: -curriculum, industry interactions, mentoring and engagement	Career's teachers. School leaders and staff. Across the region.

NELSON, MARLBOROUGH, WEST COAST REGIONAL PLAN ON A PAGE 2020-2021

We shape an education system that delivers equitable and excellent outcomes

He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga

Better together – making a difference for ākonga

We value:

- Clarity
- Respect
- Partnership
- Accountability
- Trust
- Unity

This means:

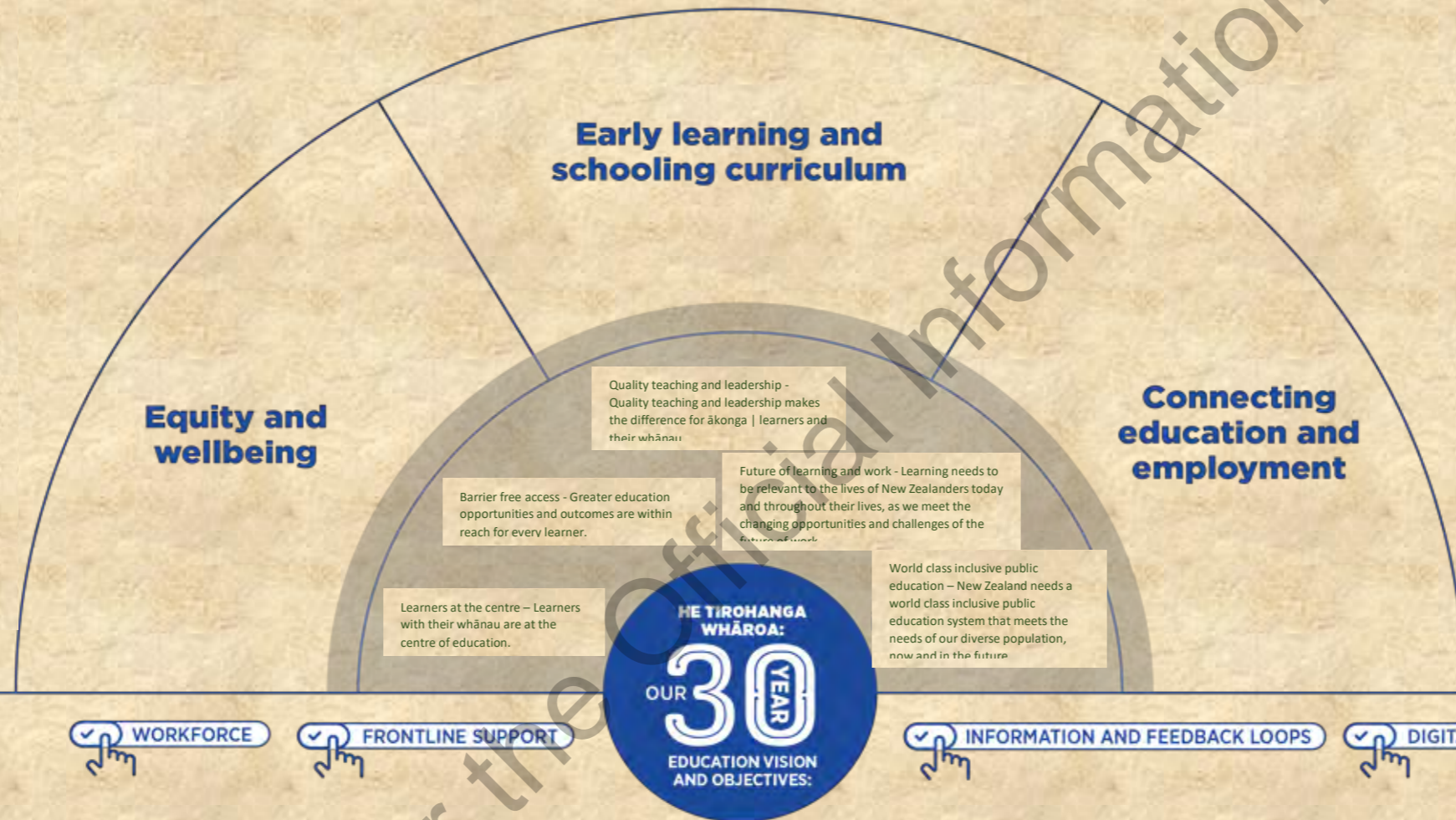
- Clear, consistent communication
- Being focused and purposeful
- Valuing difference
- Being open to respectful challenge
- Collective ownership
- Seeking input from others
- Doing what we say we will do
- Outcomes focused
- Plan, use data, report, review, evaluate

Our portfolios:

- Māori Flourishing as Māori
- Attendance and Engagement
- Learning Support
- Schooling Improvement
- Early Learning
- People Capability
- Connecting Education and Employment
- Pacific Education
- Network

We will:

- Honour Te Tiriti o Waitangi | The Treaty of Waitangi in all our work
- Value and use te reo
- Foster and support Educationally Powerful Connections, connecting education to whanau and families, communities, iwi and employers
- Develop authentic partnerships with the sector
- Forge strong working relationships with



The 30 year vision and objectives form the core of our overall approach to education.

Whakamaua te pae tata kia tina
Take hold of your potential so it becomes your reality...

We are descendants of explorers, discoverers and innovators who used their knowledge to traverse distant horizons. Our learning will be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters.

Whaia te pae tawhiti kia tata
Explore beyond the distant horizon and draw it near!

Ka Hikitia

Tau Mai Te Reo

Pacific Education
Action Plan

Education Workforce

Early Learning
Strategy

Learning Support
Action Plan

NELP/TES

International Education
Strategy/Recovery plan

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EQUITY AND WELLBEING

We will:

- Implement a Whānau Engagement Strategy in partnership with iwi
- Implement the Pacific Education Strategy – develop an implementation plan, build internal awareness and increased understanding support the sector to plan for and implement the strategy
- Support local Pacific community organisation to access the Pacific Innovation Fund
- Have a targeted and focused approach to increasing attendance rates across the region, connecting with identified schools to unpack attendance data and support the development of attendance strategies
- Develop and implement a strategy to ensure an optimal service response for ākonga at risk of suspension/exclusion and co-created local protocols with the sector in relation to exclusions, including pathways into Te Kura and ways of working with other agencies
- In partnership with the sector utilise the Enhanced Wellbeing Fund to ensure our COVID 19 response supports improved student attendance, engagement and well-being – Urgent Response Fund, ORS Fund
- Implement the Learning Support Action Plan – focus on neurodiversity, gifted learners
- Implement He Pikorua – develop an implementation plan in partnership with RTLB Cluster Managers
- Embed the Learning Support Delivery Model across the region with focus on supporting and developing the role of LSCs, strengthening the LSF function we have and development of Learning Support Registers (sLSR)
- Implement the Bullying Prevention activities – promote ākonga wellbeing and belonging
- Implement Ka Ora Ka Ako | Healthy School Lunches in 23 schools across the region
- Partner with iwi to implement Toikuranui Funding
- Support schools, kura and early learning services to implement a high-quality curriculum relating to mental health, healthy relationships and wellbeing – Curriculum Lead(s)

EARLY LEARNING AND SCHOOLING CURRICULUM

We will:

- Support the implementation of the Education and Training Act – understanding the implications of the changes internally, working in partnership with the sector to co-design a regional approach to ensuring the sector understand the act and implement changes as required
- Work in partnership with the sector to implement the National Education and Learning Priorities
- Implement Ka Hikitia – develop an implementation plan, build internal awareness and increased understanding, all staff complete Te Tiriti training and Beyond Diversity Workshops, support the sector to plan for and implement Ka Hikitia
- Work with schools and kura to identify areas for improvement, provide and facilitate appropriate support – identify schools, develop and monitor school improvement plans
- Strengthen internal capability in supporting schooling improvement
- Work in partnership with the sector and iwi to implement the Aotearoa NZ Histories curriculum
- Develop and implement a regional Distance Learning Plan
- Work in partnership with external providers to promote and share ideas of Digital Technology and Hangarau Matihiko
- Develop and implement a Regional Network Plan to manage schools roll growth across the region

CONNECTING EDUCATION AND EMPLOYMENT

We will:

- In partnership with the sector develop a regional NCEA change and implementation plan
- Establish an NCEA sector regional implementation group and an NCEA principals' leadership group
- Identify secondary schools at-risk of not achieving 2020/2021 attainment levels – implement regional mentoring scheme and apply ART methodology
- Foster cross-sector collaborative pilots based on need
- Work to strengthen relations between education and business/Industry
- Support careers and pathways events in the region
- Support Trades Academy roll allocation and programme plans



Briefing to the Incoming Hautū Te Mahau Te Tai Runga Deputy Secretary (Southern)

Regional office: Otago/ Southland

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Regional overview

There are **231** schools in Otago/Southland, with 50,474 students with 18.2% Māori and 3.8% Pasifika. We also work with **251** ECE services that are largely privately run. We are the largest geographic region covering south of the Waitaki river to Bluff and Stewart Island.

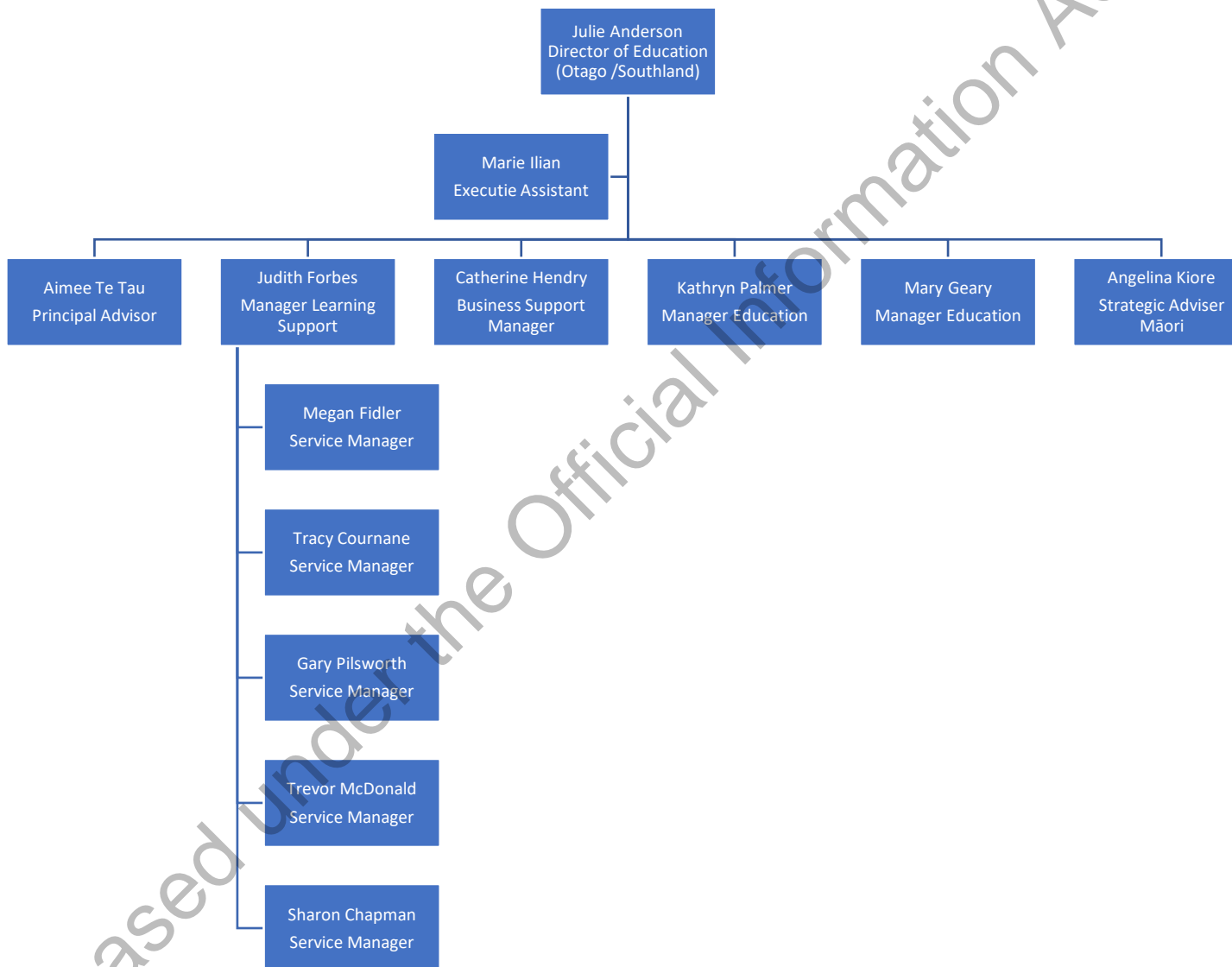
We are a region with high academic results, with strong education-focused cities, especially in Dunedin with the presence of the University of Otago and Otago Polytechnic.

Regional Office operating structure

There are 141 staff in three sites, with 86 at the Dunedin Office including Education Advisers, Property Advisers and Learning Support staff, 41 in Invercargill largely in Learning Support, but also including 4 Education staff and 3 Property Advisers. There are 15 in Cromwell all working in Learning Support.

There are 7 direct reports to the Regional Director of Education comprising of 2 Managers Education, 1 Manager Learning Support, 1 Strategic Adviser Māori, 1 Business Support Manager, 1 Principal Adviser and 1 Executive Assistant. The Director has regular 1:1 meeting with her direct reports, meets monthly with the Regional Leadership Team and monthly with a subset of Manager (ME's, Principal Adviser, MLs and PQiL) as well as weekly to assess risks and issues that are arising.

Regional Office Operating Structure



Key priorities

1. Overview of learning support services and work programmes

- Across Otago and Southland, we have six core Learning Support teams (2 Southland, 1 Central Otago, 3 based in Dunedin), headed by Service Managers (one vacancy currently), and the PB4L and systems support team, headed by our newly confirmed PQiL. All these teams are close to being fully staffed and the majority of our field staff vacancies have been filled in a timely manner. We do have difficult filling specialist positions in Invercargill, and we have filled vacancies with Special Education Advisers as we are unable to get the Educational Psychologist (only 2 in Invercargill office). Staff retention is high across all core services, and we have strengthened our induction processes for new field staff at a regional level.
- 9(2)(g)(i) [REDACTED]. We are working to establish a region-wide systematic approach to internal processes, and believe that as this work continues, we will become more united as one team across the three offices.
- The establishment of the LSDM is progressing, although there are challenges with this in clusters without LSCs, and variable progress in the establishment of interagency collaboration constrains the effectiveness in some areas. We work with three RTLB clusters, and the understanding and implementation of He Pikorua across RTB and MoE-LS are at different points in the three parts of the region.
- Learning Support field staff have a growing understanding of the LSDM, and we encourage tier one and tier two approaches, while continuing to provide responsive services to individual ākonga. 9(2)(g)(i) [REDACTED]. [REDACTED] The number and complexity of cases along with waitlist pressure in Early Intervention still creates a level of tension in the sector, but generally we have strong relationships with the sector in both schooling and early learning and operate under a high-trust model.

2. Overview of network services and work programmes

- Growth in the Wakatipu Basin and Wanaka networks. Both areas are included as catchment areas in the NEGP and have key priorities identified for future growth provision. COVID-19 was anticipated to slow growth, but this has not occurred at the rate expected. Significant investment is in place for expansion of both secondary schools (Wakatipu High School and Mt Aspiring College). The adoption of the Spatial Plan for the Queenstown Lakes area has provided a high-level strategic overview for future growth and development to be concentrated. This is helping to inform our planning for future schools that may be needed in the network.
- Enrolment scheme development – updates to the Education and Training Act 2020 to shift the implementation and development of enrolment schemes to the Ministry has increased the

work for our network team and Education Advisers. We currently have 86 enrolments schemes in place (across 230 schools). 7 are in development. The review process has also identified a range of issues to resolve, which we are working through based on level of priority.

- Māori medium network plan – regional focus on increasing numbers of ākonga in Māori medium and reo rua settings. Aspiration target is to increase numbers from 3% to 6%. Key areas of focus include establishing new provision in Queenstown, growing current provision in Gore, and developing pathways in bilingual classes across the region.
- Roll growth programme and short-term roll growth programme – working with EIS to ensure roll growth classrooms are provided when and where needed. There are 25 schools across the region on the long-term outlook for roll growth (up to 2025) – 21 in English medium with a forecast of 32 additional teaching spaces needed (40 funded through Budgets 19-20 in development). 9(2)(f)(iv)

3. Overview of early learning services and work programme

- 2021-2022 SELO programme underway – 7 contracts in place to support identified areas of need following assessment of 2020/21 SELO programmes provided, committing \$134K. 77 services identified within these contracts for individual tailored support, as well as general workshops that will support a broader range of services. Areas of priority are bicultural responsiveness, oral literacy, inspiring new leaders, GMA support for standalone services, autism and infants & toddlers.
- We have run a series of workshops for early learning services that have been ‘sense making’ – linking education work programme and initiatives, looking at how to incorporate the NELP, and Ka Hikitia. These were well received and will look at offering further opportunities for early learning that allow for best practise sharing. This approach was taken during COVID-19 Alert Level 3 and 4 – running zooms to clarify any questions services had and sharing practical ideas about how to meet health requirements.
- We currently have 5 services on provisional licenses, and we are supporting these services to address the areas needed to return to a full license.
- We work closely with a number of priority services to ensure they can access the support they need, and to encourage participation in priority communities. This includes isolated and rural communities where there is a lack of provision, and to meet emerging needs as communities become more diverse (eg Inspired Faith Academy – Samoan language playgroup in Balclutha).

4. Overview of schooling

- Currently 1 statutory intervention – Ardgowan School in Oamaru.
- 9(2)(g)(i)
- Only 53% of schools in our region are part of Kāhui Ako. There was strong resistance from schools in Invercargill and Dunedin to forming ‘pathways-based’ Kāhui Ako, and our cities have a small number of Kāhui Ako within them. We have worked with smaller clusters to implement the Learning Support Delivery Model. The allocation of LSCs in our region has been to a mix of Kāhui Ako and clusters.

The following table provides a high-level overview of education in the Otago-Southland region

Number of schools	231
Number of early learning services and certificated Playgroups made up of:	357
• Education and Care	145
• Kindergartens	67
• Home based	22
• Playcentres	32
• Te Kōhanga Reo	11
• Playgroups	80
Children attending Early Childhood	12,887 (2020)
Number of Māori Medium	2
Number of Specialist schools	2
Number of Learning Support jobs	2,148
Currently excluded	6
Number of NENs	82
Number of teachers	3,693 (2020)
Number of school students	50,474 (July 2021)

9(2)(g)(i)

9(2)(a)

5. Overview of business support services and work programmes

- Continued focus on all business support processes being electronic, reduction of hard copies and duplication of records.
- Support national roll-out of exception reporting for ESW's nationally – this is an Otago Southland initiative.
- Develop training opportunities for staff to transition to a paperless work environment, focus in the Dunedin area with the temporary relocation of the office to alternative location during remedial work and refurb of 414 Moray Place Dunedin.
- Increased involvement and support of Flexible Population -based funding processes.
- Streamline funding processes to ensure consistency in approach.
- Regular drills on Mataara to provide confidence around the system if called upon for additional assistance in the event of an emergency activation

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Key issues / work programmes

Education network – growth and demand

- We have 2 catchments within the NEGP (Wanaka and Wakatipu Basin), 9(2)(g)(i) [redacted]
- 9(2)(f)(iv) [redacted]
- [redacted]
- 9(2)(f)(iv) [redacted]

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Learning Support – demand for services

As in previous years, we meet most waitlist targets all the time, while acknowledging that since the beginning of the 2021/22 Financial Year we have struggled with the EI and Behaviour targets due to some increases in demand and issues around throughput, which should be addressed through strengthened SM practice. Overall, our service delivery to individual ākonga has continued to increase, with a total number of open jobs having increased from 2254 in September 2020 to 2460 in September 2021, an increase of almost 10%. It is challenging to manage this growth while also trying to increase liaison and tier 1 and 2 work.

Our current average wait times are:

<i>Core Service</i>	<i>Average wait time in days</i>
Communication	51.16
Behaviour	47.33 reduced from 51.9 on 2/8
ORS	12.22
EI	91.21 reduced from 96.3 on 16/8

We currently have 213 open jobs waiting for service on our waitlist:

<i>Core Service</i>	<i>Average wait time in days</i>
Communication	37
Behaviour	31
ORS	0
EI	130 mostly EI Communication
Other	15

Our PB4L team are working effectively to deliver Tier One, Two and Three School-Wide frameworks across the region, with a newly appointed SW-Practitioner in Southland showing particular strength in Huakina Mai and PB4L-SW through a culturally responsive lens.

We deliver 18 IYP and IYT programmes across the region annually, which meets our target. IYP programmes are delivered through a mixture of internal and external providers, whereas IYT is delivered collaboratively with RTLB. We have two staff attending IYAT training in 2021 and look forward to increasing the variety of programmes we will offer in the future.

Attendance

Our region has a focus on improving ākongā attendance levels. National data collected for our region showed that there was an increase in the number of students attending regularly (90% or more) across our schools from 2020 to 2021, but this figure has dropped from 2019. In term 1 2021 70.7% of all ākongā attended school regularly. This is above the national average.

We have identified and worked with schools with low attendance rates. We have also worked collaboratively with other agencies, particularly Oranga Tamariki and the NZ Police, to improve attendance and engagement. We have 'Rock On' monthly meetings established across our region where we work with the NZ Police and range of agencies and schools to address attendance concerns.

Our Education Advisers regularly connect with the contracted Attendance Services and other agencies around NENs cases. This involves liaising with families and schools to provide information on student pathways, Southern Regional Health School, Home Education, Early leaving Exemptions, Alternative Education or making referrals for Te Aho o Te Kura Pounamu or for Truancy FGCs. Learning Support may be provided to support transitions back to school as appropriate.

Sector engagement and relationships

Overview of Principal and Early Learning groups and associations:

- We meet regularly with a number of Principal Associations, including Otago Primary Principals Association, Southland Primary Principals Association, Rural Principals (Southland) and both Otago and Southland Secondary Principals Associations. There are sub-regional groups within both of these umbrellas that we meet with as required.
- We have formed sector reference groups that meet 3 times per year – this covers the wider education community, including ECE, schools, Dunedin Catholic Diocese, union (NZEI and PPTA) reps, College of Education, iwi, some NGOs, Chamber of Commerce, RTLB. These meetings provide a forum to discuss and receive feedback on current education initiatives.
- The PLD panel, ORS moderation and the URF advisory group provide opportunities for the sector to support resource allocation within the region. We also include a sector representative on panels for sector-facing staff appointments.
- During 2021 we ran a series of workshops for the sector that helped connect current priorities and work programme initiatives, enabled some best practice sharing, and provided some suggested next steps. These were as follows:
 - Term 1: Principal workshops on the NELP and Ka Hikitia in Cromwell, Oamaru, Dunedin and Invercargill
 - Term 2: ECE workshops on the NELP and Ka Hikitia in Cromwell, Dunedin and Invercargill
 - Term 3: Principal (+1) workshops on curriculum work programme initiatives in Cromwell, Dunedin, Oamaru and Invercargill.
- During COVID-19 we offered optional zoom meetings for schools and ECE throughout the lockdown period, and particularly at times of Alert Level Changes, or when new health guidance was provided. These were a useful way of hearing practical ideas to implement health requirements, and to answer common questions. These were well attended (especially schools) and reduced the level of enquiries that were sent to Education Advisers. We received positive feedback and will continue to explore zoom options for sharing best practice in 2022. Prior to lockdown, one zoom session on language development was run by our Practice Adviser, for any teachers or principals that wanted some suggestions about ways to support learners in their school. We will develop a programme for similar sessions in 2022, particularly where there is high demand for our services or general support.

Relationships with Iwi

Overview

Otago Southland Regional Offices hold the relationship responsibilities for 7 Rūnaka of 18 Rūnaka that make up Te Rūnanga o Ngai Tahu Corporate Office based in Christchurch Te Waipounamu.

Julie hosts an Iwi forum each term, rotating between our regional office areas. The intention of these is to reduce the pressure for multiple demands on Rūnaka to participate in Ministry consultations. It acknowledges the integrity of the region's partnership with Rūnaka.

The forum also includes an opportunity to link with Māori organisations within education ie Resources Teachers of Te Reo, Universities, Social Services agencies.

The next Iwi Forum will be on the 11th of November in Invercargill. We anticipate that Daryn Bean will attend the consultation on Māori Medium Education. Trevor McGlinchey | General Manager, Oranga | Te Rūnanga o Ngāi Tahu responsible for Education, has indicated he may attend.

The following table shows the funding agreements managed regionally.

Name	Funding Agreements – Contract Management Regional	Funding Agreements – Contract Management National
Te Rūnaka o Moeraki	<ol style="list-style-type: none"> Toikuranui Investment Post Covid Whānau Engagement 	
Kati Huirapa Ki Puketeraki Rūnaka	<ol style="list-style-type: none"> Toikuranui Investment Post Covid Whānau Engagement 	Learning Outside the Classroom
Ōtakou Runanga	<ol style="list-style-type: none"> Toikuranui Investment 	
Hokonui Runaka	<ol style="list-style-type: none"> Toikuranui Investment Post Covid Whānau Engagement 	Alternative Education
Waihopai Runaka	<ol style="list-style-type: none"> Toikuranui Investment Post Covid Whānau Engagement 	
Awarua Runaka	<ol style="list-style-type: none"> Toikuranui Investment Post Covid Whānau Engagement 	
Oraka Aparima Rūnaka	<ol style="list-style-type: none"> Toikuranui Investment Post Covid Whānau Engagement 	
Te Rūnanga o Ngai Tahu		Aotearoa NZ Histories

Murihiku Regeneration

Murihiku Regeneration is intended to ensure a long-term regeneration plan is developed for the region that looks after the interests of hapu, giving voice to the Te Tiriti partnership. Murihiku Regeneration is driven by the Office of Upoko. The Upoko are Ta Tipene O'Regan and Michael Skerrett. The operational activity is led by Terry Nicholas. We are supporting this work with 0.5 of our PA-ST, Ivan Hodgetts time.

Relationships with Pacific communities

Overview of funding streams and community providers

Regional Overview

Pacific communities across Otago Southland have been welcoming new people to the region for over 60 years. Dunedin and Invercargill have been the primary locations of the Pacific groups up until the last 10 – 15 years, but there is now significant growth in North Otago and more recently, South Otago. Pacific people represent approximately 3.0% of the Otago Southland population.

Evidence of this population growth is often seen in the education sector with enrolments at early learning services and schools. The growth in Oamaru is demonstrated in the Pacific student enrolment numbers in some schools which are higher than those of Dunedin. Pacific students have increased from 3.4% to 3.8% in the past few years.

Pacific Diversity

The Pacific diversity across the region creates challenges for ethnic groups to consolidate and develop culturally specific activities, projects, and programmes. This includes engagement and partnerships with early learning services and schools.

Established communities include groups from Samoa, Cook Islands, Tonga, and smaller groups from Niue, Tokelau, Tuvalu, Fiji and Kiribati. Recognised Seasonal Employer (RSE) scheme workers include people from Vanuatu in Central Otago.

Ministry of Education Pacific Funding and Support

Pacific initiatives managed by the Ministry's Parent Information and Community Intelligence Group includes the Talanoa Ako programme being delivered by three providers in this region: Pacific Island Advisory Cultural Trust (PIACT) in Invercargill, Tangata Moana in Dunedin and Oamaru Pacific Island Community Group in Oamaru. Reading Together has also been available for schools and community organisations.

Pacific Leadership within the Education Sector

The number of Pacific educators (teachers, lecturers, teacher aides, principals) has increased and the opportunities to connect and network has been acknowledged as an effective way to synthesise the implementation of the Action Plan for Pacific Education.

Pacific Education Innovation and Bilingual/Immersion Funds

The allocation of the Pacific Education Funds for Otago Southland per tranche is as follows:

- \$82,080.00 for innovative practices to meet wellbeing and curriculum needs relating to Pacific education
- \$19,000.00 for innovative practices in Pacific bilingual and immersion education provision in early learning services and schools

The implementation of the funds has been the focus of community liaison and engagement to invite and encourage applications, assessment and allocation and follow up with the successful applicants to deliver their respective projects.

Opportunities to utilise cultural knowledge and expertise available in the local communities has been recognised to pilot projects such as language and performing arts programmes.

Regional Priorities for Tranche 1 and Tranche 2 have been focused on supporting community development and strengthening Pacific capability.

Provider	Project	Amount
9(2)(f)(iv)		

Engagement schedule for 2021

The management of the Pacific Education funded projects will determine much of the engagement work to be undertaken.

The Ministry of Education is represented across several community and interagency networks and partnership groups to support educational engagement and strengthen cultural capacity.

- Tertiary Sector: University of Otago, Otago Polytechnic, ACE Aotearoa
- Dunedin City Council: Community development, Ara Toi/Arts & Culture, Enterprise Dunedin
- Ministry of Pacific Peoples: Tupu Programme contracts, Pacific Language Weeks
- Creative NZ, Ministry of Culture and Heritage, Ministry of Business, Innovation and Employment (Immigration), Ministry of Social Development
- Community Events: Oamaru Pasifika Talanoa Success Fiefia, Otago Polyfest, Murihiku Polyfest

Specific Projects & Partnerships

- South Dunedin Communities of Readers' Project: He Iwi Pānui | Read Share Grow with mana whenua, DCC and National Library. Pacific whānau and community groups are significant within South Dunedin and has highlighted the challenge of accessing reading material (picture books) in Pacific languages.
- Workforce Development Creative Industries Project: DCC and Otago Polytechnic. Pacific based curriculum, pathways for Pacific learners in the creative industries has been a strong component of this project.

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Working with other agencies

We are collaborating with a wide range of services:

Welfare

Oranga Tamariki and MSD. Ministry staff engage specifically with Mental Health, Te Roopu Awhina – Māori Engagement, Care and Protection Panel, Children in Care and Gateway programmes.

Health

Ministry staff engage specifically with Child Youth Health, Wellchild Tamariki Ora, Mental Health and Addiction, Child Youth Mobility, Dunedin Suicide Postvention Group, Child and Family Mental Health Service and Child Development Service.

Justice

Police and Ministry of Justice. Ministry staff engage specifically with Whāngaia Ngā Pa Harakeke, Youth Offending Team, ROCKON

Local Government

Iwi, NGOs and wider community. Ministry staff engage specifically with Kai Tahu – regional iwi chairs group Te Waka-a-Māui, Queenstown Lakes and Central Otago District Councils, DCC Social Wellbeing and Advisory, DCC Youth Strategy, Refugee Resettlement Steering Group.

Director is part of Regional Public Service Governance Group

Five key regional priorities have been identified: Employment, skills and training; Education; Mental Health; Alcohol and other drug use and Housing.



Briefing to the Incoming Hautū Te Mahau Te Tai Runga Deputy Secretary (Southern)

Regional office: Wellington / Te Whanganui-a-tara

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Regional Overview

Greater Wellington Region Analysis and Background



Background.

We look after 283 schools including 7 kura and 19 dual settings, and 503 early learning services in the Greater Wellington education region, including Tararua and Horowhenua.

The early learning services are licensed for just under 22,000 children and we have relationships with organisations such as Kōhanga Reo, Playcentre Aotearoa, Kindergarten Associations and multiple large service providers including BestStart and Evolve Education. Our role in early learning is focused on increasing participation, regulating services, and improving the quality of provision. We also manage complaints we receive from parents, whānau and communities.

We are a diverse region - of our 283 schools, the smallest schools are rural with less than 20 students and the biggest school has over 1700 students. We have over 90,000 students attending schools and kura in our region. The region is growing which is evident in the growth of over 4,000 additional students attending school or kura in the past four years. In 2019 alone, the Minister of Education announced 40 new roll growth classrooms for the Wellington region.

As at July 2021 we have 21,010 students that identify as Māori. This number has been growing and we expect this to continue. This represents around 23% of our total student population. 8,422 students identify as Pasifika, representing around 9% of our total student population. This means that over one third of our total population identifies as either Māori or Pasifika.

We are based across four offices, Lower Hutt, Otaki, Porirua and Masterton with approximately 280 staff working across these offices. Our Lower Hutt office is the largest and it accommodates around 180 staff.

Our proximity to Parliament often means we are a “test” region for new initiatives, policies and programmes and government announcements. This can be useful, but we are aware that it often means the sector becomes “fatigued” from consultation and engagement and our staff are preparing a high number of Ministerial Briefings.

We have seen an increase in the number of both Ministerials and complaints from parents and whānau. We believe this is due to a number of factors – often parents work as public servants in Wellington and are aware of the appropriate channels to take, along with the Minister of Education’s electorate being located in our region. Our region is also home to the Deputy Prime Minister (MP for Wellington City) who is also the Minister for Finance, the Minister of Justice, and the Associate Minister of Health. There is also currently a total of 9 Electoral and List MP’s in our region.

9(2)(g)(i)

[Redacted]

[Redacted]

Education Context

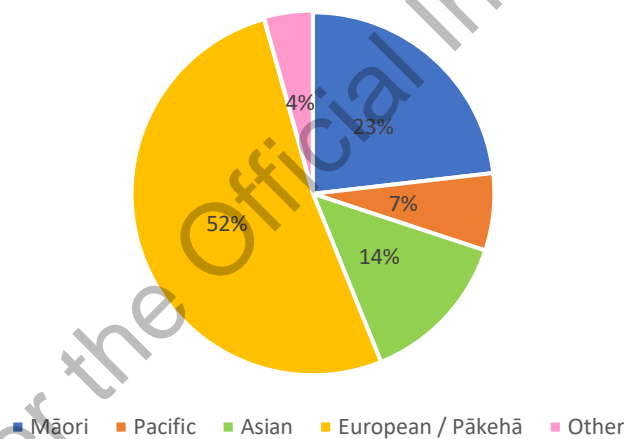
Early Learning provision

There are 503 early learning services in Greater Wellington

Breakdown by service type

Service Type	Number of Service Name	July roll 2020
Education and Care Service	268	12298
Free Kindergarten	112	5198
Homebased Network	30	1033
Playcentre	43	1136
Te Kōhanga Reo	42	956
Puna Reo	8	250
Total:	503	20871

Percentage of Wellington Region ECE by ethnicity



Schooling Provision

The below roll data table and ethnicity chart for schools in the Greater Wellington region. Whilst we have 283 schools, the total is 290 as it includes 3 activity centres and four teen parent units.

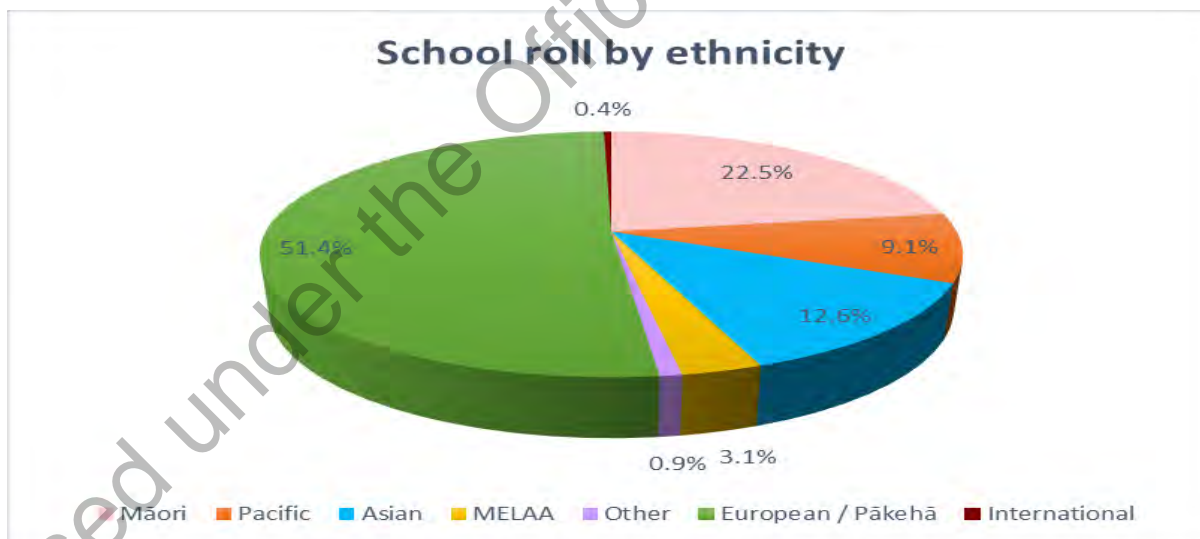
School Type	Number of School Name	Roll data as at 1 July 2021
Activity Centre	3	0
Composite	16	4308
Contributing	81	19963
Full Primary	126	27943
Intermediate	15	6229
Secondary (Year 7-15)	9	3421
Secondary (Year 9-15)	33	28140
Special School	3	191
Teen Parent Unit	4	76
Total:	290	90271

Māori Medium	Number of Kura	Roll data as at 1 July 2020
Kura Kaupapa Māori	4	338
No special Affiliation	1	303
Ngā Kura-ā-iwi	2	455
Te Kōhanga Reo (ELS)	42	956

TLA breakdown:

Territorial Authority	Number of School Number	Sum of Total School Roll
Carterton District	6	936
Horowhenua District	20	4661
Kapiti Coast District	20	8570
Lower Hutt City	55	17301
Masterton District	21	5281
Porirua City	36	9689
South Wairarapa District	8	1742
Tararua District	21	2912
Upper Hutt City	21	7803
Wellington City	82	31376
Total:	290	90271

School Roll data by Ethnicity



Regional Office Operating Structure

Greater Wellington Regional Leadership Team – Org Chart

The Greater Wellington Regional Leadership Team (WRLT) includes the Director of Education, his nine direct reports and the two managers from the Education Infrastructure Service Team. WRLT meet every Monday morning to discuss any risks and issues, review Ministerials in progress, highlight items for EWU, and updates from the SE&S Management Team for regional information.

Name	Position
9(2)(a) Roy Sye	Director of Education
Alana McCorry	Principal Advisor
Kayne Good	Manager Learning Support
Annie Chenery	Manager Education Porirua, Kapiti & Horowhenua
Lisa Rangiaho	Manager Education Wellington, Upper Hutt & Māori Medium
Mandy Bird	Manager Education Lower Hutt, Wairarapa & Tararua
Anna Geling	Business Support Manager
Te Rangipai (Matt) Renata	Principal Advisor to Regional Public Sector Commissioner
Tempell Wi	Strategic Advisor Māori
Lucy Ross	Regional Infrastructure Manager
Stephen Cross	Infrastructure Manager
Moana Ransfield	Executive Assistant

Detailed regional org charts are prepared and available on request.

Key Priorities

Māori Education

We continue to focus on effectively embedding Ka Hikitia in how we work both internally and with the sector.

We have also developed a Māori Medium Network Plan which details our plans to grow this pathway for ākonga.

We have provided an additional PLD opportunity for Māori and Pacific leaders and aspiring leaders in our region. We have established two discrete contracts one for Māori Leaders and one for Pacific leaders. External facilitators have been secured that enable and ensure a by 'Māori for Māori' and by 'Pacific for Pacific' model. Both contracts begun during lockdown, Alert level 3 and resulted in good engagement from participants. The initial feedback indicates that the PLD has value in supporting leaders and aspiring leaders in our region, the initial focus has been on indigenous leadership frameworks and cultural wellbeing.

July 2020 % ākonga Māori in our Region in Level 1:	7.3%
Additional ākonga in Level 1 to reach 30% by 2040:	6,520

Our network of schools offering Māori medium

We have Māori medium provision in the following locations in our region:

Four Kura Kaupapa Māori affiliated to Te Rūnanganui o Nga Kura Kaupapa Māori o Aotearoa, two kura-ā-iwi affiliated to Ngā Kura ā Iwi o Aotearoa, one kura with no specific affiliation, 12 schools with dual medium units, 33 kōhanga reo and seven puna reo.

Goals for Māori medium education in the Region

The focus of our Region is to:

- Develop and grow Māori medium pathways across the region in partnership with iwi, whānau and hāpori in a proactive way
- Work with iwi, whānau and hāpori to co-design the future of Māori medium provision in this area.
- There is potential to increase Māori medium provision of Level 1 and 2, by supporting existing dual medium settings and supporting the establishment of new kura.
- Target and tailor resource to support Māori medium initiatives.
- Strengthen existing and new relationships with key partners in the delivery of Māori medium provision – this includes iwi, hapū and whānau, our existing kura, Te Rūnanganui o ngā Kura Kaupapa Māori (TRN), Ngā Kura ā Iwi o Aotearoa (NKAI), Te Kōhanga reo National Trust and Te Ikaroa kōhanga reo regional office.

Key Work Programmes

Regional Plan



As well as the wider Government and SE&S priorities, our regional priority is “**partnering for better outcomes for ākonga**”. Our evolving focus areas as a region are:

- Actively engaging in positive and meaningful relationships with sector, iwi, communities and agencies.
- Proactive planning to ensure our network provides quality education pathways.
- Effectively anticipating and responding to risk.
- Ensuring we have the right systems to support quality work.
- Planned support & development of our workforce.
- Implementing the Learning Support Delivery Model and addressing wait times with schools, kura, early learning services, Kāhui Ako and clusters.
- Actively supporting secondary, tertiary and employment pathways and connections.
- Collaborating with each sector to lift teaching and learning, quality leadership, and governance capability.
- Actively supporting students to attend and engage in education.
- Provide curriculum and wellbeing support and guidance.
- Supporting the sector to understand and successfully embed the Education and Training Act 2020 and updated Early Learning Regulation

National Education Growth Plan [NEGP]

We have three catchments within the NEGP: Central Wellington, Northern Wellington and Northern Kāpiti.

Central Wellington:

We are working with council supporting “Let’s Get Wellington Moving” initiative. The Wellington City Council are anticipating that their total population will be increasing by up to 80,000 people in the next 30 years. There are significant capacity and site constraints issues within mainly the secondary network of schools. We are planning to review technology provision to Year 7 and 8 students, and where it is provided. Currently the state (non-integrated) primary school network is operating at 88%. A new primary school is also required in this catchment which has a lack of greenfield space. There are also issues around constrained current primary school sites so intensification of existing schools could also be challenging.

Northern Wellington:

We are working with council around spatial development and size of greenfield developments, and the potential impacts on the school network.

Northern Kāpiti:

We are in negotiations for a site for a new primary school. We are intensifying existing schools as an interim response to the capacity required.

National Education Network Plan [NENP]

The Greater Wellington region has 15 catchments within the NENP. Six of these 15 are ‘steady growing’. These are Porirua North, Horowhenua, Upper Hutt, Lower Hutt South Kāpiti and Masterton.

We are working with Kāinga Ora, council and iwi, on the Porirua East Regeneration Project.

Early Learning

We are seeing an increase in both complaints and incidents that are managed by our team of education advisors. At times, the volume of these complaints can end up pulling staff away from other work, our 495 services are managed by 11 advisors. Of note is that nine playgroups have closed in 2021, this is attributed to declining rolls. We are working closely with local iwi developing programmes under SELO to strengthen services’ cultural responsiveness.

Significant progress has been made on reducing average Wait-times for children to receive Early Intervention services from our specialist staff. Average days waiting has come down for 170 days to 89. The national target is 90 days.

Learning Support – demand for services

Wait-times

July 2021 was the first month that our region met all learning support targets, for as long as we can remember. Our teams have been doing amazing work in this space, led by our Learning Support Manager to reduce our wait times for tamariki. We believe reaching this target is a result of great efforts by our staff, but also innovative practice under the Learning Support Delivery Model.

Staffing

Like the rest of the country Wellington is facing recruitment challenges. A number of other agencies, including Oranga Tamariki and Health pay higher salaries for psychologists. Private practice is also attractive. Speech Therapists recruitment also proves challenging due to the sheer number of SLT we need to employ. Because of the relative wealth of people in Wellington City, private practice is also a viable option for many practitioners. In order to attract and retain staff we provide a good work life balance and a positive working environment where staff are well supported.

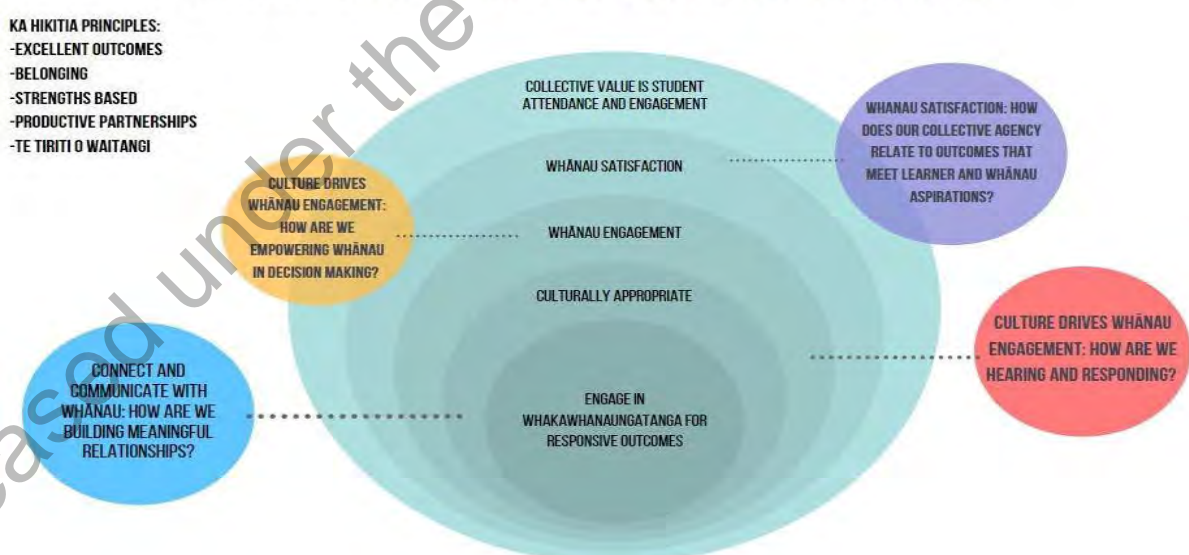
Attendance and Engagement in Learning

Post Covid 19 attendance strategy – Student Engagement and Attendance Team. (SEAPT).

In response to Covid 19 the SEAPT team was formed specifically to design and implement our regional Attendance and Engagement plan. They developed a best practice model for and with schools highlighting ways of working with whanau to engage students back into education. While the SEAPT team has been disestablished, **the model of working continues as best practice across our region.** There is a new way of working with schools and whanau that is sustainable based on Kaupapa Māori Values.

BEST PRACTICE FOR ATTENDANCE AND ENGAGEMENT

KA HIKITIA PRINCIPLES:
-EXCELLENT OUTCOMES
-BELONGING
-STRENGTHS BASED
-PRODUCTIVE PARTNERSHIPS
-TE TIRITI O WAITANGI



Attendance Service (AS) review and redesign

Our initial sector consultation round in June resulted in schools wanting to be able to employ local people to work closely with their whanau to make a difference. The NUMA contract with Te Ropu Awhina will finish December 2021.

We are currently in consultation to finalise the service delivery contracts for our five TLAs. One area will use an iwi provision. The rest will have a school-based provision. Final details are being worked through by the end of this term.

Regional and National Attendance and Engagement Plan.

Our team are currently working with the development of the National Attendance and Engagement planning supported by all regional teams. We have developed the strategy goals, outcomes and are developing the measures.

Next Steps for our Regional Plan: Convening a sector reference group including whanau, rangatahi and iwi to co-design the Attendance and Engagement plan for Wellington region

Regional attendance data monitoring.

We use weekly Power BI dashboards that allow the submitted attendance to be analysed based on Local Government areas, Kā Hui Ako, Individual School, year group, ethnic breakdown data (approximately 85% of our schools consistently upload their attendance data). This data is used to identify patterns and trends and to support discussions with Local / Central government partners as well as schools, associations, and clusters. Further work is to be done on how this work can be refined.

Select Committee Attendance and Engagement.

We have a small team supporting the MOE advisory function to the Parliamentary Select Committee. We are currently supporting the analysis of submissions and identifying themes. We are also contributing to the narrative in the draft briefing paper.

Alternative Education and Activity Centre support.

Our Education Adviser Maori Engagement engages in conversations that identify best practice for AE/AC providers. This is supporting change in pedagogy, to increase cultural awareness, capabilities, and responsiveness in staff.

There is over-representation of Māori particularly in AE's. Mid-year reports are discussed and feedback identifies what works well and areas for improvement. This is co-constructed with providers and pedagogical leaders. We are supporting providers to raise the profile of AE/AC in school and community, highlighting points of differences, benefits and success stories.

Pacific Education

The Pacific relationships at all levels, including early learning are growing with participation in early learning, school, and community events significantly increasing over this year. We are currently working through our innovation and engagement fund allocation for the region.

Tapasā - an additional \$5M has been allocated this financial year for the Pacific Teachers cultural competence framework focusing on upskilling teachers to become culturally competent with diverse Pacific learners. We have been actively engaging with BOT's to support this programme.

Sector Engagement & Relationships

Principal Associations

We have three main Associations that we meet with regularly. These are the Greater Wellington Secondary School Principals' Association (GWSSPA), the Wellington Intermediate School Principals' Association (WISPA) and the Wellington Regional Primary Principals' Association (WRPPA). We also regularly meet with other principal cluster groups and Kāhui Ako on request.

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Iwi Relationships

Overview

The following table lists the name of the iwi across our Greater Wellington region; the status of the relationship; the status of various agreements.

Iwi name	Relationship status	Toikuranui Agreements	Whānau Engagement Agreements	ANZ Histories	Supported play group	Iwi Scholarships
Ngāti Toa	Active	yes	yes	yes		yes
Muaupoko	Active	In negotiation	yes	In negotiation		
Ngāti Raukawa	Active	yes	N/A	N/A	yes	yes
Rangitāne o Wairarapa	Active	yes	N/A	N/A		
Ngāti Kahungunu ki Tamaki Nui aRua	Active	yes	yes	Discussing the next phase of the agreement		yes
Rangitāne o Tamaki Nui a Rua	Active	yes	yes	N/A		yes
Te Atiawa	Active	In negotiation	yes	N/A		
Ngāti Kahungunu ki Wairarapa	Inactive					
Rangitāne o Manawatu	Inactive					
Tūkorehe	Inactive					
Te Atiawa ki Whakarongotai	Inactive					

9(2)(g)(i)

We are currently in discussions with iwi negotiating new contracts for our SELO work programme.

Muaupoko and Tūkorehe are the only pre treaty settlement Iwi. Te Atiawa which is part of Taranaki Whānui and the Post Settlement Governance Entity, the Port Nicholson Block Settlement Trust (PNBST) has an Education Accord with the Ministry and the Accord relationship is managed by National Office.

Muaupoko and Ngāti Toa have each submitted an application for kura establishment in their respective rohe.

Jointly Ngāti Kahungunu ki Tamaki Nui a Rua and Ngāti Kahungunu ki Wairarapa signed their Deed of Settlement and are working to set up their structure for its Post Settlement Governance Entity.

Working with other Agencies

Cross-Agency

We are involved in a broad range of cross-agency work, many of which have been mentioned in other parts of this briefing. We have highlighted a few other key cross-agency work programmes and networks below.

Regional Public Service Commissioner (RPSC)

The Director of Education holds the role of Pou Kōtui ā-rohe o Te Ratonga Tūmatanui (Regional Public Service Commissioner) for the Greater Wellington Region. The Cabinet agreed mandate for this role is to:

- Convene: bring together, coordinate and align central government decision makers (supporting and building on existing groups) across the social, economic, skills and workforce, and environmental sectors, as it relates to regional leadership, planning and delivery of wellbeing outcomes for communities in their regions; and if requested, to act as a central government representative for other public service agencies (in consultation with agencies) on issues that cut across domains,
- Resolve: coordinate with officials to resolve barriers to achieving outcomes for communities which may include working collaboratively with existing groups, including iwi/Māori, local government and regional stakeholders as necessary; and
- Escalate: working with officials to identify barriers to achieving action/outcomes for communities and raise with the relevant Chief Executives group where resolution cannot be achieved at a regional, work programme or single agency level and as a last resort, escalate direct to the system leader for regional alignment.

Regional Skill Leadership Group (RSLG)

A key initiative coming out of the Reform of Vocational Education, this independent group was formed to actively support our changing labour market across the Greater Wellington Region.

A sub-group of agency regional advisers has been formed to lead a regional pathway to employment priority, aligning to the labour market focus of the RSLG. Members include: RSLG, MSD, TEC, MOE, INZ, Kānoa. Attended by a Principal Adviser Secondary Transitions.

Regional Leadership Group (RLG)

Formed out of the 'Caring 4 Communities' initiative this group has been used as an umbrella to frame the regional priorities. Membership includes local government CEs, CDEM, key Government partners, Iwi and DHBs. Discussion is starting on aligning the work of the RLG to the newly created Wellington Regional Leadership Committee. This group is being stood up to progress and activate the Wellington Regional Growth Framework, regional economic recovery, and sustainable regional economic development.

Strategic Governance Group

Eight agencies of key Government partners formed to lead actions toward achievement of our regional Child Wellbeing priority. Membership includes Ministry of Education, Ministry of Justice, Department of Corrections, Ministry of Social Development, NZ Police, Te Puni Kōkiri, Ministry of Pacific Peoples and Oranga Tamariki